

The Impact of Parenting Styles on a Child's Emotional Quotient (EQ)

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ABSTRACT

Research has indicated that parenting styles can have a significant impact on various aspects of a child's life, both in the present and future. Association within approaches to parenthood and attachment patterns is well-established. According to attachment theory, a child's early attachment with their primary caretaker or caretakers lays the groundwork for their subsequent social and emotional development. This study evaluated the impact of parenting styles on a child's EQ. Data was collected from school-going children aged between 18-25 years from different schools of Delhi/NCR using simple random sampling technique. The sample size was 113 (77 females and 36 males) who administered the Perceived Parenting Style Scale created by Divya and Manikandan (2013), and the Emotional Intelligence Scale developed by Anukool Hyde, Sanjot Pethe, and Upinder Dhar (2002). Pearson Product-Moment Correlation of both the lists of scores from the two questionnaires is done to find the correlation table via IBM SPSS software. The findings of this study indicated that there was a low-positive correlation between authoritative parenting style and emotional intelligence, a very weak negative correlation between authoritarian parenting style and emotional intelligence and a strong negative correlation between permissive parenting style and emotional intelligence.

Keywords: Parenting styles, Emotional Intelligence (EQ), Attachment patterns

Parenting and Parenting Styles

In their own species, parents are those who look after the young. In humans, a parent is the person responsible for raising a kid (where "child" refers to a person's descendants, not necessarily their age). Various individual parenthood approaches—the manners in which guardians engage kids—as described by various scholars, having the bulk of divisions depending on the *control* (high vs. low) and *emotional warmth* (warm vs. cold) parameters. The four forms of styles identified by American developmental psychologist *Diana Baumrind* (1927–2018) are among the most widely used of these classifications: Upbringing that emphasizes conformity above all else, minimizes collaboration and dialogue, and makes use of harsh methods is known as *authoritarian upbringing*, *assertive parenting* also known as *authoritative parenting*, which promotes a kid's autonomy while still imposing some constraints on behaviour; an upbringing known as *permissive parenting*,

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Received: May 13, 2024; Revision Received: May 20, 2024; Accepted: May 24, 2024

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in which the parent or carer is receptive and supportive, places few demands, and refrains from exercising control; and *rejecting-neglecting parenting*, in which the guardian ignores the needs of the kid in favor of meeting his or her own needs, fails to control or monitor behaviour, and is unsupportive.

Every parenting style has its unique approach to child-rearing, along with its advantages and disadvantages. The *American Academy of Pediatrics (AAP)* suggests an *authoritative* as the general parenting style.

Impact of Parenting Styles

Research has indicated that parenting styles can have a significant impact on various aspects of a child's life, both in the present and future. Some of the effects that parenting styles can have on children are:

- **Education:** The parenting style can affect a child's academic success and motivation.
- **Overall well-being:** Children raised by strict, lenient, or neglectful parents may be more prone to prolonged worry, sadness, and other mental health issues.
- **Self-esteem:** Authoritative guardians rear off springs with greater levels of self-esteem when compared to those raised by less authoritative or authoritarian/permissive parents.

Emotional Intelligence/Quotient

Emotional intelligence, also known as EI or EQ (emotional quotient), implies the capacity to pinpoint, comprehend, convey, manage, and deploy your instincts when interacting with others. It's significant to acknowledge, examine, & act on genuine sentiments for individuals. Several specialists argue that EI is quite critical than IQ for achieving accomplishment throughout existence.

Relationship Between the Parenting Styles and the Emotional Quotient

High emotional intelligence parents frequently choose an authoritative parenting approach that is warm, encouraging, and attentive to their children's needs. These parents are able to establish clear boundaries, have great communication with their kids, and support their kids in managing their emotions. Children with strong parents typically have stronger emotional intelligence than their own.

Authoritarian parents, for instance, might not provide their kids the warmth or support they need to develop successful emotional regulation skills. Conversely, permissive parents could not establish clear expectations or boundaries, which might cause their kids to feel uncertain and confused.

There is no one parenting style that works for all children, hence depending on cultural, social, and individual factors, the connection between the two plays a crucial part. The majority of evidence, however, points to the fact that emotionally intelligent parents are generally better at developing emotionally intelligent kids.

METHODOLOGY

Aim

To study the impact of parenting styles on a child's EQ.

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Objective

To study the impact of parenting styles on a child's EQ.

Hypothesis

There will be a significant relationship between the parenting styles and the child's emotional quotient.

