The Relationship Between Parenting Styles, Love Languages, and Conflict Management Styles Among Young Adults in their Romantic Relationships

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Abstract

This study investigates the interplay between parenting styles, love languages, and conflict management styles in adult romantic relationships. It aims to explore the influence of parenting style experienced in childhood and individual's love languages on conflict management styles within adult romantic relationships along with the exploration of the relationship between parenting styles and love languages with a focus on gender differences as well. Recognizing the profound impact of early life experiences on adult relationship dynamics, this research aims to provide insights into how these factors shape and influence one another. The sample comprised 100 Indian heterosexual young adults, aged 18-30, who participated in online surveys assessing their experiences with parenting styles, preferred love languages, and conflict resolution approaches. The analysis reveals "Quality Time" as the most preferred love language across all parenting styles, indicating its significant role in relationship dynamics. While the study highlights various trends and associations, no statistically significant relationships were found between the three variables. This research contributes to the fields of psychology, family studies, and relationship counseling by emphasizing the interconnectedness of early life experiences and adult relational behaviors. Understanding these dynamics can lead to improved family interactions, enhanced relationship satisfaction, and better conflict management strategies, ultimately benefiting future generations.

Keywords: Parenting Styles, Love Languages, Conflict Management Styles, Adult Romantic Relationships, Authoritative, Authoritarian, Permissive, Words of Affirmation, Quality Time, Physical Touch, Acts of Service, Gift Giving, Accommodating, Compromising, Competing, Collaborating, Avoiding.

Introduction

The methods employed by people to navigate and resolve conflicts have a significant impact on the outcome of the conflict itself, as well as the quality of their relationships with others. While conflict management strategies are influenced by a multitude of factors, including personality traits and situational factors, early life experiences and adult relationship dynamics play crucial roles in shaping individuals' conflict resolution approaches. This paper aims to explore the influence of parenting styles experienced during childhood and the love languages of individuals on their Conflict management styles within their

adult relationships. This study also aims to explore how different parenting styles may shape the development of specific love languages in individuals and also explores if there are any gender differences within the variables

Conflict Management Styles

Our everyday social lives inevitably involve conflict. Conflict is a process of disagreement, dissonance, or incompatibility within or between social entities. (Rahim, 2017b) It is an integral part of human existence. When two parties have competing needs or interests, conflict arises. Conflict Management Styles refer to the characteristic ways in which individuals respond to and deal with conflict. Humans differ from one another in a lot of ways, and our approaches to handling conflict are no exception. Researchers have looked at five distinct strategies for resolving interpersonal conflicts (Blake & Mouton, 1986). Rahim (1983) has classified Conflict Management Styles into five, integrating, obliging, dominating, avoiding, and compromising. The classification is based on two domains – assertiveness and cooperation (Thomas, 1992b). Assertiveness can be referred to as concern for the needs of the self and cooperation can be referred to as concern for the needs of others.

People who handle conflict in a collaborating or integrating style speak up for what they need assertively; they are honest, communicate openly, and consider the differences between the parties to come to a mutually agreeable solution which leads to a win-win situation. People with an accommodating or obliging style put the needs of the other person ahead of their own. This results in a lose-win situation and is regarded as a self-sacrificing approach. In a dominating or competing style of conflict management one of the parties is aggressive and tries to ensure that their needs are the only ones satisfied leading to a win-lose situation. Avoidance style is where neither party communicates their needs which leads to a lose-lose situation in which neither party's needs are met. It's been linked to retreating and avoiding situations. Lastly, people who use the compromising style in contrast to the integrating style, prohibit both parties from fully satisfying their needs even though both parties give up something in the process of coming to a mutually agreeable solution, and a no-win/no-lose situation is produced.

Parenting styles

Parents play a major role in the development of a child's behavior. Parenting styles refer to the practices, behaviors, attitudes, and values, parents employ in rearing their children that impact their social, emotional, physical, and intellectual development (Tunde-Ayinmode & Adegunloye, 2011). Baumrind (1970) a clinical and developmental psychologist classifies parenting styles into four categories- authoritative, authoritarian, permissive, and neglectful based on two elements – parental demandingness and parental responsiveness. Demandingness refers to the expectations and extent that a parent controls the behavior of the child and responsiveness refers to the extent of sensitivity of the parent to the child's needs. (Baumrind, 1971) (Baumrind, 1989)

Baumrind describes authoritarian parents as having high demandingness and low responsiveness. They adopt strict and autocratic methods. They have established rules and regulations without taking or considering any input from the child. They also resort to severe punishment when rules are broken. While authoritarian environments tend to produce more obedient and proficient adults, they also tend to produce lower levels of happiness, social competence, and self-esteem in their offspring (Baumrind, 1991). The absolute is true for the permissive parenting style where the parents have low demandingness and high responsiveness. Permissive parents don't have consistent rules and impose no restrictions or boundaries

on them. They give the child the freedom to raise themselves (Baumrind, 1991). Baumrind further mentions that neglectful parenting involves low levels of demand and low levels of responsiveness. They are uninvolved in their child's life. Children whose parents are neglectful typically perform poorly in all areas. Authoritative parents are described to be responsive and nurturing along with having firm rules and regulations for their children. They control the child's behavior by explaining the rules and reasoning (Baumrind, 2012). Children whose parents use the authoritative style are generally happy, capable, and successful (Maccoby, 1992).

Love languages

Although the concept of love is universal, there isn't a single universal language for love. The distinctive ways that each person expresses and feels love are known as their "love language." It is predicated on Gary Chapman's theory of the five love languages, which include words of affirmation, acts of service, physical touch, quality time, and receiving gifts (Chapman, 1992). Words of affirmation: When people hear nice and uplifting remarks like praises, encouragement, and declarations of love and gratitude, they feel loved and valued. Acts of service: People experience feelings of love when someone helps them out by doing tasks, running errands, or cooking dinner. Receiving gifts: Here, thoughtful gifts make people feel loved; it doesn't matter if they are expensive or extravagant—what matters is the thought and effort that went into them. Quality time: When someone spends uninterrupted, focused time with them—for example, by going on a date, having meaningful conversations, or just hanging out—people feel loved and valued. Lastly, physical touch refers to the way that people experience love when they physically express it through holding hands, kissing, or hugging.

Speaking your partner's love language can strengthen your bond, increase your level of love, and facilitate better communication. (Hughes & Camden, 2020) Finding out what love means to your partner fosters intimacy in your relationship (Kardan-Souraki et al., 2015). Understanding and speaking the love language of your partner results in higher relationship satisfaction. (Bunt & Hazelwood, 2017)

Review of Literature

This section presents a comprehensive review of the existing literature concerning the three primary variables (Parenting styles, Love languages, and Conflict Management strategies) under investigation in this study and their interconnections. Firstly, the impact of various parenting styles is explored through an analysis of relevant studies. Subsequently, attention is directed towards research investigating the influence of parenting practices and parental relationships on the romantic relationships of offspring in adulthood. Following this, the findings about the five love languages are synthesized based on relevant studies. Finally, the discussion extends to the examination of existing research concerning the influence of parental practices, parental influence, and parenting styles on children's conflict resolution strategies.

