

Research Paper

The Effect of Parenting Styles on Emotional Intelligence among Males and Females

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ABSTRACT

The study acknowledges the significant impact of parental behaviour on a child's emotional development and investigates the link between parenting styles and emotional intelligence in both males and females. The home's emotional environment, which is created by parents' communication, support, and attentiveness, has a big impact on how well a kid can comprehend and control their emotions. Children develop their emotional intelligence in a safe, loving environment where parents model acceptable emotional expression. But gender stereotypes frequently affect how people express and perceive their emotions, and parents unintentionally reinforce conventions by pushing boys to be stoic and girls to be caring. In order to demonstrate the significance of eradicating gender prejudices and enabling both male and female children to freely explore and comprehend their emotions, the study's goal is to investigate how various parenting approaches affect emotional intelligence across genders. A purposeful sample of sixty people participated and responded to the Adult Scale of Parental Attachment-Short Form (ASPA SF), and the Trait Emotional Intelligence Questionnaire (TEIQue). The data were evaluated using analysis of variance, and the findings are expected to demonstrate that authoritative parenting promotes high emotional intelligence levels, but authoritarian or negligent parenting, especially with regard to men, may result in lower emotional intelligence. This study emphasises how important parenting is to a child's emotional development and how gender-neutral methods are necessary to help all kids acquire emotional intelligence.

Keywords: Gender, Emotional Development, TEIQue, ASPA SF

Children require care that supports their overall mental health, builds a positive sense of self, helps them cope with stressful situations, controls their emotional arousal, faces their fears, and learns to accept setbacks and frustrations. Children may manage their emotional arousal, coping mechanisms, and conduct with the help of parents and other carers. They fulfil this function by offering consoling words of encouragement, expressing affection and deference, and creating an atmosphere of safety. Support from parents reduces the likelihood that children may internalise habits that are linked to anxiety and depression, which can hinder their capacity to adjust and perform well at home, at school, and in the community (Osofsky and Fitzgerald, 2000). Indicators of emotional difficulties that have

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been noted in very young infants who get insufficient parental care include severe fearfulness, helplessness, hopelessness, apathy, sadness, and withdrawal (Osofsky and Fitzgerald, 2000).

Parents' emotional openness in regular interactions with their children sets an example for how to utilise emotion in continuing social interactions. In the context of parent-child contact throughout the socialisation process, emotional expressiveness refers to behavioural patterns. The expressiveness of parents broadens the scope of emotional learning beyond social skills development, such coding and decoding, to include applying rules of emotion in many settings. A child's emotional life can suffer profound and long-lasting effects if their parents treat them with harsh discipline or compassionate understanding, according to Goleman (1998), who reviewed hundreds of research. Warm, supportive interactions with parents have been shown to help children reach their social and emotional potential and benefit from their advice, ideas, and crucial sense of security (Mehta, 1995).

Numerous studies have found a connection between high emotional intelligence and both negatively and positively oriented coping methods, as well as inadequate self-control, sensitivity, marital satisfaction, and cooperative behaviour. Numerous studies have shown that emotional intelligence is a reliable predictor of success in a variety of domains, such as mental and physical well-being and academic achievement.

The objective of the study was to determine young adults' emotional intelligence levels and determine whether or not these traits are associated with perceived parenting styles. Additionally, the study sought to determine whether or not gender had an influence on the link between young adults' emotional intelligence and parenting styles.

Research Question

This thesis seeks to provide answers to the following questions:

- How do the emotional intelligence levels of males and females relate to the various parenting styles?
- To what degree does an individual's emotional intelligence depend on how they perceive their parents' attachment styles?
- Is there a gender difference in the link between emotional intelligence and parenting approaches, and if yes, what makes these differences more pronounced?

Research Gaps

There is a glaring void in our current collection of knowledge regarding how parenting styles affect boys' and girls' development of emotional intelligence differently. Few studies have particularly looked at possible gender differences in the link between parenting styles and emotional intelligence, despite the fact that many have researched this issue. This disparity is important because it ignores very subtle differences in how boys and girls could react to different parenting styles and the ensuing effects on their emotional growth. In order to encourage healthy emotional development in both genders and to design more individualised and successful treatments, it is imperative that this research gap be filled in order to obtain a more nuanced knowledge of gender-specific routes to emotional intelligence.

