

Mapping the Relationship Between Parental Authority, Cessation of Innovation and Emotional Empathy Among College Students

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Abstract

The current study examined the connections between parental authority, cessation of innovation, and emotional empathy among students. College students (300) completed questionnaires utilizing convenient sampling. The parental authority questionnaire (PAQ), Urdu version by Shaiza Khalid (2004), was used in the current study to investigate parenting styles. The creative behaviour inventory (CBI), developed by Hocevar(1979), was translated into Urdu by the researcher and was used to examine the discontinuation of innovation in the current study. The emotional empathy scale (EES) in Urdu by Ashraf (2004) was utilized to investigate the emotional empathy variable. Participants in the study were first-, second-, third-, and fourth-year college students. Male college students comprised 47.7% of the sample, while female students comprised 55.3%. The study's findings indicate that males exhibited higher levels of emotional empathy than females. Based on socioeconomic background, upper-class members exhibit high levels of inventiveness, whereas middle-class members have high levels of emotional empathy. College-age males score well on parental authority. Additionally, research indicates that parental authority negatively impacts both creativity and emotional empathy among college students. To extend the generalized ability, future research should expand the population size. And the geographical area of the study can be developed.

Keywords: Parenting Styles, Parental Authority, Creative Behavior, Emotional Empathy

Introduction

A family is a system made up of siblings, parents, and kids. People in this system are affected by and affected by one another (Barrio, 2020). The primary purpose of the family, which is always a haven, is to provide for the basic requirements of each member while also loving and protecting them (Suleiman & Dahl, 2019). The importance of contact and communication, especially in the early years when the foundations of psychological, social, and personality traits are established, grows even more when raising family members by modelling healthy behavioural patterns (Gao & Cummings, 2019).

Parental authority is the degree to which a child acknowledges that their parents have the right to regulate some aspects of their behavior (Yaffe, 2020). Baumrind discovered that there are four

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main parenting philosophies: indulgent, authoritative, authoritarian, and neglectful. She highlighted the degree of parental control and dominance as well as their acceptance and attentiveness (Hong et al., 2020).

Parent-child relationships are psychological proximity, mutual trust, and open communication between parents and children (Uzun et al., 2021). They go on to say that impressions, feelings, and respect children have for their parents, as well as their comprehension of their parents' roles, all significantly influence the course of their lives (Sundaram et al., 2020).

Parenting styles can be divided into four types. The first type of parenting is called "authoritative parenting," which combines kindness and discipline (Batoool et al., 2021). Authoritarian parenting is the second style, and it's tough and frigid. Indulgent or permissive parenting, warmth without strictness, is the third form of parenting; negligent parenting, neither warmth nor strictness, is the fourth (Calafat, 2020). Parents from diverse socioeconomic backgrounds have different approaches to parenting, which impact the child (Lakhdar et al., 2020). High socioeconomic Status leads to high cognitive stimulation, High warmth, and low severe discipline, while low socioeconomic status leads towards low cognitive stimulation, lower warmth, and high severe discipline (Kalil & Ryan, 2020).

Parenting methods can vary depending on gender, affecting how mothers and fathers interact with and raise their children (Liu, 2023). In Western cultures, parents from non-Western cultures feel more inherently powerful because they believe their children will obey their rules and treat them with respect (Febiyanti & Rachmawati, 2021). The affordances and restrictions found in physical surroundings also affect parental behavioural differences (Lansford, 2022). Children who experience authoritative parenting typically have the fewest emotional and behavioral issues, whereas children who experience. Authoritarian or permissive parenting normally involves more problematic behaviors (Sumargi, 2020). A child's healthy development depends upon the close connection between parents and child, providing a sense of stability that encourages exploration and development (Gregory et al. 2020).

Parent-child relationships have a significant relationship, as shown by their emotional connection. The term "emotional empathy" describes the rapid, instinctive emotional reaction that is accompanied by bodily or psychological discomfort to another person's circumstances (Ricon & Leopold, 2024). Individuals with empathetic relational bonds always try to improve their psychological well-being and overall performance in all areas of functioning (Zaki, 2020). Bullying, negative emotional appraisal, and emotional distress are negatively associated with emotional empathy and negative parent-child relationships (Rieffe & Camodeca, 2019). Stronger prenatal relationships and emotional empathy are significantly associated with close friendships and happy life (Portt et al., 2020). Many studies found that emotional empathy and positive parent-child relationships are positively correlated in both genders and are much higher among upper- and middle-class individuals (Heynen, 2021; Batoool et al., 2021).

