

Understanding relationship between emotional intelligence and perceived upbringing

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ABSTRACT

The present study aims to understand the perceptions that adolescents have regarding the parenting they receive and to understand if it has any relation to their level of Emotional Intelligence. The study also aims to explore Stroke Profile of adolescents as an added contributor to their Emotional Intelligence. A sequential explanatory mixed method is employed on 40 participants from an educational institution in Hyderabad. The quantitative phase, comprises of two scales for both variables, EMBU- Perceived Upbringing scale (Perris, et al., 1980) and Emotional Intelligence scale (Petrides, 2009), which was administered on all participants, and analyzed using Pearson's Correlation. A semi-structured interview that focused on Stroke Economy and its relationship with perceived parenting and EI, was facilitated with 8 participants based on analysis of quantitative results. Results of quantitative phase showed no significant correlation between the two variables, Perceived Upbringing and Emotional Intelligence; where as results of qualitative phase showed positive as well as no correlation between the two variables.

Keywords: *Emotional Intelligence, Perceived Upbringing, Adolescence, Stroke Profile*

Emotional Intelligence is the ability to monitor one's own and other feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey P. & Mayers, J.D, 1990). Researchers over time, have shifted their interest from looking at concepts such as thinking, problem solving, memory, etc, to more non-cognitive aspects such as multiple intelligence (intra and interpersonal) and social intelligence (Howard Gardner, 1999; David Wechsler, 2001; Robert, Matthews, 2003). Emotional Intelligence as a concept started to gain more credibility through Daniel Goleman's release of 'EI: Why it Can Matter More than IQ', who further proposed that developing oneself in four domains of EI: Self-awareness, Self-management, Social Awareness and Relationship Management, can help improve performance (Bantam, 1995). These factors also contribute to shaping the Emotional Intelligence of children and adolescents, and are influenced by the environment or the kind of society/culture they have been brought up in, school setting/ academics, teachers, peer influence, parenting, technology, etc. It is important to create an inviting and open environment where children are encouraged to talk about their emotions and feelings openly

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as it normalizes concepts such as empathy and self awareness. Reacting with criticism or dismissing the sadness or anger of a child communicates that their emotions are not valid or appropriate, which can cause children to be even more prone to those negative emotions and less able to cope with stress.

There is extensive literature on the subject of emotional intelligence, but very little focuses on the use of this concept in the practice of student counselling (Mishra, Shrivastava, 2018).

Parenting

The theory of parenting has been materialized from the revolutionary work of Baumrind (1971), that elucidates three particular parenting styles (authoritarian, permissive and authoritative) along with other concepts such as responsiveness and demand from parents being two elementary elements of parenting (Sondhi, 2017). The right kind of parenting, provides abundant opportunities for a child to find his/her roots, a sense of belonging and an efficient way of socializing (Sirohi and Chauhan, 1991). The manner of upbringing can be seen as a bridge that parents help form, between a child and the outside world (Meerto, 1968). Albert Bandura's Social Learning Theory (1977) suggests that children imitate and observe to learn from their immediate sources of contact (Krishnan, 2010). A lot of the values, characteristics, behaviors, etc are rubbed off on children from their parents' behaviors towards them, their style of parenting, and how they generally portray themselves in front of their children. Social units- the 'microsystem- the immediate family/ caregivers and school (peers and teachers) ' in specific are also an influence on development, and determine how the child will grow in terms of emotional health and temperament and handle other relationships that will add on in the future as the layers of interaction expand (Bronfenbrenner 1977; 1979; 1986; 1989).

National education policies and early childhood programs have recognized family involvement as a very powerful and strong contributing factor to the child's development and learning (National Research Council, 2001). Research also shows that family plays a very crucial role in the outcome of children and their environment, in terms of academic growth, perceived parenting, social maturity ,etc (Sameroff, 1993). Parental involvement in terms of monitoring, conversing, and supervising children, have been proven to result in higher scores of achievement in reading and writing (Griffith, 1996; Reynolds, 1992; Sui-Chu & Willms, 1996; Keith et al., 1998). Parenting in India especially is largely influenced by traditional cultural value systems and this aspect has been researched (Rutherford, 2009; Zervides & Knowles, 2007).

Although studies on parenting as an influential factor on the emotional intelligence of a child have been minimal, there have been some studies that found positive correlation between EI of school children and perceived parental support (Lopeseta,2003), and socialization factors of parents to have effects on emotional and social competencies of children (Zeidner et al, 2002).