Research Variables

- *Independent variable:* Parenting styles
- *Dependent variable:* Child's EQ
- *Control variables:* Age

Research design

Correlational Research Design was employed. It examines the association between variables without any intervention or manipulation by the researcher.

Sample

Data was collected from school-going children aged between 18-25 years from different schools of Delhi/NCR using simple random sampling technique. The sample size was 113 (77 females and 36 males).

Procedure

On the basis of the above-mentioned aim and objectives, using the instruments mentioned above the research was conducted to evaluate the impact of parental approaches on a child's EQ. Data was collected using two instruments, that is, Perceived Parenting Style Scale by Divya and Manikandan given in 2013 and Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar given in 2002. The instruments were compiled and printed out for the participants to fill. The final forms were circulated among the participants using the convenience sampling method. The instructions and eligibility criteria both, were mentioned in the forms itself. All the respondents were instructed regarding the research's objectives and its voluntary basis and the fact that they can discontinue at any point in time. There was also an extra sheet of informed consent which was attached at the beginning of the form making the participants aware of the rights they have while participating in the study. Furthermore, it was attempted to make sure that the respondents understood the confidentiality of their responses and were only being used for academic purposes. Finally, after all the data was collected, the forms were analyzed and interpreted using statistical tools.

Tool Description

For the study mentioned above, two instruments were utilized: the Perceived Parenting Style Scale created by Divya and Manikandan (2013), and the Emotional Intelligence Scale developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar (2002).

Perceived Parenting Style Scale

Divya and Manikandan (2013) created the *Perceived Parenting Style Scale (PPS)* which evaluates a child's perception of their guardian's actions. The scale measures the *subject's perceived parenting style* across tridimensionality: authoritarian, authoritative, and permissive & comprises 30 items, and responses are recorded on a five-point Likert scale,

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and each rated on a five-point scale that ranges from “strongly agree” (5) to “strongly disagree” (1).

Emotional Intelligence Scale

The Emotional Intelligence Scale (EIS) was created by Hyde, Pethe, and Dhar (2002). It consists of 34 statements, each rated on a five-point scale that ranges from “strongly agree” (5) to “strongly disagree” (1).

The statements on the Emotional Intelligence Scale (EIS) pertain to various aspects of emotional intelligence, including self-awareness (four items), empathy (five items), self-motivation (six items), emotional stability (four items), managing relationships (four items), integrity (three items), self-development (two items), value orientation (two items), commitment (two items), and altruistic behavior (two items).

Statistics to be used

To calculate the correlates of the present research, scores will be analysed through IBM SPSS software. Pearson Product-Moment Correlation of both the lists of scores from the two questionnaires is done to find the correlation table. The result is then matched with the hypothesis and the significance is found. Hypothesis is either accepted or rejected according to the interpretation of the result calculated.

RESULTS

Table 1: Mean and Standard Deviation

Statistics	Values
Total number of participants (N)	113
Mean of the scores of all individuals	214.71
Standard Deviation of the scores	27.24

Table 2: Mean, Standard Deviation of Parenting Style and Emotional Intelligence

	Parenting Style	Emotional Intelligence
Mean of the scores of all individuals	86.89	127.84
Standard Deviation of the scores	9.46	17.78

Table 3: Correlation between the Parenting styles and Emotional Intelligence

		Authoritative	Authoritarian	Permissive	Total EIS (34 items)
Authoritative	Pearson Correlation	1	-.645**	-.616**	.355**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	113	113	113	113
Authoritarian	Pearson Correlation	-.645**	1	.575**	-.193*
	Sig. (2-tailed)	<.001		<.001	.041
	N	113	113	113	113
Permissive	Pearson Correlation	-.616**	.575**	1	-.066
	Sig. (2-tailed)	<.001	<.001		.485
	N	113	113	113	113
Total EIS (34 items)	Pearson Correlation	.355*	-.193*	-.066	1
	Sig. (2-tailed)	<.001	.041	.485	
	N	113	113	113	113

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

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

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According to the data:

- The Pearson correlation coefficient between authoritative parenting style and emotional intelligence is 0.355 which is a low positive correlation.
- The Pearson correlation coefficient between authoritarian parenting style and emotional intelligence is -1.93 which is very weak negative correlation.
- The Pearson correlation coefficient between permissive parenting style and emotional intelligence is -0.66 which is strong negative correlation.
- The correlation is statistically significant, with a p-value of less than .001.
- This suggests that there is a significant relationship between the parenting styles and the emotional intelligence.

