

Relationship between parenting styles and emotional intelligence among late adolescents in Chennai

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ABSTRACT

Adolescence is a transitional stage of physical and psychological development. In this momentous phase, the developmental changes are rapid and fluctuating. In handling them effectively, emotional intelligence plays a pivotal role by facilitating the ability to be aware, express, control, understand, interpret, and respond to the emotions of self and others. Reviews suggest that a parent's chosen pattern of child-rearing, has potential contribution in a child's emotional development. This research study is an effort to understand how parenting styles are associated with emotional intelligence. A purposive sampling was done among 89 adolescents in Chennai using Parental Authority Questionnaire-Revised and Quick Emotional Intelligence Self-Assessment. The result indicates that there is a positive correlation between parenting styles and emotional intelligence. The findings imply that there is no significant gender difference in the level of emotional intelligence.

Keywords: Parenting styles, Emotional intelligence and Late adolescents

Late adolescence is the transitional stage from adolescence to adulthood. In this momentous phase, the developmental changes are rapid and fluctuating. Emotional intelligence plays a pivotal role in handling them effectively. Emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and learning to cope with stress and manage emotions (Santrock, 2001). Daniel Goleman (1998) defined emotional intelligence as, "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships". An individual's emotional intelligence is influenced by his or her parent's chosen pattern of child-rearing.

In 1971, Baumrind conceptualized three prototypes of parenting (authoritative, authoritarian and permissive) based on demandingness and responsiveness. He defined demandingness as "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind, 1991, p. 61-62) and responsiveness as "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned,

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supportive, and acquiescent to children's special needs and demands" (Baumrind, 1991, p. 62).

Authoritative parenting style has been characterized by a high level of demandingness and a high level of responsiveness (Baumrind, 1991). Permissive parenting style is "noncontrolling, nondemanding, and relatively warm" (Baumrind, 1971, p. 2). The authoritarian parenting style is classified by high demandingness and low responsiveness (Baumrind, 1991).

Hence, understanding the relationship between different parenting styles and emotional intelligence among late adolescents, would contribute to healthy parenting and better emotional wellbeing.

REVIEW OF LITERATURE

George et al., (2017) in their cross-sectional research "A study of emotional intelligence and perceived parenting styles among adolescents in a rural area in Karnataka", they used emotional intelligence tool and parental bonding instrument to assess the participants. A total of 300 adolescents were included in the study. They concluded that, those who reported poor parenting also seem to report low EI in self-awareness, motivation, and social skills.

Argyriou, E., et al., (2016) focused on the "parenting styles and trait emotional intelligence in adolescence". The sample included 127 adolescence (M age = 16.4, SD = 0.96; 42.2% female) from Greek schools, 15–19 years old. They used perceived parenting (Parental Authority Questionnaire – PAQ) and trait EI (Trait Emotional Intelligence Questionnaire–Adolescent Short Form – TEIQue–ASF) to assess the participants. It was estimated using multivariable mixed-effects regression model. The results of the study showed that the parenting styles and trait EI, were statistically significant for authoritative (b = 0.27, z = 3.92, p < 0.001) and marginally significant for authoritarianism (b = -0.10, z = -1.77, p = 0.08).

Abrihem's (2014) literature review, examined how parenting styles influence psychosocial behavior in adolescents and also examined Diana Baumrind's research on specific parenting styles and the role parents play in helping to achieve proper psychosocial development. This study concluded that suggests parenting styles and the quality of a parent adolescent relationship may have a significant impact on the psychosocial development among adolescents.

Shalini & Achariya (2013) examined the influence of perceived parental parenting style and emotional intelligence of adolescents. 973 participants of age range 16-19 years were administered Buri's parenting style questionnaire (1991) Emotional Intelligence Inventory by Mangal and Mangal (2004). Results indicated father's authoritative and authoritarian parenting style significantly correlated with emotional intelligence and fathers were perceived to be more authoritative towards girls than boys. In addition, when authoritarian and authoritative styles were compared, authoritative style was positively correlated with all the four components of emotional intelligence such as interpersonal awareness, intrapersonal awareness, interpersonal management and intrapersonal management.

Năstasă L.E., & Sala k., (2012) researched on "Adolescents' emotional intelligence and parental styles". study included 90 adolescents and their parents. The adolescents completed

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2 individual tests which evaluate the developmental level of emotional intelligence and its components: Emotional Intelligence Scale – EIS (Schutte et al., 1998) and Battery of Emotional Intelligence Profile – BTPIE (Wood, Tolley, 2003). The parents were asked to fill in the Questionnaire for the parental styles– CSP.

Their results indicated that the development level of emotional intelligence was influenced by the five parental styles: authoritarian, dictatorial, permissive, democratic and rejecting / neglecting. Also, the teenagers' ability to manage their own emotions and impulses, to be more flexible, detached from problems and to express emotions in an assertive manner depends to a large extent on the style adopted by the parents and the relations between the family members.

Asghari & Besharat (2011) investigated the relation of perceived parenting and emotional intelligence among 352 students using the Perception of Parent Scale (Golnick, Deci & Ryan, 1997) and Emotional Intelligence Scale (Shutte et al, .1998). The results indicated that all dimensions of parenting were positively associated with emotional intelligence.

Griess (2010), investigated the differences among positive psychology traits of happiness, hopefulness, and optimism, between three perceived parenting styles in 291 undergraduate college students. Results indicated that perceived authoritative parenting produced higher scores of perceived optimisms when compared to authoritarian and permissive parenting styles.

Based on these reviews, the following hypothesis is framed.

