Advance Social Science Archives Journal
Available Online: https://assajournal.com
Vol.3 No.1,January-March,2025.Page No.1328-1344
Print ISSN: 3006-2497 Online ISSN: 3006-2500
Platform & Workflow by: Open Journal Systems

THE IMPACT OF PARENTING STYLE ON ADOLESCENT AGGRESSION: EXAMINING THE MEDIATING ROLES OF PEER VICTIMIZATION AND EMOTION REGULATION

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ABSTRACT

This study examines the mediating roles of peer victimization and emotion regulation in the relationship between parenting styles and adolescent aggression in Peshawar, Khyber Pakhtunkhwa. A sample of 580 adolescents (338 boys and 242 girls), aged 14 to 21, was drawn from public and private educational institutions to ensure diversity. The Parenting Style and Dimensions Questionnaire (PSDQ), Buss-Perry Aggression Questionnaire (BPAQ), Multidimensional Peer Victimization Scale (MPVS), and Emotion Regulation Questionnaire (ERQ) were used for data collection. Data analysis was conducted using SPSS 21 and PROCESS Macro v4.2, applying descriptive statistics, correlation analyses, and parallel regression models. The results indicated that the authoritative parenting style was negatively associated with aggression, whereas authoritarian and permissive parenting styles showed positive associations. Emotion regulation significantly mediated the relationship between parenting styles and aggression, reducing its impact. However, peer victimization did not serve as a significant mediator. The study outlined key findings, acknowledged its limitations, and provided recommendations for future research.

Keywords: Parenting style, Aggressive Behavior, Peer Victimization, Emotion Regulation, Adolescents.

Introduction

As per the World Health Organization (WHO), the age parameter of 10 to 19 spans the phase of adolescence during which identity formation takes place, and it is a development stage riddled with uncertainty and confusion. Parents have the major role of assisting the adolescent through this stage and helping them reduce the chances of negative behavior (Ramirez, 2016; Sokol, 2009; WHO, n.d). Moreover, parents have an extremely influential part in setting the context of social interactions

through their aggressive or controlling behaviors (Bandura, 1989). Thus, parenting styles as they relate to the aggression demonstrated by the adolescent need to be investigated.

Parental control, along with other factors related to authoritarian styles, have proven deeply consequential to the emotional and psychological sides for the American Psychological Association. Many associate these styles with domineering, aggressive, and unsupportive parents. In regard to adolescence, the Social Learning Theory by Bandura (1977) claims that a child learns through observation and imitation. When a domineering style reigns, anger and defiance breed exploration. Alternatively, accepting permissive parenting along with no structure creates a haven for a nurturing ecosystem for emotional breakdowns and can trigger aggression. Authoritative parents who combine warmth tend to encourage strong self-esteem and self-worth. The family environment supportive or dysfunctional remains one of the key area of violence in youth (Myers, 2010; Lestari, 2012).

Buss and Perry (1992) characterize aggression as the display of negative feelings aimed at inflicting injury. In a certain developmental period such as adolescence, aggression can take the form of physical, verbal, or psychological acts. Physical aggression entails inflicting violence on other people, whereas verbal aggression entails violence done through words. Psychological aggression is perpetrated through actions that harm one's emotional state such as bullying, screaming, or inducing stress (Eziyi & Ocioemelam, 2008).

Adolescent aggression is perhaps one of the most troubling and detrimental issues for individuals and society as a whole. Considering that parenting styles are distinctive and formative, they have great bearing on aggressive behavior, but this relationship, especially in Pakistan, is not well explored. This research aims in filling this gap in literature by assessing how parenting styles, peer bullying, and emotion management add to the problem of aggression in adolescents in Peshawar, Khyber Pakhtunkhwa.

Peshawar has to deal with a wide array of socio-cultural and economic issues. These include poverty, limited educational opportunities, and insecurity, all of which deeply influence adolescent behavior. Parenting in Pakistan, for example, follows a collectivist approach, which shapes attachment styles as well as the use of aggression and compliance in dealing with adolescents (Sangawi, Adams, & Reissland, 2015). Though much has been said about the importance of parent-adolescent encounters in the regulation of aggressive behavior, the literature on parent-adolescent dynamics, especially in Khyber Pakhtunkhwa, is strikingly scarce.

