
PARENTING PRACTICES AS A PREDICTOR OF ATTITUDES TOWARDS PEACE: MEDIATING ROLE OF EMOTIONAL REGULATION STRATEGIES AMONG UNIVERSITY STUDENTS

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ABSTRACT

This study examined the role of parenting practices as a predictor of attitudes towards peace among university students through the mediating role of emotional regulation. The study was based on a cross-sectional research design and used the short form of Egna Minnen Beträffande Uppfostran-Short Form (S-EMBU), Emotion Regulation Questionnaire, and Peace Attitudes Scale to measure parenting practices, emotional regulation, and attitudes towards peace. A sample of 468 university students comprises Men = 219 (47.8%) and Women = 249 (52.2%) from BS, MS/M. Phil. and Ph.D. were taken from different universities in Lahore, Islamabad, Multan, and Rawalpindi. The sample's age range was 18-30 years ($M = 22.61$, $SD = 3.03$). Analysis was carried out through the SPSS version 26. The regression analysis findings show that rejection by parents appears to be the strongest negative predictor of attitudes towards peace, followed by cognitive appraisal (an emotional regulation strategy), a positive predictor. Emotional warmth by parents also appeared to be a significant predictor for a. However, expressive suppression and overprotection are

not predicting attitudes towards peace. Cognitive appraisal significantly mediated the pathways between parenting practices and attitudes towards peace. Findings can be utilized to develop interventions for parents and youth to foster positive attitudes towards parents.

KEYWORDS

Attitudes towards peace, parenting practices, cognitive appraisal, expressive suppression, mediation analysis

INTRODUCTION

For the purpose of fostering a lasting culture of peace, it is important to understand the developmental pathways that can lead people to adopt peaceful behaviors consistently. Such initiatives in the contribution of Positive Psychology and education encourage attitudes towards peace is a great effort (Canegallo et al., 2020; Cohrs et al., 2013) to adopt peaceful behaviors consistently and promote a culture of peace. To achieve a more peaceful society, the ability of parents to raise their children by adopting a consistently authoritative style should be considered and, if needed, improved. The purpose of this study was to fill in the gaps in existing literature and find the impact of developmental pathways on attitudes toward peace (Canegallo et al., 2020).

Peace behavior occurs when a person acts in such a way as to establish and maintain nonviolent, harmonious relationships with others (Anderson, 2004). Attitudes towards peace manifest consistently across eight distinct domains: intrapersonal, interpersonal, social, civil, national, international, ecological, and existential peace (Anderson, 2014; Rivera, 2008). Pro-social behaviors within the realms of peace psychology can be harnessed at micro (intergroup), macro (intragroup), and meso (interpersonal and personal) tiers to both avert and alleviate violence, thereby fostering social peace (Wagner et al., 2009). Galtung (1996) used the term negative and positive peace. Negative peace denotes the absence of individualized violence, while positive peace signifies the absence of systemic violence and the presence of social equity (Christie et al., 2001). Positive inclinations towards peace contain a state of desiring harmony, encapsulating emotional, behavioral, and cognitive dimensions. These attitudes not only provide insight into individual psychological predispositions but also contribute to the broader fabric of a harmonious society (Wagner et al., 2009).

LITERATURE REVIEW

Literature suggests that personality traits, parenting styles, and demographic variables such as age, gender, and religion predict attitudes towards peace (Bardis, 1986; Branje et al., 2007; Canegallo et al., 2020; Eryilmaz, 2014). Other studies have been carried out on peace with another variable, e.g., war (Bizumic et al., 2013). Empathic concern has been identified as a predictor of attitudes towards peace (Carman & Zhang, 2012).

Literature suggested a lack of research on attitudes towards peace in conjunction with our chosen study variables. This underscores the necessity for a more comprehensive exploration of research within positive psychology and shedding light on this crucial area.

Parents have a wide range of influences on the whole life of children from birth to adulthood (Bibi et al., 2013; Davis & Carlo, 2018). Parental involvement as a social agent plays a key role in aiding adolescents' journey into adulthood. Parenting practices comprise a set of attitudes towards children, which are conveyed to them and collectively establish an emotional place wherein parental behaviors manifest (Darling & Steinberg, 1993).