Hypotheses

1. Permissive parenting style would not be significantly related to emotional intelligence among late adolescents in Chennai.
2. Authoritative parenting style would not be significantly related to emotional intelligence among late adolescents in Chennai.
3. Authoritarian parenting style would not be significantly related to emotional intelligence among late adolescents in Chennai.
4. Males and females would not significantly differ in the level of emotional intelligence.

METHODOLOGY

Research Problem

Are parenting styles related to emotional intelligence among late adolescents in Chennai?

Objectives

1. To find out the parenting styles among late adolescents in Chennai.
2. To find out the level of emotional intelligence among late adolescents in Chennai.
3. To find out the relationship between parenting styles and emotional intelligence among late adolescents in Chennai.
4. To find out the difference between the levels of emotional intelligence among males and females in Chennai.

Operational Definition of Variables

The World Health Organization (WHO) defines “adolescents” as individuals between 10 and 19 years, “youth” between 15 and 24 years, and “young people” between 10 and 24

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years (Blum & Nelson-Nmari, 2004; WHO, 2015). In 1990, Peter Salovey and John D. Mayer defined emotional intelligence as, “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Darling & Steinberg define parenting style as "a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parents' behaviors are expressed" (1993, p 488).

Characteristics of sample

A purposive sampling was done among 89 late adolescents in Chennai. The data was collected using Parental Authority Questionnaire- Revised and Quick Emotional Intelligence Self-Assessment.

Inclusion Criteria

1. Male and Female late adolescents in Chennai
2. Age group 17-19 years
3. English medium of education

Exclusion Criteria

1. Age group <17 and >19 years

Tools Used

Parental Authority Questionnaire was developed by Buri in 1988, for the purpose of measuring Baumrind’s (1971) permissive, authoritarian, and authoritative parental authority prototypes. David Reitman and his colleagues came up with PAQ-R which consists of 30 items per parent and yields permissive, authoritarian and authoritative scores for both the mother and father. The responses are marked on a 5-point Likert scale. (where 1 indicating strong level of disagreement). Each of these scores is derived from the phenomenological appraisals of the parents’ authority by their son or daughter. PAQ-R appeared to have good internal consistency (range from .74-.87) and test re-test reliability (range from .77-.92). These PAQ-R subscales correlated with relevant subscales of the Parenting Scale and the Parent-Child Relationship Inventory.

Quick Emotional Intelligence Self-Assessment questionnaire was adapted for the San Diego City College MESA Program from a model by Paul Mohapel. It includes 40 items, divided into four main dimensions, Emotional Awareness (10 items), Emotional Management (10 items), Social Emotional Management (10 items), and Relationship Management (10 items). Each question was designed based on a 5-point Likert scale scoring from 0 to 4 (Never = 0 to Always = 4).

Scoring

The PAQ-R is scored by summing the individual items to comprise the subscale scores of the concerned three parenting styles. Scores on each subscale ranges from 10 to 50. The Quick Emotional Intelligence Self-Assessment questionnaire is scored by summing up the responses for each domain and it ranges from 0 to 40.

RESULTS AND DISCUSSION

Table 1 represents the mean, standard deviation and correlational value of parenting styles and emotional intelligence.

Variable	Mean	Standard deviation	Permissive	Authoritarian	Authoritative
Emotional Intelligence	23.40	5.70	0.246	0.122	0.194
Permissive	35.80	3.69			
Authoritarian	36.24	3.83			
Authoritative	39.38	5.06			

This study is an effort to understand how parenting styles are related to emotional intelligence. From the obtained data it can be inferred that there is a positive and weak correlation among the variables. Here, Pearson's correlation values obtained are $r = 0.246$, $p > 0.05$; $r = 0.122$, $p > 0.05$ and $r = 0.194$, $p > 0.05$. Thus, the null hypotheses 1, 2 and 3 are accepted. The finding is in line with the previous researches by Shalini and Achariya (2013), Năstasă L.E., Sala k., (2012) and Asghari and Besharat (2011).

Table 2 represents the gender differences between the level of Emotional Intelligence

Variable	Gender	N	Mean	Standard deviation	't'
Emotional intelligence	Males	39	23.46	5.79	0.14 (NS)
	Females	50	23.35	5.31	

NS- Not Significant

The above table shows the mean, standard deviation and t statistic for males and females in their levels of emotional intelligence. No significant gender difference was found; however, males have higher level of emotional intelligence in comparison to females. This finding is in line with the research by Ahmad S, (2009).

Limitations

1. The sample size is small hence the result cannot be generalized.
2. The concerned variables can be influenced by other factors like, culture, socio-economic status and individual characteristics.
3. The difference in the number of participants in each parenting style. Permissive (n=20) and Authoritarian (n=21) styles had significantly lower numbers of participants than the Authoritative style (n=48).
4. Parenting styles were rated based on the perception of the participants and data collection was limited to Chennai participants.

Implications

1. It provides insight on how parenting styles influence emotional intelligence among adolescents.
2. Further researches should explore the relationship of the variables among diverse sample of adolescents to allow generalisation ability of the findings.
3. Helping parents to understand the positive and negative effects of differing parenting styles can help to increase motivation and application of parenting styles that are more likely to contribute to their children's overall wellbeing.

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4. Further researches can be conducted on the same variables with larger sample size and equal number of participants in each parenting styles. In addition to children's perception of parenting styles, responses from parents can be included for reducing discrepancies.

CONCLUSION

1. The results of this study showed that there is a positive (weak) correlation between parenting styles and emotional intelligence among late adolescents in Chennai.
2. From the obtained data, it can be inferred that there is no significant gender difference in the level of emotional intelligence.
3. The positive correlation between the variables indicates that suitable child rearing practices can potentially contribute to the emotional development among adolescents.

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Conflict of Interest

The author declared no conflict of interest.

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