Perceived parenting- Often times, parents presume they are being ideal parents and believe they are succeeding in doing what is in the child's best interest, but the child may not be taking it the same way. (Gracia, Lila, & Musitu Ochoa, 2005). Because of lack of communication and proper understanding of the child's feelings and wants, parents don't always respond to the child's needs but instead respond to what they assume are the child's needs (Kaur, 2013). According to a study conducted by Choudhary and Jabeen (2008), parents assumed that love towards their children need to be conveyed through their 'parental

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duties' and any other forms (physical or verbal gestures) were unnecessary whereas children, for the same study, did not feel the same way. *"When you are not made to feel loved, you tend to look for it externally, from the wrong people"* (Choudhury and Jabeen, 2008).

Adults who have not experienced emotional attachments in their childhood suffer from mistrust in relationships, suggesting that parenting affects people in their adulthood as well (Sirota, 2016).

A 2014 study revealed that children who had received 'sensitive care giving' during the first three years of their lives, had healthier relationships in addition to better academic performances, up until their 30's even (Raby, 2014). 'Sensitive Care giving' here refers to nurturing the child, paying attention to their needs, positive involvement during communication and interaction with the child (Nauert, 2014). But on the other hand, if (helicopter) parents do not let children make their own decisions or allow them a certain amount of autonomy, they grow up to become codependent adults (Dessauer, 2011). A high percentage of adults suffering from anxiety, addiction, depression, low self-esteem, and relationship or work related issues have been reported of having difficult childhoods or parental upbringings (Singh, 2014)

These behaviors, unconscious reactions and personality that are formed because of childhood experiences, carry forward to relationships with own children as well. "Parents often re-create with their children what they experienced with their own parents" (Lerner, 2016). A parent who has abandonment and trust issues stemming from his upbringing will not hesitate to separate from their children as much as they would (Smith, 2017). This dissertation explores the development of emotional intelligence in adolescents that may have been affected by parental factors and/or other factors.

Rationale

The present study aims to understand parenting and the perceptions made by children regarding the same, as an influence on their Emotional Intelligence. It aims to understand on what children consider healthy and poor parenting and how much of an influence they believe parenting to be on their emotional well being. Various domains of emotional intelligence and how an adolescent's parenting influences these is a crucial objective of this research study. When parents react to their children with criticism or dismiss their attempts at communicating sadness, anger, or happiness, children start to believe that their emotions are of no value/invalid or appropriate which can result in them forming negative or unwanted emotions.

Upbringing plays a very crucial role for children to develop the skill of empathy. When a child's parents are being harsh on him, or when the child faces a lot of rejection from his parents, the child grows up to think that that is normal and that is the way of life. Thus, when this child grows up, he rejects people around him, thinking it is completely normal to do so, and that this is how everyone is. But what he does not realize is that the people around him who have probably had a good parenting/upbringing and have a good emotional understanding, are seeking emotional support from him but are not receiving it and in the process, are getting hurt. This is how his relationships with people are hampered.

Why adolescence?

As children grow, their brains grow as well at a rapid rate and their ability to notice, react, adapt and develop increases as well. Adolescence is a crucial age of transformation in children, internally and externally, where a lot of their core values, habits and morals are

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formed. A lot of learning, grasping, and developing takes place at this stage. The adolescent phase is the most critical, fragile and difficult to handle and deal with, as parents (Dobson, 2005). Thus, parenting adolescents is the most influential and crucial in order to guarantee child's healthy emotional and psycho social well being, and thus needs to be done with care (Lengua & Kovacs, 2005; Rodríguez-Fernandez, Droguet, & Revuelta, 2012; George et al., 2017). When adolescents are taught how to recognize their own feelings, understand their origin, and learn how to deal with them, they learn the most essential skills for their success in life.

Stroke economy

The scenario pertaining to this study is very much in sync with a concept in Transactional Analysis, a type of social psychology developed by Eric Berne (1970), called Stroke Economy. Transactional Analysis is a theory and form of psychotherapy dialogue that focuses on individual development. TA is widely recognized as an interactive therapy considered to enhance the client's sense of awareness and decision making with regards to their life course (Corey, 2009). There is some preliminary evidence that TA therapy can be effective in both group and individual settings and is a promising approach, worthy of further investigation. Goldenberg and Goldenberg (2007) suggest therapists should study their clients' problems within the context of their families and societies, as family is where people are born and brought up, where they experience problems (Yoosefi & Karimi, 2002).