Baumrind (1971) described three distinct categories of parenting approaches. Parental demandingness refers to the degree to which parents establish strict rules for their children and are more demanding. Parenting with emotional warmth is high in responsiveness. These parents address their children's needs and their willingness to assist. According to Baumrind's model, parenting can be categorized into three distinct approaches: authoritarian, permissive, and authoritative. Authoritarian parents set strict rules for their children and punish them if compliance is not met; they are more demanding and often lack responsiveness. They exhibit a more distant and reserved relationship. Permissive parents, in contrast, establish minimal expectations, displaying low demandingness and responsiveness. They are referred to as neglectful parenting and parental rejection (Canegallo et al., 2020).

Authoritative parents exhibit a balanced approach. They guide their children while valuing and respecting their choices and interests. This approach is characterized by a harmonious blend of both demandingness and responsiveness. Authoritative parenting is regarded as an optimal method for nurturing children (Baumrind, 1991), and these parents use emotional warmth in parenting practice. There exists a negative correlation between authoritarian parenting/overprotection and peace-oriented attitudes. Permissive parenting is associated with antisocial behavior in children. Authoritative parenting style or emotional warmth is associated with positive behaviors, including peace attitudes. This connection is facilitated through empathy, emotional regulation, and moral identity (Baumrind, 1971; Canegallo et al., 2020; Wagers & Kiel, 2019).

Authoritative parenting positively predicts emotional regulation, while permissive parenting negatively predicts emotional regulation, and authoritarian does not lead to emotional regulation (Jabeen et al., 2013). Authoritative Parenting predicts low levels of emotional problems (Rizvi & Najam, 2015). Parents also play an important role in the emotional regulation of their children. Parent's acceptance and rejection predict the child's emotional stability according to parental Acceptance-Rejection theory

(Dameron & Goeke-Morey, 2023). The manner in which we manage our emotions holds significant implications for our overall well-being and the dynamics of our social interactions (De Raeymaecker & Dhar, 2022). Emotion regulation contains the strategies individuals employ to manage their emotions' frequency, valence (positive and negative nature), and intensity, determining how and when these emotions are expressed (Gross, 2014). It contains the appraisal and suppression of positive and negative emotions based on regulation-related strategies. Emotion regulation is adaptable to an individual's immediate objectives, serving to diminish, maintain, or mitigate sensations of both positive and negative emotions as needed (Webb et al., 2018).

The framework of emotion regulation (ER) operates within the context of Gross' process model, which outlines five categories: situation selection, situation alteration, attention deployment, cognitive change, and response modulation. The initial four categories are antecedent-focused methods, which are applied before the emotional response. In contrast, the fifth category, response modulation, is employed after the emotional response is initiated. In this regard, antecedent-focused techniques are considered more efficacious, as they directly modify the emotional experience itself, effectively altering the emotional reaction that follows the initial experience of the emotion (Aldao, 2013; Gross, 2014, 2015).

Gross and his colleagues focused on two strategies: cognitive reappraisal, categorized as an antecedent-centered technique, and expressive suppression. Gross and his colleagues focused on two strategies: cognitive reappraisal, categorized as an antecedent-centered technique, and expressive suppression (Gross, 2014). The manner in which individuals manage their emotions significantly impacts their mental well-being and overall functioning. Deficiencies in emotion regulation (ER) have been linked to impulsivity, engagement in risky sexual behavior, and challenges in behavioral adjustment among adolescents and young individuals. Research has further highlighted that choosing ER strategies can yield distinct outcomes. Cognitive reappraisal is considered a healthier ER approach than suppression in this context. Evidence suggests cognitive reappraisal is associated with enhanced social functioning and improved well-being, particularly among young adults. A comprehensive analysis encompassing diverse age groups revealed a positive correlation between cognitive reappraisal and positive mental health indicators. At the same time, expressive suppression exhibited a negative correlation with these favorable indicators (Hu et al., 2014). Thus, Suppression may be deemed a cultural expression and may not necessarily represent an ER strategy (Chong & Lee, 2015).

Parenting practices contributed multiple significant paths to emotional regulation. Children who perceive their parents as authoritarian/Strict and more demandingness/

negative parents are low in control of their emotions. Permissive parents' children are also low in understanding the emotional significance of their surroundings and low in positive emotions. Individuals reared with warmth and high responsiveness tend to have better emotional regulation (Herzog et al., 2015).