Impact of parenting styles on child development

A Bunch of studies exploring the effects of different parenting styles on child and adolescent development have found the authoritative parenting style to be most beneficial to the overall well-being of the child. Ginsburg and Bronstein (1993) aimed to analyze the predictors of intrinsic or extrinsic motivational orientation and academic performance in children within the family factors and found that high demandingness, negative control, uninvolvement, and over and under-controlling family styles were related to children having extrinsic motivational orientation and lower academic performance while

parental encouragement, and autonomy supporting families yielded children with an intrinsic motivational orientation and higher academic performance.

Aunola et al. (2000) studying the link between parenting styles and adolescent achievement strategies found that the most adaptive achievement strategies such as the use of self-enhancing attributions, low levels of task-irrelevant behavior, and low levels of failure expectations were positively associated with children who had authoritative parents, while maladaptive achievement strategies such as lack of self-enhancing attributions, high levels of failure expectations and high levels of task-irrelevant behaviors were associated with neglectful parenting style.

Mak et al. (2020) conducted a study examining the effects of parental stress on parenting styles and child behavior problems and found that parental stress leads to negative parenting styles and negative parenting styles are associated with child behavior problems. Another study by Joseph, M.V., and Jonh (2008) examining the impact of parenting styles on child development found that most of the mental health problems in children and adolescents are related to parenting styles adopted in families.

Milevsky et al. (2006) carried out a study examining the differences in adolescent adjustment as a result of parenting style and found that maternal authoritative parenting was positively associated with higher self-esteem and life satisfaction and lower depression in adolescents

A study analyzing the effects of parenting styles on depressive symptoms, smoking, and academic grades by Radziszewska et al. (1996) found that the authoritative style was related to lower levels of depressive symptoms followed by permissive, authoritarian, and neglectful styles. A similar pattern was seen for academic grades and children who had neglectful parents were found to be vulnerable to smoking

Calafat et al. (2014) conducted a study analyzing which parenting style could act as a protector against substance use and found that children with authoritative and permissive parents are less likely to get into substance use than children with authoritarian and neglectful parenting

Overall, numerous studies highlight the influential role of parenting styles on child development. Findings consistently suggest that the authoritative parenting style, characterized by high levels of support and reasonable demands, fosters positive outcomes such as intrinsic motivation, academic success, adaptive achievement strategies, and psychological well-being in children and adolescents. Conversely, negative parenting styles, such as neglectful and authoritarian, are associated with detrimental effects on child behavior, mental health, and substance use.

Parental influence on children's Adult romantic relationships

A cross-sectional study by Moilanen and Manuel (2017) aimed at analyzing the impact of familial relationships on social competence with peers and adult partners found that high levels of parental acceptance and low levels of psychological control predicted high levels of social competence in both relationships directly or indirectly via self-regulation. This study highlights the impact of parental relationships on adult interpersonal relationships

Jamison and Lo (2020) researched to explore the connection between children's romantic development and family experiences like parenting and parental relationship history, using interviews with 35 young adults. The data was analyzed using thematic analysis. The results indicate that young adults often model positive parental role models in their relationships. Conversely, when parents are seen as poor role models, individuals engage in trial and error to avoid repeating their mistakes. Furthermore, participants seek love, affirmation, and support from their romantic partners to compensate for any perceived deficiencies in their

upbringing. This study emphasizes that parental influence on the romantic development of children is both a dynamic and ongoing process

A study by Simons et al. (2014) expanded on prior research by identifying specific competencies that may explain the link between childhood exposure to supportive or harsh parenting and later interactions with romantic partners. Using longitudinal data from 345 African American young adults, anger management, attachment style, hostile attribution bias, and self-control were examined as potential mediators. The findings reveal that self-control, attachment style, and hostile attribution bias partially mediate the impact of parenting on hostility toward romantic partners. Notably, both supportive and harsh parenting directly influence behavior toward romantic partners. These findings underscore the importance of parenting education programs, which should emphasize the significance of supportive parent-child interactions for the long-term adjustment of offspring, including their future romantic relationships.

A study by Auslander et al. (2009) investigated the correlation between parenting practices and the quality of romantic relationships among 102 adolescent girls aged 14–21, all residing with a parent or parental figure and currently dating. The girls' perceptions of parental acceptance, involvement, and appropriate levels of supervision were found to be significantly linked to their sense of mutual engagement within their romantic relationships. This mutual engagement, characterized by the reciprocal exchange of thoughts, feelings, and activities between partners, was further associated with the girls' overall satisfaction with their romantic relationships.

A study by Roth and Assor (2012) investigating how college students perceive their parents' use of conditional regard and autonomy-supportive practices in response to the student's experiences of negative emotions found that when students perceive their parents as basing their regard on whether the students express or suppress negative emotions, it predicts maladaptive patterns of emotion regulation and intimacy capacity. In contrast, parents' autonomy-supportive parenting is associated with more adaptive emotion regulation and intimacy patterns. This study contributes to understanding how parental behaviors influence socioemotional development.

In summary, this section exploring the influence of parental relationships on children's adult romantic relationships reveals that parental acceptance and low psychological control predict social competence in adult relationships. Young adults often model positive parental role models, seeking love and support from partners. Specific competencies such as self-control and attachment style mediate the impact of parenting on behavior toward romantic partners. Parental practices, including acceptance and involvement, correlate with mutual engagement and satisfaction in adolescent romantic relationships. Perception of parental regard for emotions affects emotion regulation and intimacy capacity in college students. These findings underscore the enduring influence of parental behaviors on socioemotional development and highlight the importance of supportive parent-child interactions.

Research on the five Love language

Mantova and Katica. (2023) Exploring the connection between love languages and relationship satisfaction carried out a study aimed at determining the relationship satisfaction of people with different love languages to demonstrate whether a particular love language is associated with higher relationship satisfaction. The results of the study found that quality time was the most preferred love language. Words of affirmation and receiving gifts were the least preferred among the samples. The study also found that participants who preferred quality time as their love language reported the highest levels of relationship

satisfaction, followed by those who favored receiving gifts, physical touch, words of affirmation, and acts of service.

Hughes and Camden (2020b) researched to determine if people perceiving that their partner is using their preferred love language will result in greater feelings of love and higher relationship satisfaction. They conducted online surveys and found that perceiving that your partner is using the love language that you prefer does increase relationship satisfaction and feelings of love.