The purpose of this study was to analyze the relationships between parenting styles and adolescent aggression alongside peer victimization and emotional regulation as potential mediating factors. This study also accounts for both the direct and indirect

effects of parenting styles because peer victimization is reported to be quite rampant in Pakistan, where 24.1% of students claim to be bullied (Shujja, Atta, & Shujjat, 2014). This study offer support for the development of culturally sensitive mental health strategies, community-based parenting programs, and other interventions intended to mitigate aggressive behavior while enhancing coping strategies. With the existing research gap, the study aims to strengthen the understanding of aggression among adolescents in Pakistan while advancing efforts to promote the wellbeing of youth in Peshawar and similar contexts.

Theoretical Framework

In the 1960s and 1970s, Baumrind advanced her parenting styles theory focusing on three principal types: authoritarian, authoritative, and permissive. The different styles described influence parenting which directly affects child's emotional, social, and cognitive development (Baumrind, 2011). For instance, authoritarian parenting style that reflects high control and low warmth is correlated with poor emotional regulation and elevated aggression. Whereas, highly controlling but cold parenting can also lead to such problems. Parenting that is authoritative with appropriate warmth and control promotes emotional security, secure attachment and decreases aggression. Meanwhile, the Bandura's Social learning theory (1977) elaborates how children learns behavior through observation and mimicry. Exposure to aggressive behavior coming from authoritarian parents or peers increase the likelihood of the adolescents to reproduce the aggressive behavior. The ability to regulate emotional responses can also be undermined through peer victimization (bullying) and the victims are driven to adopt an aggressive coping strategy (Rigby, 2003; Salmivalli & Peets, 2009).

This study offers a more comprehensive understanding of adolescent aggression by integrating Baumrind's parenting styles with Bandura's theory. While authoritative parenting practices promote emotional self-regulation and resilience, authoritarian and permissive parenting practices tend to increase aggression by impairing emotional well-being and exposing adolescents to negative influences. These results stress the importance of parenting alongside peer interactions in understanding adolescent behavior, demonstrating the necessity of multidisciplinary approaches for social and familial factors.

Parenting Styles and Their Impact on Aggressive Behavior

With regard to negative outcomes such as increased aggression, authoritarian parenting, defined by strict rules, strong control, and limited emotional support, has been associated with rather negative consequences. Research (Kuppens et al., 2009) suggest bullying tendencies, reduced empathy and scope for harsh discipline and demanding environments (Gray & Steinberg, 1999; Chapple, 2003).

In contradiction, authoritative parenting by definition refers to high responsiveness paired with clear expectations. Authoritative parenting decreases levels of aggression while encouraging better emotional regulation. Adolescents from authoritative households display aggressive behavior less often, and exhibit better coping skills due to a blend of structure and warmth (Nijhof & Engels, 2007; Firouzkouhi et al., 2016).

Permissive parenting or rather high acceptance with low control is linked to impulsivity and aggression due to a lack of adequate discipline. Households adhering to permissive parenting styles tend to offer children lesser supervision which in turn fosters development of aggression (Clart et al, 2015, Smack et al, 2015).

Parenting Styles and Their Impact on Peer Victimization

Research from social influence perspectives shows that aggressive skills are learned within the familial context (Patterson, 1982, 1986). Inconsistent or harsh discipline not only fosters aggression within the family but also affects behavior in the larger social environment (Loeber & Stouthamer-Loeber, 1986). Perhaps the most damaging features of parent-child relations are emotional detachment, lack of warmth, hostility, and poor supervision. Victimized children tend to think of their parents as overly protective (Bowers et al., 1994). Furthermore, parents' depression, anxiety, or anger, and their relational attitudes toward parenting are strong determinants of children's externalized or internalized behaviors.

Rigby (1993) noted that students who held positive parental feelings were less likely to engage in bullying. On the other hand, bullies ostensibly came from conflict-ridden, disorganized families, characterized by harsh authoritarian parenting (Espelage et al., 2000).

Parenting Styles and Their Impact on Emotion regulation

Parenting styles significantly influence emotional regulation and social anxiety in young adults. Poor parenting practices can hinder development in multiple aspects. For example, permissive parenting is associated with challenges in emotional regulation and accountability, leading children to be less focused on achievement, more prone to peer influence and at a higher risk of engaging in behaviors like substance abuse (Baumrind, 1991; Darling, 1999).

