

Research Paper

Perceived Parenting Styles and Emotional Intelligence as not Predictors of Resilience among Adolescents of South Kerala and North Kerala

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ABSTRACT

Today's adolescents are going through a challenging world, influenced by wide societal changes, technological advancements and global issues. These challenges affect their development in various ways. The parent-child relationship greatly influences adolescents in various aspects of their development, which include their emotional well being, social skills, and other aspects of their formation of identity. A good development of emotional intelligence and resilience among adolescents is crucial factor for their healthy future. Quantitative approach was employed for the present research study. The objectives of the present study are (1) To find out whether there exists any relationship between Perceived Parenting style, Emotional Intelligence and Resilience among Adolescents of Southern Kerala and Northern Kerala. (2) To find out whether Perceived Parenting style and Emotional Intelligence predict the Resilience among Adolescents of Southern Kerala and Northern Kerala. (3) To find out whether certain demographic variables have any significant influence on Perceived Parenting style, Emotional Intelligence and Resilience among Adolescents of Southern Kerala and Northern Kerala. The study was conducted among 200 participants of adolescent age. Instruments used for the study are Perceived Parenting Styles Scale (PPSS) (Divya & Manikandan, 2013), Emotional Intelligence Scale (Manikandan & Shabeeba, 2017), and The Brief Resilience Scale (Smith et al., 2008). The statistical methods used for finding results are Correlation Coefficient, ANOVA, t-test, Regression and Post hoc analysis. The study findings have implications in adolescent development areas and can be included to improve various strategies to the Adolescent's Resilience.

Keywords: *Perceived Parenting Styles, Emotional Intelligence, Resilience, Adolescents, South Kerala, North Kerala*

Adolescence is indeed a blooming period of an individual's life. Adolescence is a developmental stage that has been defined as starting with puberty and ending with the transition to adulthood (approximately ages 10-20). Adolescence have evolved historically, with evidence indicating that this stage is lengthening as individuals start puberty earlier and transition to adulthood later than in the past. Puberty today begins, on average, at age 10-11 years for girls and 11-12 years for boys. This average age of onset has

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Received: October 16, 2025; Revision Received: October 31, 2025; Accepted: November 05, 2025

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decreased gradually over time since the 19th century by 3- 4 months per decade, which has been attributed to a range of factors including better nutrition, obesity, increased father absence, and other environmental factors (Steinberg, 2013). Children entering adolescence are going through many changes in their bodies and brains. These include physical, intellectual, psychological and social challenges, as well as development of their own moral compass. It can be an existing yet challenging time in the life of a teenager. Adolescence is the time when a child becomes more independent and begins to explore their identity (Cleveland clinic, 2023).

Physical development in adolescence includes changes that occur through a process called puberty. During puberty, child's brain releases certain hormones. The hormones cause your child's body to physically change and their sexual organs to mature. These physical changes happen to everyone, but the timing and order can vary from person to person. Some adolescents mature early, while others mature later. Being on either end of this spectrum can cause the added stress of standing out amongst other peers. Brain development in adolescence is on a higher level than that of childhood. Adolescents move beyond a child's limits and can think in terms of what might be true, rather than just what they see as true. They can deal with abstractions, test hypotheses and see infinite possibilities. Yet adolescents still often display egocentric behaviours and attitudes. During adolescence, the child will begin to observe, measure and manage their emotions. This process of emotional development will give a child the opportunity to build their skills and discover their unique qualities. As they become more independent, some adolescents welcome these new challenges. Other may need more support to build their self-confidence (Cleveland clinic, 2023).