DISCUSSION

The aim of the study was to study the impact of parenting styles on a child's EQ. It was hypothesized "There will be a significant relationship between the parenting styles and the child's emotional quotient". On the basis of the data collected and statistical analysis applied hypothesis was accepted. The Pearson's correlation coefficient was used to evaluate the relationship between the variables.

The Pearson correlation coefficient (r) for authoritative parenting style and emotional intelligence was 0.355 which indicates a low positive correlation. This suggests that children who are raised in an authoritative parenting style may have a slightly higher level of emotional intelligence than those raised in other parenting styles. On the other hand, the Pearson correlation coefficient for authoritarian parenting style and emotional intelligence was -1.93 which indicates a very weak negative correlation. This shows that EI and authoritarian approaches to parenting may not be strongly correlated. However, further investigation is required to determine why this correlation is negative and its implications for parenting and emotional intelligence. Moreover, the Pearson correlation coefficient for permissive parental approach and emotional intelligence was -0.66 which indicates a strong negative correlation. This suggests that children raised in a permissive parenting style may have a significantly lower level of emotional intelligence than those raised in other parenting styles. This finding emphasizes the emphasis of parental involvement and guidance in children's emotional development. Furthermore, the statistical significance of these correlations, with a p-value of less than .001, indicates that these relationships are not due to chance and are likely to be present in the broader population.

Alvi, S. M., Habeeb, H., and Aftab, N. (2023) examined the influence of various parental approaches on medical students' EI and character qualities in this study and authoritative, authoritarian, permissive, and flexible parental approaches were compared. The sample included 200 participants. The findings indicated that authoritarian guardian had a significant negative impact on emotional intelligence, extraversion, agreeableness, & conscientiousness. In contrast, authoritative parenting had a significant positive influence on EI, extraversion, agreeableness, and conscientiousness. In addition, it was found that authoritarian parenting was positively associated with neuroticism, whereas authoritative parenting was found to have a significant negative impact on neuroticism. Overall, results suggest that parental approaches play a vital part in developing emotional intelligence & promoting positive personality traits. Authoritative parenting was found to be particularly effective in promoting emotional intelligence, extraversion, agreeableness, and conscientiousness. Conversely, authoritarian parenting was found to be responsible for increasing neuroticism and decreasing emotional intelligence.

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Nordin, F. et. al (2023) studied the correlation between parenting style, emotional intelligence, and career self-efficacy was examined among Malaysian teenagers. The sample size consisted of 335 participants. The results indicated that most teenagers had high levels of parenting style, emotional intelligence, and career self-efficacy. The dominant parenting style was authoritarian, followed by authoritative and permissive. Moreover, a significant correlation was found between emotional intelligence, parenting style, and career self-efficacy. Additionally, both emotional quotient and parenting style were found to have a significant impact on career self-efficacy.

Agbaria, Q. (2022) investigated potential risk factors that contribute to challenging behaviors in kindergarten-aged children within Arab society in Israel. Specifically, the study examined two aspects of the preschool children's home environment - parental emotional intelligence and parenting style. The study included a sample of 524 parents with children between the ages of 4 to 5 years. The findings revealed that parenting styles characterized by authoritarian and uninvolved parenting, as well as low levels of parental emotional intelligence, were positively associated with an increase in challenging behaviors in children. This was reported by both parents and teachers. Interestingly, an authoritative parenting style, characterized by high demandingness and high warmth, was found to be linked with a lower incidence of challenging behaviors in children, which could potentially serve as a protective factor.

El Tahra, M. E. (2022) examined the relationship between perceived parental styles during juvenility and EI ability in late adolescence. 177 participants were included in the sample. Findings revealed that perceived tolerance of fathers was a significant predictor of EI ability in males, while perceived acceptance of mothers was a significant predictor of EI ability in females. Therefore, it can be inferred that differential parental socialization during childhood was associated with EI ability during adolescence.

Jabbar, M. N., Deli, W., & Hashmi, M. A. (2021) aimed to investigate the relationship between parenting styles and emotional intelligence in elementary school students. The sample consisted of 239 participants. The results indicated that: 1) there was a moderate and positive correlation between parenting styles and emotional intelligence among the students, 2) both authoritative and permissive parenting styles had a stronger positive impact on emotional intelligence compared to authoritarian parenting style.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Baruah, A. & Sharma, A. (2024). The Impact of Parenting Styles on a Child's Emotional Quotient (EQ). *International Journal of Indian Psychology*, 12(2), 2161-2167. DIP:18.01.186.20241202, DOI:10.25215/1202.186