



Original Article

# Impact of Dysfunctional Parenting on Aggression and Disruptive Behaviour among Children



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## Abstract

*This quantitative study aimed to explore the impact of dysfunctional parenting on aggression and disruptive behaviour among children. The data were collected from 100 children studying at different institutes in Rawalpindi, using a purposive sampling technique. The participants of the study varied in age between 11-14 years. Three scales, that is, the Parenting Scale (PS), the Aggression Scale (AS), and the Disruptive Behaviour Sale Professed by Students (DBS-PS) were used for data collection. The data analysis was performed using correlation analysis, linear regression, and independent sample T-test. It was hypothesized that dysfunctional parenting would be positively correlated with aggression and disruptive behaviour, and dysfunctional parenting would have a significant impact on aggression and disruptive behaviour. The findings revealed that dysfunctional parenting was positively correlated with disruptive behaviour, but not with aggression. On the other hand, aggression and disruptive behaviour were positively correlated. Moreover, it was also proved that dysfunctional parenting had a significant impact on aggression and disruptive behaviour. However, there were no significant gender differences to be found in the study outcomes. This research will help to fill the gap in the research on student aggression and dysfunctional parenting.*

**Keywords:** Aggression, Children's behaviour, Disruptive behaviour, Dysfunctional parenting, School setting

## INTRODUCTION

The present research seeks to understand the influence of dysfunctional parenting, aggression, and disruptive behaviour on children. The children's behaviour overly relies on the environment in which they are born and raised, and parents are responsible for offering an atmosphere that enhances experiences. The importance of parental management and parenting styles in child-parent relationship and in identifying various outcomes of these relationships in the early life of a child, are determined by social and psychological perspectives (Garbacz et al., 2018). Research found an effective outcome for parenting and therapeutic perspective. Therefore, an effective and competent parenting is considered a protective factor for children who have difficult temperaments, lack of guilt and empathy, little remorse, and pervasive behaviours of disregarding others. Moreover, effectively defiant children with conduct disorder can also benefit from competitive parenting o reduce violence and conduct issues in them (Silva & Stattin, 2015). Emotional abuse and violence from parents also impact the developmental milestones of children and increase vulnerability to conduct issues like irritability and anger outbursts (Byrd et al., 2016).

### Dysfunction Parenting

Dysfunctional parenting results into abuse, addictions, neglect, and other psychological issues in children. The non-competent parenting heavily neglects the emotional needs of the children. The source of dysfunction varies in different families but all of this ends in children suffering and negative outcomes. The home atmosphere acts as a strong course of dysfunctional parenting which impacts the development of children during school age and in later life such as higher education and employment (Bussemakers & Kraaykamp, 2020). Financial conditions at home also have an important impact on parenting as children growing up in poverty have more developmental issues than their counterparts (Schoon, 2019). Children living with single parent, abusive and violent parents, or parents with any kind of medical or mental disorder have more developmental issues, thus, end up getting less education and low grades in school (Hardesty & Ogolsky, 2020). Child's psychology identifies four core parenting styles: permissive, authoritative, neglectful, and authoritarian. Developmental psychologists including Diana Baumrind (1968), Eleanor Maccoby and John Martin (1983) are pioneers in proposing these parenting styles. Each style has a different type of impact on the children's behaviours and outcomes. It has certain traits which are based on the levels of responsiveness including the warmth and emotional responses of parents towards children and their demands (Sanvictores, 2022).

### Aggression

Aggression is defined as the exhibition of disruptive behaviours that are intended to cause physical and psychological harm to people (Lorenz, 2021). People who bully other people have unresolved internal

issues that develop suicidal ideation among children and cause severe harm. Though aggression in children develops from early life to later life, an exhibition of these tendencies often decreases with age (Tremblay et al., 2017). Aggressive behaviours of children lead to many undesired consequences for them and highly aggressive and violent behaviours can impact the development of children. These children have poor academic performance due to lack of attention resulting into poor outcomes in school and life (Martínez et al., 2020). The link between adolescent development, parenting styles, and health issues were also noted in several studies (Lo & Wong, 2021). Hence, it is important to study the association between dysfunctional parenting and outcomes of children in early and later life.