The adolescent years are chaotic and overwhelming in both the scope and number of normal developmental challenges facing the teenager, even without depression, anxiety, attention deficits, executive functioning deficits and learning differences that visit so many of our teenagers. The following is the most significant developmental issues our adolescents face: Physical transformation; probably the most obvious changes are physical; the teenager is literally transforming from a child to an adult physically, a transformation that is disorienting to both the teenager and everyone around him/ her. Sexual development; the teenage years witness the emergence of sexuality, with all of its hormonal changes, all of its ups and downs and all of its complications. Separation from parents; the teenager is on a crash course of how to live life with primary dependence on him/ herself rather than being guided, taught and supported by parents. Identity v. role confusion; with growing independence comes the whole challenge of a teenager learning who he/ she is and what role he/ she will play in the world regarding friends, family, jobs etc. Social issues/ group identity v.s individuality; with growing adulthood comes the challenge of learning what groups and communities a person wants to be part of and how those groups and communities impact their own sense of individuality. Growing responsibility; a substantial challenge for any teenager is learning to bear the personal responsibility of living a healthy, productive, compassionate and caring adult life. Known/ safe/ familiar v.s forward movement into world; the teenager now begins to experiment by moving from what he/ she knows to how he/ she will be as an individual in the world. Altered consciousness v.s sobriety; we know that the teen years are when the urges arise to experiment with altering consciousness; teenagers have to learn whether to experiment with drugs and alcohol and, if so, to what extent. True self/ False self; the teenager, in individuating from his/ her family, begins to learn who she/ he truly is and how that true self relates to ways they may have

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pretended to be. Purpose/ meaning v.s realism/ practicality; the teenager is struggling mightily with what constitutes purpose and meaning in their lives and how real and practical those are. Faith v.s cynicism (spirituality); the teenager is also beginning to deal with what we would broadly call spirituality, whether to have faith or not, whether to engage in cynicism or push through that (Miller 2015).

Sample

The participants of the study consist of 217 Adolescents from South Kerala and North Kerala. The participants include males and females. The survey were conducted via both online and offline. The age range of the participants was between 11-19 years. Demographic information included gender, family type, parts of Kerala which they living, religion, parent’s education level and birth order.

Table 1 Details about participant’s gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	124	56.9	57.1	57.1
Male	93	42.7	42.9	100.0
Total	217	99.5	100.0	

Table 2 Details about part of Kerala where the participants living

Part of Kerala	Frequency	Percent	Valid Percent	Cumulative Percent
South	119	54.6	54.8	54.8
North	98	45.0	45.2	100.0
Total	217	99.5	100.0	

Table 3 Details about participant’s religion

Religion	Frequency	Percent	Valid Percent	Cumulative Percent
Christian	21	9.6	9.7	9.7
Hindu	66	30.3	30.4	40.1
Muslim	129	59.2	59.4	99.5
Others	1	.5	.5	100.0
Total	217	99.5	100.0	

Table 4 Details about participant’s family type

Family Type	Frequency	Percent	Valid Percent	Cumulative Percent
Nuclear	164	75.2	75.6	75.6
Joint	53	24.3	24.4	100.0
Total	217	99.5	100.0	

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Table 5 Details about participant's birth order

Birth order	Frequency	Percent	Valid Percent	Cumulative Percent
First born	83	38.1	38.2	38.2
Second born	97	44.5	44.7	82.9
Third born	30	13.8	13.8	96.8
Other	7	3.2	3.2	100.0
Total	217	99.5	100.0	

Table 6 Details about the participant's parent's education qualification

Parent's Education	Frequency	Percent	Valid Percent	Cumulative Percent
LP	6	2.8	2.8	2.8
UP	13	6.0	6.0	8.8
High school	91	41.7	41.9	50.7
Plus two	54	24.8	24.9	75.6
Degree	43	19.7	19.8	95.4
Above Degree	10	4.6	4.6	100.0
Total	217	99.5	100.0	

Instruments

The present study involves variables like Perceived Parenting styles, Emotional Intelligence and Resilience and hence different measures are needed. The instruments used for the study include those which have been developed and standardized by experts in the field. The selected measures are

- 1. Perceived Parenting Styles**
- 2. Emotional Intelligence**
- 3. Resilience**
- 4. Personal Data sheet**

1. Perceived Parenting Style Scale

The Perceived Parenting Style Scale was designed by Divya and Manikandan (2013), to measure the perception of the children about their parent's behaviour. It is used to measure the perceived parenting style of the subject regarding three dimensions such as authoritarian, authoritative and permissive. It consists of 30 items and the responses of the items are elicited in a five point Likert scale such as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

2. Emotional Intelligence

The 34 item Emotional Intelligence Scale was designed by Manikandan and Shabeeba(2017) in Malayalam language to measure the emotional intelligence skill of individuals. The responses of the items are elicited in five point Likert scale. There are four dimensions coming under Emotional Intelligence scale. The dimensions were named as 1) Emotional Awareness, 2) Emotional Management, 3) Social Emotional Awareness and 4) Relationship Management.