Mostova et al. (2022) carried out a research study analyzing the effects of having matching and mismatching love languages within couples. The results of the study indicated that partners having a matching love language were associated with greater relationship and sexual satisfaction than couples who had different love languages.

Coy and Rodriguez (2023) in their research evaluated to what extent couples had an accurate or biased understanding of each other's love language and how it influenced their behavior and its overall impact on relationship satisfaction. They found that most couples have a biased understanding of each other's preferred love language which influenced their affection expression and led to low relationship satisfaction as opposed to the couples who accurately assessed each other's love language who had higher relationship satisfaction.

Pett et al. (2022) conducted research to empirically test and validate the five love languages. Their findings provided substantial evidence for Chapman's five love languages.

Surijah and Sari (2018) conducted research aimed at gathering evidence to determine whether a person with a specific love language has a certain personality type. Extraversion was correlated with words of affirmation and physical touch, conscientiousness was positively correlated with quality time, and there was an absence of a correlation between Receiving Gift and BFI or between Neuroticism. They attempted to identify the applicability of these five languages to the Indian context. Additionally, the authors also tried to explore if any new languages would emerge. Based on the findings of the study, it can be understood that all the five languages proposed by Chapman are well applicable to the Indian context as can be seen from the themes that emerged in the study. Though few of the languages such as Receiving Gifts and Physical Touch did not emerge as main languages, they have been classified as dialects under the language of Actions and Time respectively.

In conclusion, research on the five love languages demonstrates their significant impact on relationship satisfaction and dynamics. Studies show that perceiving and matching preferred love languages leads to greater relationship satisfaction and sexual fulfillment. However, a biased understanding of partners' love languages can result in lower satisfaction. Overall, these findings validate Chapman's five love languages and their relevance across diverse cultural contexts.

Parental influence on children's conflict management strategies

Missotten et al. (2016) conducted among 370 adolescents to examine the associations between the maternal dimensions of responsiveness and psychological control with Conflict Management Styles between adolescents and mothers. They found that children who were raised in a warmer, more responsive climate used more positive problem-solving and less withdrawal, and children who were raised under psychologically controlling parenting had more destructive resolution behaviors, such as conflict engagement, withdrawal, and compliance. Positive parenting predicted more constructive ways of conflict resolution whereas negative parenting predicted more destructive styles

A study by Busby and Chiu (2017) aimed at analyzing the intergenerational transmission of conflict management styles from parents to children based on the social learning theory, demonstrated a significant association between parent's conflict styles and those of their adult children. Implying that the likelihood of having a particular conflict style is higher if a parent of either gender has that same Conflict Management Style. The findings of this research have important implications for intervening early in families with less functional conflict styles

Rinehart (1993) aimed to explore the connections between attachment style and conflict resolution in romantic relationships. It found strong evidence linking low self-esteem to passive conflict resolution, regardless of gender. Individuals with negative self-perception tended to avoid addressing their own needs in conflict resolution. Constructive conflict resolution was associated with high esteem of others, aligning with the dual concern model. The avoidant attachment style was associated with passive conflict resolution and the secure attachment style was associated with constructive conflict resolution

Bano (2017) in her cross-sectional study aimed to analyze parenting styles as the determinants of conflict management among adolescents and found that parenting styles were significant predictors of conflict management. Authoritarian and authoritative parenting was associated with improved conflict management. Conversely, permissive parenting showed. Overall, the findings underscore the importance of parenting styles in shaping adolescents' conflict management skills and mental health outcomes.

Parvin (2016) aimed to explore the connections between parenting styles and children's conflict-resolution strategies with peers. It involved twenty children aged 5 to 10 along with their parents. The findings indicated links between parenting styles and conflict resolution strategies. Positive parenting aspects correlated with children's use of positive conflict resolution strategies, while less desirable parenting traits were associated with negative conflict resolution approaches. Waithaka, Fusco & Gitimu (2020) conducted another study investigating the effects of parenting styles on conflict resolution among college students and found that college students with authoritative parents had diminished avoidance of conflict compared to those with limited autonomy associated with authoritarian parenting.

To summarize, parental influence significantly shapes children's conflict management strategies and outcomes. Warm, responsive parenting fosters positive problem-solving skills, while psychologically controlling parenting may lead to destructive conflict behaviors. Intergenerational transmission of conflict styles underscores the importance of early intervention. Attachment styles also play a role, with low self-esteem linked to passive conflict resolution. Overall, parenting styles strongly impact conflict resolution strategies and mental health outcomes in children and adolescents.

This review comprehensively explores the interconnections among parenting styles, love languages, and conflict management strategies. Parenting styles significantly influence child development, with authoritative parenting fostering positive outcomes. Parental relationships impact adult romantic relationships, highlighting the importance of early intervention. The five love languages play a crucial role in relationship satisfaction, with perceiving and matching preferred languages leading to greater satisfaction. Finally, parental influence significantly shapes children's conflict management strategies, emphasizing the need for warm, responsive parenting. Overall, these findings underscore the profound impact of parenting practices on various aspects of individuals' lives, from childhood to adulthood.

Research Gap

This review highlights several significant findings while also identifying research gaps. While ample research exists on the influence of parenting styles on child development and conflict management

strategies, there is a notable absence of studies exploring how parenting styles impact conflict management strategies in adult romantic relationships. Additionally, while research on love languages and relationship satisfaction is abundant, there is a lack of investigation into how love languages specifically influence different conflict management strategies within relationships. Though numerous studies have examined how parenting styles affect different facets of a child's development, there is a research gap regarding the link between parenting styles and love languages. To fill this research gap this study looks into whether people who experienced a particular parenting style develop a specific love language. It also aims to investigate the impact of parenting styles and love languages on conflict management styles of individuals in their adult romantic relationships. Addressing these gaps would provide valuable insights into the dynamics of adult romantic relationships and inform interventions aimed at enhancing conflict resolution skills and improving parenting practices

Research questions

This study aims to answer the following research questions. Does the parenting style experienced during childhood have any influence on the Conflict Management Styles among young adults in their romantic relationships? Does a particular style of parenting act as a predictor for the development of a specific Conflict Management Style? Does the love language of the individual influence the Conflict Management Style? Do individuals with a particular love language have a specific Conflict Management Style? Does experiencing a particular parenting style as a child predispose one to have a particular love language? Are there any gender differences in the parenting style experienced as a child, an individual's love language, and conflict management style?