### **Disruptive Behaviour**

Disruptive behaviours are defined as behaviours that children cannot control and have difficulty in regulating them. These behaviours are mostly exhibited in social situations and are triggered by many factors. It includes inappropriate behaviours that disturb the normal functioning of the children and destroy the workflow of activities. Disruptive behavioural problem is the biggest issue in psychological therapies for children in primary schools and leads to undesired outcomes for children (Kassing et al., 2019). Furthermore, disruptive behaviours in childhood can have severe consequences such as more involvement in criminal activities, unemployment, and increased mortality in adulthood (Scott et al., 2017). Hence, it is important to identify and offer early interventions for children with disruptive issues to improve their personal and social life quality and economic independence.

### **Objectives**

The main aims of the research are:

- To study the relationship among dysfunctional parenting, aggression, and disruptive behaviour among children
- To study the relationship between aggression and disruptive behaviour among children
- To explore the impact of dysfunctional parenting on aggression and disruptive behaviour among children.
- To study the gender differences in dysfunctional parenting, aggression, and disruptive behaviour among children.

### **Hypotheses**

The hypotheses that were examined in this research are listed below:

- Dysfunctional parenting will be positively correlated with aggression and disruptive behaviour among children.
- Aggression and disruptive behaviour among children will be positively correlated with each other.
- There will be a significant impact of dysfunctional parenting on aggression, and disruptive behaviour among children.
- There will be no significant gender differences in the scores of aggression and disruptive behaviour among children.

## **LITERATURE REVIEW**

The aim of conducting this study was to explore the impact of dysfunctional parenting on aggression, disruptive behaviour and also focuses on the associations between these variables. There was a study on the impact of the parent and their child relationship on physical aggression among school-going children of Pakistan. The results of this study showed that 27% of the adolescents who are violent physically, had poor relationships with their parents in contrast to 23% of non-aggressive adolescents (Lakhdar et al., 2020).

A global phenomenon that influences millions of children's lives is the maltreatment of children. Youngsters who encounter abuse, usually display changes in their response to stress. However, it might be detrimental in the long run increasing disruptive behaviour in children. Based on several research, we hypothesize in particular that extremely dysfunctional parenting produces an epigenetic sequence

in the glucocorticoid gene of children that plays a part in stress dysregulation and disruptive behaviour (Overbeek et al., 2020). A study was planned to discover the impact of parenting styles on misbehaviour among adolescents. The results showed that parenting styles and disruptive behaviour are negatively correlated. Their findings also showed a significant distinction between male and female adolescents with disruptive behaviour (Shehzadi et al., 2018).

There is a definite correlation between child abuse and domestic violence. With almost half of all incidents of domestic violence involving direct child abuse from parents. If a child sees or hears violence in their household, it could also have an indirect effect. Children who experience violence on a regular basis, usually miss school and perform worse academically. Children who are abused themselves, may suffer from emotional trauma, and physical and psychological difficulties in their education, and often act out in class (Lloyd, 2018). The significance of family impact on the personality formation of children is relevant to the research topic. Simultaneously, some family issues are seen among the factors that cause psychological trauma in children. An empirical study was conducted to analyse the nature of psychological trauma in the offspring of dysfunctional households. It was concluded that predominantly unbalanced parenting is common in dysfunctional families. It was also found that parents in dysfunctional households play an important role in the occurrence of psychological stress in their children (Minullina, 2018).