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Reliability and Validity

Reliability of the whole scale was found at the range of 0.91. When the reliability calculated in order with dimensions, it was found that for emotional awareness 0.83, for emotional management 0.81, for social emotional awareness 0.77 and for the dimension relationship management 0.84. The reliability coefficient of whole and also according to the dimensions is acceptable.

3. Brief Resilience Scale

This is six item scale developed by Smith et al. (2008) to assess the ability of individuals to bounce back. The scale includes both positively and negatively worded items. The six items are rated on a five point Likert scale presented in the form of 1) Strongly disagree, 2) Disagree, 3) Neutral, 4) Agree, and 5) Strongly Agree. The possible maximum score is 30 and minimum score is 6.

Reliability and Validity

Values of Internal Consistency reliability (Cronbach's alpha) ranged from .80 to .91. Results suggest that this scale has good criterion validity.

4. Personal data sheet

The relevant information like gender, type of family, birth order, part of Kerala where living in, parent's education qualification and religion were gathered through personal data schedule. And these all were appropriately categorised and assigned to numerical codes to each variable.

Procedure

Data were collected from the adolescents residing at Kerala (North and South). The survey were conducted in both online and offline. In Online mode, Google form of the all the items in the three instrument along with personal data sheet was prepared. For collecting data, the researcher collected number of contacts reaching adolescents. Investigator prepared a request letter at the first page of the Google form for the whole hearted participation from the participants and those who were agree to participate can fill the Google form. Initially Google form was sent to more than 200 participants but only 115 were responded. Thus the investigator conducted an offline mode survey.

The investigator visited few of the schools of North and South Kerala to have a face to face meeting with school principals. The purpose and process were explained to the principal and teachers and they agreed to help facilitating the collection process. A date and time were fixed by the principal as convenient to the school time for collection process.

On the day of data collection, the teachers were available to conduct the survey with the collection of the questionnaire. Students were assembled in their classes and each participant was given a questionnaire to fill out. Researcher explained the purpose of the study to the participants and also explained to them the participation was voluntary and if any one feels uncomfortable, they could withdraw from the study. About 110 responses were collected.

Both Google sheet and filled questionnaire printouts were coded in excel sheet and spread into the statistical package and finally there were 217 valid responses used for analysis.

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Statistical Techniques used

To reach the objectives or to test the hypothesis, the investigator has used statistical techniques such as correlation, t test etc.

RESULT AND DISCUSSION

Correlations of Perceived Parenting style, Emotional Intelligence and Resilience

Variables	Authoritative Parenting style	Authoritarian Parenting style	Permissive Parenting style	Emotional Awareness	Emotional Management	Social Emotional Awareness	Relationship Management	R
Authoritative Parenting style	-							
Authoritarian Parenting style	-.450**	-						
Permissive Parenting style	-.095	.204**	-					
Emotional awareness	.253**	-.073	-.050	-				
Emotional Management	.194**	-.166*	-.155*	.297**	-			
Social Emotional Awareness	.095	-.139*	.038	.232**	.526**	-		
Relationship Management	.303**	-.096	.020	.444**	.342**	.409**	-	
Resilience	.029	-.054	.000	.003	.059	.061	-.067	-

** $p < .01$ * $p < 0.05$

Relationship with Parenting styles and Emotional Intelligence

When the correlation analysis between the dimensions of Emotional Intelligence with Authoritative Parenting style, among the 4 dimensions, 3 dimensions are correlated with Authoritative Parenting style. The coefficient of correlation for the dimensions are .253, .194 and .303 ($p < 0.01$) for emotional awareness, emotional management and relationship management respectively. The dimension social emotional awareness is not correlated with Authoritative Parenting style. The correlation analysis of dimensions of Emotional Intelligence with Authoritative Parenting style reveals that the dimensions which have correlations are positively correlated. It denotes that when there is any increase in Authoritative Parenting style there is consequence increase in dimensions such as emotional awareness, emotional management and relationship management.