Aim, Relevance, and Importance of the Study

This research seeks to provide insights into the complex interplay between parenting styles, love languages, and Conflict management styles and determine how early life experiences and people's differences and preferences in experiencing feelings of love shape individuals' approaches to resolving conflicts in their adult lives and how parenting style predicts individuals love language in their romantic relationships. Despite the growing body of research on parenting styles, love languages, and conflict management, limited attention has been paid to the interconnectedness of these factors. This research aims to contribute to the field of psychology, family studies, and relationship counseling by determining the interconnectedness of these variables. The findings have implications for parents, therapists, couples, and educators, highlighting the importance of early life experiences and relationship dynamics in shaping conflict resolution strategies. Through this research, parents can be made aware that the effect of their parenting extends beyond the childhood years and significantly impacts their child's adult lives by permeating into individual expression of love. By demonstrating the link between parenting styles and love languages, parents can be alerted to make more informed and conscious choices in their approach to raising children. Couples through the research findings will gain a better understanding of themselves and their partners. Ultimately, understanding these dynamics can contribute to improved family dynamics, enhanced relationship satisfaction, and better outcomes for future generations.

Objectives

- To investigate the influence of parenting styles experienced during childhood on Conflict Management Styles among young adults in romantic relationships.

- To determine whether specific parenting styles serve as predictors for the development of Conflict Management Styles.
- To examine the influence of individuals' love languages on their Conflict Management Styles.
- To explore whether individuals with specific love languages tend to adopt Conflict Management Styles.
- To investigate the influence of parenting styles experienced during childhood on Love language among young adults in romantic relationships.
- To determine whether specific parenting styles serve as predictors for the development of a particular Love language
- To explore any gender differences within the variables

Hypothesis

Null hypothesis (H0): There is no significant relationship between the parenting style experienced during childhood and Conflict Management Styles among young adults in their romantic relationships.

Alternative hypothesis (H1): There is a significant relationship between the parenting style experienced during childhood and Conflict Management Styles among young adults in their romantic relationships.

Null hypothesis (H0): There is no significant association between an individual's love language and their Conflict Management Style.

Alternative hypothesis (H1): There is a significant association between an individual's love language and their Conflict Management Style.

Null hypothesis (H0): There is no significant association between an individual's love language and the parenting style experienced during childhood.

Alternative hypothesis (H1): There is a significant association between an individual's love language and the parenting style experienced during childhood.

Research design and methods

Methods

In this study, a quantitative approach is employed, characterized by the collection of data using standardized tools and the subsequent interpretation of this data in numerical terms. This methodological approach involves the systematic measurement of variables and relies on statistical analysis to draw conclusions and make inferences.

Variables

- Independent variable IV 1 – Parenting style
- Dependent Variable DV 1 – Conflict Management style
- Independent variable IV 2 – Love Language
- Dependent variable DV 2- Conflict Management Style
- Independent variable IV 3 – Parenting style
- Dependent variable DV 3 – Love Language

Participants

The sample consists of 100 participants who are young adults (18-30) and are currently in a romantic relationship or have been in one. The participants will consist of Indian heterosexual couples. Participants may also include individuals who are married.

Measures

To collect primary data for the investigation, three standardized questionnaires were utilized, with each questionnaire dedicated to examining one of the variables under study. The first questionnaire focuses on assessing parenting styles experienced during childhood. The second questionnaire investigates individuals' love languages. Finally, the third questionnaire is dedicated to exploring participants' Conflict Management Styles in their romantic relationships

Parental authority questionnaire

The Parental Authority Questionnaire is a psychometric instrument consisting of 30 items, developed based on Baumrind's conceptualization of parenting styles, describing authoritative, authoritarian, and permissive parenting styles. The questionnaire is designed to offer insights into how participants perceive the parenting style they received as they were growing up. It is available in two distinct versions tailored for mothers and fathers, respectively. In the present study, the questionnaire will be adapted, with participants prompted to respond based on the dominant parental figure within their household. For example, if the mother assumed greater authority within the familial context, participants will be instructed to consider the questionnaire items from the perspective of maternal behavior. The questionnaire utilizes a Likert scale format, where participants rate their responses on a scale from 1 to 5, with 5 indicating "strongly agree" and 1 indicating "strongly disagree." In the 30-item questionnaire, 10 items pertain to the authoritative parenting style, 10 to the authoritarian style, and 10 to the permissive style. Participants' total scores can range from 10 to 50, with each parenting style representing a subset of items. The parenting style with the highest score indicates the predominant style experienced by the participant during childhood.

Psychometric Properties

Reliability: Cronbach's alpha values were calculated for each of the six PAQ scales (Buri, 1991), yielding scores of .75 for the Mother's Permissiveness, .85 for Mother's Authoritarianism, .82 for Mother's Authoritativeness, .74 for Father's Permissiveness, .87 for Father's Authoritarianism, and .85 for Father's Authoritativeness. These values indicate strong internal consistency, especially considering the scale's limited item count. Test-retest reliability coefficients were also robust, with scores of 0.81 for the mother's Permissiveness, 0.85 for the mother's Authoritarianism, 0.78 for the mother's Authoritativeness, 0.77 for the father's Permissiveness, 0.85 for father's Authoritarianism, and 0.92 for father's Authoritativeness.

Validity: Consistent with Baumrind's framework, Buri (1991) found significant correlations between PAQ scores and Parental Nurturance scores. Authoritative parenting showed the highest correlation with parental nurturance for both mothers ($r = .56$, $p < .0005$) and fathers ($r = .68$, $p < .0005$). Conversely, authoritarian parenting demonstrated inverse correlations with nurturance for both mothers ($r = -.36$, $p < .0005$) and fathers ($r = -.53$, $p < .0005$). Permissive parenting showed no significant correlation with nurturance for both mothers ($r = .04$, $p > .10$) and fathers ($r = .13$, $p > .10$). Additionally, Buri (1991) indicated that the PAQ is not susceptible to social desirability bias.

The Five Love Language Test

Chapman (2010) developed the Five Love Languages test which is an ipsative scale for data collection to assess respondents' profiles and identify their dominant love languages. Chapman's instrument comprised 30 questions, each offering two options from which respondents were required to select one. Each

statement corresponds to a particular love language, and each selected statement earns one point. The love language with the highest score is considered the individual's primary love language. The ipsative scale is considered a compulsive scale as respondents must choose one option from several. Chapman's FLL has a promising composite reliability score (.884) and satisfying item-total correlations (average> .250). Statistical analyses showed that there were valid items in the Five Love Languages Scale. Confirmatory factor analysis supported the five factors in Chapman's initial proposal. (Surijah & Septiarly, 2016b)

Rahim organizational conflict inventory II - Form B

The Rahim Organizational Conflict Inventory-II was developed to measure styles of interpersonal conflicts. It comprises of 28 items and includes three different forms tailored for subordinates, peers, and supervisors. It employs a Likert scale for scoring ranging from strongly disagree - 1 to strongly agree – 5. In this study, the scale was adapted to apply to individuals in romantic relationships. Rahim (1983) found that the test-retest reliabilities of the subscales of ROCI-II were between .60 and .83 ($p < .0001$) when tested with a collegiate sample ($n = 119$) at 1-week intervals. The internal consistency reliability coefficients for each subscale, assessed with Cronbach's alpha, ranged from .72 to .76 for managerial samples and from .65 to .80 for collegiate samples. These reliability coefficients are comparable to those of existing instruments.