As many researchers have identified the important role of parenting styles in the cognitive and social development of children (Yang et al., 2021), parenting styles have the most crucial role in determining children's later life consequences. Moreover, researchers have also established an association between parent characteristics and children's psychological health (Fan et al., 2021). In order to better understand how parenting styles and psychiatric symptoms are associated, this study emphasized on mediating role of schema modes associated with anger. The study concentrated on particular schema modes such as demanding and punitive parenting modes; rage, vulnerability, and infuriate child modes; and the anger protector mode. The findings demonstrate that there is a significant connection among all of the factors. The association between dysfunctional household and psychological indicators was primarily and crucially influenced by the manner of the vulnerable child (Gülüm & Soygüt, 2020).

Parenting is typically viewed as one-way concept, where parents are believed to have either directly or indirectly impact on a variety of outcomes in children. Children who behave problematically, are aggressive, and have harmful behaviour toward others is the result of both inherited genetic predisposition and inadequate parental ability (i.e., nurture) (i.e., nature). However, empirical data consistently demonstrates that during childhood, the typical conduct patterns of kids and parents link and reinforce one another. Low parental competency leads to violent between parents and their children, which leads to an increase in the children's hostile and oppositional conduct (Silva & Sandström, 2017). Childhood aggression and its impacts put significant stress on children, their families, teachers, classmates, and society in general. In this article, we attempt to explain and enhance our understanding of the connection between child psychopathology and aggression. We emphasize the association between aggression and other behavioural and emotional issues that children experience, such as other externalizing issues, concentration issues, and anxiety and depression. The findings revealed that the majority of other behavioural and social issues co-occurred with aggression (Bartels et al., 2018).

## Research Question

- Is there any significant impact of dysfunctional parenting on aggression and disruptive behaviour among children?

## Theoretical Framework

### *Biological Theory of Aggression*

According to this Theory, aggression is caused by internal factors. It is something that is ingrained in human beings and their nature. Konrad Lorenz (2021) is the main contributor to this perspective. He was of the view that aggression works as an instinct in an individual and it acts as a drive that is necessary for survival and adaptation. Aggression serves as the main component for selecting the strongest. The model

that Lorenz adopted was a hydraulic model of aggression. He said that the environment plays no role in aggression. It is just like other urges of human beings like hunger, sex, etc. If aggression is not expressed, it will accumulate inside and, after some time, it will explode, which will be dangerous (Rummel, 1977). The biological view of aggression looks at the physical traits that can cause someone to act violently in a particular circumstance. This point of view places a lot of emphasis on the effects of genetics, the brain, and chemicals

### Social Learning Theory of Aggression

The social learning theory of aggression was proposed by Albert Bandura in 1977 (Bandura, 1986). This theory states that learning of behaviour depends on external factors. Albert Bandura's theory of social learning is centered on four basic assumptions i.e. 1) behaviour is learned through observations 2) behaviour is learned through classical conditioning i.e. punishment and reinforcement 3) cognitive factors such as attention, retention, and motivation play an important role in adopting any behaviour 4) behaviour cannot be changed or modified through learning (Albert, 2017). The social learning theory aims to explain human violence through direct observation and imitation. For instance, a child is more likely to respond angrily toward someone if they see their parent acting aggressively toward that person. Using a Bobo doll, Bandura conducted several investigations to test this notion (Hollis, 2019).

### Disruptive Behaviour Theory

When compared to similar behaviours in other classrooms, this shows how disruptive behaviours can vary substantially over time, between cultures, and even within the same institution. Most of us are lucky enough to know from a young age how much our parents love and support us, but sadly, this is not always the case with everyone. If a youngster feels that their parents are not paying enough attention to and caring for them, they may behave very badly. Another possibility is that the youngster will begin seeking out the attention they crave in other settings, such as the classroom. To get attention, they could engage in disruptive behaviour (McCart & Sheidow, 2016).

