

Parenting and Emotional Competence among Adolescents

Anil Jose P S^{1*}, Frasnal Das², Reshma Selastin³

ABSTRACT

This study investigated the relation of perceived parenting (including Adequate Depth of Feeling (ADF), Adequate Expression and Control of Emotions (AECE), Ability to Function with Emotions (AFE), Ability to Cope with Problems Emotions (ACPE), Enhancement of Positive Emotions (EPE) with emotional intelligence. 150 adolescents (75 boys, 75 girls) completed the Parenting scale developed and standardized by Bharadwaj et al. (1998) (Anon n.d.), and Emotional Competence Scale developed by H.C. Sharma and R.L. Bhardwaj (1998). The results indicated that there is positive correlation among the study variables parenting and Emotional Competence on adolescents and also a significant difference among adolescent's perception in parenting on gender while there is no significant difference in emotional competence on the gender basis. The finding could be implemented to create awareness among parents about their discriminating behaviour towards the adolescents concerning gender.

Keywords: Parenting, Emotional Intelligence and Adolescents

Parenting is the style of child upbringing that refers to a privilege or responsibility of mother and father, together or independently to prepare the child for society and culture, which provides many opportunities for a child to find roots, continuity, and a sense of belonging and serves as an effective agent of socialization (Verhoeven, Bögels, and van der Bruggen 2012). Parent's relationship with each other and their ability to create a favourable atmosphere for children i.e. the different parenting styles affect psychosocial adjustment in adolescents (Chauhan, Golhar, and Madhura n.d.). Mothering and Fathering are the two distinct roles of parents. Although empirical studies have not consistently documented differences in mothering and fathering, differences in conceptualizations, opportunities for enactment, and meanings of mothering and fathering can be clearly demonstrated through family systems as well as feminist theories and qualitative research traditions (Palkovitz, Trask, and Adamsons 2014). A child bestows on both mother and father together or independently, in the responsibility of upbringing him. These perceptions may be referred to apparently direct and immediate knowledge associated with their

¹Assistant professor, Department of Psychology, Fatima Mata National Autonomous College, Kollam, Kerala, India.

²Assistant professor, Department of Psychology, Fatima Mata National Autonomous College, Kollam, Kerala, India.

³M.Sc. Student, Department of Psychology, Fatima Mata National Autonomous College, Kollam, Kerala, India.

*Corresponding Author

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conscious or unconscious experiences by which they initiate and control behaviour enormously. It is important to note that most of the children have a definite clear-cut concept of 'father', which differs markedly from their concept of 'mother' (Cooper and David 1986). Therefore, it appears to be of utmost importance to study perceptions regarding their fathering and mothering separately. Parents are their children's first teachers in the development of emotional competence. Research has suggested that emotional competence plays a critical role in emotional well-being and success (Nelis et al. 2011). Children with high emotional competence are better able to have expression and control over their emotions and the ability to cope with their problem emotions and act fruitfully in adverse situations (Garner and Estep 2001). Children become increasingly emotionally competent through the life span. Broadly stated, aspects of emotional competence include emotional expression and experience, understanding emotions of self and others, and emotion regulation (Denham et al, 2003).

In this study, efforts were made to identify the significant relationship between adolescent's perception parenting and emotional competence as well as the significant difference of both the study variables on gender.

The correlation analysis was used to understand the relationship between parenting on mothering and fathering separately with emotional competence among adolescents. In the present study, as depicted in Tables 1 and 2 it is observed that adolescents show a significant positive correlation on adolescent's perception of parenting on mothering and fathering with emotional competence.

In this connection, we examined the differences between high and low level of parenting modes such as Mothering and Fathering in terms of enhancing the emotional competence of adolescents.

