

Effect of parenting style on emotional intelligence of senior secondary students: A correlation study

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Abstract

The current research is employed to find the relationship between parenting style and emotional intelligence among senior secondary students of the Punjab state. Emotional intelligence is responsible for better academic achievement of students. The literature review revealed that parenting style affects the emotional intelligence of the students. The data was collected from different schools of Punjab. The collected data was analyzed to find the relationship between the variables. The findings of the study revealed that there is a positive relationship between democratic and autocratic parenting style and emotional intelligence, whereas, there is a negative relationship between permissive and uninvolved parenting style and emotional intelligence.

Introduction

A typical description of parenting style is the global setting in which a family functions and raises children (Darling & Steinberg, 1993). Most parenting research is based on the milestone design of studies performed by Diana Baumrind, who gathered information on child rearing by seeing parents interact with their preschoolers (Baumrind, 1971). Baumrind's findings led to the development of four parenting philosophies, which at first relied on two aspects of parental behaviour: control and warmth. Parental control, also known as parental demandingness (Maccoby & Martin, 1983), refers to the extent to which parents manage their children's behaviour, ranging from exerting excessive control to imposing few rules and demands (Kopko, 2007). For the most part, this promotes the child's behaviour development (Berk, 2007). In contrast to being indifferent and rejecting, parental warmth (also known as parental responsiveness; Maccoby & Martin, 1983) refers to how much parents are accommodating and receptive to their children's behaviour (Kopko, 2007). In order to encourage self-reliance, a third viewpoint—which was subsequently introduced as an extension to Baumrind's work and was dubbed autonomy granting—was seen as being in

direct opposition to democracy or psychological control (Steinberg et al., 1989). As a result, the four parenting philosophies are based on different mixes of these three perspectives. Parenting should be characterized by warmth, control, and granting freedom since it sets high expectations for the child's individuality. Among the guardians, the mother is the one the child spends the most time with, at least until school starts. Given that a kid first interacts with his or her mother and mostly depends on her to meet his or her basic needs, the mother's role or childhood style is closely linked to the development of personality. The mother's role demonstrates superior control over the children. During the school years, a child learns all the skills they will need later in life, and because they are dependent on their guardians, they have the most intense interaction with them.

What is common to all these positive and negative feelings—love and contempt, euphoria and anguish, pleasure and trouble, happiness and sorrow, love and indignation, delight and shock, shock and expectation? The sentiment clearly performs better in each of these inclinations and interactions. Our daily activities are directly impacted by these emotions. “Emovere”, a Latin term meaning "to work up," "to unsettle," or "to energize," is where the word "emotion" first appeared. Feelings are actually the building blocks or elements of social connections. Real changes, such alterations in the pulse or skeletal muscles, are detected to produce enthusiastic encounters. A person's emotions are influenced by the things that are going on in their life. For instance, if someone's sibling has failed an exam, they will be angry; conversely, if they have passed, they will be happy. As a result, emotions may be defined as the feelings we experience via our five senses—tasting, smelling, touching, hearing, and seeing. In the real world, emotions also have to do with our imagination. An organism is said to be emotionally touched or stirred up. It is a worked-up state of feeling, and that is just how the person perceives it. To an outside observer, it seems to be a disordered muscular and glandular action (Woodworth, 1945). According to McDougall (1949), emotion is an emotional experience that one has when undergoing an intuitive fervour. According to Crow and Crow (1973), emotion is a successful experience that goes hand in hand with summed up direct change and mental and mental worked up states in the individual, which manifest themselves in his obvious action. In a nutshell, emotions are unavoidably defined as some type of productive experiences that are marked by certain psychological shifts and possess sufficient force and energy to motivate someone to engage in certain behavioural actions. The current research was employed to investigate the relationship

between parenting style and emotional intelligence among the senior secondary school students.

Review of literature

The detailed literature review revealed that parenting style and emotional intelligence was related to each other. Many researches revealed that parenting style strongly influence the emotional intelligence of the students.

Cameron et al. (2020) worked on emotional intelligence and parenting styles. The results showed that those who were raised authoritatively and permissively had higher emotional intelligence than those who were raised authoritarian or neglectfully, suggesting that these parenting philosophies' responsiveness and levels of support have the strongest positive effects on adult emotional intelligence.

Nguyen et al. (2020) examined the effect of parenting style on emotional intelligence. The results indicated a positive association between parenting style and emotional intelligence.

Al-Elaimat et al. (2020) studied emotional intelligence and parenting style in children. The findings showed that democratic, authoritative, and permissive parenting philosophies were most common. The results also revealed a statistically significant negative relationship between the authoritative and permissive parenting styles and emotional intelligence, and a statistically significant positive relationship between the democratic parenting style and emotional intelligence in all of its domains. Due to the influence of gender on emotional intelligence, the results also showed a lack of statistical differences in all domains. According to the report, parents should focus more on using the best parenting practices with their kids.

