The relationship between authoritarian parenting style, emotional intelligence and cyber aggression in university students

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Abstract: This study aims to investigate the relationship between authoritarian parenting style, emotional intelligence, and cyber aggression in undergraduate students in a private university in Central Java. There were three hypotheses tested in the study, including 1) the major hypothesis: there is a relationship between authoritarian parenting style, emotional intelligence and cyber aggression; 2) the first minor hypothesis: there is a positive relationship between authoritarian parenting style and cyber aggression; and 3) the second minor hypothesis: there is a negative relationship between authoritarian parenting style and cyber aggression. This was a quantitative correlational study conducted on 105 research subjects. The data were collected using the authoritarian parenting style scale, the emotional intelligence scale and the cyber aggression scale. The results of hypothesis testing showed that there is a relationship between authoritarian parenting style, emotional intelligence and cyber aggression (R=0.476; p<0.01). The results of the first minor hypothesis testing found a positive relationship between authoritarian parenting style and cyber aggression (rxy=0.386; p<0.05). The results of the second minor hypothesis testing found a negative relationship between emotional intelligence and cyber aggression (rxy=-0.402; p<0.05). The statistical test results showed that the three hypotheses were accepted. This study is hoped to encourage university administrators to consider the procurement of a program aiming to reduce students' cyber-aggression behavior.

Keywords: Authoritarian Parenting Style, Emotional Intelligence, Cyber Aggression. University Students

Abstrak: Penelitian ini bertujuan untuk mengetahui hubungan antara pola asuh otoritarian dan kecerdasan emosional dengan *cyber aggression* pada mahasiswa di Universitas Katolik Soegijapranata. Terdapat tiga hipotesis yang diajukan pada penelitian ini, antara lain: hipotesis mayor terdapat hubungan antara pola asuh otoritarian dan kecerdasan emosional dengan *cyber aggression*; dan hipotesis minor satu terdapat hubungan positif antara pola asuh otoritarian dan cyber aggression; terdapat hubungan negatif antara kecerdasan emosional dengan *cyber aggression*. Metode yang digunakan dalam penelitian ini adalah kuantitatif korelasional dengan 105 subjek penelitian. Instrumen pengumpulan data menggunakan skala pola asuh otoritarian, skala kecerdasan emosional, dan skala *cyber aggression*. Hasil uji hipotesis mayor menujukkan terdapat hubungan yang signifikan antara pola asuh otoritarian dan kecerdasan emosional dengan *cyber aggression* (R= 0,476; p<0,01). Hasil uji hipotesis minor satu menunjukkan ada hubungan positif antara pola asuh otoritarian dengan *cyber aggression* (rxy= 0,386; p<0,05). Hasil uji hipotesis minor dua menunjukkan ada hubungan negatif antara kecerdasan emosional dengan cyber aggression (rxy= -0,402; p<0,05). Berdasarkan hasil uji statistic pada penelitian disimpulkan bahwa ketiga hipotesis diterima.

Kata kunci: Pola Asuh Otoritarian, Kecerdasan Emosional, *Cyber Aggression*

INTRODUCTION

The internet can help individuals gather information and make their lives easier. However, it can pose negative impacts as well. It gives birth to new ways of attacking, hurting and harming an individual or group. It raises behaviors in the forms of verbal aggression (oral or written), impersonation, deception, dissemination of offensive images, sounds and messages (Wiretna, 2020). Actions that are carried out intentionally to hurt, attack, offend, or harm people or institutions through electronic communication media are called cyber aggression (Wiretna, 2020). Cyber aggression is deliberate attack to an individual or group through electronic communication, such as hijacking other people's accounts, committing defamation, mocking, and cornering others (Wiretna, 2020). Cyber aggression takes several forms, such as verbal cyber aggression, online exclusion, happy slapping and impersonation (Alvarez, et al., 2017). Meanwhile, Runions, et al. (2017) designed cyber-aggression typology, which later was developed into a measurement tool, called CATQ (Cyber-Aggression Typology Questionnaire) used to identify the psychological impulses of cyber aggression behavior, including:

a. *Cyber rage aggression*

   Anger directed towards another person or group through electronic media. An example of cyber rage aggression is someone showing anger towards others on electronic media when feeling threatened (Runions, et al., 2017)

b. *Cyber revenge aggression*

   Taking revenge on another person or group through electronic media. An example of cyber revenge aggression is someone taking revenge through electronic media on another person who has hurt them (Runions, et al., 2017).