Claude Steiner's stroke concept, developed in 1960, is widely used by practitioners to help clients change their patterns of interactions that come in the way of obtaining life ambitions. This theory is considered very helpful in understanding why we end up with very little warmth and emotions in our relationships and interactions, and what we can do to alter this. The concept of stroke is the amount of attention and recognition exchanged between people. A stroke is defined as a unit of recognition, meaning that whenever, even the smallest eye contact, or a smile, or a hello or frown is made, acts as a form of acknowledgement (Berne, 1970). Strokes can be negative as well as positive, verbal or non-verbal, conditional or unconditional, and also of any size or shape.

1. If you have a positive stroke you would like to give, give it.
2. If there is a stroke you would like to get, ask for it.
3. If you are given a stroke you would like, accept it.
4. If you are given a stroke you would prefer not to accept, reject it.
5. Give yourself positive strokes

Stroke Economy can be applied on individuals to understand people's stroking patterns. There has not been sufficient literature on Stroke Profile, especially in India. A Shodhganga study developed an inventory with high internal validity, for identifying stroke levels of a person. Results concluded that there is significant correlation among the four dimensions, namely Unconditional Positive Stroke, Conditional Positive Stroke, Unconditional Negative Stroke, Conditional Negative Stroke. Strokes are considered very useful in producing purposeful and meaningful impacts on people, regardless of whether it is in a therapist's office (Steiner, 1971), educational setting, or organization meetings (Blakney, 1980). According to a study that looked into potency of strokes, the level of affinity determines the potency of the stroke's effect (Karpman, 1971). The concept of strokes produces significant and meaningful psychological impacts on people (Dieser, 1997).

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The idea of strokes was corroborated with the popular research conducted on babies reared in children's homes (Spitz, 1945) who were fed properly, kept clean, tidy and warm but still had higher chances of experiencing emotional and physical hardships when compared to babies brought up in environments with more human contact and touch. According to Berne, this will only continue into their adulthood as a craving for recognition.

Results of a study on factors such as self-efficacy and persistence, on clinically depressed adolescents indicated a positive outcome of administration of verbal, external but conditional strokes such as "you are a pro" and "you are really skillful" (Ellis, Maughan-Pritchett, & Ruddell, 1993). Yet another study looked at attributional retraining of strokes on reduction of helplessness among students. Students were asked to view failure due to none or reduced efforts and success as a result of efforts put. Results illustrated that verbal, positive and external strokes significantly modified learned helplessness (Craske, 1988).

Researchers Miller, Brickman, and Bolen (1975), proved that there is a higher chance of changing behavior with positive and unconditional external strokes. Therefore, this study further aims at understanding if Stroke Economy can be used to measure a child's stroke transactions, and as a tool of implementation/intervention in schools by teachers and in homes by parents. It further looks at whether it is sufficient for an individual to have a strong EI, even if their perceptions of parenting are poor.

Hypotheses

1. There is no significant relationship between Emotional Intelligence and Perceived Upbringing of adolescents
2. There is no significant relationship between Stroke Economy and Emotional Intelligence
3. Stroke Economy does not have a significant influence on an adolescent's Emotional Intelligence
4. There exists no significant relation between the three components of Emotional Intelligence, Perceived Upbringing and Stroke Economy.

METHODOLOGY

Research Design

The current research study employs a sequential explanatory design using mixed method approach. It is considered mixed method because of the integration of both quantitative and qualitative methods of data collection and a sequential explanatory as the quantitative data is collected prior to the qualitative data (Creswell, 2007). The quantitative phase was analyzed through Pearson's correlation which studied the relation between the two variables, namely, Emotional Intelligence and Perceived Upbringing. The qualitative phase, consisting of a semi-structured interview was conducted on 8 participants selected based on the analysis of the quantitative results.

Sample

The sample for the study includes school students (n=40) in classes ranging from 9th grade to 12th grade, from an educational institute in Hyderabad. The study employed a sequential explanatory design using the mixed method approach. Subjects were chosen based on simple random sampling method where in a group of subjects were chosen from a larger population completely by chance.

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Inclusion Criteria

- Adolescents ranging from ages 15-18
- Adolescents whose parents are both alive and are their current guardians.
- Adolescents who are English speaking and are fluent in comprehending, reading as well as writing in English.

Exclusion Criteria

- Adolescents below the age of 15 and above the age of 18.
- Adolescents who are currently having only one parent as guardian or caretaker.
- Adolescents who cannot speak, write or read in English.
- Adolescents who are diagnosed with any mental illness.

Instruments

Two measures were used in this study,

The quantitative phase of the research involves the administration of two separate scales.