When the correlation analyses between the dimensions of Emotional Intelligence with Authoritarian Parenting style, two of the dimensions are related with Authoritarian Parenting Style. The correlation coefficient for the dimensions of Emotional Intelligence is -.166 and -.139 ($p < 0.05$) for emotional management and social emotional awareness. The negative correlation between these two dimensions with Authoritarian Parenting style indicate that an increase in Authoritarian Parenting style, there will be a consequent reduction in the dimensions of emotional intelligence such as emotional management and social emotional awareness. It means that the over authoritarian parenting practise may affect the management skill and socio emotional development of the adolescent. The dimensions emotional awareness and relationship management of Emotional Intelligence are not correlated with Authoritarian Parenting style.

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The correlation coefficient of dimensions of Emotional Intelligence with Permissive Parenting style is $-.155$ ($p < 0.05$) for the dimension emotional management. This denotes that the dimension emotional management is negatively correlated with Permissive parenting style indicates that when the permissive parenting practise increases, there will be a consequent reduction in the dimension emotional management. The dimensions emotional awareness, social emotional awareness and relationship management of Emotional Intelligence are not correlated with Permissive Parenting style.

Study of Abdullahi, Talib and Motalebi in 2013 found that, there was a negative association existed between affectionless control style with emotional intelligence supported the result of above. The result support the findings of the study conducted in 2017 by Amandeep revealed that there was a significant relationship between perceived parenting style and emotional intelligence.

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The correlation coefficient of dimensions of Emotional Intelligence with Permissive Parenting style is $-.155$ ($p < 0.05$) for the dimension emotional management. This denotes that the dimension emotional management is negatively correlated with Permissive parenting style indicates that when the permissive parenting practise increases, there will be a consequent reduction in the dimension emotional management. The dimensions emotional awareness, social emotional awareness and relationship management of Emotional Intelligence are not correlated with Permissive Parenting style.

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revealed that there was a significant relationship between perceived parenting style and emotional intelligence.

Relationship between Parenting style and Resilience

When the score of Resilience and the score of Perceived Parenting style were correlated, it found that the Resilience and Perceived Parenting style are not correlated. That is no relationships were found between any of the dimension of Perceived Parenting style and Resilience. It indicates that there is no predictable relationship between Resilience and Perceived Parenting style.

This finding support with the result of study conducted by Elmasri, Lawend and Elshahat in 2021 indicated that there was no significant correlation between overall parenting style and psychological resilience.

In contradiction to the above result, the study of Nikmanesh, Oshtorak, and Molla (2020) indicates that the adolescent's perceived parenting style can enhance resilience among them. Many other studies result explained the relationship of Perceived Parenting style with Resilience.

The reason behind this result could stem from many complex factors. As we know that, Resilience is influenced not only by parenting style itself but also including many other factors like genetic, peer relations, school environment, community support systems, and individual traits. These other factor's influences might overshadow the influence of parenting style.

Relationship between Emotional Intelligence and Resilience

When the score of Resilience and the score of Emotional Intelligence were correlated, it found that the Resilience and Emotional Intelligence are not correlated. That is no relationships were found between any of the dimensions of Emotional Intelligence and Resilience. It indicates that there is no predictable relationship between Resilience and Emotional Intelligence.

The study conducted by Ali et al. in 2023 found that there is no significant relationship between resilience and emotional intelligence support the above result.

Emotional Intelligence and Resilience are influenced by today's education system and socio economic status. Development or changes in these areas might lead to significant differences in the development of Emotional Intelligence and Resilience among adolescents, which may make difficult to find a generalized pattern across population. Other psychological factors like personality traits, cognitive abilities and mental health, also interfere with Emotional Intelligence and Resilience. These interferences also make less relationship between two.

Table 8 Summary of Mean, Sd and t- value of Perceived Parenting style, Emotional Intelligence and Resilience by gender

Variables	Gender	N	Mean	Std. Deviation	t- value
Authoritative Parenting style	Female	124	40.23	7.651	1.441
Authoritarian	Male	93	38.83	6.215	1.484
	Female	124	22.67	7.873	-3.940

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Variables	Gender	N	Mean	Std. Deviation	t- value
Parenting style	Male	93	26.77	7.207	-3.990
Permissive	Female	124	24.54	11.927	-1.050
Parenting style	Male	93	26.08	8.664	-1.098
Emotional	Female	124	22.00	6.678	.408
Awareness	Male	93	21.65	5.838	.416
Emotional	Female	124	20.92	6.550	1.008
Management	Male	93	20.04	6.038	1.020
Social Emotional	Female	124	19.08	4.524	1.781
Awareness	Male	93	17.87	5.472	1.733
Relationship	Female	124	25.94	5.807	3.207
Management	Male	93	23.40	5.716	3.214
Resilience	Female	124	3.22	.632	.259
	Male	93	3.19	.741	.253

**p<.05, **p<.01*

When comparing the mean score of Authoritarian parenting style of females (Mean=22.67) with the Authoritarian parenting style of males (Mean=26.77), it can be seen that males experience more authoritarian style of parenting than females from their parents.