Kunjalata, B. (2019). Conducted a study concerning the influence of parent adolescent relationships on social and emotional competence of adolescent boys and girls. Purposive sampling technique has been used to select the schools for the present study. Ten private high schools, having provisions for co-education, Assamese as the medium of instruction and at least 40 students including Class IX and X, are selected for the present study. "Parent-Child Relationship Scale" (PCRS), "Social Competence Scale" (SCS) and "Emotional Competence Scale" (ECS) were used to gather data. Differential Analysis, Correlational Analysis, Multiple Regression Analysis were carried out to find the extent to which the parent-adolescent relationships influence the social competence and emotional competence of adolescent boys and girls.

- Parenting is a term that summarizes behaviours used by a person, usually, but not exclusively, the mother or father, in raising a child. Parenting is both a biological and social process.
- Baumrind classified parenting styles into three categories— authoritative, authoritarian and permissive.
- Maccoby and Martin suggested another category of parenting- uninvolved or negligent parenting. Authoritative parents are very approachable and responsive, but high in demanding. Authoritarian parents are very strict, and commanding, but less-responsive.
- Permissive parents are very low in demanding, but high level of responsiveness.
- Uninvolved parents are low both on demands and responsiveness.

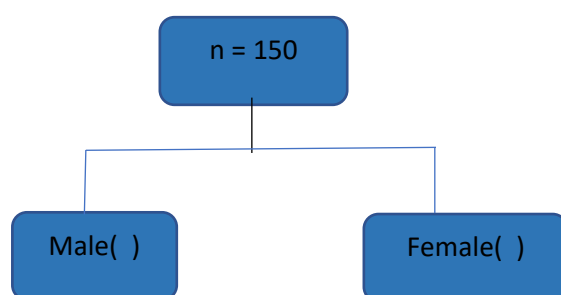
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- Parenting is an important strategy for the advancement of the quality of education and ultimately expands the social and cognitive capacities of the child. Uninvolved parenting style has a long-lasting negative effect on the growth and development of adolescents and boosts anti-social behavior. Parents used Authoritative style to foster pro-social behavior in children's lives.
- Emotionally competent individuals are more aware of their emotions and more able to regulate them, which will contribute to experience higher levels of well-being.
- The individuals with emotional competence are assumed to have richer social connections and are able to demonstrate better coping strategies.
- Emotional competence can sustain a better sense of well-being.
- Individuals with emotional competence would have the propensity to experience more positive effects, individuals are more prone to a richer sense of subjective well-being.

METHODOLOGY

Descriptive research designs is applied in this study, it helps to provide answers to the questions of who, what, when, where and how associated with a particular research problem. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in situation. Descriptive statistics are often designed and structured to examine the characteristics depicted in research questions.

The sample of the present study was consisting of 150 adolescents drawn by means of stratified random sampling. The age of the participants ranges from 13 to 18



Parenting Scale

Parenting scale developed and standardized by Bharadwaj et al. (1998) (Anon n.d.) consists of eight models of parenting, with mothering, fathering and parenting status (Badgujar and Mundada 2014). Eight parenting models measured by this scale are:

1. Rejection vs. Acceptance
2. Carelessness vs. Protection
3. Neglect vs. Indulgence
4. Utopian expectation vs. Realism
5. Lenient standard vs. Moralism
6. Freedom vs. Discipline
7. Faulty role expectation vs. Realistic role Expectation
8. Marital conflict vs. Marital adjustment

There is a dichotomy in each parenting model that can be studied as role of mothering and fathering separately as well as parenting as a whole. The reliability of the scale was found to be 0.72 determined by test re-test method and the validity of the scale is .75.

Emotional Competence Scale

Emotional Competence Scale developed by H.C. Sharma and R.L. Bhardwaj (1998) was used to collect the data (Ramani and Parmar n.d.). The scale consists of 30 items each with five responses. Emotional competence as an efficiency to deal effectively with several dissociable but related process is a blending of five competencies and for the development of EC-Scale these five competencies were selected:

1. Adequate Depth of Feeling (ADF)
2. Adequate Expression and Control of Emotions (AECE)
3. Ability to Function with Emotions (AFE)
4. Ability to Cope with Problems Emotions (ACPE)
5. Enhancement of Positive Emotions (EPE)

The reliability of the scale was found to be .74 and .76 which was determined by test re-test and split half method respectively and the validity of the scale is .69.