The first scale is the Perceived Upbringing scale- s-EMBU-A inventory (short version of Egna Minnen Barndoms Uppfstran for adolescents), a new inventory that assesses memories of parental rearing behaviors (C. Perris, L. Jacobsson, H. Lendstrom, Knorring, H. Perris 1980) has been used for obtaining data for Perceived Upbringing. It is a self reported scale, with responses ranging from strongly disagree (1) to strongly agree. Cronbach's alfa coefficient ranged from 0.71 to 0.81, supporting: internal consistency reliability and construct validity (Wang, 2012).

The second scale is the Trait Emotional Intelligence Questionnaire (TEIQue), a self-report inventory that covers the sampling domain of trait EI comprehensively. The original version comprises 153 items, measuring 15 distinct facets, 4 factors, and global trait EI (Petrides, 2009). The internal consistency score was found to be .81 and reliability of the total score was .86 (Denz, 2013). But a short version consisting of 30 questions has been administered for this study. The qualitative phase of this research is a semi-structured interview conducted on 8 participants, selected from the quantitative phase , based on extreme scores obtained.

Procedure

Participants meeting the inclusion criteria have been selected for both the quantitative as well as qualitative part of the research and consent has been taken for their voluntary participation in the study. The study required 40 students as participants who are all adolescents and go to the same school. Assessments were conducted on the participants in two separate phases.

Phase I- the EMBU scale for measuring perceived upbringing will first be administered, followed by the TEI-Que for testing Emotional Intelligence levels. The two scores for each individual participant will be compared and analyzed.

Phase II- Four participants who got high scores in Emotional intelligence and four who got a low score in Emotional Intelligence will be selected for the semi-structured interview. Post assessment, appropriate descriptive statistical test would be used to interpret the data.

RESULTS

Phase I

Pearson's correlation test was conducted to identify significant relationship between Emotional Intelligence and Perceived Upbringing of adolescents. Results of the test are shown in Table 1 below.

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Table No. 1 Represents relationship between Emotional Intelligence and Perceived Upbringing

Variables	Emotional Intelligence	Perceived Upbringing
Emotional Intelligence	1	.103
Perceived Upbringing	.103	1

* correlation is significant at the 0.05 level (2- tailed)

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

From the above table, it can be inferred that there exists no significant correlation between the two variables Emotional Intelligence and Perceived Upbringing at 0.01 or 0.05 level of significance as $p > .01$ ($p = .526$). hence, the null hypothesis 1 stating that “there is no significant relationship between Emotional Intelligence and Perceived Upbringing of adolescents” is accepted.

Phase 2

Eight participants from the quantitative analysis were chosen specifically based on their scores, for further interviewing (qualitative). Two participants each, who scored above and below the bar for both scales, were chosen and categorized into four parts- High PU High EI, High PU Low EI, Low PU High EI and Low PU Low EI.

The list of questions for understanding in depth these permutations formed between PU and EI included:

- *How do you perceive the way you were brought up by your parents? If it was good/bad, can you describe in what way?*
- *Do you think your upbringing has an affect on your ability to make friends and understand people’s emotions? If so, how?*
- *(Stroke Profile Questions)*
- *What according to you is appreciation?*
- *Suppose you feel like you have done something good, do you ask for appreciation? How?*
- *How do you look at a situation where someone needs appreciation and asks for it?*
- *If you see someone sad, would you go and approach them? What would be your first thought?*
- *If you see someone sad, would you go and approach them? What would be your first thought?*
- *When you feel that others have wronged you, how do you generally respond to the situation?*
- *How do you take negative and positive comments?*

All questions were probed further to elicit more information.

The current research sheds light on themes of Emotional Intelligence and Parenting including involvement, protection and emotional warmth, interpersonal relationships, empathy, etc., on a spectrum. Parental upbringing was further understood through the lens of Stroke Economy to identify it’s relationship with EI. The quantitative aspect of the study reveals no significant relationship between PU and EI. This can be contributed to the fact that parenting is a vast topic with numerous themes that cannot be analyzed through one scale. The qualitative aspect

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however, revealed a mixed analysis where in significant relationship was identified in certain domains of PU and EI whereas no significant relationship was also found in certain other domains.

A positive correlation was found between PU and EI where high emotional intelligence was attributed to positive parenting and vice-versa. Participants who perceived effective upbringing, have highlighted aspects of emotional warmth, involvement and interest in their life events (Doherty, 1999; Och & Shohet, 2006). Parenting has also influenced their social and communication skills and further enhanced their manner of maintaining emotional stability and sustaining healthy relationships.