Another study of self-determination theory shows that parenting characterized by autonomy support, encompassing the act of considering the child's perspective and offering choices, could be predictive of the child's integrative emotion regulation or cognitive appraisal. Conversely, autonomy suppression might indicate an inclination toward expressive suppression of emotions and ultimately leads to less positive behavior outcomes (Kalman-Halevi et al., 2023).

The literature indicates that the mediation of negative parenting and internalizing/externalizing behavior issues is facilitated by expressive suppression. In contrast, the mediation between positive parenting and prosocial behaviors is achieved through cognitive appraisal (Warfield, 2012). However, parenting practices also contribute to children's capacity to monitor and manage their emotions. This, in turn, stimulates children to initiate prosocial actions. Notably, empirical evidence underscores that the path between parenting and the development of prosocial tendencies is frequently mediated by empathy (experiencing another's emotions) and emotional regulation (or conscious control) (Padilla-Walker & Christensen, 2010). Emotional warmth exhibits a greater propensity for expressing positive emotions during interactions with their children. Additionally, these parents encourage the expression of emotions, both positive and negative, in their children. This nurturing environment ultimately leads children to acquire effective strategies for improving emotional regulation (Batool & Lewis, 2022; Eisenberg et al., 2006).

Hoffman's (2000) theory of prosocial development also suggests that parental upbringing and cultural norms influence the inclination towards positive behaviors. The role of socializers is crucial in nurturing favorable outlooks through factors such as empathy and the management of emotional responses. Empirical evidence suggests that warmth, supportive and expressive parenting, or secure parenting predicts positive outcomes in individuals (Laible et al., 2004) through emotional regulation (Wang et al., 2014), while authoritarian parenting leads to anti-social behaviors. Research indicates that the connections between the quality of parent-child relationships and children's prosocial behaviors are influenced by factors like emotion-regulation skills, emotional expression (Laible et al., 2004), and comprehension of emotions (Eisenberg et al., 2015).

This study explores how parenting styles, communication, and emotional support from parents can influence students' views and attitudes towards peace. Moreover,

considering emotional regulation as a mediating variable suggests exploring the emotional skills acquired via parenting that could enhance students' conflict management and promote peaceful mindsets. Family dynamics and upbringing can significantly influence individuals' psychological development, including their perspectives on social notions like peace. On the basis of evidence from the literature, parenting practices play an important role in fostering emotional regulation through mediation and predicting positive or prosocial attitudes. So, it was necessary to explore the role of parenting practices and emotional regulation in fostering attitudes towards peace directly and indirectly. The objectives of the study were to investigate the predictive role of parenting practices (emotional warmth, overprotection, and rejection) for attitudes toward peace and to investigate the mediating role of emotional regulation in the relationship between parenting practices and peace attitudes in university students.

RESEARCH OBJECTIVES

1. To investigate the predictive role of parenting practices (emotional warmth, overprotection, & rejection) for attitudes towards peace among university students.
2. To explore the mediating role of emotional regulation strategies (cognitive reappraisal & expressive suppression) for the relationship between parenting practices and attitudes towards peace.

RESEARCH HYPOTHESES

1. Emotional warmth positively predicts attitudes towards peace among university students.
2. Over-protection and rejection negatively predict attitudes toward peace among university students.
3. Emotional warmth positively predicts emotional regulation among university students.
4. Over-protection and rejection negatively predict emotional regulation among university students.
5. Emotional regulation mediates the relationship between parenting practices and attitudes towards peace.

RESEARCH METHODOLOGY

This study was based on the cross-sectional research design of three phases. Phase I was the modification of the Peace Attitude Scale after obtaining the consent of the author. Phase II was the pilot study to check the alpha coefficients of all the measures used in the present study on 50 university students. Phase III was the main study undertaken on the 468 university students. This paper explains the findings of Phase III.

Sample

A sample of 468 university students, with an equal representation of both genders, was selected. The age range of the participants fell between 18 to 30 years ($M=22.61$, $SD=3.03$), comprised of individuals pursuing degrees at various academic levels, including BS, MS/M. Phil. and Ph.D. A purposive convenience sampling technique was employed. The inclusion criteria were that all respondents had both parents alive and cohabiting.

Procedure

Participants were approached in universities and classrooms. Willing participants were provided hard copies of the booklet. The purpose of the research was conveyed to them both orally and through written informed consent. Complete confidentiality and anonymity were assured. Demographic questions were also asked in the form of a demographic sheet. The verbal feedback was also discussed at the end of the questionnaire. Participants were also thanked for their cooperation. The majority of participants completed the survey in 15-20 minutes.

