

Association between emotional intelligence and perceived parental care and overprotection among Indian undergraduate students

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ABSTRACT

The present study proposes to see if there is any association between Emotional Intelligence and perceived parental care and overprotection styles. Emotional intelligence is the ability to identify and manage one's own emotions as well as the emotions of others. Perceived parental styles are the perception of styles of parental behavior by children or adolescents. A sample of 112 undergraduate college students was taken. The students completed 2 Self Measure Questionnaires. The results showed that there was positive correlation between Paternal care and Emotional Intelligence and negative correlation between Paternal overprotection and Emotional Intelligence. There was no correlation between maternal care, maternal overprotection and Emotional Intelligence.

Keywords: *Emotional Intelligence, Perceived Parental Care, Perceived Parental Overprotection*

The term Emotional Intelligence deals specifically with two parts, emotions and intelligence. 'Discovering Psychology' by Don Hockenbury and Sandra E. Hockenbury, defines emotion as "a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response" (Hockenbury & Hockenbury, 2007). Intelligence, according to Cambridge Advance Learner's Dictionary, is defined as "The ability to learn, understand and make judgments or have opinions that are based on reason". While emotions focus on the feeling aspect a person experiences as a response in a given situation, intelligence focuses on making judgments or reasoning with emotions or make decisions based on the emotions experienced.

Some of the pioneers in the research on emotional intelligence such as John Mayer, Peter Salovey, David Caruso, David Goleman, Reuven Bar-On and many others listed out several characteristics which determine a person's emotional intelligence. Peter Salovey and John

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Received: June 06, 2020; Revision Received: June 20, 2020; Accepted: June 25, 2020

Association between emotional intelligence and perceived parental care and overprotection among Indian undergraduate students

Mayer define emotional intelligence as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior" (Mayer, Caruso, & Salovey, 2004). Emotional intelligence (EI) is what helps us to understand the emotions we feel or what others around you feel. EI has elements of (i) self-awareness, (ii) managing emotions, (iii) motivating self, (iv) empathy, and (v) interpersonal skills (Goleman, 1995). It was first introduced as a subset of social intelligence and both Mayer and Salovey take EI in a cognitive perspective while Goleman and Reuven Bar-On see EI in terms of traits of personality.

Reuven Bar-On believed that the emotional intelligence of a person was determined by qualities of emotional self-awareness, self-actualization, interpersonal relationship, reality testing, stress tolerance, optimism, happiness etc. (Bar-on, 2002)

David Goleman remarked that other characteristics like emotional self-awareness, self-control, empathy, problem solving, conflict management, leadership, etc. are what define emotional intelligence in a person. He also believed that the emotional intelligence of an individual can be expanded and further developed by training (Goleman, 1996).

Petrides and Furnham have proposed two different conceptualizations of emotional intelligence: ability emotional intelligence and trait emotional intelligence. Ability emotional intelligence refers to emotional abilities which can be measured with the help of ability tests. Trait emotional intelligence refers to the self-assessed perceptions about the self and dispositions which can be assessed with self-report questionnaires. (Petrides, & Furnham, 2005).

Family, especially parents have a vital role in the development and expansion of an adolescent's emotional intelligence during their primary years. Several studies have shown a positive relationship between emotional intelligence and perceived parental styles.

Perceived parenting styles is defined as a perception of adolescents or children about styles of parental behaviors during their childhood. Based on the definition, assessment of children about parental behavior is important (Abdollahi, Abu Talib, & Motalebi, 2013).

Gordon Parker has studied parental overprotection extensively and Parker is the only theorist, who wrote a comprehensive handbook based on a wide empirical background (Parker, 1983), as well as he is one of the firsts who designed a well standardized measure of parental overprotection (Parental Bonding Instrument – PBI; Parker et al., 1979). According to Parker, Theoretical model of perceived parenting styles consists of care and overprotection (Gordon Parker, 1983).