Validity for the five subscales of the ROCI-II was assessed and found results supporting the convergent validity of the subscales. Discriminant validity evaluated by two tests correlations between each pair of factors were constrained to 1.0, and chi-square values for constrained and unconstrained models were compared. Significantly lower chi-square values for the unconstrained model indicate that the factors are not perfectly correlated, supporting discriminant validity. In all samples, chi-square values for the unconstrained model were significantly ($p < .05$) less than those for the constrained model for all 10 pairs of factors (Rahim & Magner, 1995b).

Procedure

The questionnaires were transformed into an online format using Google Forms, facilitating widespread distribution among potential participants. The form encompasses five distinct sections to streamline the data collection process. The introductory section served to acquaint participants with the study's purpose, elucidate their rights, and secure informed consent before proceeding. Following this, the demographic information section requests details such as participants' names, ages, occupations, educational backgrounds, relationship durations, and marital statuses, ensuring a comprehensive understanding of the sample characteristics. Subsequently, three dedicated sections were allocated to individual questionnaires: one for assessing participants' experiences of parenting styles during childhood, another for exploring their Conflict Management Styles within romantic relationships, and a third for investigating their love languages and potential implications for conflict resolution. This structure facilitated efficient navigation and data collection while ensuring participants could provide relevant information aligned with the research objectives.

Results

Table 1.1: Case Processing Summary

Parenting Style and Love Language	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent

				70	100.0%	0	0.0%	70	100.0%	

Table 1.2: Parenting Style and Love Language Cross Tabulation

		Love Language					Total
		Acts of service	Physical touch	Quality time	Receiving gifts	Words of affirmation	
Parenting Style	**Authoritarian**	7	2	13	0	5	27
	Authoritative	2	3	24	1	2	32
	Permissive	3	3	5	0	0	11
Total		12	8	42	1	7	70

Table 1.3: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	13.921	8	.084	.070
Likelihood Ratio	14.897	8	.061	.076
Fisher-Freeman-Halton Exact Test	13.290			.053
N of Valid Cases	70			

Table 1.1 summarizes the cases included in the analysis - Valid Cases: 70 (100%), Missing Cases:0 (0%), Total Cases: 70 (100%). All 70 cases were valid and included in the analysis, with no missing data. This ensures the robustness and reliability of the statistical results obtained from the Chi-Square tests and crosstabulation analysis.

Table 1.2 illustrates the relationship between different parenting styles and the preferred love languages of individuals. For those who experienced an authoritarian parenting style, the distribution is as follows: 7 individuals preferred Acts of Service, 2 preferred Physical Touch, 13 preferred Quality Time, none preferred Receiving Gifts, and 5 preferred Words of Affirmation, totaling 27 individuals. In contrast, individuals with an authoritative upbringing showed the following preferences: 2 for Acts of Service, 3 for Physical Touch, 24 for Quality Time, 1 for Receiving Gifts, and 2 for Words of Affirmation, with a total of 32 individuals. Those raised with a permissive parenting style showed 3 preferring Acts of Service, 3 for Physical Touch, 5 for Quality Time, none for Receiving Gifts, and none for Words of Affirmation, totaling 11 individuals. Overall, the data shows that 12 individuals preferred Acts of Service, 8 preferred Physical Touch, 42 preferred Quality Time, 1 preferred Receiving Gifts, and 7 preferred Words of Affirmation.

Table 1.3 provides the statistical analysis of the relationship between parenting styles and love languages using the Pearson Chi-Square test, Likelihood Ratio test, and Fisher-Freeman-Halton Exact Test. The Pearson Chi-Square value is 13.921 with 8 degrees of freedom, resulting in an asymptotic significance (2-sided) of 0.084 and an exact significance (2-sided) of 0.070. The Likelihood Ratio test yields a value of 14.897 with 8 degrees of freedom, with an asymptotic significance (2-sided) of 0.061 and an exact

significance (2-sided) of 0.076. The Fisher-Freeman-Halton Exact Test shows a value of 13.290 with an exact significance (2-sided) of 0.053. There were 70 valid cases analyzed in this study.

Table 2.1: Case Processing Summary

Love Language and Conflict Management Style	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
	70	100.0%	0	0.0%	70	100.0%

Table 2.2: Love Language and Conflict Management Style Cross Tabulation

		Conflict Management Style					
		Accommodating style	Avoiding style	Collaborating style	Competing style	Compromising style	Total
Love Language	Acts of service	3	4	2	1	2	12
	Physical touch	1	1	6	0	0	8
	Quality time	6	7	24	3	2	42
	Receiving gifts	0	0	1	0	0	7
	Words of affirmation	0	2	1	1	3	7
Total		10	14	34	5	7	70

Table 2.3: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	28.063	20	.108	.138
Likelihood Ratio	25.176	20	.195	.143
Fisher-Freeman-Halton Exact Test	27.316			.055
N of Valid Cases	70			

Table 2.1 indicated that all 70 cases were valid and included in the analysis, with no missing data, ensuring the reliability of the statistical results obtained from the Chi-Square tests and crosstabulation analysis.

Table 2.2 shows the relationship between different love languages and conflict management styles. For individuals whose love language is Acts of Service, 3 used an Accommodating style, 4 used an Avoiding style, 2 used a Collaborating style, 1 used a Competing style, and 1 used a Compromising style, totaling

12 individuals. Those whose love language is Physical Touch showed 1 using an Accommodating style, 1 using an Avoiding style, 6 using a Collaborating style, none using a Competing style, and none using a Compromising style, with a total of 8 individuals. Individuals with Quality Time as their love language showed 6 using an Accommodating style, 7 using an Avoiding style, 24 using a Collaborating style, 3 using a Competing style, and 1 using a Compromising style, totaling 42 individuals. For Receiving Gifts, 0 used an Accommodating style, 0 used an Avoiding style, 0 used a Collaborating style, 0 used a Competing style, and 1 used a Compromising style, totaling 1 individual. Lastly, for Words of Affirmation, 0 used an Accommodating style, 2 used an Avoiding style, 2 used a Collaborating style, 1 used a Competing style, and 0 used a Compromising style, totaling 7 individuals. Overall, the total numbers are 10 using an Accommodating style, 14 using an Avoiding style, 34 using a Collaborating style, 5 using a Competing style, and 3 using a Compromising style.

Table 2.3 provides statistical information on the relationship between love languages and conflict management styles. The Pearson Chi-Square value is 28.063 with 20 degrees of freedom, resulting in an asymptotic significance (2-sided) of 0.108 and an exact significance (2-sided) of 0.138. The Likelihood Ratio value is 25.176 with 20 degrees of freedom, with an asymptotic significance (2-sided) of 0.195 and an exact significance (2-sided) of 0.143. The Fisher-Freeman-Halton Exact Test shows a value of 27.316 with an exact significance (2-sided) of 0.055. There were 70 valid cases analyzed in this study.