From table, it can also be seen that there was a significant difference in relationship management between females and males. The mean score of females and males in relationship management is 25.94 and 23.40 respectively. This denotes that females have higher relationship management than the males.

From the comparison of mean score of females and males on variables Perceived Parenting styles, Emotional Intelligence and Resilience, it can be conclude that the dimension of Perceived Parenting styles, that is Authoritarian parenting style and dimension of Emotional Intelligence, that is relationship management have significant sex differences. It indicates that further study needed for the variables. The increased score for authoritarian parenting style of males than females may because of today's unfair situations around us.

Due to the cultural expectation, mainly about behaviour and obedience, males are often expected to be stricter standards of discipline, which reflects the societal concepts on masculinity. Also boys are prone to act more risky behaviours. To control these behaviours parents might adopt a strict pattern of parenting style. The reactions to external pressures like societal norms, also being a reason for strict parenting over males, especially during adolescence.

Increased relationship management for females may due to their behavioural nature. From the early age, girls often encouraged to be empathetic, nurturing, and communicative, skills which are integral for managing relationships effectively. Also there is a belief among society that, women are more emotionally stabled and capable of handling complex emotional situations. This perception is also a reason to girl's effective relationship management.

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Table 9 Summary of Mean, Sd and t- value of Perceived Parenting style, Emotional Intelligence and Resilience by part of Kerala (North Kerala and South Kerala)

Variables	Kerala	N	Mean	Std. Deviation	t
Authoritative Parenting style	South Kerala	119	39.50	6.652	-.280
	North Kerala	98	39.78	7.619	-.276
Authoritarian Parenting style	South Kerala	119	24.18	7.702	-.521
	North Kerala	98	24.73	8.047	-.518
Permissive Parenting style	South Kerala	119	22.60	9.263	-4.106*
	North Kerala	98	28.36	11.407	-4.025
Emotional Awareness	South Kerala	119	22.51	6.008	1.715
	North Kerala	98	21.04	6.621	1.699
Emotional Management	South Kerala	119	20.52	6.979	-.058
	North Kerala	98	20.57	5.490	-.060
Social Emotional Awareness	South Kerala	119	18.17	5.458	-1.288
	North Kerala	98	19.04	4.300	-1.317
Relationship Management	South Kerala	119	24.43	6.183	-1.156
	North Kerala	98	25.36	5.504	-1.170
Resilience	South Kerala	119	3.24	.724	.868
	North Kerala	98	3.16	.621	-.280

When comparing the mean score of Permissive Parenting style of South Kerala (22.60) with the Permissive Parenting style of North Kerala (28.36), it can be seen that North Kerala has greater level of Permissive Parenting style than South Kerala.

From the comparison of mean score of South Kerala and North Kerala on variables Perceived Parenting style, Emotional Intelligence and Resilience, it can be concluded that the major variables does not showed significant differences. But the Permissive Parenting style has shown significant differences. Thus, it indicates that further exploration of the variable is needed. Increased score for the Permissive Parenting style of North Kerala may be due to the cultural differences of the places. The norms and values in North Kerala may be more minded towards liberal parenting practise, which is closely related to permissive parenting style. Socioeconomic status can impact parenting style. As compared to South Kerala, North Kerala had less industrial development, which might make differences in stress levels and parental engagement, which affect parenting style. The structure of the family and community in North Kerala, also be a reason for Permissive parenting style. A larger and more joint family system is prevalent, which makes a more free approach to child discipline because of the presence of multiple caregivers.