Perceived parenting styles is defined as an opinion of adolescences or children about styles of parental behaviors during their childhood. Various parenting style create different emotional climates which contribute to the further development of emotional intelligence. It is parents who provide the first social environment for children in their elementary years to recognize and communicate emotions and messages affectively. By providing space for affective and effective communication parents expect their children to be able to interpret and respond to their environment effectively. Children's emotional climate and emotional expression towards the use of emotion in the regular everyday social interactions is formed

Association between emotional intelligence and perceived parental care and overprotection among Indian undergraduate students

by the observation and perception they make of parents' emotional expressiveness and the emotional climates they exhibit. (Abdollah, 2013)

Parental practices, parental warmth, parental monitoring, and parental emotional coaching, which seem to promote higher child self-regulation, lower externalizing behavior, higher self-esteem, and better psychological adjustment correlate positively with emotional intelligence or with emotional intelligence dimensions such as children's emotion knowledge, children's emotion understanding, and emotion regulation. On the other hand, one negative parental practice, punitive discipline, that is associated with internalizing and externalizing problems, lower emotional well-being, personality disorders, lower prosocial behavior, and cognitive anxiety, is also associated with lower emotional understanding and lower emotional regulation (Alegre, 2011).

During the transition to adolescence among children, parents feel unsure and confused on if their children's behavior should be directly controlled or give them space and show empathy to their children's emotional and social experiences since adolescents deal with their problems and their own emotions and those of others depending on the parenting style.

Several research studies have been conducted on emotional intelligence and decision making, emotional intelligence and family relationships, emotional intelligence and adjustment, emotional intelligence and life satisfaction, emotional intelligence and mental health, emotional intelligence and media, emotional intelligence and advertising, emotional intelligence and scholastic performance as well as emotional intelligence and school adjustment.

But not many studies have been done on perceived parental styles and emotional intelligence, especially on college students in India. Parental styles are a very influential social factor that can affect one's emotional intelligence since it is parents who foster and develop their children's emotional intelligence not only by what is taught but also on what children observe from their parents and how they perceive their parents as well. How children or adolescents perceive their parents and parenting styles play a huge influence as well.

The current studies available on emotional intelligence and parental styles are done or focused on high school students or children while there is quite few in number when it comes to college students.

Need for study

This study aims to find out the relationship between emotional intelligence and perceived parental styles among college students.

REVIEW OF LITERATURE

Salami in 2011, did a study to assess the contribution of psychological and social factors to the prediction of adjustment to college. A sample of 250 first year students from various educational colleges of Kwara State, Nigeria was taken. One of the results of the study showed that students who had support in the form of friends and family members in the forms of guidance feedback, intimacy, positive social interactions and tangible assistance (money or materials) were likely to be able to handle effectively any academic, social,

Association between emotional intelligence and perceived parental care and overprotection among Indian undergraduate students

personal-emotional problems arising in their new college environment. Therefore, they will be in a position to adjust to college situations without many problems.

Asghari and Besharat, (2011) performed a study to investigate the relation between perceived parenting and emotional intelligence. A sample of 352 students (142 boys, 210 girls) were taken. The results indicated that all dimensions of parenting had positive associations with emotional intelligence. It was also concluded that the way parent's warmth was perceived was an influential factor itself.

Alegre, (2011) in his research "The Relation Between the Time Mothers and Children Spent Together and the Children's Trait Emotional Intelligence" investigated the relationship between a child's trait emotional intelligence and interaction with their mothers. A sample of 159 children and their mothers were taken. Results showed that the time mothers and children spent together in different activities correlated with different dimensions of trait emotional intelligence, and it also seemed to reflect a more positive parenting and increased likeliness to promote modeling, reinforcement, shared attention, and social cooperation.

In 2012, a study on Adolescent's emotional intelligence and parental styles was done. 90 adolescents and their parents were selected as sample and results showed that the development levels of adolescents were influenced by the five parental styles. The ways and mannerism of parents and their rapport to their own adolescents was observed as a major point in the level of development of emotional intelligence. (Nastas and Sala,2012)

Abdollahi et al. in 2013, conducted a study to examine the association between perceived parenting styles and emotional intelligence among Iranian boy students.188 boy students were selected as the sample size. Results of the study showed that there was positive association between affectionate constraint parenting style and high EI, high EI and optimal parenting style. Negative association was found between high EI and affectionless control style and negative association between high EI and neglectful parenting style. The study also observed that affectionate constraint parenting style was a strong predictor of high plausibility of emotional intelligence whereas neglectful parenting style was a high predictor of low plausibility of emotional intelligence in Iranian boys.