c. *Cyber reward aggression*

   Attacking others through electronic media with the intention of benefiting oneself and their group. An example of cyber reward aggression is someone attacking others through electronic media to satisfy their desire (Runions, et al., 2017).

d. *Cyber recreation aggression*

   Hurting and attacking others through electronic media to seek pleasure. An example of cyber recreation aggression is someone bothering others through electronic media to enjoy themselves (Runions, et al., 2017).

   Students in Indonesia belong the age group of 18-25 years, which according to Arnett (in Santrock, 2011) this age is the transition from adolescence to adulthood. At this age, students have developmental tasks to enter adulthood (Hulukati & Djibran, 2018). Cyber aggression among students deserves urgent attention to its negative impacts. Cyber aggression causes academic scores to decline, absenteeism and truancy to increase, persistence to decrease each semester as well as student concentration and academic performance to suffer (Álvarez-García et al., 2017; Wright, 2016; Wright, 2019).

   External factors from family, such as parenting styles, are predictors of cyber-aggression behavior (Chamizo-Nieto, et al., 2020). The research by Martínez-Ferrer, León-Moreno, Musitu-Ferrer, Romero-Abrio, Callejas-Jerónimo, & Musitu-Ochoa (2019) revealed that there is a relationship between parental socialization styles, school adjustment and cyber-aggression. Individuals from authoritarian families show greater involvement in cyber aggression. Authoritarian parenting is a parenting style that demands compliance with strict rules and that tends to be rigid, cold, and limited to unidirectional communication (Dewi, 2019). Children of authoritarian parents tend to be reserved, easily confused and offended, hostile, rebellious and aggressive (Dewi, 2019).

The results of a survey on several undergraduate students showed that they had done cyber aggression, such as asking friends to mock others on Instagram, saying harsh words to others when playing online games, removing someone from an online group, and commenting on someone's physical appearance on social media. Based on the aforementioned explanation, it can be concluded that cyber-aggression has negative impacts on individuals, so this behavior must be avoided. In fact, the number of cyber aggressions is still high and increasing. The annual records of Komnas Perempuan (Indonesia's National Commission on Violence against Women) showed that cyber aggression among women increased from 126 cases in 2019 to 510 cases in 2020 (Komnas Perempuan, 2021).

Other factors that can influence cyber-aggression behavior are internal factors; one of which is emotional intelligence. Emotional intelligence was first proposed by Salovey and Mayer in 1990. They explained how individuals can succeed by maximizing emotional qualities that include empathy, anger control, ability to express and understand feelings, adaptability, problem-solving abilities, persistence, respect, friendliness and solidarity (Mayer et al., 2016).

According to Mayer, Caruso, & Salovey (2016), people who have high emotional intelligence are different from those who have low emotional intelligence. People with high emotional intelligence have good interpersonal relationships in their daily lives, especially in the workplace, organization or team. Emotional intelligence is the ability to motivate oneself, handle frustrations and control impulses and excessive displeasure.

There are four indicators of emotional intelligence, including the abilities to 1) recognize their own emotions; 2) process and control emotions to create balance; 3) understand other people's feelings and act accordingly; and 4) use emotions to motivate oneself in order to control the positive impulses within oneself to achieve goals (Mayer, et al., 2016).

