

Research Paper

A Study on the Impact of Authoritarian Parenting Style on the Emotional Intelligence and Academic Achievement in Young Adults

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ABSTRACT

This research paper examines the influence of authoritarian parenting style on emotional intelligence and academic achievement among young adults. The study recognizes the importance of parenting styles in shaping various aspects of an individual's development, particularly during the critical period of emerging adulthood. A thorough review of existing literature was conducted to explore theories and empirical evidence related to authoritarian parenting style, emotional intelligence, and academic achievement. Employing a quantitative research approach, data was collected through self-report questionnaires from a diverse sample of young adults (aged 18-25). The questionnaires measured participants' perceptions of their parents' authoritarian parenting style, as well as their levels of emotional intelligence and academic achievement. Statistical analyses, including correlation and regression analyses, were performed to examine the relationships between authoritarian parenting style, emotional intelligence, and academic achievement. The findings from this study contribute to the understanding of the impact of authoritarian parenting style on young adults' emotional intelligence and academic performance. The results can inform parents, educators, and mental health professionals about the potential consequences of authoritarian parenting and guide the development of interventions and strategies that foster emotional intelligence and academic success in young adults.

Keywords: *Authoritarian Parenting Style, Emotional Intelligence, Academic Achievement, Young Adults*

The parenting style can affect the youngster's confidence, actual prosperity, and relational connections. Since the connections guardians have with your kid and the manner in which you discipline them will affect them until the end of their lives, it is significant to ensure that nurturing style upholds solid development and improvement. There are four fundamental nurturing methods of reasoning that scientists have found-

- 1. Tyrant-** At the point when a youngster questions the legitimization for a guideline, dictator guardians are scandalous for answering, "On the grounds that I said as much," They are more worried about complying than they are with dealing. Also, they prohibit kids from taking part in obstacles or difficulties that require critical

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thinking. All things considered; they lay out the rules and direct the assents with little thought for a kid's perspective.

2. **Definitive-** You may be serious areas of strength for an on the off chance that those expressions sound valid to you. Guardians who are definitive authorize governs and force punishments, yet they additionally think about their kids' perspectives. They recognize their youngsters' feelings while at the same time stressing that now the grown-ups are in control eventually. This technique is upheld by science and experts as the most useful and formatively sound nurturing style. Guardians who are legitimate invested energy and exertion into keeping away from social issues before they emerge. Furthermore, they utilize positive discipline procedures like prize and applause frameworks to support appropriate conduct.
3. **Lenient-** They take a "children will be kids" approach and are for the most part lenient. At the point when they truly do have any significant bearing punishments, they probably won't make those punishments last. On the off chance that a youth asks for their honours, they could return them, and on the off chance that they vow to act well, they could let them in bad shape out right on time. Guardians that are liberal with their youngsters commonly act more like companions than guardians. They often ask their children to converse with them about their issues, however they seldom settle on an endeavour to beat terrible choices or awful conduct down.
4. **Uninvolved-** Guardians who aren't involved frequently have hardly any insight into what their children are doing. There are ordinarily relatively few guidelines in the home. There may not be sufficient parental direction, care, and consideration for the children. Guardians who aren't involved anticipate that their children should raise themselves. They don't invest a lot of exertion or energy into accommodating the fundamental necessities of youngsters. Despite the fact that disregard by missing guardians could happen, it's not generally, intentionally. For example, a parent battling with psychological well-being concerns or substance misuse problems probably won't have the option to meet a kid's personal or actual prerequisites reliably.

Each nurturing technique has a particular way to deal with kid raising, as well as benefits and drawbacks that are special to it. Individuals regularly need to realize that what nurturing approach is better and which they are presently utilizing. Despite the fact that there is definitely not a solitary best method to bring up a kid, the American Institute of Pediatrics (AAP) suggests a legitimate methodology as the general nurturing approach.

The ideal nurturing style doesn't exist. Be encouraged assuming that there are minutes or circumstances where you attempt to be lenient or uninvolved, and different times when you're extra definitive. Once in a while guardian don't squeeze into only one sort. Keeping up with consistency while shuffling life and children is testing. Try not to feel regretful or disgraced as a parent. No one would profit from that.

