

Parenting Style As Predictors Of Antisocial Behaviour Among Youth In Selangor, Malaysia: Emotional Intelligence As Mediaton

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Abstract: Despite numerous efforts made by the local government, educational institution, and social community, antisocial behaviours are still rampant in society, as can be seen from the current statistics that stated that 65% of substance abusers in Malaysia are youth. The main objective of this study is to investigate the mediation effect of emotional intelligence to the relationship between parenting style and antisocial behaviours among youth in Selangor, Malaysia. 338 youth (mean age of 20.63 years old) participated in this quantitative study, where they answered 39 items that was derived from Parental Authority Questionnaire, Subtypes of Antisocial Behaviors, and Wong and Law Emotional Intelligence Scale. Pearson's correlation coefficients, stepwise multiple regression analysis, and Hayer's PROCESS macro software was used to analyse the data. This study found that emotional intelligence is a significant mediator to the relationship between parenting styles and antisocial behaviour among youth in Selangor, Malaysia, suggesting that parenting style can predicts emotional intelligence, which in turn predict antisocial behaviour among youth. Thus, this finding shows the importance of applying emotional intelligence into youth, and intervention programme that aims for parents to make changes to their parenting style can be prove effective in helping to reduce antisocial behaviours among youth, especially for authoritarian parents

Keywords: emotional intelligence, parenting style, antisocial behavior, youth

1. Introduction

Antisocial behaviour is just as rampant in Malaysia, just like in any other countries. In 2018, about 10154 discipline cases were recorded among students in Seremban, Negeri Sembilan alone (Raja, 2019). Truancy recorded the highest case which is 7709 (Raja, 2019). This shows that antisocial behaviour is common among Malaysian youth. As antisocial behaviours are broad and covered multiple types of behaviours, in this research paper, antisocial behaviours will be categorised into three parts, which are physical aggression, social aggression, and rule breaking. This category is based on the subscales that exists in Subtypes of Antisocial Behavior Questionnaire (STAB), developed by Burt and Donnellan in 2009. Physical aggression is the behaviour that cause or threaten physical harm toward others (Kaye & Erdley, 2011; Jhangiani & Tarry, 2014), such as hitting, kicking, using weapons, breaking stuff, etc. Next, social aggression is defined as intentionally harming another person's social relationships (Crick & Grotpeter, 1995, as cited in Jhangiani & Tarry, 2014). Some of the examples of social aggression are gossiping behind someone's back, spreading false rumours about another person, or intentionally damaging other's reputation. Lastly, rule breaking is known as the action of breaking a rule, such as breaking into someone's house without their permission, shoplifting, or selling drugs, etc.

The family aspect includes parental restrictions (Mimi & Hamizah, 2019), parental neglect [8], and a lack of intrafamilia relationship (Mimi & Hamizah, 2019, Bibi et al. 2019, Musa et al. 2020, Uzma et al. 2017). Youth that lack intrafamilia relationships would have no one to confide in and receive less guidance from their parents, leading them to be more susceptible to getting influenced by their peers into engaging with antisocial behaviors. Parental restrictions and the lack of intrafamilial relationship also eventually decrease the youth's attachment to their family. According to social control theory proposed by [12] young individuals with less attachment to their family are more likely to engage in antisocial behavior because they feel like they have nothing to lose since the relationship they had with their parents is already strained, and they do not care if their behavior would ruin the reputation of their families. Youth that have good relationship with their parents would be less likely to engage in antisocial behavior because they feel guilty for letting down their parents and do not want to ruin the trust they have built with their parents. It can therefore be argued that a healthy parental relationship could serve as a protective factor for antisocial behavior.

The quality of parental relationship could be explained by the parenting style, which can be defined as a cumulative of parents' attitudes and behavior toward children and how the parents' behavior is expressed depending on the emotional climate (Bi et al. 2018). There are three types of parenting styles, namely, authoritative, authoritarian, and permissive.

Authoritative parenting style is known for being nurturing, responsive, and supportive, but parents would also set firm rules for their children (ACT. 2017, June). Authoritative parents would communicate with their children regarding the rules set by explaining and discussing with them until they reach an agreement. The permissive parenting style is similar to the authoritative parenting style. That is, they are both warm; however, permissive parents do not set firm rules for their children and do not monitor their children closely (ACT. 2017, June). Lastly, authoritarian parents are known for being strict, and they expect their children to follow all the rules set by the parents without question and also not to challenge the parent's authority.