Instruments**Peace Attitude Scale**

The Peace Attitude Scale (PAS) constituted a self-report assessment comprising 22 items categorized into five dimensions. These dimensions were the sociopolitical aspect, the caring component, the comfort with diversity, personal well-being, and environmental attitudes. Respondents are required to rate each statement on a seven-point Likert-type scale ranging from (1) "never" to (7) "always." High scores on this scale reflected high attitudes toward peace. Test and retest reliability was .95, while Cronbach's alpha was .93 (Canegallo et al., 2020).

Egna Minnen Beträffande Uppfostran-Short Form (S-EMBU)

The S-EMBU, developed by Arrindell et al. (1999), constituted a 23-item questionnaire to assess perceptions of parental caregiving behaviors. It has three distinct subscales: Rejection (7 items), Emotional Warmth (6 items), and Overprotection/Control (9 items). It was rated on a 4-point Likert-type scale (1 = *Never*, 2 = *Occasionally*, 3 = *Often*, 4 = *Almost Always*). The alpha reliability of the scale was .72. In this study, the Urdu version of this scale was used (Zafar & Jami, 2016).

Emotional Regulation Questionnaire

The Emotion Regulation Questionnaire (ERQ), developed by Gross and John (2003), was formulated to assess two distinct emotion regulation strategies: Cognitive Reappraisal and Expressive Suppression. This 10-item scale was comprised of two subscales. Items 1, 3, 5, 7, 8, and 10 described the Cognitive Reappraisal Subscale,

while items 2, 4, 6, and 9 indicated Expressive Suppression. There was no reverse scoring. Responses to the items on this scale are recorded using a 7-point Likert-type scale, ranging from *Strongly Disagree* (1) to *Agree* (7) *Strongly Agree*. Scoring was performed separately for each subscale. The internal consistency of the Reappraisal subscale, measured using Cronbach's alpha, was .79, while for the Suppression subscale, it was .73.

The Cognitive Reappraisal Subscale demonstrated a minimum possible score of 6 and a maximum of 42, and higher scores indicate a high inclination towards cognitive reappraisal. For the Suppression Subscale, a higher score reflected higher suppression. A lower score suggested a lesser tendency to suppress expressive emotions. This study utilized an Urdu version of the ERQ (Khan & Kausar, 2014).

DATA ANALYSIS AND RESULTS

Table 1: Item-to-total Correlation of Peace Attitude Scale (N = 468)

Item no	r	Item no	r
1	.60**	12	.48**
2	.26**	13	.21**
3	.23**	14	.40**
4	.54**	15	.40**
5	.52**	16	.60**
6	.56**	17	.54**
7	.54**	18	.23**
8	.55**	19	.50**
9	.50**	20	.59**
10	.51**	21	.23**
11	.43**	22	.25**

** $p \leq .01$.

Table 1 shows that the Peace Attitude Scale indicates that all the items are significant and positively correlated.

Table 2: Alpha Reliability and Descriptive Statistic for Study Variables in Main Study (N = 468)

Scales	K	α	M	SD	Range		Skew	Kurt
					Potential	Actual		
EMBU								
Rej	7	.76	10.83	3.69	7-28	7-27	1.34	1.84
EW	7	.71	21.99	3.80	7-28	11-28	-.52	-.33
OP	9	.73	23.18	5.25	9-36	9-36	.16	-.09
Emotional Regulation Questionnaire								
CA	6	.70	28.27	6.25	6-42	10-42	-.55	.07

ES	4	.78	19.02	5.43	4-28	4-28	-.38	-.40
Peace Attitude Scale	22	.75	101.83	17.85	22-154	55-163	.07	-.46

Note. *K* = Numbers of items; *a* = Alpha Reliability; *M* = Mean; *SD* = Standard Deviation; Rej = Rejection; EW = Emotional Warmth; OV = Overprotection; CA = Cognitive Appraisal; ES = Expressive Suppression.

Descriptive statistics in Table 2 show that all the alpha reliabilities were under the acceptable range and above .7, while kurtosis and skewness are also under the acceptable range.