### Conceptual Framework of Study

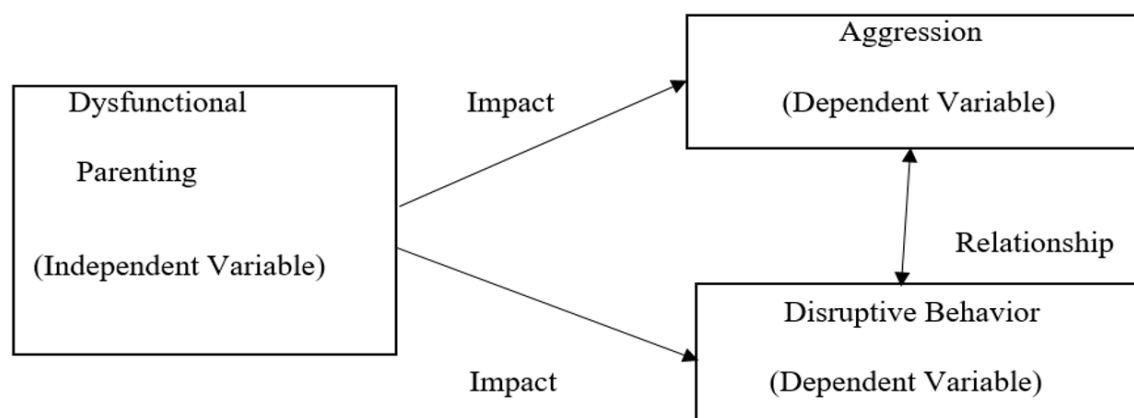


Figure 1. Conceptual Framework of the Study

Figure 1 explains the conceptual framework of the current research. It demonstrates the impact of dysfunctional parenting on aggression and disruptive behaviour. The figure shows that the dependent variables i.e. aggression and disruptive behaviour will also show a positive correlation with each other.

## METHODOLOGY

### Research Design

The current study used a cross-sectional survey method for collecting data and the study was quantitative in nature. The targeted population for data collection were children, studying at different schools in Rawalpindi/Islamabad. The purposive sampling technique was used for data collection. A sample of 100 children was gathered for collection of data. There is total 45 female and 55 male student

participants. The age range specified for the participants was 11-14 years which comes under the category of early adolescence.

Those children who were above the specified age range, were diagnosed with any kind of disorder and belong to school outside the premises of Rawalpindi/Islamabad were excluded from the study. The participants who met the eligibility criteria of the study and were willing to participate in the study were included. The informed consent forms were given to the participant where they were informed about their confidentiality and their rights to withdraw at any time. After data collection, data analysis was performed using SPSS-21 and the findings of the study were reported under the results heading.

## Instruments

### *The Parenting Scale*

Parenting Scale is a brief indicator of dysfunctional behaviour and parenting behaviour. The parenting scale was used for children's parents aged up to 16 years old. This scale has 30 items and three factors including laxness (11 items), over-reactivity (10 items), and hostility (7 items) and 4 non-factor items. The reverse-coded items are 2, 3, 6, 9, 10, 13, 14, 17, 19, 20, 23, 26, 27, and 29. The original version of scale have following reliability values: total score  $\alpha = 0.663$ ; laxness  $\alpha = 0.632$ ; over-reactivity  $\alpha = 0.667$ . The test-retest reliability of this scale is 0.85 and the internal consistency of 0.88 (Arnold et al., 1993)

### *The Aggression Scale*

This scale contains of 11 items. This scale was developed by Pamela Orpinas and Ralph Frankowski in 2001. For every question, suggest how many times you did something over previous seven days. The number of times as 0, 1, 2, 3, 4, 5, and 6+. The total of all replies is used to yield total scores on this scale. There is a theoretical range of 0 to 66 points. Every point denotes an aggressive act that students admitted to committing in the week before the survey. The alpha coefficients ranged from 0.85 to 0.87 (Orpinas & Frankowski, 2001).

### *Disruptive Behaviour Scale Professed by Students*

It was Veiga, who developed this scale in 2008. It is a 16-item, 6-Likert-type scale (where 1 represents strongly disagree and 6 represents strongly agree). The initial version of the scale with 20 items, was lessened to 16 items. A three-factor structure includes distraction-transgression (6 items), schoolmates' aggression (5 items), and aggression toward school authorities (5 items). The reliability coefficients ranged between 0.67 and 0.88 (Veiga, 2008).