Studies have shown that authoritarian and permissive parenting styles contribute significantly to students' antisocial behavior. However, an authoritative parenting style does not contribute significantly to students' antisocial behavior (Uzma, et al., 2017, Gramaje, et al. 2019). In addition, Uzma et al. 2017 noted that authoritarian parenting is linked with physical and social aggression behavior in youth, whereas permissive parenting is often associated with physical aggression and rule-breaking. Schaffer et al. 2009 explained permissive parenting could contribute to a low level of empathy, and lack of empathy fosters antisocial behavior among the youth. On the contrary, Okorodudu 2010 found no relationship between authoritarian parenting and youth delinquency in an Eastern context. Besides, Schaffer et al. 2009 contended that authoritarian parenting has no effect on level of empathy and antisocial behavior.

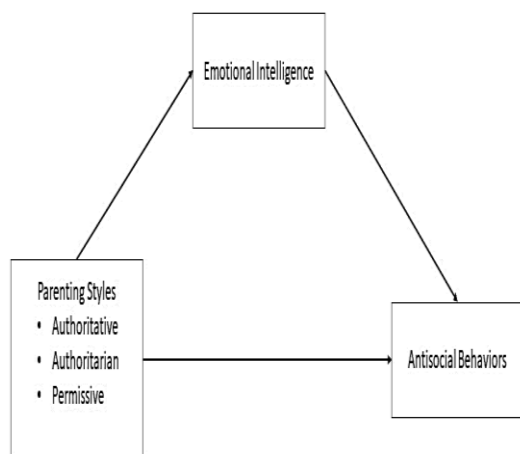
On the individual aspect, inner frustration and error in cognitive thinking have been identified as contributing factors to antisocial behavior (8). Individuals with emotional intelligence are often associated with aggression (Mimi & Hamizah, 2019). Moreover, Riasat et al. 2017 found that a low level of emotional intelligence contributes to a greater level of aggression, in terms of both the reactive and proactive types. Megias et al. 2018 asserted that regulating emotion showed a direct relationship with emotional intelligence, while perception of emotion showed an indirect relationship through the variable negative affect. Besides, Edobor and Ebiye (2017) mentioned that emotional intelligence significantly impacts a person's decision to engage in antisocial behavior, as the higher the emotional intelligence an individual possesses, the less likely they are to exhibit antisocial behavior. In short, the ability to recognize the meanings of emotion, the relationships between the different types of emotions, and the ability to reason and solve problems using emotions [21] are significant factors in addressing the issue of antisocial behavior.

Prior studies have indicated emotional intelligence is positively correlated with authoritative parenting. A significant but negative relationship exists between authoritarian parenting style and emotional intelligence [22,23], whereas permissive parenting style is a weak predictor of emotional intelligence [24].

However, Olutope et al. [24] argued the existence of a positive relationship between authoritarian parenting style and emotional intelligence. Moreover, Nastasa and Sala [25] contended that permissive parenting develops youth with an adequate level of emotional intelligence. Thus, the relationship between parenting styles and emotional intelligence is inconclusive, and this gap needs to be addressed.

Zareian et al. [26] found that authoritarian and permissive parenting styles and emotional intelligence were among the most significant predictors of antisocial behavior. They also found that youths raised with these two parenting styles are more likely to develop antisocial behaviors, and that antisocial youths exhibit lower emotional intelligence. Another study by Olutope et al. [24], with Nigerian children as study population, also corroborated the findings that permissive parenting is positively correlated with delinquency and aggressive behavior. However, this study only found the relationship between each variable and not the mediation of emotional intelligence to parenting style and antisocial behaviors. Therefore, the current study investigated how the emotional intelligence mediates the relationship of parenting style and antisocial behaviors (Figure 1). The current study surmises that the emotional intelligence could significantly mediate the relationship between the parenting styles and antisocial behaviors.