The sociodemographic data developed by the researcher will be used to collect the demographic details of the participants such as name, age and sex.

Statistical Analysis

The following statistical techniques will be used to analyse the data collected, to throw light on the information sought in this study. The statistical tools of Karl Pearson's Product Moment correlation analysis were used to assess the interrelationship between the study variables and t-test of perceived parenting and emotional competence with its dimensions were used to assess the mean difference on combinations of parenting in relation to the emotional competence.

RESULT AND DISCUSSION

The present study was conducted to assess, examine and compare the mean difference among adolescents on Parenting and Emotional Competence. A total of 150 participants were drawn from the population of adolescents through the unrestricted self-selected survey method. The sample consists of 75 boys and 75 girls of age range 13 to 19.

Analysis and interpretation of Pearson's Product Moment Correlation

The data was dealt with statistically and the results were subsequently analysed and interpreted. All variables are continuous and nearly normally distributed. Thus, the Pearson Coefficient of Correlation was calculated to find the relation between different variables. The following is the result of calculating bivariate correlations between perceived parenting on Mothering and Fathering, and Emotional Competence among adolescents. These correlations were tabulated and shown in Tables shown below.

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Table 1: shows correlation between parenting on mothering and emotional competence of adolescent girls and boys

Sl	Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	R-A	()	.818**	.874**	-.103	.804**	.776**	.863**	.717**	.919**	.584**	.633**	.581**	.677**	.739**	.721**
2	C-P		()	.819**	.049	.729**	.862**	.803**	.708**	.925**	.549**	.685**	.599**	.657**	.781**	.735**
3	N-I			()	.029	.812**	.761**	.784**	.728**	.921**	.603**	.583**	.607**	.706**	.729**	.723**
4	UE-R				()	-	-.104	-.098	-.064	.033	-.159	-.073	-.047	-.009	-.016	-.065
5	LS-M					()	.724**	.782**	.659**	.847**	.563**	.519**	.562**	.628**	.671**	.659**
6	F-R						()	.801**	.688**	.889**	.572**	.658**	.567**	.648**	.717**	.708**
7	FRE							()	.747**	.908**	.591**	.648**	.581**	.674**	.704**	.716**
8	RRE								()	.827	.703**	.682**	.731**	.740**	.721**	.796**
9	MC-MA									()	.643**	.698**	.669**	.750**	.805**	.799**
10	Mot heri ng										()	.703**	.815**	.831**	.712**	.898**
11	AD F											()	.703**	.759**	.745**	.870**
12	AE C												()	.783**	.727**	.891**
13	AFE													()	.817**	.933**
14	ACP E														()	.900**
15	EPE															()
15	Emo tion al Com pete nce															()

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

Table 1 shows the correlation between parenting (mothering) and emotional competence. It can be observed that there is a significant level of relationship between the study variables. It shows that there exists a significant positive correlation between Adequate Depth of Feeling (ADF) on rejection v/s Acceptance, carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and mothering have significant correlation of $r=.584^{**}, .549^{**}, .603^{**}, .563^{**}, .572^{**}, .591^{**}, .703^{**}$ and $.643^{**}$ respectively. And for Adequate expression and Control of Emotions (AECE) on rejection v/s Acceptance, carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and mothering have significant correlation of $r=.633^{**}, .685^{**}, .583^{**}, .519^{**}, .658^{**}, .648^{**}, .682^{**}$ and $.698^{**}$ respectively. Which can be inferred that there exists a significant positive correlation.