## Results & Findings

The current research was targeted to demonstrate the impact of dysfunctional parenting on aggression and disruptive behaviour in children. The appropriate statistical techniques were applied to the data analysis. All analyses were conducted through SPSS-21 software.

**Table 1**

Frequency and Percentage of the Demographic Variables of the Study (N = 100)

S.No	Variables	f(%)	
1	Age	11	22(22.0)
		12	24(24.0)
		13	25(25.0)
		14	29(29.0)
2	Gender	Male	55(55.0)
		Female	45(45.0)
3	Education Level	Primary	42(42.0)
		Middle	58(58.0)
4	Socio-Economic Status	Lower	19(19.0)
		Middle	58(58.0)
		Upper	23(23.0)
5	Family System	Nuclear	51(51.0)
		Joint	49(49.0)

The percentage and frequency of the study's demographic variables are shown in Table 1. The sample contained participants belonging to the age range of 11 to 14. There were 55 male and 45 female

participants which shows that there were more male participants. The maximum number of parents and children belonged to the middle socioeconomic status (58.0%). And lastly, most of the individuals in the study were part of nuclear families. (51.0%).

**Table 2**  
Sample Characteristics of the Study Variables (N = 100)

S.No	Variables	k	α	M(SD)	Range		Skewness	Kurtosis
					Actual	Potential		
1.	Parenting Scale	30	.17	54.23(7.54)	41-210	30-210	.18	.57
2.	Aggression Scale	11	.90	31.67(15.26)	57-66	0-66	.02	-1.07
3.	Disruptive Behaviour Scale	16	.70	55.06(11.10)	54-96	16-96	.52	.02

Note: k = number of items; α = Cronbach’s Alpha Reliability; M = Mean; SD = Standard Deviation.

The descriptive statistics of study's scales are shown in Table 2. The number of items, alpha reliabilities, standard deviation, skewness, kurtosis, actual and projected ranges, and alpha reliabilities are all included in this table. The alpha reliability of the Parenting Scale (PS) was .17 which was not acceptable i.e. Below .70. Whereas, the reliability of the Aggression Scale (AS) was .90 and the Disruptive Behaviour Scale (DBS-PS) was .70, which was acceptable. Furthermore, the fact that the skewness and kurtosis values fell between +1 and -1 suggests that the data were normally distributed.

**Table 3**  
Correlation Analysis between Parenting Scale, Aggression Scale, and Disruptive Behaviour Scale Professed by Students (N = 100)

Variables	1	2	3	4	5
1. Parenting Scale	1	1	1	1	1
2. Laxness	.42**	1	1	1	1
3. Over reactivity	.56**	-.27**	1	1	1
4. Hostility	.60**	.00	.15	1	1
5. Aggression Scale	.19	-.00	.18	.23*	1
6. Disruptive Behaviour Scale	.23*	-.01	.12	.35**	.53**

Note: \*p < .05. \*\*p < .001.

Table 3 narrates the correlation between dysfunctional parenting, aggression, and disruptive behaviour among children. Dysfunctional parenting was not correlated with aggression (r=.19, p<.05) but significantly positively correlated with disruptive behaviour at the 0.05 level (r = .23, p<.05). However, there was a significantly positive association between aggression and disruptive behaviour at 0.01 level (r = .53, p < .01).

**Table 4**  
Linear Regression Analysis to check the Impact of Dysfunctional Parenting on Aggression (N = 100)

Variable	B	β	SE	P
Constant	51.19		1.71	0
Aggression Scale	0.96	0.19	0.04	0.05
R	0.19			
R <sup>2</sup>	0.038			
ΔF	3.87			

Note: B = Unstandardized Coefficient; β = Standardized Coefficient; S.E = Standardized Error; p =Significant value; R = Correlation, R<sup>2</sup>= Correlation Square; ΔF = F Statistics

In order to express the impact of dysfunctional parenting on aggression, linear regression was used as written in above Table 4. This table highlights that 3.8% of the variation in aggression among children is caused by dysfunctional parenting. As seen in the table, the p-value is.05 while the F value is 3.87, indicating the significant impact of dysfunctional parenting on aggression.