Table 3: Correlation of the Studied Variables among University Students (N = 468)

S.no	Scales	1	2	3	4	5	6	7	8
1	REJ	-	-.45**	.22**	-.30**	-.37**	.05	-.14**	-.09
2	EW			-.03	.38**	.30**	-.08	.22**	.17**
3	OP				-.15**	-.13**	.16**	.19**	-.07
4	PA					.41**	-.33**	.32**	.33**
5	CA						.05	.16**	.02
6	ES							-.02	-.05

Note. REJ = Rejection; EM = Emotional Warmth; OP = Over protection; PA = Peace Attitude; CA = Cognitive Appraisal; ES = Expressive Suppression.

Table 3 below shows that parental rejection, overprotective parenting, and the expressive suppression strategy of emotional regulation have a negative relationship with attitudes towards peace, while emotional warmth and the cognitive appraisal strategy of emotional regulation show a significant positive correlation with attitudes towards peace. Expressive suppression shows a non-significant correlation with emotional warmth and rejection.

Table 4: Multiple linear Regression Analysis of Variables Predicting Attitudes Towards Peace (N = 468)

Variables	B	β	SE	95%CI	
				LL	UL
Constant	27.3		9.17	9.30	45.37
	4				
REJ		-.29**	.11	-1.10	-.67
EW		.10*	.20	.09	.89
OV		-.06	.12	-.47	.02
CA		.28**	.09	.50	.88
ES		.05	.21	-.15	.67

R^2	.59
F	57.81 ***
ΔR^2	.59
ΔF	57.81 ***

Note. REJ = Rejection; EM = Emotional Warmth; OP = Over protection; PA = Peace Attitude; CA = Cognitive Appraisal; ES = Expressive Suppression; EC = Empathic Concern; PT = Perspective Taking; β = Standardized Beta Coefficient; B = Unstandardized Beta Coefficient; CI = Confidence Interval.

*** $p < .001$. * $p < .05$.

Table 4 shows multiple linear regressions of variables predicting attitudes towards peace. As per findings, Rejection appears to be the strongest predictor of attitudes towards peace, which is a negative predictor, followed by cognitive Appraisal. Other significant predictors are emotional warmth, empathic concern, and perspective taking. However, expressive suppression and over protection do not predict attitudes towards peace.

Table 5: Mediation Analysis for Cognitive Appraisal in the Relationship Between Rejection and Attitudes Towards Peace Among University Students (N = 468)

Model	R^2	F	β	95% CI		p
				LL	UL	
Without Mediator						
Total Effect						
REJ \rightarrow PA	.09	40.77	-.30	-1.92	-1.02	.000
Model with Mediator						
REJ \rightarrow CA	.13	63.42	-.37	-.90	-.54	.000
CA \rightarrow PA	.19	48.38	.34	.62	1.09	.000
Direct Effect						
REJ \rightarrow PA			-.17	-1.31	-.39	.000
Indirect Effect of CA			-.12	-.18	-.07	

Note. REJ = Rejection; CA = Cognitive Appraisal; PA = Attitudes towards Peace; β = Standardized Coefficient Beta; CI = Confidence interval for B; UL = Upper limit; LL = Lower Limit; F = F change.

Table 5 shows the direct effect is weakened, i.e., ($c = -.17$), significantly confirming that when the mediating factor is introduced in the model, it mediates significantly, which then weakens the relationship of rejection with attitudes towards peace, i.e., ($c' = -.30$). It also shows that the total effect was reduced than direct effect because *the p-value is significant* which is indicating that cognitive appraisal significantly mediates

between rejection and peace attitudes. Expressive suppression did not show a mediation analysis of the relationship between rejection and attitudes towards peace.

Table 6: Mediation Analysis for Cognitive Appraisal in the Relationship Between Emotional Warmth and Attitudes Towards Peace (N = 468)

Model	R ²	F	B	95% CI		p
				LL	UL	
Without Mediator						
Total Effect						
EW → PA	.14	66.51	.37	1.40	2.29	.000
Model with Mediator						
EW → CA	.09	40.42	.30	.41	.78	.000
CA → PA	.24	62.64	.32	.58	1.03	.000
Direct Effect						
EW → PA			.27	.92	1.80	.000
Indirect Effect of CA			.09	.26	.74	

Note. EW = Emotional Warmth; CA = Cognitive Appraisal; PA = Attitudes Towards Peace; β = Standardized Coefficient Beta; CI = Confidence interval for B; UL = Upper limit; LL = Lower Limit; F = F change.