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Hypothesis

"There is a significant correlation between authoritative parenting styles (characterized by high emotional support and consistent discipline) and higher levels of emotional intelligence in children, typically among females, whereas authoritarian or neglectful parenting styles are correlated with lower emotional intelligence among both males and female".

Rationale

A better knowledge of the variables influencing emotional intelligence (EI) is required in light of the growing concern over the mental and emotional health of young adults. One of the most important factors influencing emotional intelligence (EI) has been shown to be parenting approaches; yet, little is known about how differently parenting affects men and women. The purpose of this study is to find out how different parenting philosophies impact young people's emotional intelligence (EI), both male and female. By bridging this knowledge gap, the study will offer perspectives that can guide parental strategies and treatments meant to promote improved outcomes for young people's mental health. This research offers prospective solutions for improving young people's emotional intelligence (EI), which will enhance their general well-being and likelihood of success in life. It is especially useful in the context of educational and psychological support systems.

REVIEW OF LITERATURE

Science has learned a great deal about the function emotions play in our lives in the previous ten or so years. Researchers have discovered that your emotional awareness and emotional regulation skills will influence your success and happiness in all facets of life, even more so than IQ. By encouraging connections and understanding as well as stability, continuity, and harmony, emotional intelligence (EI) moderates conflict. It also has a close relationship to ideas of spirituality and love. Since emotional stability is necessary for resolving conflicts, emotional intelligence (EI) increases our capacity and effectiveness in forging meaningful interpersonal connections. One may completely experience senses as they originate when their EQ is strong.

According to Hein (1996), people with high EQ have a variety of traits, including moral autonomy, emotional resilience, high optimism, clarity in ideas and expressions, and the capacity to understand nonverbal cues. High emotional intelligence individuals strike a balance between their emotions and reality, reason, and logic. Emotionally intelligent individuals are better at controlling their emotions under pressure, reacting with cooler, more collected heads, and making wiser choices. Positive emotions may be communicated at trying times to assist individuals deal with bad things.

In his book *Raising an Emotionally Intelligent Child*, John Gottman (1997) emphasised that emotional intelligence in parents involves being aware of their children's feelings and having the capacity to comfort, guide, and empathise with them. For kids, who often pick up teachings about feeling from their parents, it encompasses the capacity to restrain urges, postpone pleasure, inspire them, discern social cues from others, and handle life's highs and lows.

Research has repeatedly demonstrated the strong correlation between emotional intelligence and parenting style. For instance, there is a strong correlation between an authoritative parenting style and improved social skills (Weiss & Schwarz, 1996) and greater emotional intelligence in kids (Fonte, 2009). Conversely, it has been discovered that an authoritarian

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parenting style, which entails high demands and minimal responsiveness, is linked to low levels of depression, low social competence, and low self-esteem (Darling, 2010).

According to Zeidner, Matthews, and Roberts (2009), developing emotional competences mostly depends on the quality of child-adult connection. It is the basis for the young person's development of a healthy functional model of themselves and their interpersonal connections.

Children get the fundamentals from their interactions with carers, which they may use to construct an internal model of who they are. Youngsters who possess a strong internal self-model, those who feeling of comfort and self-worth, feel safe, and take advantage of this safe haven to travel the world. A youngster who did not have a stable connection learned to regard emotions as unimportant or even dangerous. Children who are securely bonded have been shown to be capable of responding morally to others because they have experienced compassionate caregiving (Denham, 2003).

Parental restrictions and children's emotional competence have a nonlinear relationship, according to Zahn-Waxler (1979). For instance, when it comes to preschool-aged kids, modest levels of Emotional competence has been found to be negatively correlated with control, and negatively correlated with both high and low levels of control.

Alegre and Benson (2010) looked into how parenting behaviours and approaches affected the emotional intelligence of teenagers. He discovered that moms who invest Children who have more parents who spend more time with them and engage in educational activities with them tend to be more emotionally intelligent than children who receive less attention. His research also showed that parenting philosophies had an impact on children's emotional intelligence (EI) development. Specifically, authoritarian and controlling parenting methods had a detrimental impact. Conversely, there was a favourable correlation between democratic parenting techniques and increased flexibility. The same study also demonstrated that moms who demand accountability from their kids and act responsibly have a good impact on the kids' the capacity to build strong interpersonal connections, accept responsibility in social settings, and comprehend the feelings of others. Similar findings were made by Silick and Schutte (2006), who demonstrated that children's stronger emotional intelligence was correlated with their perception of their parents' love.