**Table 5**

Linear Regression Analysis to Check the Impact of Dysfunctional Parenting on Disruptive Behaviour (N = 100)

Variable	B	$\beta$	SE	P
Constant	36		3.74	0
Disruptive Behaviour Scale	0.35	0.23	0.06	0.01
R	0.23			
R <sup>2</sup>	0.57			
$\Delta F$	5.91			

Note: B = Unstandardized Coefficient;  $\beta$  = Standardized coefficient; S.E = Standard Error; =Significant value; R = Correlation, R<sup>2</sup>= Correlation Square;  $\Delta F$  = F Statistics

Table 5 presents statistical data illustrating the impact of dysfunctional parenting on disruptive behaviour in children. The findings portray that 57% of disruptive behaviour is caused by dysfunctional parenting and hence prove that dysfunctional parenting is a strong predictor of disruptive behaviour. The results can be considered statistically significant since the value of F statistics is 5.91 and the value of p is less than.05.

**Table 6**

T-Test for Mean Comparison between Males and Females on Study Variables (N = 100)

Scale	Male	Female	t(98)	p	CI95%	
	(n=55)	(n=45)			LL	UL
Parenting Scale	55.10(7.72)	53.17(7.25)	1.27	.28	-1.06	4.93
Aggression Scale	36.05(13.97)	26.31(15.43)	3.30	.71	3.90	15.58
Disruptive Behaviour Scale	56.67(11.37)	53.09(10.55)	1.61	.17	-0.80	7.97

Note: Note: M= Mean, SD=Standard Deviation, LL= Lower Limit, UL= Upper Limit, CI=Confidence Interval; \*p<.05, \*\*p<.01.

The gender differences in the scores for aggression, disruptive behaviour, and dysfunctional parenting are seen in the above table. The results represent that male's scores are relatively equal to female's scores on Parenting scale, Aggression scale and Disruptive behaviour scale and because the p-value is greater than.05., these differences are not statistically significant. Moreover, the scores of males are equal to scores of females, thus there are no significant gender differences seen in the scores of aggressions and disruptive behaviour.

## Discussion

The purpose of this study was to study the influence of dysfunctional parenting on aggression and disruptive behaviour among children. The targeted population was children and their parents living in Rawalpindi. The total number of participants was 100 including both females and males who were 11 to 14 years old. Data was gathered through reliable scales with the permission of their authors. The study was conducted on children and their parents to investigate parental practices and behaviours affect their children's behaviour. The first hypothesis of the study noted that dysfunctional parenting will have a significant positive correlation with disruptive behaviour among children. The results shown in table 3 highlighted that dysfunctional parenting was not correlated with aggression and significantly positively correlated with disruptive behaviour. Nonetheless, a strong positive correlation was found between aggression and disruptive behaviour among children.

There was a study that proved that ineffective and negative parenting is directly associated with negative child outcomes such as anger and aversive behaviours. Moreover, over-compensatory behaviours of parenting and assertiveness lead to disruptive behaviours in children. The results also showed that aggression and disruptive behaviour among children are positively associated with each other. A study found that an over compensatory coping mechanism is driven by rage which leads to disruptive behaviours. Moreover, children and with disruptive behaviour problems exhibit poor self-control, tense interpersonal connections, and little empathy (Franco et al., 2016).

The second hypothesis stated that aggression and disruptive behaviour among children are directly

correlated with each other. This hypothesis was accepted as shown in table 3. The finding shows that aggression is the cause of disruptive behaviour. Roediger et al. (2018) stated in their research that an over-compensatory coping mechanism is driven by rage, which leads to disruptive behaviours and control. Additionally, the findings of this study demonstrated that there are slightly noticeable gender differences in the aggressive and disruptive conduct of kids. Exploring the gender differences in aggressive conduct, when compared to their overall aggression ratings, boys are more physically aggressive and girls are more indirectly aggressive, however verbal aggression between boys and girls is relatively similar (Björkqvist, 2018).