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Table 10 Summary of Mean, Sd and t- value of Perceived Parenting style, Emotional Intelligence and Resilience by type of Family (Joint and Nuclear)

Variables	Family type	N	Mean	Std. Deviation	t
Authoritative Parenting style	Nuclear	164	39.91	6.848	1.030
Authoritative Parenting style	Joint	53	38.75	7.795	.964
Authoritarian Parenting style	Nuclear	164	24.11	7.855	-1.053
Authoritarian Parenting style	Joint	53	25.42	7.811	-1.056
Permissive Parenting style	Nuclear	164	25.35	10.801	.363
Permissive Parenting style	Joint	53	24.74	10.283	.372
Emotional Awareness	Nuclear	164	21.96	6.240	.448
Emotional Awareness	Joint	53	21.51	6.612	.435
Emotional Management	Nuclear	164	20.49	6.613	-.228
Emotional Management	Joint	53	20.72	5.443	-.252
Social Emotional Awareness	Nuclear	164	18.66	5.048	.501
Social Emotional Awareness	Joint	53	18.26	4.784	.515
Relationship Management	Nuclear	164	24.87	5.583	.079
Relationship Management	Joint	53	24.79	6.814	.071
Resilience	Nuclear	164	3.16	.667	-1.637
Resilience	Joint	53	3.34	.706	-1.590

From the comparison of mean score of Nuclear and Joint family on variables Perceived Parenting style, Emotional Intelligence and Resilience, it can be conclude that the whole variables does not showed significant differences. It means that, there are comparatively no variations among Joint and Nuclear family on these variables. This result might be influenced by several factors such as cultural homogeneity in Kerala, i.e the cultural values such as community cooperation, respecting elders and other support systems could be prevalent across family types, which may leads to good development outcomes for adolescents. Also Kerala's high literacy rates and powerful education systems could provide a unique influence on adolescents, irrespective of their structures of family. Also the community environment in Kerala including religious institutions, educational institutions, and neighbourhood groups might play a good role in developmental process of adolescence. These influences may overshadow the differences expected from varying family structures.

Table 11 Summary of One-way ANOVA of Perceived Parenting style, Emotional Intelligence and Resilience by Religion

Variables	Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Authoritative Parenting style	Between Groups	62.720	3	20.907	.413	.744
Authoritative Parenting style	Within Groups	10794.045	213	50.676		
Authoritarian Parenting style	Between Groups	83.442	3	27.814	.448	.719
Authoritarian Parenting style	Within Groups	13213.701	213	62.036		
Permissive Parenting style	Between Groups	216.188	3	72.063	.631	.596
Permissive Parenting style	Within Groups	24312.291	213	114.142		
Emotional Awareness	Between Groups	44.664	3	14.888	.369	.775
Emotional Awareness	Within Groups	8583.318	213	40.297		

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Variables	Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Emotional Management	Between Groups	105.195	3	35.065	.872	.456
	Within Groups	8566.639	213	40.219		
Social Emotional Awareness	Between Groups	33.077	3	11.026	.442	.723
	Within Groups	5316.333	213	24.959		
Relationship Management	Between Groups	66.361	3	22.120	.634	.594
	Within Groups	7429.621	213	34.881		
Resilience	Between Groups	.351	3	.117	.251	.861
	Within Groups	99.318	213	.466		

From Table it can be seen that, participant's religion have no significant difference in any of the dimensions of variable Perceived Parenting styles, that is Authoritative, Authoritarian and Permissive ($F = .413, .448$ and $.631$). Also, the participant's religion did not show any significant difference in the dimensions of Emotional Intelligence, such as emotional awareness, emotional management, social emotional awareness and relationship management ($F = .0369, .0872, .0442$ and $.634$ respectively). The score of the variable Resilience also shows that religion have no significant difference in Resilience ($F = .251$).

It may be because of that secularity among parenting, emotional intelligence and resilience are prevalent nowadays, and it can influence adolescents regardless of their religious beliefs. Today's media, education and secular community norms might play significant role in making development among adolescents that are not specifically religious. Social support systems and personality traits might influence the behaviour of an individual. For example, a highly resilient person might be regardless of their religious context because of a strong support system and positive personal trait of him.