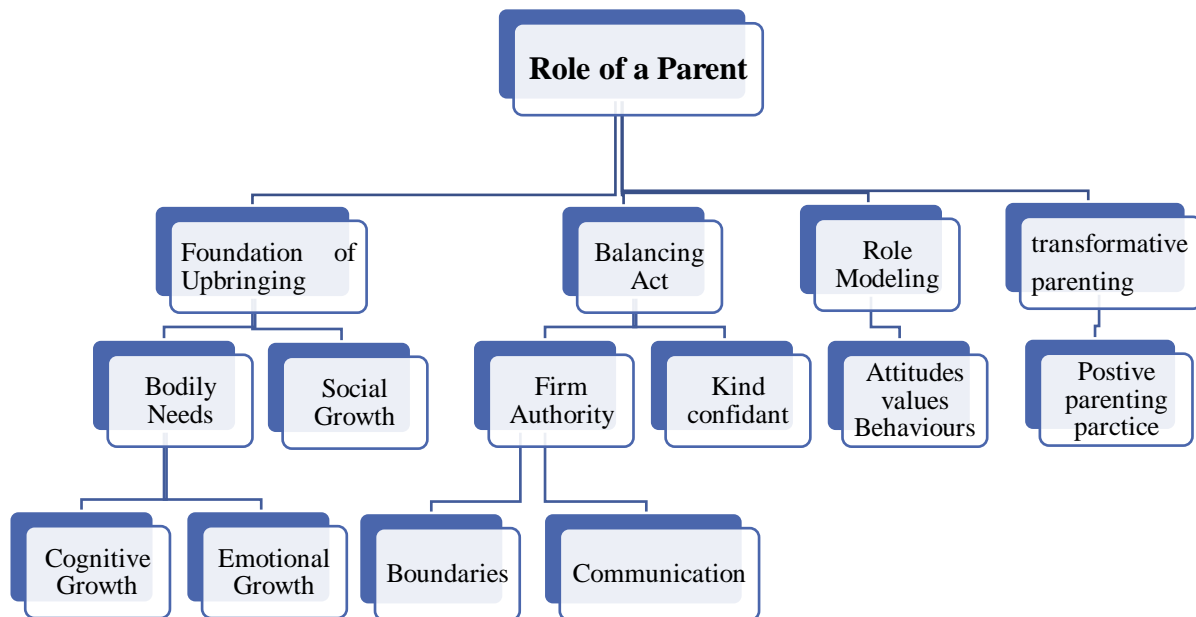
Studies indicated that the students have healthy relationships with their parents and have empathic sensitivity used to perform up to the mark by using their creativity (Khawaja et al., 2024). Creativity is developing a novel product, idea, or problem solution that is of value to the individual and the larger social group (Ginns et al., 2023). The dual functions of creativity are to (1) convey the distinctive characteristics of the creator's meanings that are assimilated into the culture and (2), as a result of changed meanings, enhance the culture or society (Moran, 2022). Research indicated that college students with authoritative parenting exhibit more creativity, and females are at a high range compared to male students (Fang & Shen, 2021). According to Nakano et al. (2021), there can be a belief or observation that men have more creative abilities than women. The complexity

and frequent context-dependency of the studies on gender variations in creativity should be noted. Studies may reveal differences or find various patterns, while others may see none at all. As a complex attribute impacted by biological, social, and environmental variables, creativity makes generalizations difficult and frequently oversimplified (Nakano et al., 2021).

Pugsley and Acar (2020) highlight the importance of parental attitudes and a creative home environment in developing individual creativity. Children's creativity can indeed be fostered by positive reinforcement, exploration encouragement, exposure to a variety of experiences, and a supportive environment (Li et al., 2022). This is consistent with more general psychological theories that emphasize the value of supportive surroundings in the growth of creative potential (Lanjekar et al., 2022).

A current study finds a connection between college students' emotional empathy, cessation of innovation, and parental authority.

Figure 1: Role of Parents



Methodology

The relationship between parental authority, emotional empathy and the cessation of creativity among college students was investigated using a correlational research approach. Using the convenient sampling procedure, a sample of 300 (166=female and male=134) students were chosen. The parental authority questionnaire (PAQ), developed by John P. Buri in 1989 and translated into Urdu by Babree (2020), was used in this study to gather data on parenting practices. The 60-item PAQ scale uses a 5-point Likert scale (1 strongly disagreed and five highly agreed). The discontinuance of creativity in the current study was examined using the Creative Behavior Inventory (CBI) by Hocevar (1979) and translated into Urdu by the researcher. CBI included 28 items with a 0-3 rating (0 never did this, 1 did this once or twice, 2 3-5 times, three more than five times). The emotional empathy variable was examined using the emotional empathy scale (EES), Urdu version by Ashraf (2004). The emotional empathy scale (EES) is a five-point Likert (1

strongly disagree, five strongly agree), including 29 items. Before the questionnaire was distributed, a written agreement was sought from every research participant. Confidentiality and privacy were preserved, among other ethical research considerations.