The third hypothesis stated, "There will be a significant impact of dysfunctional parenting on aggression and disruptive behaviour among children". This hypothesis is supported by the results as described in table 5. To provide evidence from the literature, research was conducted to study the children's disruptive conduct is influenced by the parents. The findings indicated that children's disruptive conduct and executive dysfunction are correlated with parenting approaches (Chavez-Arana et al., 2019). Several studies favoured the finding and revealed that poor relationships with parents, lacking nurturance in parents' behaviours, and conflicts in parent and child relationships are connected with adolescent disruptive behaviours such as bullying, physical hostility, and violence (Sharma, 2016).

The fourth hypothesis stated that there will be no significant gender differences in the scores of aggressions and disruptive behaviour among children. The study examines the research on aggressive thought patterns and aggressive conduct in kids and teenagers, taking into account gender differences and the subtypes of aggressiveness. Aggression in both genders is linked to hostile cognition biases. According to the findings of 27 empirical research publications, without any discernible gender discriminations in affiliation strength (Martinelli et al., 2018).

## **CONCLUSION**

The aim of this study was to examine the impact of dysfunctional parenting on aggression and disruptive behaviour among children. The results of this study depicted that dysfunctional parenting is significantly positively correlated with disruptive behaviour but there is no significant correlation between dysfunctional parenting and aggression. The correlation between aggression and disruptive behaviour is highly significant. It is found that dysfunctional parenting has a significant impact on both aggression and disruptive behaviour. The results also indicated that aggression and disruptive behaviour are significantly positively correlated with each other. There are no significant gender differences depicted in the findings of this research.

### **Implications**

This study on dysfunctional parenting and its impact on children's behavioural development is applicable in raising awareness among parents. It will help them in their psychological well-being and moral training of children. Parenting influences everything from academic achievements, and self-esteem to physical health. This study will be helpful for different parenting styles. It will also help parents to deal with the aggressive behaviour of their children. According to social learning theory, children learn more from observation therefore, less aggressive behaviour of parents influences children to manage their aggressive behavioural tendencies. The study on the impact of dysfunctional parenting, aggression, and disruptive behaviour among children will be helpful for students and researchers as well. Most significantly this research will be further beneficial in the filling research and literature gap.

### **Recommendation**

The data for this research was gathered through a cross-sectional study method. Future researchers can use a different study method to examine the impact of dysfunctional parenting on aggression and disruptive behaviour to get in-depth analysis. Despite the protocols and procedures used for conducting research, some limitations decreased the accuracy of research and data collection. The first limitation was time constraints and finding students of the given age range, therefore, future research can be conducted on a broader age range to get better results. The data collected from the parents was also a crucial part of this study. But finding parents at the same place as their children for data collection was a difficult

process. So, other researchers should set up a proper meeting where parents and children are present and then can collect data smoothly.

Some of the parents weren't educated and were not aware about the topic which also cause a lot of barriers. They were unable to understand many questions, so some of them even refused to take part in the study. The scale was only available in English. So, it is also recommended that before using the parenting scale, translate this scale into the Urdu language for a better understanding of the parents. The literature review was very hard to find. There were some researchers on parenting, aggression, and child behaviour but there were so limited researches on our study variables and their relationships. We had to combined all of them to produce a literature review. In the future, there should be studies conducted on this topic because it is very important to understand the underlying causes behind a child's behaviour. Moreover, the total population was 100, and data was collected from only one city in Pakistan, which was very less, and due to the small population, the results of this research were very much affected. Future research should be conducted on a larger population and other different cities of Pakistan to better generalize the findings of this study on the whole population.

## Competing Interest

The authors had no competing interests.

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