In 2013, Lee et al. conducted a study on Parenting styles and emotional intelligence of HIV-affected children in Thailand. 205 HIV-affected children were taken as the sample for the study. The sample was taken from the northern and northeastern parts of Thailand. Results indicated that children who reported less caring parenting styles or over protective parenting styles also reported higher levels of stress and children who perceived their parents as caring reported high self-esteem. The results also showed that students who reported low self-esteem reported perceived parenting style as over protective.it was observed that children who assessed their parent's parenting style as caring Children reporting higher EI.

Butalid et al. (2013), conducted a study to determine if parental bonding styles affected the development of EI of student nurses. A sample of 83 student nurses from Iligan City, Philippines were taken. Results showed that most of the participants reported their fathers to have Affectionless Control parenting their mothers to have Neglectful Parenting. It was found out that the parental bonding style of the respondents' paternal side had an effect on the participant's empathy and level of motivation while the maternal side had an effect on self-awareness, self-regulation, motivation, empathy and social skills.

Association between emotional intelligence and perceived parental care and overprotection among Indian undergraduate students

Lekaviciene and Antinien, (2017) conducted a study to determine what are the exact social and psychological family factors that are the most essential for the development of emotional intelligence. A sample of 1,430 was taken from various regions of Lithuania with an average age of 19.7 years. The results of the study established that the level of emotional intelligence was significantly related to some family factors such as psychological climate in the family, strength of subject relations with their parent's subjective perception of family financial status, etc.

George et al. (2018) conducted a study on the emotional intelligence and perceived parenting styles among adolescents in high schools in Sarjapur, Karnataka. 300 adolescents were taken as sample. The study showed that among adolescents there was no association between EI and perceived parental styles, and both mother and father of the students had affectionless control (high protection and low care) of parenting style.

Research gap

A lot more research needs to be done to understand the relationship or association between perceived parental styles and Emotional Intelligence. Many studies have been done on EI with parental styles, attitude, scholastic progress etc. but very little studies have been done on perceived parental styles.

Also, not many studies have been done in the Indian context and very little studies have been done on EI or perceived parental styles.

The samples selected for study are also mostly children or students from high school or middle school but very few studies have taken college students as their sample. The literature does not reveal studies that have examined the relation between perceived parenting styles and college student's emotional intelligence. It is difficult to explain the reasons for the lack of research in this area.

METHODOLOGY

112 undergraduate students were taken as sample for the study. Google forms were used to collect data and said forms included a demographic sheet and 2 Self measure questionnaires. Students were assured confidentiality of results and consent in the beginning of the form before they started filling in their data. The data collected has been used only for this study.

Research Design

Non experimental research design.

Statement of the problem

The study is aimed at finding a relationship between EI and perceived parental care and overprotection among college students.

Objectives

1. To find out the association between maternal care and emotional intelligence of college students
2. To find out the association between paternal care and emotional intelligence of college students
3. To find out the association between paternal overprotection and emotional intelligence of college students.

Association between emotional intelligence and perceived parental care and overprotection among Indian undergraduate students

4. To find out the association between maternal overprotection and emotional intelligence of college students

Hypotheses

1. There is positive correlation between maternal care and emotional intelligence of college students
2. There is positive correlation between paternal care and emotional intelligence of college students
3. There is negative correlation between paternal overprotection and emotional intelligence of college students.
4. There is negative correlation between maternal overprotection and emotional intelligence of college students

Inclusion and Exclusion criteria

Inclusion criteria

1. College students between ages 17-22 years.

Exclusion Criteria

Only male and female students were included in the study

1. Illiterate males and females were excluded from the study.

Research Ethics Followed

1. Permission was obtained from the department of psychology before starting the research.
2. Informed consent was be taken from the participant.
3. Confidentiality of the data was assured to the participant.