Figure 1. Research Framework of Emotional Intelligence as a Mediator of the Relationship Between Parenting Styles and Antisocial Behaviors



2. Research Methodology

2.1. Research Design

The research design used for this study is a quantitative research method, which deals with quantifying and analyzing variables to get results [27]. The research subjects for this study are 15–25 years old youths living in Selangor, Malaysia. According to Malaysia Youth Data Bank System [28], there are currently 1,524,200 youths living in the state of Selangor. With the confidence level of 95% and confidence intervals of 5%, the total sample size required for this study was determined to be 400 youths.

A questionnaire was distributed online. Simple random sampling was adopted wherein the researchers

used two main strategies for surveying the general population using the internet. One strategy involved randomly sampling and contacting people using another mode (mail, telephone, or face-to-face) and asking them to complete a survey on the web. Consent form and information regarding the confidentiality of data were presented on the very first page of the survey form. An informed consent was gained from the parents/guardian of subject who are considered minor. This study was reviewed and approved by Universiti Malaysia Sabah [JKEtika 4/20 (11)].

2.2. Research Respondents

Table 1 shows that most of the respondents of this study are female ($n = 250$), which make up of 62.5% of the respondents. The remaining 150 respondents are male 37.5%). The age range of this study's participants are between 20 to 25 years, with an average age of are 22.70 years. Also, 44% of this study's respondents are bachelor's degree holder ($n = 176$), while there are only four respondents whose education level reach professional license, which made up the least education level among the sample of this study. Lastly, majority of people who responded to this study are students ($n = 303$, 75.75%), followed by working people ($n = 58$, 14.5%), unemployed ($n = 26$, 6.5%), part-timer ($n = 11$, 2.75%), and lastly, students who are also working ($n = 2$, 0.5%).

Table 1. Respondents' Demographic Profile ($n = 400$)

Variable	Frequency (n)	Percentage (%)
Gender		
Male	150	37.50
Female	250	62.50
Age (years)		
20	57	14.25
21	53	13.25
22	76	19
23	58	6.5
24	81	14.50
25	75	18.75
Education level		
Diploma	184	46.0
Bachelor's degree	206	51.5
Master's degree	6	1.5
Professional license	4	1
Status		
Student	303	75.75
Working	58	14.5
Not Working/Unemployed	26	6.5
Working Temporary/Part-timer	11	2.75
Student and working	2	0.5

2.3. Research Instruments

Three instruments were selected for this study, namely, Parental Authority Questionnaire (PAQ), Subtypes of

Antisocial Behavior (STAB), and Wong and Law Emotional Intelligence Scale (WLEIS).

2.3.1. Parental Authority Questionnaire (PAQ)

PAQ, developed by Buri, recorded an internal consistency of .77 to .85 to measure parental styles from the point of view of the children [29,30]. It consists of 30 items and uses a 5-point Likert scale, starting from 1 (*strongly disagree*), 2 (*disagree*), 3 (*neither agree nor disagree*), 4 (*agree*), and 5 (*strongly agree*). PAQ was separated into three subscales, which are permissive, authoritarian, and authoritative. Each subscale contains 10 items. The parenting style of the respondent is determined by the subscale that showed the highest scores.

In this study, the number of items of PAQ was reduced to half; therefore, only 15 items were used, with each subscale consisting of only five items. Confirmatory Factor Analysis (CFA) reported a satisfactory level of construct reliability (CR = .751) and Average Variance Extracted (AVE = .601) after the deletion of the original PAQ items. A few examples of the items include: "As I was growing up, my parents did not allow me to question any decision they had made," "As I was growing up, my parents took the children's opinions into consideration when making family decisions, but they would not decide for something simply because the children wanted it," and "My parents have always felt that what their children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want." The reliability analysis of PAQ showed a Cronbach's alpha of .824, indicating a good internal consistency.

2.3.2. Subtypes of Antisocial Behavior Questionnaire (STAB)

STAB, a 32-item scale developed by Burt and Donnellan [31,32], recorded a good reliability ($\alpha > .77$), assessing students' antisocial behavior [32]. It contains three dimensions of antisocial behavior, which are physical aggression, social aggression, and rule-breaking [33]. Each subscale contains 11 items, except for physical aggression, which consist of only ten items. STAB used a 5-point Likert scale, starting from 1 (*never*), 2 (*hardly ever*), 3 (*sometimes*), 4 (*frequently*), and 5 (*nearly all the time*).