McLeod et al. (2007) discovered that young adults from authoritative households exhibited better emotional regulation and lower social anxiety, whereas those raised under authoritarian parenting displayed weaker regulation and higher levels of anxiety. Similarly, Goharpey et al. (2019) emphasized that parental support enhances emotional regulation, whereas parental disapproval and neglect can have damaging consequences.

Peer Victimization and Its Impact on Aggressive Behavior

Peer victimization, which constitutes repetitive bullying or aggression inflicted by peers, remains one of the leading reasons behind aggressive behavior in adolescents. Victims of bullying usually acquire aggressive behavior because of poor emotional self-regulation coupled with detrimental parenting. It has been documented that peer victimization worsens aggression, especially in the presence of harsh parenting style or lack of parental support (Sullivan et al., 2006; Aceves & Cookston, 2007).

In addition, peer victimization has been known to serve as a bridge in the parenting aggression link, exercising direct and indirect influence to both aspects. Adolescent bullying may prompt retaliatory aggression as either a protective response or a result of poor self-regulation skills. Strong parent-child relationship can strengthen the ability to lessen the negative consequences of victimization on aggressive behavior (Aceves & Cookston, 2007). Longitudinal analysis portray the intricate dynamics of parent-child relationship and peer victimization as key factors in the development of aggressive behavior in adolescents (Eichelsheim et al., 2010; Johnson et al., 2011).

Emotional regulation and Its Impact on Aggressive behavior

According to Bandura's (1986) social learning theory, both parents and peers serve as models from which aggression is learned. Such behaviors, whether physical or verbal, are affected by a parenting style's emotional regulation processes (Huesmann et al., 2009; Wood et al., 2014).

Emotion regulation is one of the most critical components of aggression control during adolescence (Hagman, 2014). Youths who can effectively manage their emotions tend to act in accordance with social expectations and norms. On the other hand, poor emotion regulation tends to result in aggression, among other maladaptive behaviors. Emotion regulation consists of self-soothing, distress management, and impulse control (Shields & Cicchetti, 1998; Eisenberg et al., 2001).

However, the link between emotion regulation and aggression is complex. Research by Roell et al. (2012) and Chang et al. (2003) suggests that both individual temperament and environmental influences contribute to this relationship. Additionally, Chang et al. (2003) found that parenting styles impact aggression both directly and indirectly by shaping emotion regulation abilities.

Cultural factors also play a significant role in how parenting affects emotion regulation. In collectivist societies like Pakistan, where group harmony and emotional restraint are emphasized, parenting approaches differ from those in Western cultures. These cultural values influence the connection between emotion regulation and aggression, highlighting the need for context-specific research.

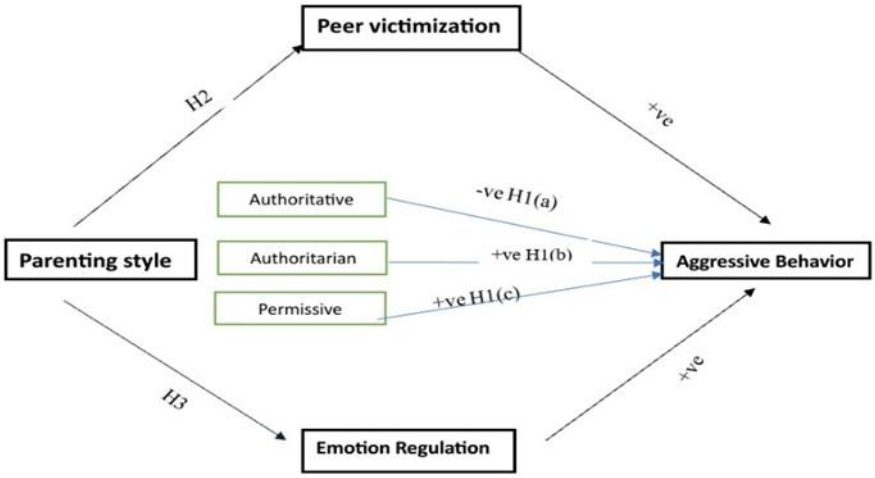

Figure 1: Conceptual Model (I)

Objectives

1. To examine the influence of parenting styles on aggression in adolescents.
2. To investigate the mediating role of peer victimization and emotion regulation in the relationship between various parenting styles and adolescent aggression.