Table 3.1: Case Processing Summary

Parenting Style and Conflict Management Style	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
	70	100.0%	0	0.0%	70	100.0%

Table 3.2: Parenting Style and Conflict Management Style Cross Tabulation

		Conflict Management Style					
		Accommodating style	Avoiding Style	Collaborating style	Competing style	Compromising style	Total
Parenting Style	Authoritarian	5	7	10	1	4	27
	Authoritative	3	4	21	2	2	32
	Permissive	2	3	3	2	1	11
Total		10	14	34	5	7	70

Table 3.3: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	10.470	10	.400	.405

Likelihood Ratio	10.588	10	.391	.546
Fisher-Freeman-Halton Exact Test	11.085			.274
N of Valid Cases	70			

Table 3.2 presents the cross-tabulation of two categorical variables: Parenting Style and Conflict Management Style. The numbers represent the counts of individuals falling into each combination of categories. For those with an Authoritarian Parenting Style, 5 individuals use an Accommodating style, 7 use an Avoiding style, 10 use a Collaborating style, 1 use a Competing style, and 4 use a Compromising style. Those with an Authoritative Parenting Style show 3 individuals using an Accommodating style, 4 using an Avoiding style, 21 using a Collaborating style, 2 using a Competing style, and 2 using a Compromising style. Of individuals with a Permissive Parenting Style, 2 use an Accommodating style, 3 use an Avoiding style, 3 use a Collaborating style, 2 use a Competing style, and 1 use a Compromising style. The total counts for each conflict management style across all parenting styles are - Accommodating: 10, Avoiding: 14, Collaborating: 34, Competing: 5, and Compromising: 5.

Table 3.3 provides the results of chi-square tests to determine if there is a significant association between Parenting Style and Conflict Management Style. The Pearson Chi-Square value is 10.470 with 10 degrees of freedom, resulting in an asymptotic significance (2-sided) of 0.400 and an exact significance (2-sided) of 0.405. The Likelihood Ratio value is 10.588 with 10 degrees of freedom, with an asymptotic significance (2-sided) of 0.391 and an exact significance (2-sided) of 0.546. The Fisher-Freeman-Halton Exact Test shows a value of 11.085 with an exact significance (2-sided) of 0.274. There were 70 valid cases analyzed in this study.

Table 4: Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
Gender and Parenting Style	70	100.0%	0	0.0%	70	100.0%
Gender and Conflict Management Style	70	100.0%	0	0.0%	70	100.0%
Gender and Love Language	70	100.0%	0	0.0%	70	100.0%

Table 4 shows the total number of valid cases and missing cases for the analysis involving the variables Gender and Parenting Style, Conflict Management Style, and Love Language. For all three variables, the number of valid cases is 70, which is 100% of the total cases. There are no missing cases.

Table 5.1: Gender and Parenting Style Cross Tabulation

		Parenting Style			Total
		Authoritarian	Authoritative	Permissive	
Gender	Female	20	30	8	58

	Male	7	2	3	12
	Total	27	32	11	70

Table 5.2: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	4.934	2	.085	.084
Likelihood Ratio	5.383	2	.068	.108
Fisher-Freeman-Halton Exact Test	5.289			.059
N of Valid Cases	70			

Table 5.1 shows the distribution of different parenting styles (Authoritarian, Authoritative, Permissive) across genders (Female, Male). Among the females, 20 experienced an Authoritarian parenting style, 30 experienced an Authoritative parenting style, and 8 experienced a Permissive parenting style. Among the males, 7 experienced an Authoritarian parenting style, 2 experienced an Authoritative parenting style, and 3 experienced a Permissive parenting style.

Table 5.2 shows the results of the Chi-Square tests to determine if there is a significant association between Gender and Parenting Style. The Pearson Chi-Square value is 4.934 with 2 degrees of freedom, resulting in an asymptotic significance (2-sided) of 0.085 and an exact significance (2-sided) of 0.084. The Likelihood Ratio value is 5.383 with 2 degrees of freedom, with an asymptotic significance (2-sided) of 0.068 and an exact significance (2-sided) of 0.108. The Fisher-Freeman-Halton Exact Test shows a value of 5.289 with an exact significance (2-sided) of 0.059. These results indicate that there is no statistically significant association between gender and parenting style at the conventional 0.05 significance level.

Table 6.1: Gender and Conflict Management Style Cross Tabulation

		Conflict Management Style					
		Accommodating style	Avoiding Style	Collaborating style	Competing style	Compromising style	Total
Gender	**Female**	9	8	30	4	7	58
	Male	1	6	4	1	0	12
Total		10	14	34	5	7	70

Table 6.2: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	9.046	5	.107	.104
Likelihood Ratio	8.883	5	.114	.147

Fisher-Freeman-Halton Exact Test	7.101	.150
N of Valid Cases	70	

Table 6.1 presents a crosstabulation of gender and conflict management style, providing the count of individuals falling into each category. Among the females in the sample, 9 use the Accommodating style, 8 use the Avoiding style, 30 use the Collaborating style, 4 use the Competing style, and 7 use the Compromising style. Among the males, 1 uses the Accommodating style, 6 uses the Avoiding style, 4 uses the Collaborating style, 1 uses the Competing style, and none uses the Compromising style.

Table 6.2 shows the results of the Chi-Square tests to examine the association between gender and conflict management style. The Pearson Chi-Square value is 9.046 with 5 degrees of freedom, resulting in an asymptotic significance (2-sided) of 0.107 and an exact significance (2-sided) of 0.104. The Likelihood Ratio value is 8.883 with 5 degrees of freedom, with an asymptotic significance (2-sided) of 0.114 and an exact significance (2-sided) of 0.147. The Fisher-Freeman-Halton Exact Test shows a value of 7.101 with an exact significance (2-sided) of 0.150. These results indicate that there is no statistically significant association between gender and conflict management style at the conventional 0.05 significance level.

Table 7.1: Gender and Love Language Cross Tabulation

		Love Language					Total
		Acts of service	Physical touch	Quality time	Receiving gifts	Words of affirmation	
Gender	**Female**	9	7	36	1	5	58
	Male	3	1	6	0	2	12
Total		12	8	42	1	7	70

Table 7.2: Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	1.735	4	.784	.772
Likelihood Ratio	1.790	4	.774	.800
Fisher-Freeman-Halton Exact Test	2.466			.668
N of Valid Cases	70			

Table 7.1 displays the results of a crosstabulation examining the relationship between gender and love languages. Females predominantly preferred "Quality Time" (n=36), followed by "Acts of Service" (n=9), "Physical Touch" (n=7), "Words of Affirmation" (n=5), and "Receiving Gifts" (n=1).