In this study, the number of items in STAB was reduced from 32 to 16. The subscales physical aggression and social aggression each have five items, while the subscale rule-breaking has six items. CFA reported a satisfactory level of CR (.712) and AVE (.530) after the deletion of the original STAB items. The sample items are "made fun of someone behind their back," "threatened others," and "stole property from school or work." The reliability analysis of STAB showed a Cronbach's alpha of .926, indicating a good internal consistency.

2.3.3. Wong and Law Emotional Intelligence Scale (WLEIS)

WLEIS, developed by Wong and Law in 2004, recorded an internal consistency of .83 to .90,

measuring an individual's ability to understand own emotions, other's emotions, the ability to regulate own emotions, and the ability to motivate oneself for better performance [34]. It consists of 16 items and is separated into four dimensions, namely, self-emotional appraisal, others' emotional appraisal, regulation of emotion, and the use of emotion. WLEIS uses a 7-point Likert scale that includes: 1 (*strongly disagree*), 2 (*disagree*), 3 (*slightly disagree*), 4 (*neither agree nor disagree*), 5 (*slightly agree*), 6 (*agree*), and 7 (*strongly agree*). In this study, the number of items for WLEIS was cut from 16 to eight, with each dimension consisting of only two items. CFA reported a satisfactory level of CR (.805) and AVE (.612) after the deletion of the original WLEIS items. "I really understand what I feel," "I am a self-motivating person," and "I am quite capable of controlling my own emotions" are some of the items in the WLEIS. The reliability analysis of WLEIS showed a Cronbach's alpha of .890, indicating a good internal consistency.

2.4. Research Analysis

The data were analyzed using IBM SPSS Statistics Version 25.0 and IBM AMOS Version 17. The research analysis used for this study is descriptive statistics, such as mean and standard deviation, and inferential statistics. Pearson's correlation was used to determine the relationship of each variable (antisocial behavior, parenting styles, and emotional intelligence) with each other. Next, simple linear regression was used to ascertain if the variable parenting style is a significant predictor of the variable antisocial behaviors. Then, Covariance-Based Structural Equation Modelling (CB-SEM) was used to investigate the interaction of emotional intelligence as a mediator for the relationship between the variable of parenting styles and the variable of antisocial behaviors.

3. Results

3.1. Relationship Between Parenting Styles, Antisocial Behavior, and Emotional Intelligence among Youth in Selangor, Malaysia

Based on the results (in Table 2), the Pearson's correlation coefficient (r) shows that there is a negative and significant relationship between the antisocial behaviors and the permissive parenting style, which are $r(400) = -.124, p < .05$. This shows that youth raised by permissive parenting style are less likely to be involved with antisocial behaviors. The Pearson's correlation coefficient value between the antisocial behavior and the authoritarian parenting style is .358, showing that there is a positive linear relationship between the antisocial behavior and the authoritarian parenting style. The probability value obtained from this study is .000 (significant), which is lower than the alpha value (.05). This shows that there is a significant linear relationship between the antisocial behavior and the authoritarian parenting style. In other words, youth raised with an authoritarian parenting style are more likely to engage in antisocial behaviors. Based on the results (in Table 2), the Pearson's correlation coefficient value between the antisocial behaviors and the authoritative parenting style is $r = -.137$. The significance level obtained for the relationship is significant, which is .05. The correlation coefficient value obtained shows that there

is a negative but significant relationship between the antisocial behaviors and the authoritative parenting style, which are $r(400) = -.137, p < .05$. This shows that youth raised with authoritative parenting style are less likely to be involved with antisocial behaviors, the same as youth raised with permissive parenting style.

The Pearson's correlation coefficient value obtained for the relationship between the emotional intelligence and the antisocial behavior is $r = -.233, p < .001$, as seen in Table 2. This shows that there is a negative and significant linear relationship between emotional intelligence and antisocial behavior among youth in Selangor, Malaysia. In other words, the higher the emotional intelligence of the youth, the lower the tendency of antisocial behaviors.