A questionnaire was used to collect data for the current investigation. The author selected college students as the study population to examine factors such as parental control and emotional empathy and the impact of these factors on creativity, particularly parenting style. The ideal age range for these kinds of changes is 15 to 25, so that's why the college population was selected. The author employs practical sample approaches and evaluates colleges that the author finds approachable. The author gathered information from cities like Lalamusa, M.B.Din, Phalia, Sialkot, Gujrat, and Gujranwala.

Results and Discussion

The findings demonstrated a negative correlation between parental authority, creative thinking, and emotional empathy. The explanation of the predictor variable 0.5 per cent of the variation in the variable of the outcome. The findings demonstrated that emotional empathy and parental authority among college students negatively influenced when they quit inventing.

Results indicated that parental authority differed considerably based on one's socioeconomic status. The findings showed that college students from the upper class exhibited greater alterations due to their parenting styles than those from the middle and lower classes. The results indicated a significant mean difference between socioeconomic status and creativity.

The results showed that those from higher social classes were more creative than those from lower—and middle-class backgrounds. The findings demonstrated that socioeconomic class groups differed significantly in mean levels of emotional empathy. When middle-class individuals were compared to upper—and lower-class individuals, the results indicated that middle-class individuals exhibited greater emotional empathy.

The findings also show that male pupils have greater parental authority scores than female students. Male pupils outperformed female students regarding emotional empathy. Studies on creativity indicate that male college students had greater creativity scores than female ones.

Table 1: Descriptive Statistics and Correlations for Study Variables

Variables	<i>N</i>	<i>M</i>	<i>SD</i>	1	2	3
PAQ	300	237.6	39.84	-		
EES	300	118.6	26.0	-.172**	-	
CBI	300	35.9	6.4	-.172**	-.157**	-

** $p < 0.01$

Results showed that emotional empathy and creativity have a negative association with parental authority ($r = -.172$, $p < .01$) and $r = -.172$, $p < .01$, respectively. Table 2 With $F(2,291) = 7.91$, $p < .001$, the predictor variable explained 0.05% of the variation in the outcome variable, according to the R^2 value of 0.05. The results showed that among college students, parental authority and emotional empathy adversely predicted when they would stop innovating ($\beta = -.14, -.17$, $p < 0.01$).

Table 2: Regression Coefficient of Parental Authority and Emotional Empathy on Cessation of Innovation

Variable	<i>B</i>	β	<i>SE</i>
Constant	45.9**		2.64
PAQ	-.02**	-.14	.009
EES	-.04**	-.17	.014
R ²	.05		

Note. *N* = 300. ***p* < 0.01.

The table indicated how parental control and emotional empathy affect college student's decision to stop innovating. With $F(2,291) = 7.9$, $P < .001$, the predictor variable explained .05% of the variation in the outcome variable, according to the R² value of .05. The results explained that among college students, parental authority and empathy adversely predicted when they would stop innovating ($\beta = -.14, -.17$, $p < 0.001$).

Table 3: Mean, Standard Deviation and one- way Analysis of Variance in Parental authority, creativity and emotional empathy among different socio-economic status

Variables	Lower class		Middle class		Upper class		F(2,97)	η^2	Post-Hoc
	M	SD	M	SD	M	SD			
PAQ	234.3	25.81	237.1	41.4	242.3	29.2	.27**	0.002	1 < 2 < 3
CBI	37.0	5.50	35.4	6.2	39.1	6.44	4.97**	0.03	1 > 2 < 3
EES	115.6	9.3	119.8	27.2	109.3	15.6	2.4**	0.002	1 < 2 > 3

***p* < 0.01

Table 3 findings showed that parental authority varied significantly depending on socioeconomic position, with $F(2, 97) = .27$ and $p < .01$. Results showed that college students from the top class showed more changes as a result of their parenting techniques than did students from the middle and lower classes. The findings showed a significant means difference ($F(2, 97) = 4.97$, $p < .01$) between creativity and socioeconomic level. According to the findings, people from the upper class were more creative than those from the middle and lower classes. The results showed that there were substantial mean differences in emotional empathy between socioeconomic class groups ($F(2, 97) = 2.4$, $p < .01$). Comparing middle class people to upper- and lower-class people, the results showed that middle class people had higher levels of emotional empathy.