It is also identified that Ability to Function with Emotions (AFE) on rejection v/s Acceptance, carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and mothering have a significant positive correlation of $r=.581^{**}, .599^{**}, .607^{**}, .562^{**}, .567^{**}, .581^{**}, .731^{**}$ and $.669^{**}$ respectively, which can be inferred that there exists a significant positive correlation. On the sub variable Ability to Cope with Problem Emotion (ACPE), it is found that there exists a significant correlation on rejection v/s Acceptance, carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and mothering have significant correlation of $r=.677^{**}, .657^{**}, .706^{**}, .628^{**}, .648^{**}, .674^{**}, .740^{**}$ and $.750^{**}$ respectively. For the sub variable

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Enhancement of Positive Emotions (EPE), it is found that there exists a significant correlation on rejection v/s Acceptance, carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and mothering have significant correlation of $r=.739^{**}, .781^{**}, .729^{**}, .671^{**}, .717^{**}, .704^{**}, .721^{**}$ and $.805^{**}$ respectively.

From the table it is also evident that emotional competence possesses a positive correlation between the sub variables such as, Rejection v/s Acceptance, Carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and mothering r vale $=.721^{**}, .735^{**}, .723^{**}, .659^{**}, .708^{**}, .716^{**}, .796^{**}$ and $.799^{**}$ respectively, which significant at p value $=0.01$. Hence the hypothesis “There will be no significant relationship between Emotional Competence and parenting (Mothering) among adolescents” is rejected

Table 2: shows the correlation between parenting (fathering) and emotional competence of adolescent girls and boys

Sl. no	Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	R-A	()	.793**	.858**	-.024	.781**	.781**	.837**	.726**	.922**	.534**	.595**	.546**	.675**	.727**	.691**
2	C-P		()	.799**	.079	.677**	.677**	.785**	.727**	.890**	.503**	.636**	.570**	.629**	.756**	.696**
3	N-I			()	.072	.840**	.840**	.710**	.742**	.920**	.553**	.555**	.574**	.678**	.702**	.686**
4	UE-R				()	-.179*	-.179*	-.017	-.002	.079	-.240**	-.172*	-.081	-.090	-.084	-.146
5	LS-M					()	.1000**	.635**	.671**	.874**	.518**	.498**	.521**	.633**	.625**	.626**
6	F-R						()	.635**	.671**	.874**	.518**	.498**	.521**	.633**	.625**	.626**
7	FRE-RRE							()	.693**	.847**	.515**	.641**	.532**	.619**	.689**	.672**
8	MC-MA								()	.839	.703**	.682**	.731**	.740**	.721**	.796**
9	Fathering									()	.582**	.636**	.629**	.725**	.766**	.750**
10	ADF										()	.703**	.815**	.831**	.712**	.898**
11	AEC											()	.703**	.759**	.745**	.870**
12	AFE												()	.783**	.727**	.891**
13	ACPE													()	.817**	.933**
14	EPE														()	.900**
15	Emotional Competence															()

Correlation is significant at the 0.01 level (2 tailed)

Table 2 shows the correlation between parenting (Fathering) and emotional competence. It can be observed that there is a significant level of relationship between the study variables. It shows that there exists a significant positive correlation between Adequate Depth of Feeling (ADF) on rejection v/s Acceptance, carelessness v/s Protection, neglect v/s Indulgence, , Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and fathering have significant correlation of $r=.534^{**}, .503^{**}, .553^{**}, .518^{**}, .518^{**}, .515^{**}, .703^{**}$, and $.582^{**}$ respectively and for Utopian Expectation v/s Realism on Adequate Depth of Feeling shows a significant negative correlation ($r=-.240^{**}$).For Adequate Expression and Control of Emotions (AECE) on rejection v/s Acceptance, carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and fathering have significant correlation of $r=.595^{**}, .636^{**}, .555^{**}, .498^{**}, .498^{**}, .641^{**}, .682^{**}$, and $.636^{**}$ respectively. Which can be inferred that there exists a significant positive correlation. And on the subscale Ability to Function with Emotions (AFE) on rejection v/s Acceptance, carelessness v/s Protection,