Another research on aggressive behavior on social media conducted by Dewi, Waya, & Savira (2017) showed that there is a significant relationship between emotional intelligence and aggressive behavior on social media. The higher a person's level of emotional intelligence, the lower their aggressive behavior on social media. Individuals who have low emotional intelligence are likely to be more aggressive. Emotional intelligence plays a role in reducing the likelihood of cyber-aggression behavior (Chamizo-Nieto et al., 2020). Therefore, the researcher was interested in conducting this study to know if there is a relationship between authoritarian parenting style, emotional intelligence and cyber-aggression behavior among students.

METHOD

This study employed a quantitative correlational approach to discover the relationship between the research variables. This study was conducted on undergraduate students at the age of above 20 years old at a private university in Central Java. The sampling technique used in this research was accidental sampling. Scales were tested using an unused tryout on 60 students out of 105 students of the research sample.

Authoritarian parenting data were measured using the following criteria: parents provide rigid boundaries; parents do not give room to children to have opinions; children must respect their parents; children are punished if they do not do what their parents want them to do; and parents demand children to follow orders (Santrock, 2002).

Emotional intelligence data were measured using an emotional intelligence scale that encompasses the aspects of emotional intelligence described by Mayer et al. (2016), including perceiving emotions, understanding emotions, facilitating thoughts using emotions and managing emotions.

Cyber-aggression data were measured by considering the forms of cyber aggression behavior, including cyber-rage aggression, cyber-revenge aggression, cyber-reward aggression and cyber-recreation aggression described by Runions et al. (2017). The scales contained four response options, namely very appropriate (4 points), appropriate (3 points), inappropriate (2 points) and very inappropriate (1 point).

The data that had been obtained were then used statistically to test the proposed hypotheses. Multiple regression analysis was performed to test the major hypothesis; if the R value was < 0.01, the major hypothesis was accepted. Meanwhile, the minor hypotheses were tested using correlation technique; if the value of r was <0.05, the minor hypotheses were accepted.

RESULTS AND DISCUSSION

The major hypothesis in this study was that there is a relationship between authoritarian parenting style (X_1), emotional intelligence (X_2) and cyber aggression (Y) in university students. The results of data analysis showed the values of R=0.476 and F=14.971 with p<0.01. These results suggest that there is a very significant relationship between authoritarian parenting style, emotional intelligence and cyber-aggression in students (Tables 1, 2, and 3).

Table 1. Data Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.476[a]	.227	.212	6,130

a. *Predictors: (Constant)*, Emotional Intelligence, Authoritarian Parenting Style

Table 2. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1124.961	2	562,481	14,971	.000[b]
	Residual	3832.372	102	37,572		
	Total	4957.333	104			

a. *Dependent Variable*: *Cyber Aggression*

b. *Predictors:* (Constant), Emotional Intelligence, Authoritarian Parenting Style

Table 3. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	36,146	7,627		4,739	.000
	Authoritarian Parenting Style	.202	.069	.275	2,941	.004
	Emotional Intelligence	-.397	.123	-.302	-3,237	.002

a. *Dependent Variable: Cyber Aggression*

The results of data analysis revealed the value of r_{x1y} = 0.384 with the p-value

<0.05, which means that there is a significantly positive relationship between the authoritarian

parenting variable and the cyber-aggression variable. The higher the authoritarian parenting style, the higher the cyber-aggression behavior, and vice versa (Table 2).

The results of data analysis revealed the value of r_{x2y} = -0.402 with the p-value

<0.05, which means that there is a significantly negative relationship between the emotional intelligence variable and the cyber-aggression variable. The higher the emotional intelligence, the higher the cyber-aggression behavior, and vice versa (Table 4).