Mousavi & Juhari (2019) worked on parenting styles in relation to emotional intelligence. The extensive literature review indicated the positive association between emotional intelligence and parenting style.

Argyriou et al. (2016) studied the relationship between emotional intelligence and parenting style. An analysis of the multivariable mixed-effects regression model was used to estimate the relationship between parenting scores and trait EI. Even after adjusting for a number of possible determinants of trait EI, a relationship between parenting styles and trait EI appeared, statistically significant for authoritativeness ($b = 0.27, z = 3.92, p = 0.001$) and marginally significant for authoritarianism ($b = -0.10, z = -1.77, p = 0.08$). Additionally, statistically significant correlations between parental education ($b = 0.32, z = 2.54, p = 0.01$) and the teenagers' gender ($b = -0.29, z = -2.37, p = 0.02$) and trait EI were discovered. These findings

provide light on the subject of trait EI antecedents and highlight the potential importance of parent-parent primary prevention programs that seek to foster trait EI development in children.

Motalebi (2013) examined the parenting styles in relation to emotional intelligence. There were positive connections between loving constraint parenting style and optimum parenting style with high emotional intelligence ability, and negative relationships between affectionless control style and neglectful parenting style with high emotional intelligence ability.

Devi and Uma (2013) studied the relationship between parenting style and emotional intelligence in adolescents. The study's findings showed that most adolescents raised under an authoritative parenting style had emotional intelligence ratings that were above average. It is interesting to note from the results that adolescents from different parenting styles differed significantly on various emotional intelligence dimensions as well as on various emotional intelligence components, with the majority of the dimensions such as assertiveness, social responsibility, reality testing, impulse control, and happiness favoring the authoritative parenting style.

The research work of Nastas and Sala (2012) revealed that the development level of emotional intelligence is influenced by the five parental styles: authoritarian, dictatorial, permissive, democratic and rejecting or neglecting. The manner in which parents deal to their own adolescents, marks the level of development of emotional intelligence.

So, the above discussion revealed the relationship between the emotional intelligence and parenting style and made the basis of current research.

Methodology

Research method

The current study was conducted using a descriptive survey research approach. This specific research approach has been the most widely used and often employed in the social sciences. Descriptive research describes the characteristics of the population or phenomenon being studied. The researcher visited each school and received permission from the administrators to gather the necessary data.

Population and sample

All senior secondary level students in Punjab state schools served as the population for this study. In Punjab state, there are more than 2000 senior secondary schools. 30 schools were

chosen at random from these schools. Students in the 12th grade from these schools were chosen using the stratified proportionate sampling method. After rectification, the final sample of 1149 students was generated using the data that were originally obtained from 1300 students. The number of students based on stream (arts, commerce and science), parenting style (democratic, autocratic, permissive and uninvolved) and gender (male and female) are explained in the figure (Figure 1).

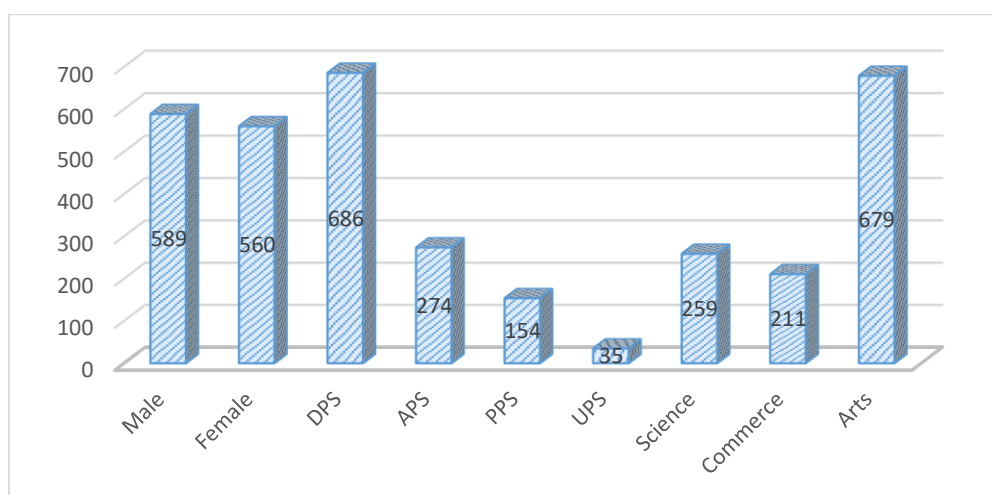


Figure 1. Number of students based on gender, parenting style and stream

(DPS: democratic parenting style; APS: autocratic parenting style; PPS: permissive parent style; UPS: uninvolved parenting style)

Tools

Seven-fold Emotional Intelligence scale

There are 63 items on the Sevenfold Emotional Intelligence Scale that range from strongly disagree to strongly agree on a five-point scale. The creator of this scale is Dr. Sarabjit Kaur (2016). Seven factors made up this scale: self-awareness and self-evaluation, self-regulation and responsibility, self-motivation, self-esteem and confidence, empathy and acceptance of others, interpersonal relationships, and social skills. By using the test-retest approach, the reliability of the seven-fold emotional intelligence scale was proven. With a 0.01 level of confidence, the reliability coefficients between the two sets of scores were established to be 0.91, which is significant.