Table 4: Comparison of Means for Male and Female College Students on Parental Authority, Cessation of Innovation, and Emotional Empathy Scales

Variable	Male college student's		Female college students		<i>t</i> (298)	<i>P</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
PAQ	24.4	47.1	23.1	31.8	2.8	.00	.41
EES	12.2	25.3	26.5	26.5	.95	.34	.08
CBI	36.1	6.4	6.3	6.3	2.64	.00	.02

Table 4 shows that, compared to female students ($M = 232.1$, $SD = 31.8$), male students score higher on parental authority ($M = 244.4$, $SD = 47.11$). The results indicate that male students scored higher on emotional empathy than female students ($M = 26.55$, $SD = 26.55$; $M = 120.2$, $SD = 25.33$). Research on creativity reveals that whereas female college students score lower on creativity ($M = 6.3$, $SD = 6.3$), male students score higher ($M = 36.10$, $SD = 6.4$).

Discussion

The way parents raise their children, particularly their level of control, greatly impacts how they behave and grow. When parental control is balanced, children become more independent, creative, knowledgeable, self-aware, and socially competent. A competent parenting style will effectively guide their children's moral, spiritual, physical, and social growth.

In contemporary society, being authoritative is defined as demanding and unresponsive. When parents expect their children to follow their instructions without question, bad traits like reliance, violence, and low self-esteem start to emerge. An authoritative parenting style reduces a child's inventiveness, social skills, and decision-making capacity.

Another parenting style is permissive parenting, in which parents let their kids do everything without questioning it. Children raised this way may be self-assured, socially adept, and creative. However, a lax parenting approach results in children's behavioral problems. The slowing down an individual's creative process is known as the cessation of innovation. An individual's intellect does not generate original ideas or innovative concepts. Being creative is approaching the same task from a fresh angle and in your unique style. Make the difficult things simple and approach the problem from a new angle.

Several variables, such as parenting style, social circle, mental health, and child-rearing, might lead to a decline in innovation. Alternative parenting philosophies influence innovation. Children raised by authoritative parents experience decreased creativity due to their unquestioning compliance with rules. On the other hand, creative output is increased by lax parenting.

Emotional empathy is the undervaluing of other people's emotions. When someone experiences pain, sadness, illness, or any other negative emotion, they are emotionally empathetic and can relate to that person's troubles. The degree of emotional empathy differs from person to person. Gender is a significant factor. Compared to women, who experience greater emotional empathy, men experience less emotional empathy. Different parenting philosophies also have an impact on emotional empathy. Youngsters raised in an authoritarian parenting style frequently exhibit strong emotional empathy. Children raised by authoritarian parents find it difficult to communicate their feelings because they are more concerned with following the rules than understanding the viewpoints of others. It has to do with socioeconomic class as well.

A person with a middle-class economic background should have high emotional empathy for those in between. Because they both fall on extremes, the poorer and upper classes lack emotional empathy. The main takeaway from the entire conversation is that parental control significantly impacts children's creativity, emotional sensitivity, and other traits. However, we can help the kids become better parents by giving them a healthy, supervised environment. The current study results explored the relationship between parental control and college students' emotional empathy and willingness to innovate. This may have consequences for our comprehension of how authority figures and parental practices affect young college students' social interactions, emotional growth, and intellectual and creative habits.

The relationship between emotional empathy, creativity, and parental authority among college students was explored. The findings indicated a negative correlation between emotional empathy,

creativity, and parental authority. In 2021, Rusuli also explored the negative relationship between the variables of prenatal bonding and emotional empathy among students. According to Tiwari (2022), children who grow up with authoritative parents acquire values such as humanism, reciprocity, receptivity, conscientiousness, fair and consistent punishment, encouragement of independence, and warmth and care. The claims and arguments in the discussion section emphasize the importance of authoritative parenting. Fang and Shen (2021) also investigated the poor relationship between parenting practices and empathy among college students.

The current study findings also revealed the predictive relationship of college students' creativity that was influenced by emotional empathy and parental authority. According to the results, the predictor variable explained 05% of the variation in the outcome variable with an R^2 value of .05 and $F(2, 291) = 7.91, p < .001$. The results showed that among college students, parental authority and emotional empathy adversely predicted when they would stop innovating ($\beta = -.14, -.17, p < 0.01$). Since all of these three factors are being examined combined for the first time in this research, the outcomes of this hypothesis are not supported by any prior studies to investigate the relationship between parenting practices and empathy in young people, Heynen (2021) carried out a three-level meta-analysis and discovered a weakly positive prediction among those.