Studies on families have demonstrated a connection between the home environment and the growth of emotional intelligence. Nixon (1999) demonstrated the existence of a link between children's understanding of their unpleasant emotions and familial events. According to Nakao's (2000) research, a child's familial environment significantly influences their social skills, emotional regulation, aggression, anxiety, and cognitive intelligence. These studies highlight the importance of a healthy family environment for a child's emotional and social development as well as the impact that the family environment has on the child's emotional processes.

Parents can be categorised based on how demanding and responsive they are, as shown by various patterns of parental behaviours, practices, and ideals (Maccoby & Martin, 1983; Baumrind, 1991).

Indulgent Parenting Indulgent or permissive (allowing too much flexibility of behaviour) are more receptive than those who are strict. They are unconventional, forgiving, permit a great

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deal of self-control, and steer clear of conflict (argument). These parents frequently come across as more of friends than as parents, and they do not hold themselves to a high standard of behaviour.

Demanding and directive, authoritarian parents are insensitive to their children's opposing viewpoints. Expect your youngster to embrace their beliefs, values, and objectives without inquiry. They demand their commands to be followed, are not receptive, are status- and obedience-oriented, will use force to establish control, and maintain controlled, well-organized workplaces with explicit rules.

In addition to being forceful in managing expectations and rewarding good behaviour, authoritative parents are demanding and responsive, accepting and sensitive to their children's emotional and developmental needs. They are also non-intrusive and non-restrictive. They employ helpful disciplinary techniques as opposed to punitive ones (punishment). They instil in their kids the values of cooperation, self-control, social responsibility, and assertiveness.

Parents who are uninvolved or negligent have low levels of demand and response. These parents maintain their kids at a distance, showing no emotion and only giving in to their requests so that the kids will stop pestering them.

RESEARCH METHADODOLOGY

Design of study

For this study, a demographic questionnaire was designed that asked about common characteristics, including age, gender, and degree of education. This data helped to reveal common themes among the participants. The qualitative design is chosen as the research approach for the current study.

Sample and Sampling technique

The sample used for this study is purposive sampling.

- Inclusion criteria: UG and PG students between the ages of 16 and 25.
- Exclusion criteria: No foreigner students, only Indian students.
- Variables: parenting style and emotional intelligence among males and females.

Tools used

- **The Adult Scale of Parental Attachment (Short Form)** is a 40-item questionnaire used to measure an adult's perception of attachment relating to a mother or father figure (Michael & Snow, 2014). Each of the respective attachment styles in relation to the primary caregiver showed high reliability with a Cronbach's alpha of (Mother Secure = 0.888, Mother Insecure = 0.706, Mother Avoidant = 0.807, and Father Secure = 0.646, Father Insecure = 0.616, Father Avoidant = 0.859).
- **Trait Emotional Intelligence Questionnaire (TEIQue)**- The TEIQue-SF is a 30-item questionnaire designed to measure global trait EI. It is derived from the full form of the instrument, which covers four factors and fifteen facets (Petrides 2001, 2009). Pairs of items were selected based on their correlations with the corresponding total facet score, which ensured broad coverage of the sampling domain of the construct. The TEIQue-SF consists of 26 items distributed across the four factors: well-being (6 items), self-control (6 items), emotionality (8 items), and sociability (6 items). The remaining four items contribute directly to the global trait

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EI score without being key to any one factor. The internal consistency of the Brazilian adaptation of the TEIQue-SF was $\alpha = .88$ for the global score and ranged from $\alpha = .60$ to 0.85 for the four factors (Petrides, 2009).

Presentation Of Data

The profile of research participants, as well as the means, standard deviations, and range of scores for each assessed item, were determined using descriptive statistics. The temperament, perceived parenting styles, and emotional intelligence scores are displayed in

Table 1 together with their means and standard deviations.