Based on Table 2, Pearson's correlation coefficient value for the permissive parenting style and the emotional intelligence is $r = .251, p < .001$, indicating that there is a significant positive linear relationship between the permissive parenting style and the emotional intelligence. This shows that youth raised with a permissive parenting style have high emotional intelligence. The Pearson's correlation coefficient value between the authoritarian parenting style and the emotional intelligence is found to be $r = -.231, p < .001$, indicating a negative but significant linear relationship between the authoritarian parenting style and the emotional intelligence. This means that youth raised with an authoritarian parenting style display low emotional intelligence. According to the results in Table 2, the Pearson's correlation coefficient value between the emotional intelligence and the authoritative parenting style is $r = .324, p < .001$. The significance level obtained for the relationship is significant. The correlation coefficient value obtained shows that there is a positive and significant relationship between the emotional intelligence and the authoritative parenting style. In other words, youth raised with an authoritative parenting style also have higher emotional intelligence, the same as youth raised with a permissive parenting style.

Table 2. Pearson's Correlation Analysis for the Relationship Between Antisocial Behaviors, Parenting Style, and Emotional Intelligence

	Permissive	Authoritarian	Authoritative	Emotional intelligence	Antisocial behavior
Permissive	-	-.506*	.548**	.251*	-.124*
Authoritarian		-	-.500*	-.231**	.358**
Authoritative			-	.324*	-.137*

Emotional intelligence	-	-.233*
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** $p < .01$, * $p < .05$

3.2. To Examine the Predictors of Antisocial Behavior

The regression model showed that the antisocial behaviors could be explained significantly for 12.8% by the authoritarian parenting style, ($F(3, 334) = 52.354, p < .01$). The results of regression coefficients ($\beta = .587$), ($t = 7.018, p < .01$) show that authoritarian parenting style is a significant predictor of antisocial behaviors.

The findings showed antisocial behaviors can be explained 36.8% by the authoritative parenting style, recording $F(3.334) = 49.248, p < .05$; $\beta = -.055$; $t = 1.295, p < .05$, indicating a significant predictor of authoritative parenting style on antisocial behaviors. Besides, the antisocial behaviors can be explained 37.1% by the permissive parenting style, recording $F(3.334) = 51.222, p < .05$; $\beta = -.076$; $t = 0.938, p < .05$, indicating a significant predictor of authoritative parenting style on antisocial behaviors.

Table 3. Simple Linear Regression for the Variables Parenting Style and Antisocial Behaviors

Criterion Variable	Predictor Variable	F	R ²	df	β	t	p
Antisocial behavior	Authoritative	49.248**	.128	3, 334	-.055	1.295	.05
	Authoritarian	52.354**	.128	3, 334	.587	7.018	.01
Antisocial behavior	Permissive	51.222**	.371	3, 334	-.076	0.938	.05

** $p < .01$, * $p < .05$

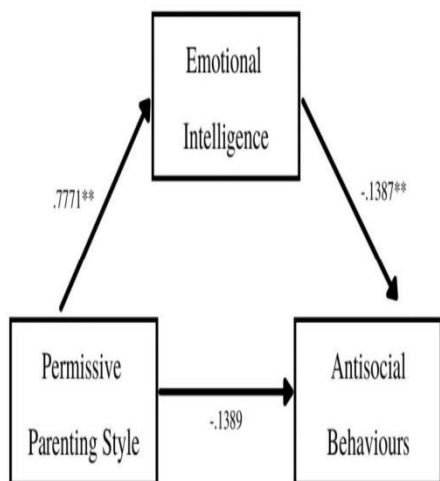
3.3. To Determine Whether Emotional Intelligence Acts as a Mediator to the Relationship Between Parenting Styles and Antisocial Behavior among Youth in Selangor, Malaysia

CB-SEM was run to determine how emotional intelligence acts as a mediator of the relationship between parenting styles and antisocial behavior among youth in Selangor, Malaysia. Mediation analysis was run once for each three categories of parenting styles, which are permissive, authoritarian, and authoritative.