Males also predominantly preferred "Quality Time" (n=6), followed by "Acts of Service" (n=3), "Words of Affirmation" (n=2), and "Physical Touch" (n=1). None of the males preferred "Receiving Gifts".

Table 7.2 shows the results of the Chi-Square test to determine if there is a significant association between gender and love language preference. The Pearson Chi-Square value was 1.735 with 4 degrees of freedom, and the p-value was 0. 784. The Likelihood Ratio test yielded a value of 1.790 with a p-value of 0.774. The Fisher-Freeman-Halton Exact Test showed a p-value of 0.668.

Discussion

The analysis involved examining the relationships between gender, parenting styles, love languages, and conflict management styles across multiple tables and tests. A total of 70 valid cases were included in each analysis, ensuring the robustness and reliability of the results.

Parenting Style and Love Language

Table 1.1 summarizes the valid cases in the analysis, with all 70 cases being valid and included, ensuring comprehensive and reliable results.

Table 1.2 presents the relationship between different parenting styles and the preferred love languages of the individuals. Across all parenting styles, "Quality Time" emerged as the most preferred love language, with 42 individuals indicating this preference. The least preferred love language was "Receiving Gifts," with only 1 individual expressing this preference. Specifically, the "Authoritative" parenting style showed the strongest association with the "Quality Time" love language, suggesting a possible trend.

Table 1.3 provides a statistical analysis of the relationship between parenting styles and love languages. The Pearson Chi-Square value was 13.921 with a p-value of 0.084, indicating no statistically significant association at the conventional 0.05 significance level. The Exact Significance of 0.070 further supports this conclusion. Similarly, the Likelihood Ratio test and the Fisher-Freeman-Halton Exact Test did not indicate significant associations, with p-values of 0.061 and 0.053, respectively.

These findings suggest that while "Quality Time" is the most preferred love language across all parenting styles, there is no significant association between specific parenting styles and love language preferences. The data is comprehensive, with all cases included in the analysis, ensuring the reliability of these findings. Comparing this data to previous research, it is consistent with the findings of Chapman (1995), who emphasized the universal appeal of "Quality Time" as a love language. However, the lack of significant associations between parenting styles and love languages in this study contrasts with some earlier studies. For instance, research by Aunola and Nurmi (2005) found that authoritative parenting was linked to more positive emotional outcomes in children, which might be expected to influence love language preferences. The current study's findings suggest that while parenting style impacts emotional development, it may not significantly determine the specific love language preference.

Love Languages and Conflict Management Styles

Table 2.1 indicated that all 70 cases were valid and included in the analysis, ensuring the reliability of the statistical results obtained.

Table 2.2 examines the relationship between different love languages and conflict management styles. "Quality Time" was the most preferred love language across all conflict management styles, with 42 individuals indicating this preference. The "Collaborating" conflict management style was most associated with the "Quality Time" love language. The least preferred love language was "Receiving Gifts," with only 1 individual indicating this preference.

Table 2.3 shows the statistical information on the relationship between love languages and conflict management styles. The Pearson Chi-Square value was 28.063 with a p-value of 0.108, indicating no statistically significant association. The Exact Significance of 0.138 and similar non-significant results from the Likelihood Ratio test (p-value of 0.195) and the Fisher-Freeman-Halton Exact Test (p-value of 0.055) further support this conclusion.

The analysis indicates no significant association between love languages and conflict management styles, although there are trends worth noting. "Quality Time" is the most preferred love language across all conflict management styles, suggesting its universal appeal.

These results align with the broader literature on interpersonal relationships. For example, Gordon and Chen (2013) highlighted the importance of spending quality time together in managing and resolving conflicts effectively. The preference for "Quality Time" may reflect its fundamental role in fostering communication and emotional connection, which are critical for effective conflict management.

Parenting Styles and Conflict Management Styles

Table 3.1 confirms that all 70 cases were valid and included in the analysis.

Table 3.2 presents the cross-tabulation of parenting styles and conflict management styles. The "Collaborating" conflict management style was most common among individuals with an "Authoritative" parenting style.

Table 3.3 shows the results of chi-square tests to determine if there is a significant association between parenting styles and conflict management styles. The Pearson Chi-Square value of 10.470 with a p-value of 0.400 and the Exact Significance of 0.405 indicate no statistically significant association. The Likelihood Ratio test and the Fisher-Freeman-Halton Exact Test also showed non-significant results.

In summary, there is no statistically significant relationship between parenting styles and conflict management styles, suggesting that parenting style may not strongly influence the way individuals manage conflict.

This finding contrasts with some previous research, such as the study by Baumrind (1991), which suggested that parenting styles influence children's social and conflict management skills. Specifically, Baumrind found that authoritative parenting, characterized by high responsiveness and demandingness, was associated with better social competence and conflict resolution skills. The current study's results indicate that while parenting style might influence broader social competencies, it may not directly correlate with specific conflict management styles in adults.

Gender and Parenting Styles

Table 5.1 displays the distribution of different parenting styles across genders. Females predominantly experienced the "Authoritative" parenting style, while males had a higher occurrence of the "Authoritarian" parenting style.

Table 5.2 shows the results of the chi-square tests to determine if there is a significant association between gender and parenting style. The Pearson Chi-Square value of 4.934 with a p-value of 0.085 and the Exact Significance of 0.084 indicates a borderline non-significant association. The Likelihood Ratio test and the Fisher-Freeman-Halton Exact Test provided similar borderline non-significant results.

While the results are not statistically significant at the conventional 0.05 level, they are close to this threshold, suggesting a potential trend that might warrant further investigation with a larger sample size.

These findings are in line with some existing literature but contrast with others. For instance, studies by Maccoby and Martin (1983) indicated that parenting styles might vary based on gender, with mothers often more likely to adopt an authoritative style. The current study's finding that females predominantly experienced authoritative parenting and males experienced more authoritarian parenting aligns with this literature. However, the borderline non-significance suggests that these trends are not strong enough to confirm a robust gender-based difference in parenting styles without further research.

Gender and Conflict Management Styles

Table 6.1 presents a crosstabulation of gender and conflict management styles. Females predominantly used the "Collaborating" style, while males showed a higher tendency towards the "Avoiding" style.

Table 6.2 provides the chi-square test results. The Pearson Chi-Square value of 9.046 with a p-value of 0.107 and the Exact Significance of 0.104 indicate no statistically significant association. The Likelihood Ratio test and the Fisher-Freeman-Halton Exact Test also showed non-significant results.

These findings suggest that gender does not significantly influence conflict management style in this sample.

Comparing these results with previous research, the findings are somewhat consistent. For example, the study by Rahim (2002) suggested that while there are some gender differences in conflict management styles, these differences are often context-dependent and not universally significant. The current study's findings align with this perspective, indicating that while there might be trends (e.g., females favoring collaboration and males avoiding conflicts), these trends are not statistically significant.