Table 6 shows the mediating effect of cognitive appraisal between emotional warmth and attitude towards peace. For this result in the present case, the direct effect is strengthening, i.e., (c = .27) significantly confirming that when the mediating factor is introduced, it is mediating significantly strengthens the relationship between emotional warmth and attitudes towards peace (b = .32). It also shows that total effect was increased (c' = .37) than direct effect because p-value is significant which shows that cognitive appraisal mediates emotional warmth and attitude towards peace. While expressive suppression did not show a mediation analysis of the relationship between rejection and attitudes towards peace.

DISCUSSION

This study was designed to investigate the relationship between parenting practices and attitudes towards peace and to investigate whether emotional regulation plays the role of mediating factors as quoted in previous literature or not. In the present study, it was established that emotional warmth in parenting exhibited a positive relationship with attitudes towards peace. In contrast, negative parenting practices negatively affected attitudes towards peace. Literature also suggested that positive parenting practices emerged as a positive predictor of attitudes towards peace. And children raised by permissive parents were found to have a negative association with attitudes towards peace. In the light of existing literature and empirical evidence, results showed

that the initial hypotheses formulated for this study were accepted. Both rejection and emotional warmth within parenting practices significantly correlate and predict attitudes towards peace (Canegallo et al., 2020; Wagers & Kiel, 2019).

However, the analysis did not confirm the hypothesis regarding the predictive influence of overprotection on attitudes towards peace, as the results demonstrated non-significance, leading to the rejection of this specific hypothesis. According to previous literature, In Western Culture, Overprotection or Authoritarian parenting style or demandingness with low responsiveness predicts poor results with regression and mediation. But in Asian Culture, more demandingness is also a part of the training of children. Demandingness is linked to parental participation. However, due to the growing body of Western culture, the study showed mixed results, which were nonsignificant. The same parenting methods may impact child development differently, depending on the socio-cultural setting (Chao, 1994; Das, 2016; Prevo & Tamis-LeMonda, 2017).

Findings show that cognitive appraisal predicted positive attitudes towards peace while expressive suppression negatively predicted attitudes towards peace. Previous literature suggests that expressive suppression predicts positive behavior problems and negatively correlates with prosocial behaviors (Lockwood et al., 2014). Hence, established hypotheses that cognitive appraisal predicts attitudes towards peace are accepted, and expressive suppression negatively predicts attitudes towards peace are accepted.

With the mediation of emotional regulation, only cognitive appraisal showed mediation between parenting practices (rejection and emotional warmth). According to the literature, cognitive appraisal positively mediates the relationship between emotional warmth and an attitude toward peace accepted (Batool & Lewis, 2022; Eisenberg et al., 2011; Kalman-Halevi et al., 2023). The assumption that expressive suppression negatively mediates the relationship between warmth and positively mediates the relationship of negative parenting with attitudes towards peace was rejected.

Emotional warmth, rejection, and overprotection showed nonsignificant results with expressive suppression. If parents are warm or there is a lack of control, their children are neither emotionally adaptive nor inadaptable. As they age, children whose parents aren't too strict learn how to control their feelings and fit in with their surroundings (Karim et al., 2013). So, Expressive suppression did not support the mediation analysis between emotional warmth, and It's worth noting that individuals do not universally suppress the entirety of their emotional spectrum, particularly emotions tied to positive attitudes (Ehring et al., 2010). Also, literature shows that expressive suppression is a

culture-based emotion. In Western culture, it is considered a negative emotion regulation strategy; in Asian culture, it shows less harmful effects. The importance of measuring emotion regulation depends on the cultural context (Kang & Guo, 2022).

In the present research, the sample was educated youth of Pakistan, which makes it hard to generalize present findings to the less educated or illiterate youth of Pakistan. Future research can focus on this area, and comparisons based on demographic variables may bring new light to the available research. Also, certain factors, such as the participants' political context, life experiences, and potentially impactful traumatic encounters, were not considered, and future research considering all these will contribute to future literature.

RECOMMENDATIONS

Present findings highlight the need to introduce interventions for parents to improve their parenting practices. Similarly, emotional regulation skill building training programs for youth can be developed so that youth can be directed towards developing favorable attitudes towards peace. Overall, the present findings have both theoretical and practical implications for future researchers and policy makers.

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