Tools for the study (Reliability and Validity)

Assessing Emotions Scale (AES) is created by Schutte et al. based on the model of emotional intelligence created by Mayer and Salovey (1993). This self-report questionnaire comprises of 33 items assess characteristics of emotional intelligence in self and others. All questions are in 5-point Likert scales from 1 (strongly disagree) to 5 (strongly agree). Total scale scores calculate by reverse coding items 5, 28 and 33, and then summing all items. The total score is from 33 to 165. A higher score indicates the higher ability of emotional intelligence and a low score indicates lower ability of emotional intelligence. The scale had a good validity with alpha: .90 and test-retest reliability was .87

Parental bonding instrument (PBI) (1979) is a self - report questionnaire created by G. Parker, Tupling, and Brown. This questionnaire comprises of 25 items assess an adolescent's view about parenting styles in two aspects. One is care with 12 items, and it evaluates warmth and affection; another one is overprotective parenting style with 13 items evaluates the opinion of children about the control parenting styles. This questionnaire filled out by adolescents separately for mothers and fathers. All questions are in 4-point Likert scales from 0 (Very unlike), 1 (moderately unlike), 2 (moderately like) and 3 (Very like). In base on PBI scores, parenting styles were divided into four levels, affectionate constraint (high in care and protection), Optimal parenting (high care and low protection), affectionless control (high protection and low care) and neglectful parenting (low in care and protection).

Statistical analysis

Descriptive statistics and Pearson's correlation was used.

**Association between emotional intelligence and perceived parental care and overprotection
among Indian undergraduate students**

RESULTS

SPSS 20 was used to present demographic details including age, gender and state where college students were currently pursuing their degree. Pearson's correlation was used to analyze the data.

Table 1: correlation table

	Mother care	mother overprotection	father care	father overprotection
EI	.012	-.085	.267**	-.220*

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

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

Table 1 shows that there is no correlation between Emotional Intelligence and Mother care and no correlation between Emotional Intelligence and Mother Overprotection. But it is found that there is positive correlation between Emotional Intelligence and Father care at 0.01 level i.e. higher the scores of Emotional Intelligence, higher the scores of Father Care as well. There is also negative correlation between Emotional Intelligence and Father Overprotection at 0.05 level as well i.e. higher the scores of Emotional Intelligence, Lower the scores for Father Overprotection.

This leads to the confirmation of two out of four specific hypotheses i.e. there is positive correlation between paternal care and EI of college students and there is negative correlation between paternal overprotection and EI of college students.

Table 2: shows the demographic characteristics of the respondents and the mean and Standard deviation scores along with percentile scores

Variables		N	Mean (S.D)/%
age	(17-22)	112	19.59(1.190)
Gender	male	27	24.1%
	female	85	75.9%
religion	Buddhism	2	1.8%
	Christianity	30	26.8%
	Hinduism	71	63.4%
	Islam	5	4.5%
	other	3	2.7%
	Sikhism	1	.9%
state	Andhra Pradesh	2	1.8%
	Assam	1	.9%
	Delhi	3	2.7%
	Gujarat	1	.9%
	Haryana	1	.9%
	Karnataka	22	19.6%
	Kerala	31	27.7%
	Maharashtra	2	1.8%
	Manipur	3	2.7%
	New Delhi	2	1.8%

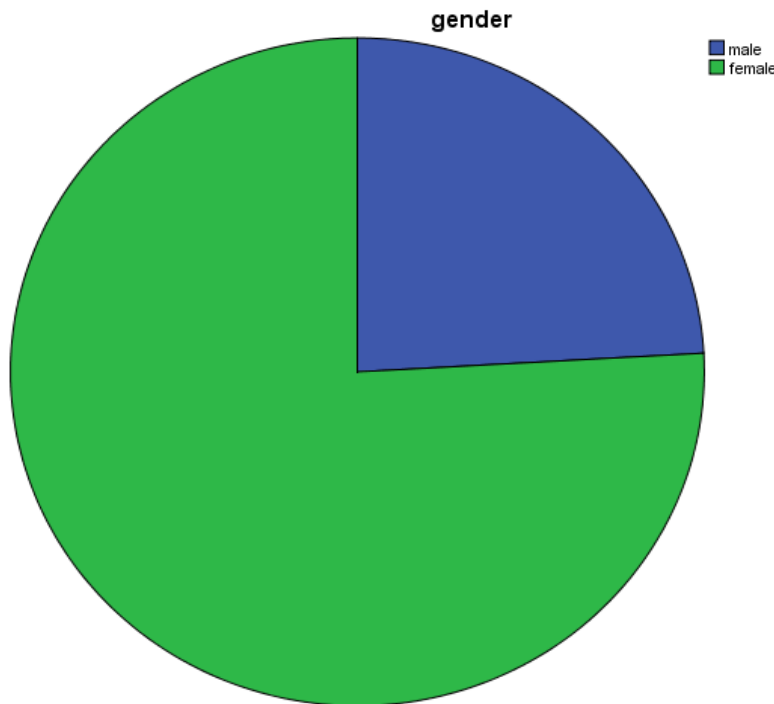
**Association between emotional intelligence and perceived parental care and overprotection
among Indian undergraduate students**