Based on the result presented in Figure 2, it is found that the permissive parenting was a significant predictor of antisocial behavior, $\beta = .777$, standard error (SE) = .211, $p < .001$; the emotional intelligence was a significant predictor of antisocial behavior, $\beta = -.139$, SE = .301, $p < .001$. Permissive parenting was found to

not act as a significant predictor of antisocial behavior after controlling the mediator, emotional intelligence, $\beta = -.139$, $SE = .256$, $p > .05$, indicating full or complete mediation. The indirect effect recorded $\beta = -.108$, $SE = .165$, $p < .001$, and accounted for 43.70% of the total effect between permissive parenting style and antisocial behaviors. In conclusion, emotional intelligence fully mediates the relationship between the permissive parenting style and the antisocial behaviors.

Figure 2. Mediation Analysis Between Permissive Parenting Style, Emotional Intelligence, and Antisocial Behavior



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

Based on the result presented in Figure 3, the authoritative parenting was a significant predictor of antisocial behavior, $\beta = .857$, $SE = .264$, $p < .001$; the emotional intelligence was a significant predictor of antisocial behavior, $\beta = -.136$, $SE = .352$, $p < .001$. Authoritative parenting remains a significant predictor of antisocial behavior after controlling the mediator, emotional intelligence, $\beta = -.118$, $SE = .333$, $p < .001$, indicating a partial mediation. The indirect effect recorded $\beta = -.117$, $SE = .174$, $p < .001$, and accounted for 10.30% of the total effect between authoritative parenting style and antisocial behaviors. In conclusion, emotional intelligence partially mediates the relationship between the authoritative parenting style and antisocial behaviors.

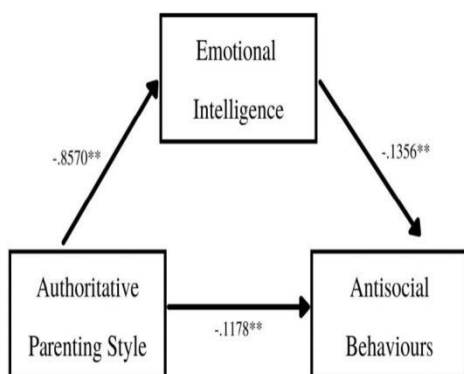
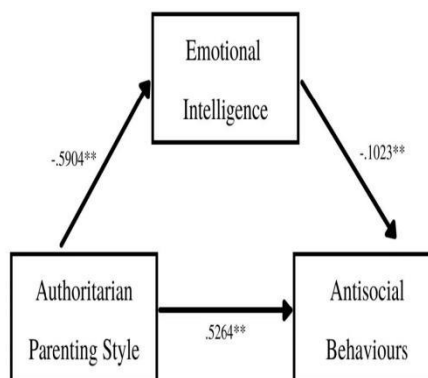


Figure 3. Mediation Analysis Between Authoritative Parenting Style, Emotional Intelligence, and Antisocial Behaviors

Based on the result presented in Figure 4, it is found that the authoritarian parenting was a significant predictor of antisocial behavior, $\beta = -.590$, $SE = .227$, $p < .001$; the emotional intelligence was a significant predictor of antisocial behavior, $\beta = -.102$, $SE = .262$, $p < .001$. Authoritarian parenting remains a significant predictor of antisocial behavior after controlling the mediator, emotional intelligence, $\beta = .526$, $SE = .309$, $p < .001$, indicating partial mediation. The indirect effect recorded $\beta = .060$, $SE = .201$, $p < .001$, and accounted for 49.66% of the total effect between authoritarian parenting style and antisocial behaviors. In conclusion, emotional intelligence partially mediates the relationship between the authoritarian parenting style and the antisocial behaviors.

Figure 4. Mediation Analysis Between Authoritarian Parenting Style, Emotional Intelligence, and Antisocial Behaviors

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



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

Table 4. Direct Effect and Indirect Effect of Parenting Styles, Emotional Intelligence, and Antisocial Behavior