Hypotheses

1. (a) It is anticipated that an authoritative parenting style will be negatively associated with adolescent aggression.
   (b) An authoritarian parenting style is expected to be positively linked to adolescent aggression.
   (c) A permissive parenting style is also anticipated to exhibit a positive relationship with adolescent aggression.
2. Peer victimization is hypothesized to act as a mediator in the connection between parenting styles and aggressive behavior.
3. Emotion regulation is proposed to partially mediate the relationship between parenting styles and adolescent aggression.

METHODOLOGY

Study Design

A cross-sectional design was adopted for this study, with data collected using dependable questionnaires.

Sample

The study employed a convenience sampling technique to gather data from participants in the Peshawar district of Khyber Pakhtunkhwa, Pakistan. The study included 600 participants (320 males, 280 females) were selected, equally divided between public and private educational institutions. The population size, verified by the Board of Intermediate and Secondary Education (BISE), included 36,060 students across 224 colleges. Raosoft was employed to calculate the required sample size to achieve sufficient statistical power. Although increasing the sample size could improve accuracy, the choice of 600 participants was made due to practical factors such as time, accessibility, and available funding, ensuring reliable generalizations while meeting statistical confidence and error margins.

Instruments

Demographic Information Sheet

A questionnaire was developed to collect details about participants' age, gender, educational background, family dynamics, parental education and employment, socioeconomic status, and living location.

Parenting Styles & Dimensions Questionnaire (PSDQ)

The Parenting Style and Dimensions Questionnaire, developed by Robinson and Mandleco (1995), used a 5-point scale (1 = never, 5 = always) to assess parenting styles—authoritarian, authoritative, and permissive. Subscale scores were calculated by summing the responses for each child. The Cronbach's α reliability coefficients for the parenting styles in this study were as follows: .86 for authoritative, .70 for authoritarian, and .60 for permissive parenting styles.

The Buss-Perry Aggression Questionnaire (ABQ)

The Aggressive Behavior Questionnaire (ABQ), developed by Buss and Perry in 1992, was employed for data collection in this study. The questionnaire consists of four subscales: Physical Aggression (Items 1–9), Verbal Aggression (Items 10–14), Anger (Items 15–21), and Hostility (Items 22–29). In the current study, the ABQ demonstrated good internal consistency, with a Cronbach's alpha reliability coefficient of .82.

Multidimensional Peer-victimization Scale (MPVS)

The Multidimensional Peer Victimization Scale (MPVS), developed by Mynard and Joseph (2000), consists of 24 items categorized into six subscales: Physical Victimization, Social Manipulation, Verbal Victimization, Attack on Property, Electronic Victimization, and Social Rebuff, with each subscale comprising four items. The scale is based on a three-point rating system, where 0 indicates "not at all" and 2 represents "more than once." In the present study, the MPVS demonstrated strong internal consistency, with a Cronbach's alpha reliability coefficient of .94.

Emotion Regulation Questionnaire (ERQ)

The Emotion Regulation Questionnaire (ERQ), developed by Gross and John (2003), is a self-report measure comprising 10 items. It includes two subscales: Cognitive Reappraisal, which consists of six items, and Expressive Suppression, which is made up of four items. The Cronbach's α for the ERQ in this study was .83.

Procedure

Participants were selected from universities and colleges, with numbers determined by BISE Peshawar. After obtaining approval, the researcher informed the institutions about the study's objectives and personally explained its purpose to potential participants. Informed consent was then obtained, and the scales were administered following demographic data collection, ensuring participant privacy. Ethical approval was granted by the university's Institutional Review Board (IRB), and written informed consent was obtained from all participants. No external funding was used for this study.**RESULTS**

Table 1 *Summary Statistics for BPAQ, ERQ, MPVS, and PSQ*

Variables	N	M	SD
BPAQ	580	83.08	15.82
ERQ	580	40.88	11.22
MPVS	580	22.18	12.18
PSQa	580	30.92	10.32
PSQb	580	45.21	6.95
PSQc	580	17.46	3.97