Variables	Gender	N	M	SD	Std. Error
Safe Attachment	Male	33	24.48	7.750	1.349
	Female	27	23.30	8.708	1.676
Dependent Attachment	Male	33	23.73	6.370	1.109
	Female	27	23.04	6.948	1.337
Parentified Attachment	Male	33	29.12	5.401	.940
	Female	27	28.44	6.369	1.226
Fearful Attachment	Male	33	18.55	6.083	1.059
	Female	27	19.67	6.748	1.299
Distant Attachment	Male	33	18.76	6.103	1.062
	Female	27	20.59	6.084	1.171

Table-1 Total Means and Standard Deviation Scores of Emotional Intelligence and Perceived Parenting Style.

A significant relationship between different attachment patterns and emotional intelligence is seen in Table 2. Based on the data, it can be observed that there is a noteworthy correlation between the two notions of emotional intelligence and distinct attachment types. The aforementioned discovery highlights the possible impact of attachment styles on the growth and expression of emotional intelligence in people. All things considered, the association points to the importance of knowing one's attachment type in gaining insight into emotional intelligence. The sample used for correlation is a total of 60 participants and no distinction was made between maternal and paternal attachment styles.

Table-2 Correlation between Emotional Intelligence and Parental Attachment of Young Adults

	Emotional Intelligence	Safe Attachment	Dependent Attachment	Parentified Attachment	Fearful Attachment	Distant Attachment
E.I.	1					
Safe Attachment	.307*	1				
Dependent Attachment	-.011	.682**	1			
Parentified Attachment	.356**	.421**	.434**	1		
Fearful Attachment	-.287*	.187	.381**	.128	1	
Distant Attachment	-.491**	-.244	.063	-.173	.618**	1

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

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

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Table 3 displays the results of the correlation study that looked at the association between parental attachment and emotional intelligence in 33 male participants—the complete sample. This investigation sheds light on the relationship between male respondents' feelings of parental connection and their emotional intelligence scores. Through an examination of these correlations, the research seeks to identify plausible relationships between people's emotional intelligence scores and their experiences of parental attachment, providing insightful information about the dynamics of emotional development in the context of parent-child relationships among participants who identify as males.

TABLE-3

	Emotional Intelligence	Safe Attachment	Dependent Attachment	Parentified Attachment	Fearful Attachment	Distant Attachment
E.I.	1					
Safe Attachment	.163	1				
Dependent Attachment	-.174	.591**	1			
Parentified Attachment	.225	.250	.287	1		
Fearful Attachment	-.309	.458**	.693**	.055	1	
Distant Attachment	-.520**	-.063	.339	-.135	.597**	1

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

Table 4 displays the results of the correlation study that looked at the association between parental attachment and emotional intelligence in 27 female participants—the complete sample. This investigation sheds light on the relationship between female respondents' feelings of parental connection and their emotional intelligence scores. Through an examination of these correlations, the research seeks to identify plausible relationships between people's emotional intelligence scores and their experiences of parental attachment, providing insightful information about the dynamics of emotional development in the context of parent-child relationships among participants who identify as females.

TABLE-4

	Emotional Intelligence	Safe Attachment	Dependent Attachment	Parentified Attachment	Fearful Attachment	Distant Attachment
E.I.	1					
Safe Attachment	.449*	1				
Dependent Attachment	.153	.772**	1			
Parentified Attachment	.486*	.576**	.572**	1		
Fearful Attachment	-.242	-.064	.077	.208	1	
Distant Attachment	-.428*	-.429*	-.230	-.201	.635**	1

**. Correlation is significant at the 0.05 level (2-tailed).*
 ***. Correlation is significant at the 0.01 level (2-tailed).*
Gender = Female

Table 5 displays the results of a correlation study looking at the association between the father's attachment style and emotional intelligence scores for the 33 male participants in the

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sample. The correlation coefficients shed light on the direction and degree of the relationship between these factors, revealing important information about how males' emotional intelligence levels may be influenced by their fathers' attachment styles. In the context of father-son relationships in particular, this research advances our knowledge of the complex interactions that occur between emotional development and parental attachment dynamics. Through the explanation of these associations, the research illuminates the possible influence of father figures on the emotional intelligence paths of their male progeny, highlighting the significance of family dynamics in moulding emotional proficiencies.