Gender and Love Language Preferences

Table 7.1 displays the results of a crosstabulation examining the relationship between gender and love languages. Females predominantly preferred "Quality Time" (n=36), followed by "Acts of Service" (n=9), "Physical Touch" (n=7), "Words of Affirmation" (n=5), and "Receiving Gifts" (n=1). Males also predominantly preferred "Quality Time" (n=6), followed by "Acts of Service" (n=3), "Words of Affirmation" (n=2), and "Physical Touch" (n=1). None of the males preferred "Receiving Gifts."

Table 7.2 shows the results of the Chi-Square test to determine if there is a significant association between gender and love language preference. The Pearson Chi-Square value was 1.735 with 4 degrees of freedom, and the p-value was 0.784. The Likelihood Ratio test yielded a value of 1.790 with a p-value of 0.774. The Fisher-Freeman-Halton Exact Test showed a p-value of 0.668.

The results indicate no statistically significant association between gender and love language preference. Both genders showed a strong preference for "Quality Time," with "Receiving Gifts" being the least preferred love language. These findings suggest that love language preferences do not significantly differ between males and females in this sample.

These results are consistent with Chapman's (1995) original theory of love languages, which suggests that love languages are universal and not strongly influenced by demographic factors such as gender. Other studies, such as those by Egbert and Polk (2006), also support the idea that love languages transcend gender differences, with preferences being more about individual personality and relationship dynamics rather than gender.

Implications

The study highlights the universal appeal of "Quality Time" as the most preferred love language across

different parenting styles. This suggests that fostering quality interactions could be a crucial component of nurturing relationships, irrespective of the parenting background.

The lack of a significant association between parenting styles and love languages implies that while parenting style may influence general emotional and social development, it might not dictate specific love language preferences. This could encourage parents and educators to focus more on overall emotional support rather than attempting to tailor interactions to presumed love language outcomes.

The preference for "Quality Time" across conflict management styles underlines its importance in conflict resolution and relationship maintenance. This insight can be utilized in relationship counseling and therapy to enhance communication and conflict resolution strategies.

The non-significant association suggests that training in specific conflict management techniques could be beneficial across different love language preferences, indicating that such training should be broadly applicable.

The absence of a significant relationship between parenting styles and conflict management styles suggests that while parenting may impact overall social competence, specific conflict management skills may develop through other means such as personal experiences and external social interactions. Schools and community programs focusing on conflict resolution skills may be effective regardless of participants' parenting backgrounds, emphasizing the importance of external social education.

The lack of significant gender differences in love language preferences and conflict management styles supports the idea that these preferences are more about individual differences than gender. This promotes a more individualized approach to relationship counseling and education.

These findings can help challenge and break down gender stereotypes in emotional expression and conflict management, promoting more egalitarian views in social and educational contexts.

Limitations

The study had a relatively small sample size of 70 participants, which may limit the generalizability of the findings. A larger sample could provide more robust results and potentially uncover significant associations that were not detected in this study.

The reliance on self-reported data for assessing love languages, parenting styles, and conflict management styles may introduce bias. Participants' perceptions may not always accurately reflect their true preferences or experiences.

If the sample lacked cultural diversity, the findings may not apply to populations with different cultural backgrounds where parenting styles and love language preferences may vary significantly.

The cross-sectional nature of the study captures a snapshot in time and cannot account for changes in love language preferences or conflict management styles over time. Longitudinal studies could provide insights into how these preferences and styles evolve.

The study focused on specific variables (parenting styles, love languages, conflict management styles, and gender) without considering other potentially influential factors such as socioeconomic status, educational background, or relationship status.

Suggestions

Future studies should aim for a larger and more diverse sample to improve the generalizability of the findings and explore potential cultural differences in love language preferences and conflict management styles. Conducting longitudinal research could provide insights into how parenting styles influence love

language preferences and conflict management styles over time, and how these preferences evolve with changing life circumstances.

Combining quantitative and qualitative methods could provide a deeper understanding of the reasons behind specific love language preferences and conflict management styles, offering richer, more nuanced data. Including other variables such as personality traits, relationship status, and socioeconomic factors could provide a more comprehensive understanding of the influences on love language preferences and conflict management styles.

Conducting cross-cultural studies would help determine if the observed trends are consistent across different cultural contexts or if there are significant cultural variations that need to be addressed in relationship counseling and educational programs. Future research could include intervention studies to examine if and how targeted programs in parenting education, conflict management training, or love language awareness can impact relationship satisfaction and interpersonal dynamics.

By addressing these limitations and incorporating these suggestions, future research can build on the current study's findings to provide a more detailed and comprehensive understanding of the complex interactions between parenting styles, love languages, conflict management styles, and gender.

Summary

This research delved into the intricate relationship between parenting styles, love languages, and conflict resolution strategies in adult romantic relationships. Utilizing a sample of 100 Indian heterosexual young adults (aged 18-30), the study aimed to explore how early life experiences and individual differences in love expression impact conflict management in later life. Conflict resolution is a critical component of social interactions, significantly affecting relationship quality and outcomes. Previous research highlights five distinct Conflict Management Styles (integrating, obliging, dominating, avoiding, and compromising) classified by assertiveness and cooperation levels. Parenting styles (authoritative, authoritarian, permissive, and neglectful) play a fundamental role in shaping a child's behavior and emotional development. Additionally, love languages (words of affirmation, acts of service, physical touch, quality time, and receiving gifts) significantly influence relationship satisfaction and communication. While ample research exists on parenting styles and child development, and love languages and relationship satisfaction, gaps remain in understanding how these variables interplay to affect Conflict Management Styles in adult romantic relationships. The study aimed to address these gaps, investigating whether specific parenting styles predict Conflict Management Styles and whether love languages influence conflict resolution strategies. The study employed a quantitative approach, gathering data through online questionnaires. The sample included participants who are currently or have been in romantic relationships. Data collection involved assessing participants' childhood experiences of parenting styles, their Conflict Management Styles in romantic relationships, and their preferred love languages. The study found no significant statistical association between specific parenting styles and preferred love languages. "Quality Time" emerged as the most preferred love language across all parenting styles. Similarly, no significant relationship was found between love languages and Conflict Management Styles. However, "Quality Time" was consistently preferred across different conflict management strategies. No significant associations were identified between specific parenting styles and Conflict Management Styles.

Conclusion

Overall, the analysis reveals no statistically significant associations between love languages, parenting

styles, and conflict management styles. However, there are notable trends, such as the universal preference for "Quality Time" as a love language and the predominance of the "Collaborating" conflict management style among individuals with an "Authoritative" parenting style. These trends highlight areas for potential further investigation. The data is robust, with all cases included in the analysis, ensuring the reliability of the findings.

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