Model		β	SE	p
1 Full mediation	Direct effect			
	Permissive parenting -> Emotional intelligence	.777	.211	**
	Emotional intelligence -> Antisocial behaviors	-.139	.301	**
	Permissive parenting-> Antisocial behaviors	-.139	.256	.067
	Indirect effect			
	Permissive Parenting-> Emotional intelligence -> Antisocial behaviors	-.108	.165	**
2 Partial mediation	Direct effect			
	Authoritative parenting -> Emotional intelligence	.857	.264	**
	Emotional intelligence -> Antisocial behaviors	-.136	.352	**
	Authoritative parenting -> Antisocial behaviors	-.118	.333	**
	Indirect effect			
	Authoritative parenting -> Emotional intelligence -> Antisocial behaviors	-.117	.174	**
3 Partial mediation	Direct effect			
	Authoritarian parenting-> Emotional intelligence	-.590	.227	**
	Emotional intelligence -> Antisocial behaviors	-.102	.262	**
	Authoritarian parenting -> Antisocial behaviors	.526	.309	**
	Indirect effect			
	Authoritative parenting -> Emotional intelligence -> Antisocial behaviors	.060	.201	**

In conclusion, according to the mediation result shown in Figure 2, 3, and 4, emotional intelligence significantly mediates the relationship between parenting styles and antisocial behavior among youth in Selangor, Malaysia.

4. Discussion

The results showed that parents who have a higher permissive parenting style emerge from developing higher emotional intelligence in their children, who in turn show lesser antisocial behavior. Therefore, a permissive parenting style is not directly correlated with youth antisocial behaviors but helps in the development of emotional intelligence in youths. This also helps to lower their antisocial behaviors. It is in line with past research stating a significant association between permissive parenting styles, emotional intelligence, and antisocial behavior [9,18,19,20]. The permissive parenting style is known for its warmth and reluctance to enforce rules [35]. Permissive parents are non-punitive and accept their children fully, regardless of their impulses, desires, and behaviors. Also, they grant more autonomy rather than

controlling their children [36], giving them full support and absolute freedom without setting limits and monitoring [37]. All these traits are advantageous and helpful for youths to develop their emotional intelligence. Therefore, children raised with permissive parenting styles would be more mature, and all the experiences the youth accumulate can help develop their emotional intelligence further as they learn from their past mistakes and are allowed to explore further without limits. On the other hand, emotional intelligence is the ability to identify, understand, and regulate one's own and others' emotions. The ability to understand and control one's own emotions would prevent one from acting impulsively [20]. Besides, individuals who can manage emotions well would also have better coping skills when facing stressful situations such as talking it out with a trusted person, instead of engaging in maladaptive behavior such as alcohol and drug consumption. A study showed youth who have lower emotional intelligence may have maladaptive emotional perception, in which they attribute other's emotions wrongly, causing them to react angrily [9]. Therefore, we can conclude that emotional intelligence plays a vital role as a mediator between permissive parenting style and the antisocial behavior [38,39].

Besides, the findings showed that a high authoritarian parenting style contributes to lower emotional intelligence in youths, and low emotional intelligence leads to greater involvement in antisocial behaviors. The authoritarian parenting style is also correlated with antisocial behaviors directly. Thus, we suggest a model of partial mediation. This finding supports past research that indicates that an authoritarian parenting style is a significant contributor to antisocial behaviors [11,32,40], and the association between the authoritarian parenting style, emotional intelligence, and antisocial behaviors [22,23,24,25]. The authoritarian parenting style is known for being stern and strict to children, and authoritarian parents often expect their children to live up to the parents' expectations. The parents would give punishment if the children do not follow the rules set or fulfill their expectations. Authoritarian parents also rarely communicate with their children when making decisions [40]. Failure to participate in decision-making could promote the development of low self-confidence and less responsibility in the future [37]. This could in turn increase the tendency of youths to be involved in antisocial behaviors as their social bonds are weak [41]. The lack of parental warmth can also trigger youths to act more aggressively and disruptive, leading to antisocial behaviors [42].

Besides, the strictness and punitive behavior seen in authoritarian parents influence youths to rebel against authority figures [43] as a way of acting out and releasing stress [40]. Authoritarian parenting style can result in feeling unhappy and insecure and becoming more likely to react with hostility or aggression when under stress [42,43,44]. Youths raised with an authoritarian parenting style would face difficulty in managing their anger, as they were not given proper guidance and were cultivated to suppress negative emotions, which in turn leads them to develop a high level of aggression [43,44]. A high level of aggression can lead youths to engage in antisocial behaviors impulsively, such as physical fights, verbally insulting others or vandalism. This is in line with the study of Hosokawa and Katsura [42]. Thus, we conclude that the interaction of authoritarian parenting style and antisocial behavior is partially mediated by emotional intelligence.