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neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and fathering have a significant positive correlation of $r=.546^{**}, .570^{**}, .574^{**}, .521^{**}, .521^{**}, .532^{**}, .731^{**}$, and $.629^{**}$ respectively. Which can be inferred that there exists a significant positive correlation. On Ability to Cope with Problem Emotions (ACPE), it is found that there exists a significant correlation between rejection v/s Acceptance, carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and fathering have significant correlation of $r=.675^{**}, .629^{**}, .678^{**}, .633^{**}, .633^{**}, .619^{**}, .740^{**}$, and $.725^{**}$ respectively.

For the sub variable Enhancement of Positive Emotions (EPE), it is found that there exists a significant correlation between rejection v/s Acceptance, carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and fathering have significant correlation of $r=.727^{**}, .756^{**}, .702^{**}, .625^{**}, .625^{**}, .689^{**}, .721^{**}$, and $.766^{**}$ respectively.

From the table it is also evident that Emotional Competence possesses a positive correlation between the sub variables such as, Rejection v/s Acceptance, Carelessness v/s Protection, neglect v/s Indulgence, Lenient standard v/s Moralism, Freedom v/s Discipline, Faulty Role Expectation v/s Realistic Role Expectation, Marital Conflict v/s Marital Adjustment and fathering r vale = $.691^{**}, .696^{**}, .686^{**}, .626^{**}, .626^{**}, .672^{**}, .796^{**}$, and $.750^{**}$ respectively, which significant at p value =0.01. Hence the hypothesis, “There will be no significant relationship between Emotional Competence and parenting (fathering) among adolescents” is rejected.

Table 3: Result of t-test of participants perceived parenting and emotional competence with its dimensions

Sl.no	variables	Boys		Girls		t value
		M1	SD1	M2	SD2	
1	Whole Parenting	242.80	63.37	273.95	61.06	-3.06
2	Mothering	121.25	33.34	136.19	31.02	-2.84
3	Fathering	122.07	30.68	137.76	30.54	-3.12
4	ADF	16.99	4.99	17.51	5.03	-0.63
5	AEC	16.52	5.56	17.53	4.81	-1.19
6	AFE	16.71	5.15	17.96	4.77	-1.54
7	ACPE	17.52	5.41	18.83	5.013	-1.52
8	EPE	18.84	6.26	21.80	5.873	-2.984
9	Emotional Competence	86.57	24.91	93.63	22.686	-1.813

Table 3 compares the respective mean, standard deviation, t score of 150 adolescent boys (75) and girls (75) concerning the study variables parenting (including whole parenting, mothering, and fathering) and Emotional Competence. The t value of perceived parenting including whole parenting, mothering, and fathering are -3.065, -2.840, and -3.128 respectively which signifies there exists a significant difference in perceived parenting on gender. Hence the hypothesis “There will be no significant difference between parenting on gender among adolescents” is rejected.

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Whereas the t values of the first four dimensions of emotional competence such as Adequate Depth of Feeling (ADF), Adequate expression and Control of Emotions (AEC), Ability to Function with Emotions (AFE), and Ability to Cope with Problem Emotions (ACPE) hold the scores of 0.635, -1.193, -1.545 and -1.521 respectively and it indicates that there exists no significant difference on gender and the last dimension Enhancement of Positive Emotions (EPE) shows the significant difference on the gender of chosen sample size.

The obtained t value for the overall emotional competence of adolescents is -1.813 which is found to have no significant difference based on gender. Hence the hypothesis “There will be no significant difference between emotional competence on gender among adolescents” is accepted.

DISCUSSION

The parent-child relationship undergoes severe changes when the child enters into adolescence age. These changes were biological, cognitive, emotional, and social. Though such changes were universal changes in the parent-child relationship during adolescence may differ cross-culturally (Greenfield, Keller, Fuligin and Maynard, 2003; Roth Baum, Pott, Azuma, Miyake and Weisz, 2000).