Be that as it may, legitimate nurturing is the best achievement approach, as per studies. There are moves you can make to turn into a more legitimate parent, regardless of whether you will generally, connect with other nurturing styles more. Guardians can keep a decent connection with the youngster while likewise communicating your clout in a positive manner in the event that you are focused on being the best good example they can be. Furthermore, your legitimate way will ultimately help the youngster.

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The ability to perceive, grasp, display, make due, and use feelings in correspondence and relational collaborations are known as the capacity to appreciate anyone on a deeper level (EI). The ability to perceive, decipher, and respond to the feelings of others is similarly essentially as significant as the ability to communicate and get a grip on one's own feelings.

Various tests have been created to measure the capacity to appreciate individuals at their core levels. These tests frequently are isolated into two classifications: capacity tests or self-report tests. Since they are the easiest to oversee and survey, personality tests are the most famous. While taking such appraisals, members reply to explanations or inquiries by scoring their own decisions. A test-taker could decide to deviate, differ fairly, support, or unequivocally concur with an assertion like "I at times feel that I value how others are encountering.

The ability to appreciate people on a deeper level involves the accompanying parts - As per research, the ability to appreciate people on a deeper level can be isolated into four classes: close to home discernment, the ability to involve feelings as a device for thinking, profound comprehension, and close to home administration.

1. Understanding feelings: Precisely seeing feelings is the most important move towards figuring them out. This often involves perceiving nonverbal prompts like face appearances and non-verbal communication.
2. Emotional thinking is a higher level, which includes using sentiments to energize mental and mental capability. Our close to home reactions to things that grab our eye assist us with focusing on what we really pay attention to and how we answer.
3. Understanding feelings: The implications fundamental the feelings we experience could shift enormously. The eyewitness should decide the wellspring of the lady's displeasure and what it might connote assuming that they are showing irate feelings. If your boss, for example, is acting incensed, it very well may be an indication that they are not satisfied with your work, that they got a criminal traffic offense in transit to work that morning, or that they have been contending with their accomplice.
4. Emotional knowledge is the most significant level with regards to having the option to deal with feelings appropriately. Close to home administration incorporates directing feelings, acting suitably when feelings emerge, and answering the profound responses of others.

This model's four branches are organized arranged by intricacy, with the less complex cycles situated at the lower layers and the more perplexing ones situated at the levels higher. The most reduced levels, for example, involve feeling and communicating feelings, yet more significant levels request more cognizant exertion and include controlling feelings.

Viable relational correspondence requires the capacity to understand anyone on a profound level. As per a few specialists, this ability assumes a bigger part in deciding progress in life than level of intelligence alone. You can, fortunately, do whatever it takes to work on your general social and the capacity to understand individuals on a deeper level. Understanding feelings might hold the way to additional fantastic associations, expanded prosperity, and more prominent correspondence.

The sort of points that understudies make for them and how those objectives help understudies' scholarly advancement act as marks of inspiration, which could differ. As you would expect, a few targets advance scholarly achievement more than others, however even

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those that don't straightforwardly uphold scholastics will quite often by implication affect learning.

What kinds of targets do understudies have for themselves? A few understudies' primary targets might be to comprehend the topic completely since they think that it is captivating and figure it will be helpful later on. This is known as a dominance point on the grounds that the primary goal is to comprehend or dominate the topic. Different understudies are more worried about performing great before their companions and instructors than they are with concentrating on the course material. This is a presentation objective, so the principal objective is to seem fruitful. There may likewise be students who are exclusively centred around abstaining from getting a low or bombing grade. This is known as an exhibition evasion point since the understudy isn't as worried about contemplating or contending effectively as they ought to be.

Extraneous inspiration is suggested by execution objectives, which commonly show the blended aftereffects of this direction. The way that students who show a presentation direction liable to get higher grades than the individuals who express a dominance direction is an advantage. Both for the time being (with individual tasks) and the long haul, there is a benefit in grades (with generally grade point normal while graduating). In any case, there is proof to propose that understudies who are more centred around execution don't really retain the data as completely.

Rationale of the Study

Previous studies have shown that children raised by authoritative parents are more likely to grow up autonomous, self-sufficient, socially acceptable, academically competent, and well-behaved, and these traits are linked to increased self-efficacy and better academic performance. In the Indian community, the factors emotional intelligence and scholastic accomplishment is combined with various parenting philosophies rather being particularly researched with authoritative parenting. The idea of the subsequent study is to determine how authoritative parenting styles affect young adults' emotional intelligence. The research will also identify the impact of authoritative parenting style academic achievement in young adults.