Table 12 Summary of One-way ANOVA of Perceived Parenting style, Emotional Intelligence and Resilience by Birth orders

Variables	Birth orders	Sum of Square	df	Mean Square	F	Sig.
Authoritative Parenting Style	Between Groups	56.904	3	18.968	.374	.772
	Within Groups	10799.861	213	50.704		
Authoritarian Parenting style	Between Groups	101.451	3	33.817	.546	.651
	Within Groups	13195.692	213	61.952		
Permissive Parenting style	Between Groups	539.903	3	179.968	1.598	.191
	Within Groups	23988.576	213	112.622		
Emotional Awareness	Between Groups	91.954	3	30.651	.765	.515
	Within Groups	8536.028	213	40.075		
Emotional Management	Between Groups	292.846	3	97.615	2.481	.062
	Within Groups	8378.988	213	39.338		
Social Emotional Awareness	Between Groups	183.481	3	61.160	2.522	.059
	Within Groups	5165.929	213	24.253		
Relationship Management	Between Groups	113.860	3	37.953	1.095	.352
	Within Groups	7382.122	213	34.658		
Resilience	Between Groups	1.772	3	.591	1.286	.280
	Within Groups	97.896	213	.460		

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From the table, it can be seen that the birth order have no significant difference in any of the dimension of variable Perceived Parenting styles such as Authoritative, Authoritarian and Permissive ($F = .374, .546$ and 1.598 respectively). Also, the participant's birth order have no significant difference in dimensions of the variable Emotional Intelligence such as emotional awareness, emotional management and relationship management ($F = .765, 2.481$ and 1.095). The result shows a significant difference in the dimension social emotional awareness among different birth orders ($p = 0.059 = 0.05, F = 2.522$).

Table 13 Summary of Tukey HSD Post hoc results of birth order

	Birth order	N	1	2
Tukey HSD ^{a,b}	3	30	17.07	
	2	97	18.44	18.44
	1	83	18.92	18.92
	4	7		22.43
	Sig.			.633

Tukey HSD post hoc results revealed that the third born group had significantly high social emotional awareness compared to other birth orders. The birth groups above third (4th, 5th, etc) have low level of social emotional awareness than others. It may be due to the reason that the third born children are already born into an environment where they can able to explore social dynamic from their young age. They learn to interact not only with their parents, but also with multiple siblings. This can strengthen their ability to catch social cues and can adjust to different social situations. The result also shows that when the birth order came into fourth and fifth, they show low level of social emotional awareness. It might be because of some factors like decreased parental attention and shift in parenting role like parenting responsibilities sometimes shift partially to older siblings. This might help in some developmental areas but can lead to instabilities in the modelling or teaching of social emotional awareness skills.

Table 14 Summary of One-way ANOVA of Perceived Parenting style, Emotional Intelligence and Resilience by Parental education

Variables	Parental education	Sum of Squares	df	Mean Square	F	Sig.
Authoritative Parenting style	Between Groups	428.752	5	85.750	1.735	.128
	Within Groups	10428.013	211	49.422		
Authoritarian Parenting style	Between Groups	743.974	5	148.795	2.501	.032
	Within Groups	12553.168	211	59.494		
Permissive Parenting style	Between Groups	1390.530	5	278.106	2.536	.030
	Within Groups	23137.949	211	109.659		
Emotional Awareness	Between Groups	544.995	5	108.999	2.845	.016
	Within Groups	8082.987	211	38.308		
Emotional Management	Between Groups	223.006	5	44.601	1.114	.354
	Within Groups	8448.828	211	40.042		
Social Emotional Awareness	Between Groups	25.664	5	5.133	.203	.961
	Within Groups	5323.746	211	25.231		

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Variables	Parental education	Sum of Squares	df	Mean Square	F	Sig.
Relationship Management	Between Groups	293.379	5	58.676	1.719	.132
	Within Groups	7202.602	211	34.136		
Resilience	Between Groups	2.068	5	.414	.894	.486
	Within Groups	97.600	211	.463		

From the table, it can understand that, there is significant difference shown in the dimensions of variable Perceived Parenting styles such as Authoritarian and Permissive (F= 2.501 and 2.536, p=0.32 and 0.30<0.05 respectively). The parental education has no significant difference in the dimension Authoritative Parenting style (F= 1.735). The parental education has no significant difference on the dimensions of Emotional Intelligence such as emotional management, social emotional awareness and relationship management (F= 1.114, .203 and 1.719 respectively). The result shows that, parental education has significant difference in the dimension of emotional awareness (F= 2.845, P= .016<0.05).