Relationships

Friendship was highlighted as a product of and reflection of certain qualities of their parents. One participant with low emotional intelligence, for example, revealed how his qualities similar to that of his overly dependent mother, have affected his relationships with his friends who sometimes perceive him as being overly dependent on them. Another participant revealed that he has trouble maintaining friendships although he is extroverted and social, and sometimes turns conversations into unhealthy, aggressive that leave others annoyed.

Empathy

This study also finds the influence of parenting on a child's sense of empathy (Motta et al., 2006; Kanat-Maymon and Assor, 2010). High levels of EI have also reflected a sense of understanding others perspectives, emotional cues based on facial expressions and attempts at helping them overcome hardships.

"I feel bad. I think that if I was in that situation, how bad I would I feel and I would want some friends with me to help. So that's why I thought it was important to help him and be there for him."

Parental Involvement

Parental Involvement was another emergent theme wherein participants who perceived good upbringing have said that their parents take an active interest in learning and understanding their child's school life, interests, personal thoughts and feelings, and also take a lot of initiative in discussing their future plans, areas of interest and career goals while also providing useful sources and information to broaden their perspective of the same. On the other hand, other participants considered their parents, especially fathers as uninvolved in their lives. Compared to the mothers, fathers were considered as being unresponsive, physically and mentally unavailable when needed and frustrated which might be a form of displacement of work pressure that is brought home. Participants also seemed to be uncertain of reciprocal of affection due to previous instances of possible rejection. It was also revealed that the fathers did not involve in many activities with the participants much and only showed interest if it was an academic related issue (Inbavanan, 2014).

This research, evidently, has observed the flip side as well, where participants with poor parenting, complained of not receiving enough time, attention and effort from their parents leading to a poor sense of familial connections and their indulgence in harmful and attention seeking behaviors. Negative influence of parenting on children and its effect on their emotional intelligence, were also noted.

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Rejection and Neglect

Participants who perceived poor parenting, have reported that full-time working parents don't have enough time to spend with the child was a serious concern to the participants, reducing the probability of having a warm relationship with them a general quality of effective expression and communication. Another related theme explained acceptance of parental authority and control by some participants as it was required in limited/appropriate forms due to inexperienced with the ways of the world, and lack of protection and control by others.

I don't always go to tuition. I bunk and go with friends and my parents don't know this. I don't tell them and they don't ask also. They should at least know where I am."

"Sometimes I wish they ask me. They don't ask what I want. They directly give whatever they wish."

Participants' response to their inability to communicate their discomfort with unfair control and rejection, was that they would feel guilty for upsetting their parents by retaliating because they were parents and so had habitual authority.

Patriarchal masculinity

An emergent theme of patriarchal masculinity as an aspect of influence in parenting where in the question of how the male concept of masculinity comes into play in the aspect of parenting as well. Certain other themes however, have also suggested no significant relationship between the two variables.

Participants with high emotional intelligence, regardless of the nature of perceived parenting, having revealed that environmental influences seemed to have a larger impact on EI as compared to parenting. Factors such as toxic school environment, peer influences and personal instincts were significant influences on their emotional intelligence. Participants have further revealed that many of the students go through feelings of sadness and depression due to various factors such as family issues, academic pressure, socializing difficulties and relationship disputes, along with easily falling prey to breakdowns and panic attacks stemming from an inability to handle problematic situations and emotions in school.

"There were a lot of times when I was going through something I would push it underneath and just move on and after I while my emotions would just overflow and I will have a breakdown."

Hostile environments including misunderstandings and conflicts among fellow schoolmates and friends was another significant issue that participants reflected on. Along from creating and being a part of such situations, students also find it very difficult to face or control them. This study with specific relevance to children with high perceived parenting but low emotional intelligence stated that EI is low as these children have experienced significant traumas in their social relationships.

"I kept losing friends and I kept having some or the problem with them. So now I feel like I have this mental block that I cannot open up to a person who is trying to get to know me. I don't see the point in that because they would just sympathize and leave."

Participants, with respect to the toxic environment of the school have also extensively revealed information regarding teachers, as a cause for emotional insensitivity and student indulgence in dangerous and deviant behaviors such as alcohol and drug abuse, misconduct

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with girls, etc. Participants revealed that teachers' lack of seriousness and enthusiasm with their work and disrespectful attitude towards colleagues and students was simply being mirrored by them. With respect to teachers, a male teacher was reported as engaging in inappropriate communication and behavior with a female student. Children reported that they find it hard to respect their teachers and obey their authority because they do not behave with professionalism, appropriacy or decorum.