Note. BPAQ= Buss Perry Aggression Questionnaire, ERQ= Emotion Regulation Questionnaire, MPVS= Multidimensional Peer Victimization Scale, PSQa (Subscale)= Authoritative Parenting Style subscale, PSQb (Subscale)= Authoritarian Parenting Style subscale, PSQc (Subscale)= Permissive Parenting Style subscale

Table 1 displays the descriptive statistics for the Buss-Perry Aggression Questionnaire (BPAQ), Emotion Regulation Questionnaire (ERQ), Multidimensional Peer Victimization Scale (MPVS), and the subscales of the Parenting Style Questionnaire (PSQ), based on data from 580 participants. The Buss-Perry Aggression Questionnaire (BPAQ) had a mean score of 83.08 (SD = 15.82), suggesting a moderate level of aggression. The Emotion Regulation Questionnaire (ERQ) recorded a mean of 40.88 (SD = 11.22), indicating a moderate capacity for emotion regulation. The Multidimensional Peer Victimization Scale (MPVS) yielded a mean score of 22.18 (SD = 12.18), reflecting the extent of peer victimization experienced. Regarding parenting styles, the Authoritative Parenting Subscale (PSQa) had a mean score of 30.92 (SD = 10.32), reflecting a generally favorable perception of authoritative parenting. The Authoritarian Parenting Subscale (PSQb) had a mean of 45.21 (SD = 6.95), indicating a stronger inclination toward authoritarian practices. In contrast, the Permissive Parenting Subscale (PSQc)

had a mean score of 17.46 (SD = 3.97), suggesting lower perceptions of permissive parenting.

Table 2 ***Correlation between BPAQ and PSQ Subscales A, B, and C.***

Variables	1	2	3	4
BPAQ	…	-.264**	.330**	.247**
PSQ Subscale A	-.264**	….	-.384**	-.361
PSQ Subscale B	.330**	-.384**	…	.378**
PSQ Subscale C	.247**	-.361**	.378**	….

*Note. N=580. BPSQ= Buss Perry Aggression Questionnaire; PSQ Subscale A= Authoritative Parenting Style; PSQ Subscale B= Authoritarian Parenting Style; PSQ Subscale C= Permissive Parenting Style; *p <.05. **p <.01*

Table 2 displays the correlation coefficients between the Buss-Perry Aggression Questionnaire (BPAQ) and the three subscales of the Parenting Style Questionnaire (PSQ). The results indicate a significant negative correlation of -.264** between the BPAQ and the Authoritative Parenting Subscale (PSQa), suggesting that greater perceptions of authoritative parenting are linked to lower aggression levels. Conversely, the BPAQ demonstrated a positive correlation of .330** with the Authoritarian Parenting Subscale (PSQb), implying that authoritarian parenting is associated with higher aggression. Additionally, a positive correlation of .247** was observed between the BPAQ and the Permissive Parenting Subscale (PSQc), indicating that permissive parenting is also related to increased aggression.

Table 3 ***Mediation Analysis of Parenting Style (PSQ) on Aggression (BPAQ) via Peer Victimization (MPVS)***

Variable			*95% CI*	
	Model I B	*Model II B*	*LL*	*UL*
Constant	*15.17*	*67.25*	*6.09*	*24.25*
Parenting style	*.07*	*.03*	*-.08*	*.14*
Peer victimization		*.62*	*.52*	*.71*
Indirect effect				
PS→PV→AB				
R²	*.00*	*.23*		
ΔR²		*.23*		
F	*2.33*	*84.21*		
ΔF		*81.88*		

Note: PSQ = Parenting Style Questionnaire; BPAQ = Buss-Perry Aggression Questionnaire; MPVS = Multidimensional Peer Victimization Scale

Table 3 outlines the mediation analysis assessing the indirect impact of peer victimization on the relationship between parenting style and aggression. In the first model, which excluded peer victimization, the total variance explained was 0.07%.

When peer victimization was introduced in the second model, the explained variance dropped to 0.03%. The indirect effect was calculated at 0.05, with a bootstrapped confidence interval spanning from -0.01 to 0.11, suggesting non-significant findings.