Thirdly, the findings showed that a highly authoritative parenting style contributes to higher emotional intelligence in youths, and high emotional intelligence prevents the involvement of youths in antisocial behaviors. The authoritative parenting style is also correlated negatively with antisocial behaviors. These findings are in line with studies in the literature [11,22,23,24,26,32,45,46]. The authoritative parenting style is known for encouraging adolescents to consider rules that were determined by the parents as resources [47]. Authoritative parents also invite their children to communicate and discuss with them if the rules set by them make them unhappy. Unlike authoritarian parents, authoritative parents style negotiate punishment with their children when the latter act against the rules, as the former believe that their rules are not absolute and that children should have some input to the rules set as well. These traits of authoritative parenting could develop a

warm and healthy parental relationship, and this strong bond thus reduces the tendency of antisocial behavior in youths [41]. As a result, children raised with an authoritative parenting style grow up to be confident, responsible, and able to self-regulate and manage their negative emotions more effectively [43]. A good response-ability of emotion could thus protect youths from antisocial behavior, as supported by multiple studies [9,18,19,20]. In short, youths raised with an authoritative parenting style would develop high self-esteem and good emotional intelligence, which in turn protects them from life stress and peer pressure to engage in antisocial behaviors.

In conclusion, it is found that emotional intelligence is a significant mediator of the relationship between three types of parenting styles and antisocial behaviors among youth. The mediation analyses suggest that youths raised with a permissive or authoritative parenting style have a great ability to manage and control emotions, which in turn reduce their likeliness to engage in antisocial behaviors. Meanwhile, youth raised with an authoritarian parenting style have lower emotional intelligence, which in turn increases their likelihood of participating in antisocial behaviors. Thus, this study highlights the importance and urgency of developing youth's emotional intelligence to address the issue of antisocial behaviors in Malaysia. Furthermore, this study highlights the authoritarian parenting style as an unfavorable parenting style because of its negative effect on the development of emotional intelligence and antisocial behaviors. Therefore, programs and educational courses that emphasize emotional intelligence are highly encouraged as an intervention strategy. Also, intervention programs that aim for parents to make changes to their parenting style can prove effective in helping to reduce antisocial behaviors among youths [48,49], particularly among authoritarian parents.

5. Conclusions

Altogether, the current study has achieved the main objective of this study, which is to determine the mediation effect of emotional intelligence on the relationship between parenting styles and antisocial behaviors. It is found that emotional intelligence mediates the relationship between parenting style and antisocial behaviors. Therefore, the emotional intelligence is vital between the parenting styles and antisocial behaviors among youths. Several limitations found for this study are the heavily dominated female or Malay participants, making this study unsuitable to be generalized to the entire Malaysian population. Also, confounding variables are not considered when analyzing the data. Future research is encouraged to recruit a more diverse sample and to determine potential confounding variables before starting to analyze data. Hopefully, the findings of this study can contribute to the greater good in helping to reduce antisocial behaviors among youth, and can increase awareness, particularly among youth and parents, on the importance of parenting style and antisocial behaviors. Moreover, future research is suggested to include other ethnicities and cultures as well. Therefore, the

recruitment for future study's sample should be spread even further using social media or physical advertisements, rather than advertising it to only one group. Next, future research should determine potential confounding variables and take action to reduce the effects of confounding variables on the variables in the study. Lastly, further studies should be conducted to investigate more deeply the relationship between emotional intelligence, parenting styles, and antisocial behaviors, particularly among youth, considering how permissive parenting style often yields inconsistent results.

6. Patents

Author Contributions: Conceptualization, B.R., and M.R.K.; methodology, B.R., and S.S.B.S.; formal analysis, B.R., and M.R.K.; investigation, B.R., and M.A.M.N.; resources, B.R. and S.S.B.; data curation, B.R., and M.R.K.; writing—original draft preparation, B.R.; writing—review and editing, M.A.M.N.; visualization, M.A.M.N.; supervision, B.R. and S.S.B.S.; project administration, B.R. All authors have read and agreed to the published version of the manuscript.

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