Are we supposed to learn values from people like 'X' sir, who has ego issues and silly fights with other teachers in front of all the students?"

Participants have also complained of having difficulties in adjusting to school environment and making friends and of unhealthy concepts like groupisms. This suggests a very non-friendly, hostile environment where children do not have a friendly nature and sociable attitude.

With respect to high PU and low EI, significant data has emerged to support the reason for why emotional intelligence is low even if the kind of parenting the children receive is very good. According to one particular participant, whose parents were divorced, parenting with respect to the father's parenting has been well received by him, where as the upbringing received from his mother has not been well received.. Further investigations as to why the participant's emotional intelligence is low, revealed many traumatic experiences with friends which has diminished his once high emotional intelligence to currently low. With respect to the concept of appreciation, participants with high PU and high EI seemed to have a good idea of what appreciation is and were able to refuse strokes when they seem like a misfit in their stroke quotient.

DISCUSSION

This research sheds light on both significant and no significant correlations between PU and EI. With respect to positive correlation, aspects like parental behaviors, attitudes and qualities as a source of influence and developing empathy, were attributed to high or low Emotional Intelligence in the participants. Other aspects include rejection, and neglect, and protection and control which can be associated to a concept of Stroke Economy known as 'Rip-off Strokes' (Erskine, 1980), which is essentially a way of getting attention from others who have not volunteered to give any. Studies have suggested psychological control- dismissing child's feelings/ ideas, criticism, etc (Barber & Harmon, 2001), heavily undermines a sense of autonomy and independence in a developing child and hinders the ability of psycho social adjustment in the future(Barber, Stolz, & Olsen, 2005). In TA terms, such individuals function with a life script of "My needs are more important than others", due to insecurities of not getting a chance to fulfill their needs at all. Research suggests that people who engage in stroke rip-off often encounter rejection from others and make acquaintances easier than enduring relationships (Erskine, 1980).

Related themes of the current study included the aspect of guilt with respect to general strokes received from parents and relate to previous studies that claim the Indian culture dictates that parents usually have to dictate, control and guilt children into believing that they are right and 'know what is best for the child' which is a threat to the child in adulthood where they tend to take on a permanent role of submissiveness (Trivedi, 2019). Although parents give out positive strokes with the best of intentions, they seem to be missing the target, that is, they are not well received by children due to mismatch in the kind of strokes given, to the kind of strokes they want to receive or need. What seems right for the parent might not in reality be

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right for the child. In TA terms, these are non-specific strokes that parents give, which don't complement the situation or particular kind of stroke the child is expecting. This forms core beliefs of being heard or having a voice as unimportant which will result in high levels of dependency and low self confidence during adulthood.

The study's negative correlation results indicated environmental factors as significant contributors to emotional intelligence instead of parenting. Environmental factors include toxic school environment including teacher misconduct and peer hostility and influence. The concept and relevance of manufacturing strokes, a sub theme of counterfeit strokes can be seen here. Counterfeit strokes can be defined as an individual's distorted version of a stroke transactions in accordance to their life script or core belief (Bruce & Erskine, 1974). Manufacturing strokes are convenient modifications we make to external strokes received, to satisfy our 'not-OK' life position. In reference to the current research, children with a low emotional framework, assume various misconceptions among each other and engage in an exchange of unhealthy counterfeit, manufacturing strokes. This leads to a hostile environment which further reinforces a poor emotional framework in these adolescents, continuing into their adulthood.

The current study looked at yet another aspect of parenting, i.e, divorced and single parenting. Existing research emphasizes on the importance of interventions in terms of education and training for such families including the parents and children (Grych and Fincham, 1992). Themes such as communication, empathy and emotional warmth also pose as a challenge and so requires more research as to how to turn it into an opportunity instead (Emery, 1999). Research on adolescents' wellbeing in single-parent families is scarce and thus, evidence based intervention programs and support groups for children of broken families will help in comforting them and making them realize they are not alone (Bernstein, 2011). The results received from this study further poses a question of whether healthy single parenting is good enough to be perceived as positive parenting. In addition to this, is successful single parenting enough to contribute to a child's high emotional intelligence? Is extremely good parenting from one parent sufficient to dominate over the poor parenting of the other parent, for the child to perceive his parenting to be good?