Table-5

	Emotional Intelligence	Safe Attachment	Dependent Attachment	Parentified Attachment	Fearful Attachment	Distant Attachment
E.I.	1					
Safe Attachment	.104	1				
Dependent Attachment	-.133	.530**	1			
Parentified Attachment	.178	.190	.355*	1		
Fearful Attachment	-.304	.536**	.733**	.197	1	
Distant Attachment	-.447**	.099	.354*	-.048	.647**	1

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

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

a. Gender = male

Table 6 displays the results of the correlation analysis that looks particularly at the link between maternal attachment type and emotional intelligence in male participants—33 of the total sample. The results provide information on how much male research participants' reported parental attachment patterns and emotional intelligence levels correlate. The patterns of correlation between maternal attachment type and emotional intelligence among male respondents are clarified by this study, offering important insights into the possible impact of maternal relationships on the development of emotional intelligence in this subgroup. These connections enhance our knowledge of the variables influencing male emotional development by providing a greater understanding of the relationship between attachment dynamics and emotional competence, particularly in the setting of maternal ties.

Table-6

	Emotional Intelligence	Safe Attachment	Dependent Attachment	Parentified Attachment	Fearful Attachment	Distant Attachment
E.I.	1					
Safe Attachment	.188	1				
Dependent Attachment	-.185	.646**	1			
Parentified Attachment	.224	.255	.262	1		
Fearful Attachment	-.255	.239	.408*	-.025	1	
Distant Attachment	-.465**	-.224	.158	-.293	.373*	1

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

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

a. Gender = male

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Table 7 presents the relationship between the father's attachment type and emotional intelligence for the 27 female participants in the sample as a whole. The statistical correlation between the emotional intelligence scores of female respondents and their perceptions of their dads' attachment is displayed in this table. The goal of the study is to find possible patterns and insights into how paternal attachment affects girls' emotional development and emotional intelligence by looking at these associations. Understanding the unique parental dynamics that support female participants' emotional intelligence requires knowledge of these data.

TABLE-7

	Emotional Intelligence	Safe Attachment	Dependent Attachment	Parentified Attachment	Fearful Attachment	Distant Attachment
E.I.	1					
Safe Attachment	.362	1				
Dependent Attachment	.225	.765**	1			
Parentified Attachment	.396*	.284	.470*	1		
Fearful Attachment	-.154	-.103	-.028	.335	1	
Distant Attachment	-.168	-.469*	-.442*	-.102	.504**	1

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

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

a. Gender = female

Table 8 presents the relationship between maternal attachment type and emotional intelligence in 27 female participants who made up the entire sample. The information demonstrates the relationship between females' emotional intelligence scores and many aspects of maternal attachment, including emotional response, support, and closeness. The table sheds light on the precise ways maternal connection affects female respondents' emotional development and IQ by analysing these associations. By highlighting the significance of safe and nurturing mother interactions for the emotional health of girls, this approach advances our knowledge of how maternal attachment shapes emotional intelligence.

TABLE-8

	Emotional Intelligence	Safe Attachment	Dependent Attachment	Parentified Attachment	Fearful Attachment	Distant Attachment
E.I.	1					
Safe Attachment	.430*	1				
Dependent Attachment	.047	.590**	1			
Parentified Attachment	.518**	.670**	.517**	1		
Fearful Attachment	-.247	-.120	.249	.147	1	
Distant Attachment	-.470*	-.401*	.009	-.177	.578**	1

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

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

a. Gender= female

DISCUSSION ON THE FINDINGS

Research on the relationship between young people's emotional quotient and perceived parenting methods is conspicuously lacking, despite the fact that emotional intelligence has been the subject of several studies. In order to close that gap, this study will evaluate young people's emotional intelligence and find out how they view their parents' and mothers' parenting approaches in connection to their own emotional intelligence. Understanding the effects of various parenting philosophies on young people's emotional growth and IQ is the main goal. Sixty young individuals, between the ages sixteen to twenty-four, made up the study's sample. By concentrating on this particular age range, the study aims to capture the crucial time between late adolescence and early adulthood, when people are establishing their social and emotional skills. The goal of this research is to gain important understanding of the dynamics of parental effect on emotional intelligence. This understanding might guide future parenting strategies and treatments aimed at promoting young people's emotional health.

The relationship between mother and father's reported parenting styles and emotional intelligence was examined independently in this study.

The results illustrate that young adults who have experienced confidence in their parents' availability and support (safe attachment) in childhood have shown a higher level of emotional intelligence in adulthood. (With a correlation value of 0.307 at a significance level of 0.05, the study's findings are noteworthy. This suggests that the observed link is unlikely to have happened by chance alone since there is a statistically significant relationship between the variables under study).