Table 4 ***Mediation Analysis of Parenting Style (PSQ) Impact on Aggression (BPAQ) via Emotion Regulation (ERQ)***

Variables			*95% CI*	
	Model I B	*Model II B*	*LL*	*UL*
Constant	*57.06*	*96.86*	*48.82*	*65.31*
Parenting style	*-.17*	*.02***	*-.10*	*.14*
Emotion Regulation		*-.36***	*-.47*	*-.24*
Indirect effect				
PS→ER→AB				
R²	*.03*	*.07*		
ΔR²		*.04*		
F	*15.04***	*20.18***		
ΔF		*5.14*		

Note: PSQ = Parenting Style Questionnaire; BPAQ = Buss-Perry Aggression Questionnaire; ERQ = Emotion Regulation Questionnaire

Table 4 summarizes the mediation analysis investigating the indirect effect of emotion regulation on the link between parenting style and aggression. In the initial model, excluding emotion regulation, the total variance explained was -0.17%. When emotion regulation was included in the second model, the explained variance increased to 0.02%, reflecting an improvement. The indirect effect was 0.06**, with a bootstrapped confidence interval ranging from 0.02 to 0.11, indicating statistically significant findings.

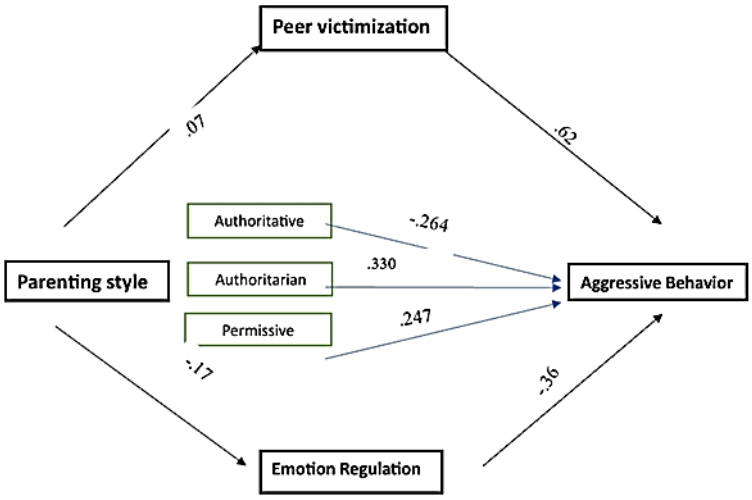

Figure 2: Conceptual Model (II)

DISCUSSION

This study investigates the impact of peer victimization and emotion regulation on the relationship between parenting styles and aggressive behavior in adolescents. Data were collected from a sample of 580 adolescents enrolled in private and public colleges and universities. The findings highlight significant variations in aggression based on parenting styles, underscoring the pivotal role of parenting in shaping early aggressive tendencies. The research emphasizes the connection between parenting styles and adolescent aggression, shedding light on their influence on aggressive behaviors.

The sample is categorized into four groups: private colleges (n = 100), private universities (n = 140), government colleges (n = 160), and government universities (n = 180). Demographic analysis shows that most participants are 20 years old, firstborn, pursuing BS programs, and residing in urban areas.

The first hypothesis consists of three sub-hypotheses: a, b, and c. Sub-hypothesis (a), which suggests a negative relationship between an authoritative parenting style and adolescent aggression, is supported. The results show a significant negative correlation between authoritative parenting and aggression ($r = -0.264$, $p = 0.01$), indicating that higher levels of authoritative parenting are associated with lower aggression in adolescents. These findings are consistent with existing research and theoretical frameworks. Although some studies suggest that parenting styles may not significantly affect aggression, this study supports the idea that authoritative parenting plays a crucial role in reducing aggressive behaviors. Research conducted by Delores and Todd (2012) and Shoumei et al. (2014) suggests that authoritative parenting plays a

crucial role in encouraging positive behavior while minimizing aggression. The adoption of an authoritative style by parents (who are actively present in their children's lives, they are patient with their mistakes and this is related to lower tendencies of aggression). The results of these findings are consistent with this current study as well as the research by Ashraf et al. (2019).

These results support Hypothesis (b), that authoritarian parenting is positively associated with adolescent aggression. Authoritarian parenting correlated positively significantly with aggression ($r = 0.330$, $p = 0.01$), meaning that those with high levels of authoritarian parenting have higher levels of aggression in adolescence. Therefore, these findings suggest that adoption of more supportive parenting strategies is important in reducing aggression and promoting a healthier emotional development. High level of psychological control within an authoritarian parenting style can lead to negative influences on children's behaviors and greater aggression. This parenting style has also been linked to negative psychological outcomes and increased verbal aggression (Rodriguez, 2010; Marion et al. 2009).