Research suggests that single parenting results in spoilt and flawed children in terms of their attitudes, beliefs and behaviors (Elliott, Huizinga, & Ageton, 1985). Studies have revealed that children of divorced parents faced more issues in terms of self concept, decision making skills, independence, etc as they always felt torn between both parents. Research also highlights various domains that affect adolescents from divorced families, such as conduct issues, self-esteem, internalizing, etc (Barber, 1995; Emery, 1999). But studies have also looked at the flip side of divorced/ single parenting have suggested that single parenting allows more autonomy and empowerment for the child to build on skills such as decision making (Dornbusch et al., 1985.). Thus, this large body of literature suggests how it is in the hands of the divorced parents in steering their style of parenting into an effective and healthy form of upbringing where the child does not feel rejected or confused or develops tendencies to become a submissive or psychologically unhealthy person.

This is referred to as Stroke Filter. An individual's ability to filter out unwanted strokes comes from learning patterns and beliefs systems adopted from parents and other influential figures during upbringing (Woollams and Brown, 1979). Self stroking in turn is possible only for individuals who have been brought up in an environment that allows self appreciation.

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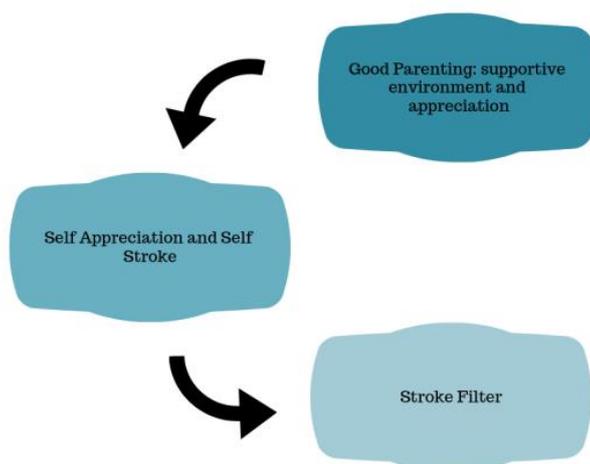


Figure 6 : Stroke filter

Another emergent theme includes patriarchal masculinity which dictates that the men of the house are not expected to be vulnerable or emotionally sensitive with other family members, including their children. Have men been brought up to believe they cannot be vulnerable or emotionally sensitive in front of their spouses or children? Has society forced men to believe that they have to take up the responsibility of being the financial and physical contributor to the household, while the women are expected to take responsibility for child-care, nurturing and emotional burden of the family? According to research, patriarchal societies propagate this very idea of diffusion of responsibility between the mother and father. The Masculinity Theory (1982) suggests that the societal view of the male gender is one of being 'tough, 'strong' and 'resilient' (BMJ, 1999). Supporting this observation, a study conducted on father-child relationship proved that nurturing and authoritative father figures resulted in high academic success and low rate of externalizing or internalizing issues among adolescents [Amato, P.R.; Gilbreth, J.G., 1999). Family characteristics and qualities are often carried forward from parents to children which often become an example or model for the following generation (Thomas, 2017).

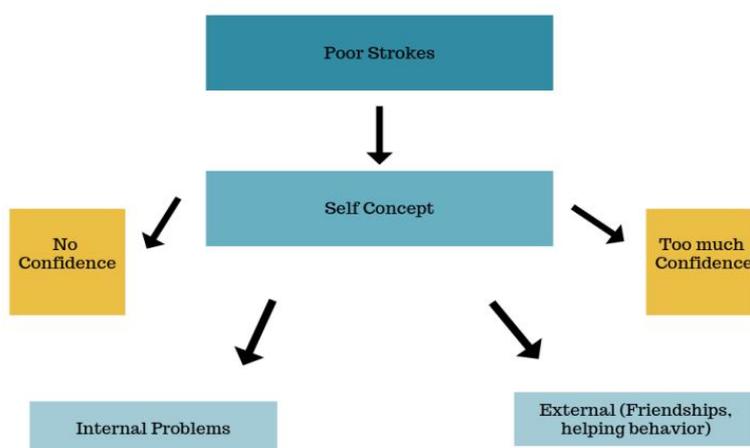


Figure 2: Impact of poor strokes

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Individuals engaging in unhealthy stroke patterns can seek therapeutic help to alter it into healthier patterns with the aid of the stroke pattern analysis chart- a visual representation of the transition after consistent interventions (Snyder, 1978). This form of analysis must be administered on adolescents from a young age to develop insight and awareness as to what unhealthy and unwanted strokes are, and to form healthy patterns of stroke decisions instead (Wallman, 1976). For instance, individuals with a tendency to rip-off strokes must be educated about this and how this behavior can be confronted and modified followed with the process of emotional closure for unmet childhood stroking needs. This usually takes place in a therapeutic setting but can be initiated by teachers in schools and parents at home as well. Studies have concluded that strokes are most expected and well received depending on the emotional link between both parties of the interaction. Thus, dealing with and confronting such behaviors in comfortable and caring social environments can enhance the process of change further. Rejection from parents, another prime theme from the current study can be tackled by emphasizing on altering unhealthy transactions of strokes suitable to the environment as well as the individual itself which helps re-decide internal script beliefs (Goulding and Goulding, 1978).