Objective of the Present Study

- To identify the connectedness between authoritarian parenting style on the academic motivation in young adults.
- To determine the significance of authoritarian parenting style and EI in young adults.

Hypotheses of the Study

- H1: There will be a significant connectedness between authoritative parenting style on the emotional intelligence in young adults.
- H2: There will be correlation between authoritative parenting style and academic achievement in young adults.

METHODOLOGY

Design

Correlational exploration is used in the examination that inspects the connection between at least two factors without controlling any of them. Correlational examination configuration

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permits to decide if at least two factors are connected. For the data analysis and interpretation, the initial scoring is done using Microsoft Excel and after attaining the raw scores, SPSS 23 is employed.

Sample

Purposive sampling is utilized to collect the sample. The sample consists of 100 young adults and the sampling design used is purposive sampling and both male and female participants were asked to take initiative. The inclusion is young adults who are between 18-22 years of age. The exclusion are young adults who do not fall in between the taken age range.

Measuring Instruments

In this study the following instruments were administered for data collection:

- 1. Schutte Self- Report EI test:** This self-report proportion of the capacity to understand people at their core (EI) by Nicola Schutte and her partners depends on Peter Salovey and John Mayer's model of the ability to appreciate individuals on a deeper level. Scores on these example things can go from 10 to 60, with higher scores apparently reflecting higher ability to understand people on a profound level. Schutte and her universities report an unwavering quality rating of 0.90 for their capacity to understand people on a deeper level scale.
- 2. Academic Life Assessment Scale – ALAS:** The scale is contained 34 things with a 5-point Likert scale going from: "I thoroughly conflict" (1 point), "Clash" (2 focuses), "Unconcerned" (3 focuses), "Concur" "I thoroughly concur" (5 focuses). The Unfortunately is made out of five variables: Component 1 - college climate ($\alpha = 0.73$); Element 2 - obligation to the course ($\alpha = 0.79$); Variable 3 - understudy's capacity ($\alpha = 0.80$); Calculate 4 - inclusion non-obligatory exercises ($\alpha = 0.71$); Component 5 - conditions for study and scholarly execution ($\alpha = 0.63$). The absolute unwavering quality of the instrument was $\alpha = 0.87$. Concerning score, the higher the score acquired in the scale, the more coordinated the understudy is in the scholastic climate.
- 3. Parenting Styles & Dimensions Questionnaire:** It is a self-report instrument intended to gauge dictator, definitive and lenient nurturing styles of 4-12 years of age youngsters' folks. This scale was created by Robinson, Mandelco, Olsen, and Hart in 1995. Three worldwide nurturing aspects arose steady with Baumrind's definitive, tyrant, and lenient typologies. Inside consistency dependability was evaluated with Cronbach alpha and extra things were erased.

Procedure

Both genders of the male and female sexes will be asked to engage in the study. Everyone will be made aware that the data will be treated with the utmost confidentiality. The research will use two questionnaires, and online survey forms will be distributed. No respondent will be compelled to complete the online survey. The research's nature and methods will be explained to the participants beforehand. Following the collection of the appropriate replies, the raw scores for each variable and each participant were recorded in excel sheets. SPSS was used to analyse the raw scores. To comprehend the link between the variables, Pearson Correlation and T-Test techniques were used. The data was interpreted and analysed once they had been tabulated.

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RESULTS

Table No.1 Mean and standard deviation scores of Authoritarian parenting, Emotional intelligence, and Academic motivation

	Mean	SD	N
AP	97.070	14.5082	100
EI	19.570	12.3748	100
AM	32.790	7.4621	100

The following data was analysed using SPSS'27 and the mean (m) scores for the variables came out to be m = 97.07 for authoritarian parenting, m = 19.570 for emotional intelligence, m = 32.790 for academic motivation scale. The scores for standard deviation (SD) came out to be SD = 14.50827 for EC, SD = 12.3748 for anxiety and SD = 7.4621 for OC.