Similarly, Hypothesis (c), which suggests a positive relationship between permissive parenting and adolescent aggression, is also supported by the findings. A significant positive correlation ($r = 0.247$, $p = 0.01$) was observed, demonstrating that greater permissiveness in parenting is associated with higher levels of aggression in adolescents. These results are consistent with existing theoretical and empirical research, which often classifies both permissive and authoritarian parenting as less effective, whereas authoritative parenting is considered the most beneficial for a child's development (Baumrind, 1966, 1996). Prior studies, including those by Kuppens et al. (2009), Gomez-Ortiz et al. (2014), Clark et al. (2015), and Ashraf et al. (2019), also suggest that both excessively strict and overly lenient parenting approaches contribute to behavioral difficulties in adolescents.

The second hypothesis, which stated that peer victimization mediates the relationship between parenting styles and aggression, is not validated with the data that was collected. Adding peer victimization to the model only decreased the explained variance by 0.03%, which is negligible. The bootstrapped value of 0 supports this model lacking a key relationship; therefore, peer victimization does not appear to be an important variable in explaining adolescent aggression. This finding challenges existing theoretical and empirical work, most of which pivots on victimization as a vital mediating factor of aggression. It is, however, important to note that some contextual and socio-environmental factors in Peshawar, Pakistan, might alter these results. The social and cultural aspect of conservativeness within the area may inhibit the open discussion of victimization and thus lower its potential impact as a mediator. Therefore,

factors like contextual and cultural elements, peers, and socioeconomic aggravators might be more decisive in understanding adolescent aggression in this region.

The third hypothesis, suggesting that emotion regulation acts as a partial mediator between parenting style and adolescent aggression, is confirmed, as the results show complete mediation. The variance increased by only 0.02% after adding emotion regulation to the model, but the relationship between parenting style, emotion regulation, and aggression remained significant, as confirmed by bootstrapping results. This result underscores the importance of emotion regulation in shaping adolescent behavior. When parenting is harsh, it can interfere with the development of emotion regulation skills, making it harder for adolescents to control strong emotions such as anger, which can result in aggressive actions. The ability to regulate emotions is crucial in mediating the relationship between parenting styles and aggressive behavior, indicating that enhancing emotional control may help decrease aggression in adolescents.

CONCLUSION

This study explores how emotion regulation, peer victimization, and parenting styles influence adolescent aggression in Peshawar, Khyber Pakhtunkhwa, Pakistan, addressing a research gap that predominantly focuses on Western populations. The findings indicate that authoritative parenting is inversely related to aggression, while authoritarian and permissive styles are positively correlated with aggression, which agrees with some previous research. However, peer victimization did not act as a mediator in the relationship between parenting style and aggression, which may be due to more insidious influences like resilience or other mediators such as emotion regulation and parental involvement. This case study emphasizes the impact of emotion regulation on the development of aggressive behavior but also acknowledges the complexities of peer victimization, self-control, emotions, and culture. Understanding these dynamics helps devise strategies to reduce aggressive behavior in teenagers and deepen the knowledge of these phenomena in the Pakistani cultural context.

SUGGESTIONS

To better understand the links between parenting style, peer victimization, emotion regulation, and aggression, it is suggested that future research incorporates longitudinal approaches with more robust sample sizes from educational contexts. To explain adolescent aggression more holistically, other areas like social media, family relationships, and mental health need to be integrated as well. It would also help if other possible factors are addressed alongside an emphasis on proactive approaches and the creation of focused prevention instructional materials on aggression.

Moreover, future research should assess moderation effects and use less time-consuming tools for evaluation.

LIMITATIONS

This study has several limitations. First, self-reported data may introduce biases, so future research should include observational and experimental methods. Second, the cross-sectional design limits causal inference, necessitating longitudinal studies. Third, the sample size of 580 may not fully represent the broader population, and considering demographic factors can provide more context. Fourth, other important factors influencing aggression were not explored. Lastly, the limited literature on peer victimization and emotion regulation restricts the depth of the analysis.

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