Table 15 Summary of Tukey HSD Post hoc results of Authoritarian parenting style

	Parental education	N	1	2
Tukey HSD ^{a,b}	6	10	20.20	
	5	43	23.09	23.09
	3	91	23.70	23.70
	2	13	24.85	24.85
	4	54	26.96	26.96
	1	6		28.33
	Sig.			.157

Tukey HSD Post hoc result revealed that parental education qualification with above degree (PG, Phd) had significantly high Authoritarian Parenting style when compared to others. It might be because of some reasons like higher career and academic expectations of parents with advanced degrees for their children. This can lead them to approve an authoritarian approach to make sure their children meet these expectations, especially in adolescence. Some of the educated parents may believe that strict control and oversight are important to guide their adolescent children to meet their career goals. Parents with higher education may have a great deal of values on educational and intellectual successes. They might force their children to follow these values by applying authoritarian methods to induce discipline and commitment to studies.

Table 16 Summary of Tukey HSD Post hoc results of Permissive parenting style

	Parental education	N	1
Tukey HSD ^{a,b}	1	6	22.00
	6	10	23.00
	3	91	23.20
	4	54	26.06
	5	43	27.05
	2	13	32.69
	Sig.		

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The Tukey HSD post hoc result in the above table revealed that parental education qualification with low level (LP) had significantly high Permissive Parenting style when compared to others. This may be due to some reasons like lack of educational resources of parents with lower educational levels might feel less confident to assist their children in educational or academic areas. This might pave way to a permissive approach where the parents avoid strict academic rules or expectations. Lower educational parents may involve with different types of employments, involving irregular hours which may result in lower activation of parental involvement. This also led to more permissive parenting approach.

Table 17 Summary of Statistical characteristics of regression

Index	R	R Square
Regression	.142 ^a	.020

In the table, R² provide an indication of the explanatory power of the regression model on Resilience. What constitute a ‘good’ R² depending on the setting and type of data using. R² is a statistical measure used to determines the proportion of variance in the dependent variable (Resilience) explained by the independent variables (Authoritative Parenting style, Authoritarian Parenting style, Permissive Parenting style, emotional awareness, emotional management, social emotional awareness and relationship management). In this case percentage of variance in Resilience accounted for by dimensions of Perceived Parenting styles and Emotional Intelligence was about 20. That is, about 20% (R square= .020) changes in Resilience.

Table 18 Summary of ANOVA

Index	Sum of Squares	DF	Mean Square	F
Regression	2.004	7	.286	.613
Residual	97.664	209	.467	
Total	99.668	216		

To test the linear relationship between the independent and dependent variable regression ANOVA was done and the results shows that there is no linear relationship between dimensions of Perceived Parenting styles and Emotional Intelligence with Resilience.

Table 19 Summary of simultaneous regression between dimensions of Perceived Parenting styles and Emotional Intelligence with Resilience

Index	B	Beta	t- value
Constant	3.163		7.090
Authoritative Parenting style	.003	.035	.423
Authoritarian Parenting style	-.003	-.035	-.447
Permissive Parenting style	.001	.019	.267
Emotional Awareness	.002	.022	.284
Emotional Management	.005	.049	.578
Social Emotional Awareness	.011	.079	.919
Relationship Management	-.016	-.140	-1.666

From the table, it can be see that Perceived Parenting styles and Emotional Intelligence are not the predictors of Resilience among Adolescents of South Kerala and North Kerala. It

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might be influenced by several factors specific to these regions and their socio cultural backgrounds. Both North and South Kerala are part of a wide Malayali culture, characterized by strong community rope and a collective support system. The strong social networks and community resources can provide emotional support and help which shield against various life stressors. Other psychological factors includes self esteem, efficacy, optimism and various traits like openness to experience could be more consequent in blossoming resilience among adolescents in these regions. The educational policies developing in Kerala which focuses mainly on the overall wellbeing of every individual could furnish adolescents with resilience skills formally and informally. These all factors might overshadow the influence that individual differences in parenting style and emotional intelligence on resilience.

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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: Sulphiya, M. & Akshaya, D.C. (2025). Perceived Parenting Styles and Emotional Intelligence as not Predictors of Resilience among Adolescents of South Kerala and North Kerala. *International Journal of Indian Psychology*, 13(4), 732-749. DIP:18.01.067.20251304, DOI:10.25215/1304.067