To find the significant difference in perceived parenting and emotional competence on gender independent sample t-test is used. The independent-sample t-test, also known as the two-sample t-test or student t-test, is an inferential statistical test that determines whether there is a statistical difference between the mean of two groups.

It was hypothesized that “There will be no significant difference between parenting on gender “but in the present study it is found that there exists a significant difference in parenting on gender, thus the stated hypothesis was rejected; which implies that adolescent boys and girls have no significant difference in their perception of the role of mother and father.

Another effort was made to analyse the significant difference in emotional competence on gender, as per the stated null hypothesis “There will be no significant difference between emotional competence on gender among adolescents.” And the study found that there is no significant difference in gender concerning emotional competence among adolescents. Thus, the null hypothesis was accepted.

Major Findings

- There is a positive correlation among the study variables parenting and Emotional Competence on adolescents and
- There is a significant difference among adolescent’s perception in parenting on gender.
- There is no significant difference in emotional competence on the gender basis.

Implications Of the Study

The findings of the present study have important implication for adolescents, parents, teachers and policy makers.

It is revealed through the present study that adolescents perceive their parents differently. It throws light on gender discrimination in bringing up or taking care of the adolescents by

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their parents. The finding could be implemented to create awareness among parents about their discriminating behaviour towards the adolescents concerning gender. Hence parents should be encouraged to provide care, love acceptance, appreciation, proper authority and control over their adolescent children without gender discrimination.

It is also evident from the study is that there is no significant difference among adolescents regarding emotional competence. The finding could be implemented to create the emotional competence in adolescent boys and girls, and to take necessary measures in enhancing their coping skills to highest levels. On comparing the dimensions of emotional competence on gender it is found that there is no significance difference in Adequate Depth of Feeling, Adequate Expression and Control of Emotions, Ability to Function with Emotions and the Ability to Cope with Problem Emotion concerning gender. For the dimension Enhancement of Positive Emotions, the study reveals that there exists significant difference among gender. By comparing the mean differences, it is identified that boys have less enhancement of positive emotions compared to girls. It can be implemented that adolescent boy has work for enhancement of positive emotions like love, action, joy etc. to attain healthy growth of personality as well as adjustment with environment.

Teachers may be made aware of the importance of creating a favourable environment in schools through which parents and adolescents become closer to each other and adolescents get opportunity to enhance their emotional competence. Hence teachers should be encouraged to organise more interactive programmes for parents and adolescents to develop their emotional skills and competencies.

The findings of the present study could be implemented for creating awareness among educational policy makers to frame a curriculum in such a way that can strengthen the child's perception and to develop emotional competence. The curriculum should be reformed in such a way that children can get training for the enhancement of emotional skills through the course of the study.

Suggestions For Future Research

- Based on the limitations of the present study the following suggestions have been made by the investigator for the future research.
- The study will be more effective if it can be replicated by increasing the sample size from different geographical regions across India.
- A study can be conducted to identify the impact of marital conflict and marital adjustment in relation to emotional competence among adolescents.
- A study can be undertaken using separate methodologies such as the interview of parents and adolescents
- The finding of the study suggests that there is a positive correlation between Parenting (mothering, Fathering) and Emotional Competence and there is significant difference in the adolescent's perception in parenting on gender and no difference in emotional competence on gender.
- Regarding the relation between parenting (mothering, fathering) and emotional competence of adolescent boys and girls it can be concluded from the study that Afathering and mothering are important and beneficial in developing emotional competence in adolescents. From the study it is also evident that there is no significant difference in emotional competence on gender. It can be also concluded that the adolescents perceive their parents differently. It can be inferred that there

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may exist a gender discrimination in bringing up the child or the child might hold a faulty perception regarding the parenting because adolescents belong to a stage called problem period where conflicts between parents can happen.

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Conflict of Interest

The author(s) declared no conflict of interest.

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