Table 4. Correlation Test Results

		Authoritarian Parenting Style	Emotional Intelligence	*Cyber Aggression*
Authoritarian Parenting Style	Pearson Correlation	1	-.362[**]	.384[**]
	Sig. (2-tailed)		.000	.000
	N	105	105	105
Emotional Intelligence	Pearson Correlation	-.362[**]	1	-.402[**]
	Sig. (2-tailed)	.000		.000
	N	105	105	105
Cyber Agression	Pearson Correlation	.384[**]	-.402[**]	1
	Sig. (2-tailed)	.000	.000	
	N	105	105	105

**. Correlation is significant at the 0.01 level (2-tailed).

In line with the argument f Chamizo-Nieto et al. (2020) cyber-aggression behavior in students can occur due to several factors; one of which is family factors, such as family dynamics and parenting styles. These factors can be predictors of cyber-aggression behavior. Parents set an example for children of how to behave properly in life and society. Therefore, parenting can determine student behavior in associating and interacting with other people (Dewi, 2019).

In authoritarian parenting style, parents treat children firmly and harshly, do not give them room to think and be creative, put the blame on them, lack sympathy and affection for them, scold and punish them if they ignore their parents' wishes. (Siti Masyitoh, 2021)

Generally, wrong parenting style can have negative impacts on students. Parents' frequent fights in front of children and violent behaviors towards children, such as beating, are observed and can be picked up by children, resulting in their tendency to develop aggressive behaviors (Berkowitz, 2003). The

research by Einstein & Indrawati (2016) found stated that there is a positive relationship between authoritarian parenting style and the level of aggressive behavior in children.

Meanwhile, based on the research by Martinez-Ferrer et.al (2019), there is a positive relationship between parenting styles, school adjustment and cyber-aggression. Individuals growing up in authoritarian families show greater involvement in cyber-aggression both directly and indirectly.

The results of the second minor hypothesis testing revealed the value of r_{x2y} was -0.402 with the p-value <0.05, which suggests that there is a significantly negative relationship between the emotional intelligence variable and the cyber-aggression variable. The higher the emotional intelligence, the lower the cyber-aggression behavior in students. Conversely, the lower the emotional intelligence, the higher the cyber-aggression behavior in students. Thus, the second minor hypothesis was accepted.

The results of the current study are in line with the results of the study by Chamizo-Nieto, et al. (2020) that found that emotional

intelligence can be a contributing factor to the reduction of cyber-aggression behavior. Individuals with high emotional intelligence are less likely to display cyber-aggression. Emotional intelligence plays an important role in shaping students' personalities. A research conducted by Cejudo, Rodrigo-Ruiz, López-Delgado, Losada (2018) revealed that students with high emotional intelligence were reported to have better skills in dealing with stress and were more positive in their relationships with others.

Students with poor emotional regulation have the likelihood of struggling to understand their own and others people's emotions, so they have difficulty building relationships with other people and even tend to be aggressive. A research on aggressiveness showed that someone with low emotional intelligence displays more aggressive behavior (García-Sancho, et al., 2014).

The results of hypothesis testing revealed that the R square value was 0.227, which means that the effective contribution of authoritarian parenting style and emotional intelligence to cyber aggression in undergraduate students at a private university in Central Java was 22.7%, while the remaining 77.3% was influenced by other factors.

CONCLUSION AND SUGGESTIONS

Based on the results and discussion, it can be concluded that that there is a relationship between authoritarian parenting style and emotional intelligence in students. The value of the effective contribution of the authoritarian parenting variable to cyber-aggression in undergraduate students at a private university in Central Java was 10.6% (β= 0.275), while the emotional intelligence variable gave an effective contribution to cyber-aggression in undergraduate students at a private university in Central Java by 12.1% (β= -0.302).

This study, however, has some limitations. The first limitation is that the current research was conducted online due to the Covid-19 pandemic and hence the process of completing questionnaires could not be fully controlled by the researcher. The second limitation is that the use of Google Forms restricted the direct interactions between the researcher and the research subjects. As a result, they were not able to ask the researcher comfortably if they were experiencing confusion when filling out the questionnaires. Additionally, this study was also limited by time, hindering the researcher to gather data from a large number of research subjects.

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