Table 3 indicates that socioeconomic status results are influenced by parenting style, emotional empathy, and creativity among college students. The findings showed that parental authority varied significantly depending on socioeconomic position, with $F(2, 97) = .27$ and $p < .01$. Results showed that college students from the top class showed more changes as a result of their parenting techniques than did students from the middle and lower classes.

The findings showed a significant mean difference ($F(2, 97) = 4.97, < .01$) between creativity and socioeconomic level. According to the findings, people from the upper class were more creative than those from the middle and lower classes. With a score of 0.03, the effect size was considered small. The results showed that there were substantial mean differences in emotional empathy between socioeconomic class groups ($F(2, 97) = 2.4, p < .01$). Comparing middle-class people to upper- and lower-class people, the results showed that middle-class people had higher levels of emotional empathy. A study was carried out by Kalil and Ryan (2020) to investigate the relationship between parenting styles and socioeconomic disparities in students' outcomes. They show significant disparities in parental participation, time consumption, and growing discrepancies between affluent and poorer families. The results emphasize the significance of comprehending how parental goals and actions influence children's educational experiences and the possibility of helpful interventions that improve all families' access to enriching activities (Lanjekar et al., 2022). One hypothesis of research was gender plays a significant role in parental authority, creativity and emotional empathy (table 4). The results indicate that, compared to female students ($M = 232.1, SD = 31.8$), male students score slightly higher on parental authority ($M = 244.4, SD = 47.11$). The medium impact size was suggested by Cohen's d value of .41. Regarding emotional empathy, the mean difference is significantly different ($t_{298} = .95, p < 0.50$). The results indicate that male students scored higher on emotional empathy than female students ($M = 26.55, SD = 26.55; M = 120.2, SD = 25.33$).

Research on creativity reveals that whereas female college students score lower on creativity ($M = 6.3, SD = 6.3$), male students score higher ($M = 36.10, SD = 6.4$). A study carried out in 2021 by Nakano et al. confirmed the current study's theory and findings. The study discovered considerable variations in the gender differences in creativity; male scores were high. Studies also indicated that different parenting and home environments significantly played important roles, and findings reveal with strict parenting and cold attitudes, 23% of women and 45% of males were reported to

be creative (Reczek, 2020; Boele, 2019). There was a lack of consensus, with some research even demonstrating that women performed better on tasks than males (Kim, 2020). This review adopted a novel approach by considering the possibility that there are no gender differences or that different situations could lead to higher performance for each gender. Psychologists have found it difficult to investigate this field, which makes this review especially crucial.

Conclusion

Parenting styles play a critical role in shaping each person into a productive member of society. Every parenting approach has advantages and disadvantages. Presently, the primary focus has been on identifying the impact of parental control on college students within the 15–25-year age range. The current study investigated the connection between emotional empathy and innovative spirit among college students and parental supervision. This could impact the understanding of how parental behavior and authority figures influence early college students' social interactions, emotional development, and creative and intellectual habits. The results of the study show that the outcomes differ according to gender. When it came to emotional empathy, men outperformed women. Depending on their financial status, top-class members are very creative, while middle-class members are highly sensitive. Males in college do well when it comes to parental control. Furthermore, studies show parental authority negatively affects college students' emotional empathy and inventiveness.

The recommendations for further research pertinent to this study are listed below.

1. Because only a small number of college students were included in this study, future research might consist of data from the entire Punjab student population, enhancing the validity and generalizability of the findings.
2. The sample size was 300; however, it can be raised in subsequent studies to improve generalizability.
3. Due to the length of the questionnaire used in the research, participants needed to fill it with their full attention.

This study reveals the connection between emotional empathy, parental authority, and the decline of innovation. Find out how the student's gender role relates to emotional empathy, parental authority, and stopping innovation—socioeconomic status's impact on research factors.

Future researchers should investigate the gender role that parents play in raising their children. The cross-sectional research approach allows future researchers to compare variables. This study used convenient sampling, but future research can use random sampling.

Research indicates that parenting styles significantly impact a child's development. If parenting was done well, children could acquire favorable traits. Parents can learn from that study how effective good parenting is. Studies also help teach your youngsters various methods and approaches that will enable them to raise their children effectively.

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