Table No. 2 Correlation matrix of authoritarian parenting and academic motivation

Spearman's rho	Authoritarian parenting	Academic motivation
Authoritarian parenting		
Correlation Coefficient	1.000	.203*
Sig. (2-tailed)	.	.039
N	100	100
Academic motivation		
Correlation Coefficient	.203*	1.000
Sig. (2-tailed)	.039	.
N	100	100

As per the analysis of the data collected a significant correlation is found at 0.05 level (p<0.05) level where r = - 0.204 between variable 1 i.e., authoritarian parenting and variable 2 i.e., academic motivation in young adults. The correlation value is found through Spearman correlation method.

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Table No.3 Correlation matrix of authoritarian parenting and emotional intelligence

			Authoritarian parenting	EI
Spearman's rho	Authoritarian parenting	Correlation Coefficient	1.000	.058
		Sig. (2-tailed)		.504
		N	100	100
		<hr/>		
EI		Correlation Coefficient	.058	1.000
		Sig. (2-tailed)	.504	
		N	100	100

As per further analysis there is no significant correlation found at 0.05 level or 0.01 level between authoritarian parenting and emotional intelligence (EI) among young adults. The correlation value of 0.058 is found through Spearman correlation method.

DISCUSSION

The present study aimed at studying the connectedness between Authoritarian parenting style with the Emotional intelligence and Academic achievement in young adults. The traits of authoritarian parenting are rigid rules, high expectations, and little warmth and responsiveness. This kind of parenting approach may be detrimental to kids' emotional intelligence (EI). According to research, children who experience authoritarian parenting may not be as motivated to succeed in school.

According to the results obtained from the data collected table 1.2 shows a significant correlation at 0.05 level ($p < 0.05$) level where $r = -0.204$ between variable 1 i.e., authoritarian parenting and variable 2 i.e., academic motivation in young adults. The correlation value is found through Spearman correlation method. The finding suggests that kids with authoritarian parents are less likely to be academically motivated than kids with authoritative or permissive parents. It's possible that this is the result of authoritarian parents' propensity to emphasise punishment and rewards from without rather than fostering children's inherent desire and enthusiasm in learning.

It can also be said that children with authoritarian parents might additionally be more prone to experience low self-esteem and a fear of failure, which can further lessen their incentive to succeed in school. They might feel under pressure to perform well academically and satisfy their parents' expectations, but if they don't feel like they have any influence over their education, they might feel helpless and uninterested in it.

On the other hand, kids with authoritative parents who are also warm, receptive, and encouraging tend to be more academically motivated. These parents motivate their children to make their own plans, pursue their passions, and oversee their own education. This supports a feeling of independence and capability, which can help inspiration and commitment to the study hall.

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It's crucial to remember that not all kids from strict homes will lack emotional intelligence. A person's ability to acquire emotional intelligence can also be influenced by other elements such as heredity, temperament, and external support networks. Children can learn emotional awareness and management skills from parents who model appropriate emotional expression for them. In addition to providing a safe environment for expression, parents may help their children learn appropriate emotional expression by modelling it themselves.

Limitations and Further Direction of the Study

Though the present study tried to conduct with sound methodology and sampling procedure, it was not free from limitations. The study was conducted on a small sample. Not many researchers have been done in Indian context in effect of authoritarian parenting on the level of EI among young adults. In schools the following research can help young adults who have grown up in an authoritarian household and who may be more susceptible to mental health conditions including anxiety and depression. In clinical setting counsellors can work with parents having this parenting style and children who may be affected it. They can work with adults to improve their EI & academic performance and strike a balance between enforcing reasonable boundaries and encouraging independence for the children.

CONCLUSION

The aim of the research was to study the influence of Emotional competence and anxiety on the organizational commitment among people. According to the data collected there is a positive correlation between authoritarian parenting style and academic motivation found among young adults where $r = .203$, the variables were significant at 0.05 level. Thus, the hypothesis 1 is accepted.

Effect of authoritarian parenting was also checked on emotional intelligence among young adults and according to spearman correlation method, both variables depicted no significant relationship with each other where $r = 0.058$, which means authoritarian parenting style is not the only factor which can predict the EI, or it doesn't greatly influence the level of EI among young adults. Thus, the hypothesis 2 is rejected.

In conclusion, parenting practises can have a significant impact on how well children acquire emotional intelligence. Parents can assist their children in developing the abilities they need to successfully navigate their emotional world and form healthy relationships by fostering intimate attachment, encouraging emotion expression, offering guidance for emotional processing, teaching social skills, and modelling emotional intelligence.

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Conflict of Interest

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