Variables	N	Mean (S.D)/%
Punjab	1	.9%
Rajasthan	4	3.6%
Sikkim	1	.9%
Tamil Nadu	18	16.1%
Telangana	7	6.3%
Tripura	1	.9%
Uttar Pradesh	2	1.8%
Uttarakhand	1	.9%
West Bengal	9	8.0%

Table 2 shows the various demographic details of the respondents. A total sample of 112 college students were taken. From these 112 respondents, it was observed that 27 respondents were males (24.1%) and 85 were females (75.9%). The mean age of the respondents was 19.59 with S.D of 1.190.

It was observed that 63.4% of the respondents followed Hinduism (71) and 26.8% of the respondents followed Christianity (30), following which was Islam which was 4.5% (5). The researcher collected data from all colleges across India using google forms. Most of the respondents were seen to be from Kerala where 22 respondents (27.7%) followed by Karnataka (19.6%) and Tamil Nadu (16.1%).

Figure 1: Pie chart of gender differences.



Association between emotional intelligence and perceived parental care and overprotection among Indian undergraduate students

Figure 2: pie chart of various religion.

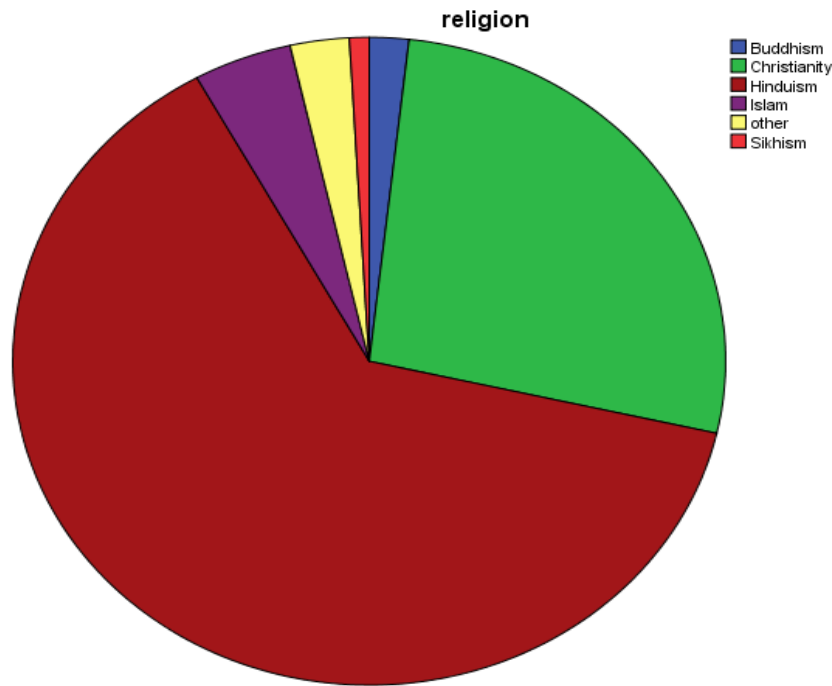
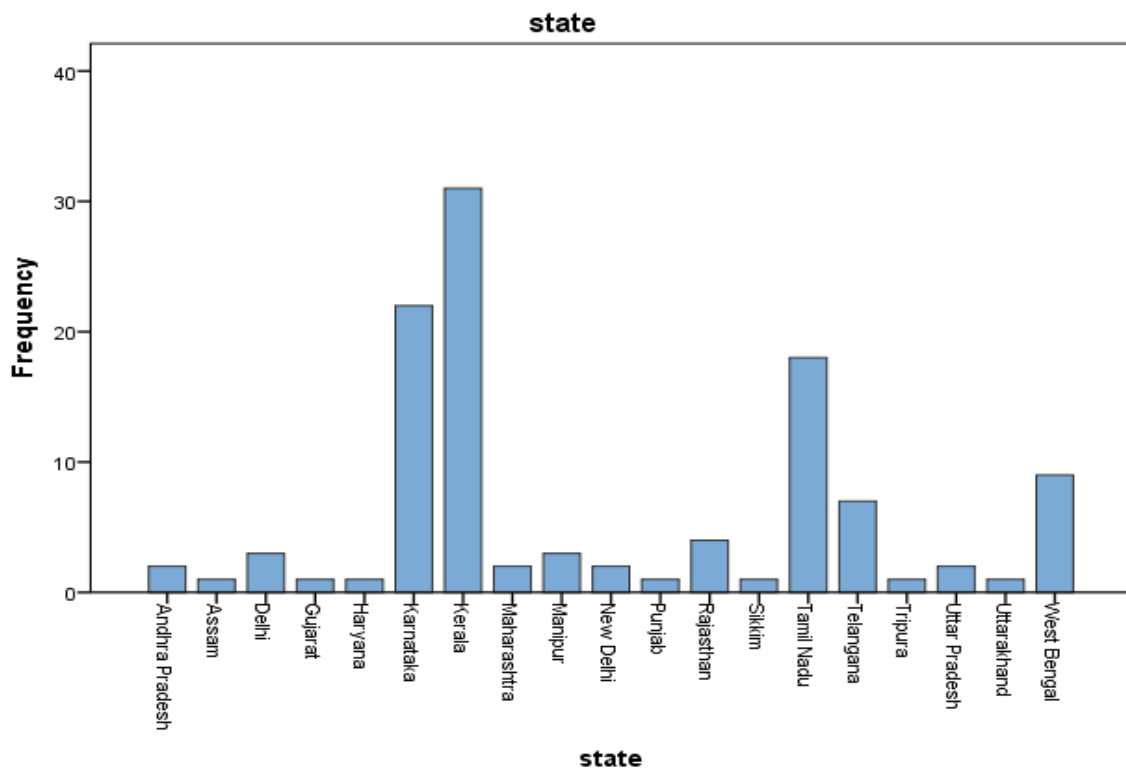