Other major findings includes, An adult with a substantially greater level of emotional intelligence is the kid who felt responsible for providing for their parent and may have felt important for doing so (parentified attachment). (With a correlation value of 0.356 at a significance level of 0.01, the study's findings are noteworthy. This suggests that the observed link is unlikely to have happened by chance alone since there is a statistically significant relationship between the variables under study).

Results also depicts, A child who grows up fearing they will be abandoned and believing their parent won't be there to support them (fearful attachment) has a poorer emotional intelligence as an adult. (With a correlation value of -0.287 at a significance level of 0.01, the study's findings are noteworthy. This suggests that the observed link is unlikely to have happened by chance alone since there is a statistically significant relationship between the variables under study). Similarly, the youngster who felt the need to distance themselves from their parent and may have been disappointed by their lack of availability and support had much poorer adult emotional intelligence (distant attachment). (With a correlation value of -0.491 at a significance level of 0.05, the study's findings are noteworthy. This suggests that the observed link is unlikely to have happened by chance alone since there is a statistically significant relationship between the variables under study).

The gender specific analysis of the research reveals that, For both the male and female groups, emotional intelligence also showed a substantial negative relationship with insecure attachment, but only for the female sample did it show a significant positive relationship with secure attachment (safe and parentified attachment).

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As, the research analysed, both mother and father attachment styles separately, it illustrates that female child who felt responsible for meeting the needs of her father (parentified attachment) demonstrated higher level of emotional intelligence (With a correlation value of 0.396 at a significance level of 0.05), whereas Male child who felt compelled to distance themselves from their father (distant attachment) and could have been disappointed by their unavailability, demonstrates lower levels of emotional intelligence (With a correlation value of -0.447 at a significance level of 0.01).

On the contrary, Female child who felt responsible for meeting the needs of her mother, may have experienced a feeling of importance by doing so (parentified attachment), and experienced confidence in her availability and support (safe attachment), illustrated higher level of emotional intelligence. Whereas, if a child irrespective of gender, felt the need to distance oneself from their mother and might have been disappointed by their unavailability and lack of assistance (distant attachment). These results were congruent with a study done on 422 undergrade, Delhi university students.

CONCLUSION

A key component of a healthy lifestyle, emotional intelligence plays a major role in one's social interactions, career performance, and general well-being. Consequently, it is critical to identify and put into practice techniques for raising emotionally competent kids. As the main designers of their children's emotional landscapes, parents are crucial to their emotional development and evolution. In order to raise emotionally intelligent children, parents need to be aware of and responsive to their children's developmental requirements. This involves creating a kind and caring atmosphere where kids feel appreciated and understood.

A key step in this process is listening to the youngsters. Parents may help their children feel secure and valuable by carefully listening to their ideas, feelings, and worries. This allows them to affirm their experiences and sentiments. Children that receive this affirmation are better able to express their feelings and have a positive emotional self-concept. Furthermore, children's emotional growth depends on being given freedom and independence. Giving kids the freedom to decide for themselves, take chances, and grow from their mistakes fosters resilience and self-reliance, two qualities essential to emotional intelligence.

Holding kids accountable for their actions and errors is as vital for parents to do, though. Children learn about accountability and ethical reasoning when they are taught about consequences and responsibility. By providing a well-rounded strategy that encompasses both clear limits and expectations as well as support and understanding, children are better equipped to manage their emotions and social relationships.

Parents should also set an example of emotionally intelligent behaviour for their children. Youngsters pick up knowledge by watching their parents react in different circumstances. Children may learn from adults who model empathy, good communication, and problem-solving techniques. In addition, parents ought to support their children's emotional expression by modelling for them the acceptable ways in which to express feelings like pleasure, hatred, and grief.

In conclusion, fostering emotional intelligence in children requires a multifaceted approach that includes acknowledging their developmental needs, listening to them, providing freedom and independence, and holding them accountable. By creating an environment that supports emotional growth and by modelling emotionally intelligent behaviour, parents can

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significantly influence their children's emotional development. These efforts not only contribute to the immediate well-being of the child but also lay the foundation for a lifetime of emotional health and resilience. Therefore, parents should be mindful of their pivotal role and actively engage in practices that nurture the emotional intelligence of their children.

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Conflict of Interest

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