This research also proves that the concept of strokes is very integral to every individual's life and more so in a child's life (Berne, 2009). Strokes as units of recognition and interactions, are very minute acts and thus, are taken for granted most often. Strokes form a pattern that can be hard to erase or change during adulthood and thus, this study is looking at adolescents as the appropriate stage to modify these patterns. The current study also discussed how children have been prey to discounting strokes and stroke hunger, due to which a lot of confidence and esteem is stunted, which further lowers the chances of them having good interpersonal relationships with others. A significant issue in terms of Stroke Economy, called Discounting, can be highlighted here, which suggests that people tend to downplay or depreciate certain strokes if they do not fit in with their stroke quotient. An example from the current study highlights participants with low EI as undervaluing themselves as deserving candidates of healthy and positive strokes.

"I feel a little left out with my friends. They talk about stuff only I don't know ...but it's okay... I got used to it. . and sometimes they are nice only right...so it's okay."

This quote explains the participant's pattern of discounting the rejection or hostility shown by her friends because she has a strong stroke quotient of wanting to fit in and wanting to be accepted. This pattern can impact relationships in adulthood where chances of being taken for granted and advantage of by others, are higher.

This further relates to yet another concept of TA called Stroke Hunger which says that most individuals learn to live with a stroke deficit. Researchers have studied this concept and found that although positive strokes are first preference, human beings tend to settle for, accept and adapt to seek negative strokes because they are easily available and positive strokes are not.

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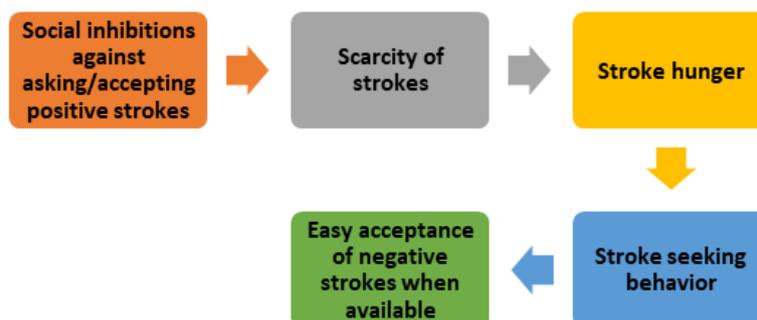


Figure 5: Process of Stroke Hunger

Due to internalized dictates and social inhibitions that counter asking or accepting positive strokes, there exists a scarcity of strokes which further leads to people always yearning for more. Research indicates that people with a hunger for strokes develop depressive symptoms and agitation. Such people are always trying to procure strokes from everyone around them, while completely disregarding the nature of the stroke. This leads to low self-concept, low self-image, and low self-esteem in adulthood, along with a desperate need for any kind of attention.

With respect to inappropriate conduct of teachers with students in school, the school administration must regulate strict screening and supervision of their background, teaching relationship with students, etc. Teachers must also undergo training with respect to appropriate and ideal behavior with and in front of children. Teachers must be trained to always keep in mind that they are viewed as models and influential by students. Counselling department in schools must intervene more frequently in child affairs with respect to their peers, teachers, family, academics, etc. School counselors can administer workshops and intervention programs for children and their parents. With respect to inappropriate conduct of teachers with students in school, the school administration must regulate strict screening and supervision of their background, teaching relationship with students, etc. Teachers must also undergo training with respect to appropriate and ideal behavior with and in front of children. Teachers must be trained to always keep in mind that they are viewed as models and influential by students. Counselling department in schools must intervene more frequently in child affairs with respect to their peers, teachers, family, academics, etc. School counselors can administer workshops and intervention programs for children and their parents. Another recommendation is to enhance the quality of life skill classes in schools by incorporating various recreational and entertaining activities and exercises as they were perceived as monotonous and colourless by the students. Further research can be done along with in-depth interviews, on different types of strokes, it's implications on people and how they can be modified. Research on the themes that have unfolded in the current study such as perceived parenting of children from single/divorced households, absence and uninvolved of fathers, school environment, etc, can be beneficial. In addition to this, suitable interventions and preventive measures need to be formulated to improve the quality of child development.

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Conflict of Interest

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