Figure 3: Bar graph of various states where respondents are currently studying.



DISCUSSION

Returning to the aim of the study, it is seen that maternal care, maternal over-protection have no association with the emotional Intelligence of Undergraduate students in India but there is positive correlation between paternal care and emotional intelligence of Undergraduate students and negative correlation between paternal overprotection and Emotional

Association between emotional intelligence and perceived parental care and overprotection among Indian undergraduate students

intelligence of Undergraduate students. This shows that there is an association between perceived paternal care and Emotional Intelligence of Undergraduate students as well.

The findings of this study add to more information on perceived parental styles among undergraduate students. The findings of the study are new in nature as it assesses perceived parental styles based on the theoretical model of Gordon Parker which consists of care and overprotection, while other studies focus of different models of parenting styles and perceived parenting styles (Abdollahi et al., 2013 ; Asghari & Besharat., 2011 ; Nastas & Sala., 2012 ; Lee et al., 2013 ; George et al., 2018).

It is recommended that further studies be done in these areas: First, conducting more studies on EI and perceived parental styles with Undergraduate students as sample in order to understand and study college students more. Second, future studies could be done as a comparative study between male and female college students with high EI and low EI. Lastly need to research on the relationship between Emotional Intelligence of college students and parental styles.

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**Association between emotional intelligence and perceived parental care and overprotection
among Indian undergraduate students**

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Acknowledgements

This research would not have been possible if it were not for my professor and guide Ms Soumya Simon, Assistant Professor, Kristu Jayanti College Autonomous who supported and helped me at every step in this research. I would also like to thank Roopsa Datta, Jezira Fathima, Vandita Vempati, Ankitha Srinivas, Shanti Patel and Iti Kumawat who were patient and kind with me through all this and helped me with data collection as well as with any help I needed. I would also like to thank my parents who supported me and helped me with their editing and opinions to motivate me as well. Lastly, I would like to thank BTS without whom none of this would have taken place. Without their words of wisdom and encouragement this paper would not have been possible.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Tanushree K S & Soumya Simon (2020). Association between emotional intelligence and perceived parental care and overprotection among Indian undergraduate students. *International Journal of Indian Psychology*, 8(2), 977-987. DIP:18.01.116/20200802, DOI:10.25215/0802.116