Parenting style scale

A total of 43 elements on a four-point scale, ranging from Always to Never (always = 4, often = 3, sometimes = 2, never = 1), comprise up the Parenting Style Scale. Dr. Madhu Gupta and Dimple Mehtani created this scale in 2017. The scale's items are all of a positive character. Democratic Parenting Style, Autocratic Parenting Style, Permissive Parenting Style, and Uninvolved Parenting Style were the four subscales that made up this scale. At the 0.01 level of confidence, the coefficient value of 0.911 was significant. The Spearman-Brown Prophecy model was used to determine the split-half reliability. It was discovered to be 0.795, which, at a 0.01 level of confidence, was significant.

Results and Discussion

To test the hypothesis, the correlation analysis has been done. The value of Pearson correlation coefficient for different variables is summarized in table 1. There was a moderate and significant relationship between parenting style and emotional intelligence (table 1). There was a significant and positive relationship between democratic and autocratic parenting styles, whereas there was a negative and significant relationship between permissive and uninvolved parenting style.

<i>Parenting Style</i>	<i>Correlation with emotional intelligence</i>
Democratic Parenting Style	.479**
Autocratic Parenting Style	.412**
Permissive Parenting Style	-.357**
Uninvolved Parenting Style	-.549**
**. Correlation is significant at the 0.01 level (2-tailed).	

Table 1. Correlation between academic buoyancy and emotional intelligence

The values coefficient of correlation between different parenting styles, emotional intelligence and academic buoyancy are summarized in Figure2. As democratic and autocratic parenting styles were found to be positively related to emotional intelligence, this means that, academic buoyancy and emotional intelligence will be increased with democratic and autocratic parenting styles. Whereas, permissive and uninvolved parenting style were found to be negatively related to emotional intelligence. This means that, emotional intelligence will decrease with permissive and uninvolved parenting styles.

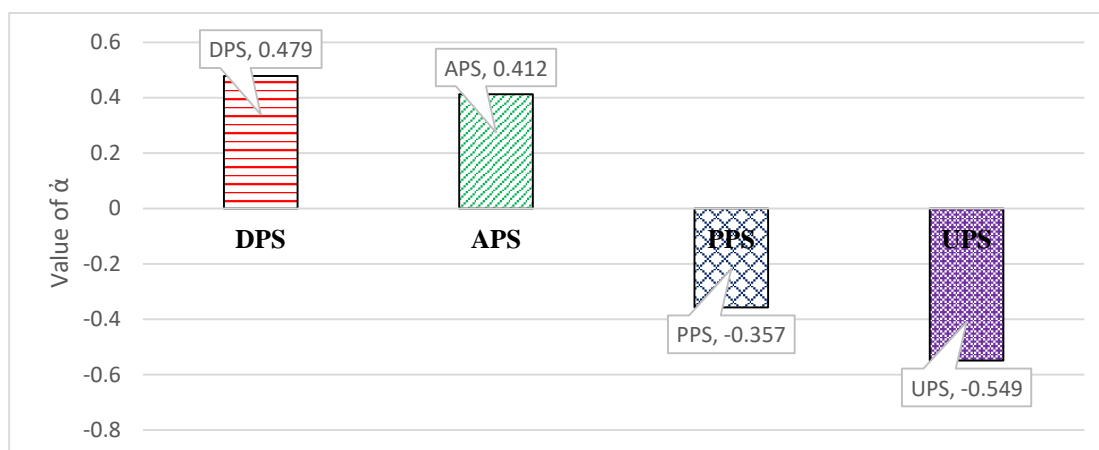


Figure 2. Correlation between parenting styles and academic buoyancy and values of Pearson coefficient significant at 0.01 level of confidence.

(*EI: emotional intelligence; DPS: democratic parenting style; APS: autocratic parenting style; PPS: permissive parent style; UPS: uninvolved parenting style*)

Emotional intelligence is a potent factor for the academic achievement of the senior secondary students. Previous researches revealed that the academic performance was greatly affected by emotional intelligence (Herrera et al., 2020; Qualter et al., 2012). So, there is a need to take the required actions to foster the emotional intelligence of the students. The current research was focused on effect of parenting styles on emotional intelligence and indicated that emotional intelligence can be increased by adopting democratic parenting style and avoiding permissive and uninvolved parenting practices.

Conclusion

The current study's findings show that there was a significant relationship between parenting style and emotional intelligence. As the democratic parenting style was found to have strongest relationship with emotional intelligence, therefore, parents should develop a democratic environment at home. On the other hand, both permissive and uninvolved parenting styles were found to have negative relationship with emotional intelligence, hence, parents should avoid to adopt such parenting styles.

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