

Emotional Intelligence In Relation To Perceived Parenting Style of Early Adolescents

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ABSTRACT

The present study is about the study of relationship between perceived parenting style and emotional intelligence of early adolescents. The sample consists of 500 adolescents (250 male and 250 female, 250 urban and 250 rural) selected randomly from Sri Muktsar Sahib District. Perceived Parenting Style Inventory by Investigator and Emotional Intelligence Scale by Dr. Meenakshi Sharma were used. The statistical techniques were used the mean, standard deviation and product moment correlation. The result indicates that there was a significant relationship between perceived parenting style and emotional intelligence of early adolescents.

Keywords: *Emotional Intelligence, Relation, Perceived Parenting Style, Early Adolescents*

Adolescence is a transmission from childhood period to maturity in all aspects i.e. physical, social, intellectual and emotional. The process of growth is marked with conflicts, which are both external and internal. The significance of stress during this phase of life is that, if not adequately coped with, it can produce a long-lasting influence upon the individual, the costs of which include low actualization of potentials, underachievement, inadequate coping styles which may be continued throughout later life, feeling of inferiority, poor self-concept, low self-esteem, deviant behaviors and increased risk for psychological pathologies. Many research studies indicated negative psychological changes in the adolescence period which may be due to their maladjustment in their social surroundings. The social surroundings of adolescents are accumulation of parents and peers. Parental attitude and behavior towards their offspring's enforce a deep impact on the growth pattern of the child and finally on their character.

Perceived Parenting Style

Parenting can be considered by two aspects. In one these are parents who decide how their behavior would be and how they will deal in every situation related to child. But on the other hand in other aspect these are the children who perceive their parental attitude and behavior in

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every situation. This is more important to consider children's view point about their parents because a wrong perception inbuilt a deep wound in his personality. Also in the tender ages it is more important to look after children's needs and expectations. In the present study parenting style as perceived by children is taken known as perceived parenting style.

Maccoby and Martin (1983) parenting style captures two important elements of parenting: parenting responsiveness and parental demandingness. These elements creates a typology of four parenting styles: Indulgent parents (permissive nondirective), authoritarian parents, authoritative and uninvolved parents.

Borstein (2005) explained that parenting style includes genetic endowment and direct effects of experience that manifest themselves through parent's beliefs and behavior as well as indirect influences take place through parent's relationships with each other and their connections to community networks.

Patock-Peckham and Morgan-Lopez (2007) said that parenting styles reflects how parents select to monitor their offspring's behavior.

1. Mutual trust and respect
2. Two-way collaboration and support
3. Equality in the relationship

Types of Perceived Parenting Styles

Diana Baumrind's (1966) Model of parenting styles

This model categorizes four distinct types of parenting styles.

1. Authoritarian: Parents operate with the belief that the child must obey that parent without question. These parents set a standard for their child to adhere to and do not allow the child to question that standard.
2. Permissive Parents: Permissive parent sets very few rules for the child. The permissive parent allows the child to regulate his or her own activities. When talking to a child, the permissive parent uses reason, but makes few demands of the child.
3. Authoritative Parents: These are midway between authoritarian and permissive parents. An authoritative parent sets policies and rules for the child but explains the reasoning behind the policy also encourages the child to speak up when he or she disagrees with a policy and takes the child's opinion into consideration.
4. Neglectful Parents: These parents are uninvolved in their child's life. They do not respond to the child's needs or demands.

Parenting styles are generally perceived as the cornerstone of socio-emotional development in childhood, closely associated with power structures within the family and are thought to change t

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Emotional Intelligence

Emotional intelligence refers to a person's innate potential. Each baby is born with a certain potential for emotional memory, emotional sensitivity, emotional processing and emotional learning ability. These four inborn components form the core of one's emotional intelligence. The innate E.I. can either be developed or damaged with experiences of life particularly by the emotional lessons taught by the parents, teachers, caregivers and family during childhood and adolescence. E.Q. i.e. emotional quotient represents a relative measure of a person's healthy or unhealthy development of his or her innate emotional intelligence. Emotional intelligence can be defined as follows:

“First the ability to recognize different feelings and emotions in yourself as well as in other people, secondly the ability to motivate yourself and ability of effective management of the states of emotions and thirdly the effective management of the states of emotions between other people”

Singh (2006) Emotional intelligence is the ability and freedom to grow from mistrust to trust, self doubt to competence, self empowerment, following to leading, isolating to synergy and despair to hope. Stein and Book (2006) defined emotional intelligence as the ability to feel good about doing whatever you are told, ordered, forced, convinced or expected to do. It's the ability to keep doing it regardless of the level of stress or pressure you are put in. It is the ability to find ways to cope with your stress and thus keep doing it, regardless of your actual true desire to do it.

Childs (2007) explained in simple terms, “Emotional intelligence is about acknowledging and understanding both our own and other's emotions, and dealing effectively with their impact by using appropriate approaches and behavior”. Mangal (2012) states emotional intelligence is a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realization of happiness and welfare of the self in tune with others.

REVIEW OF RELATED LITERATURE

Tiwari (2005) examined the relationship between perceived parenting patterns in relation to emotional expressiveness and socio-economic status among early adolescents. It was concluded that emotional expressiveness emerge as an important factor in the sustenance of the perceived role of fathering patterns and a poor factor in the sustenance of the role of mothering patterns.

Darling, McCartney and Taylor (2006) found a significant relationship between parental behavior and depression. The study indicated the children of authoritarian parents have more depression as compared to children of uninvolved parents.

Odubote (2008) reported that authoritarian parental behavior is significantly correlated with delinquent behavior, and the authoritative parental behavior has been associated with positive

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outcomes. In contrast, permissive and authoritarian parental behavior has been associated with delinquency.

Raboteg-Saric and Sakic (2013) showed that the perceived parenting style of both parents as well as the quality of friendship had significant effects on adolescent's well-being. Adolescents of authoritative and permissive mothers reported higher self-esteem and life satisfaction than adolescents who had authoritarian mothers. Also, adolescents who considered their mothers authoritative were happier than those with authoritarian mothers. Adolescents who perceived their fathers as authoritative or permissive showed higher results on all assessed indicators of well-being than adolescents whose fathers were authoritarian.

Wang, & Sheikh-Khalil (2014) studied whether parental involvement influenced adolescent outcomes by increasing their academic engagement in school. Parental involvement was found to improve academic and emotional functioning among adolescents. In addition, parental involvement predicted adolescent academic success and mental health both directly and indirectly through behavioral and emotional engagement.

Objectives

1. To study the relationship between perceived parenting style and emotional intelligence of early adolescents.
2. To study the relationship between different perceived parenting style and emotional intelligence of early male adolescents.
3. To study the relationship between different perceived parenting style and emotional intelligence of early female adolescents.
4. To study the relationship between different perceived parenting style and emotional intelligence of early urban adolescents.
5. To study the relationship between different perceived parenting style and emotional intelligence of early rural adolescents.

Hypotheses

1. There is no significant relationship between different perceived parenting style and emotional intelligence of early adolescents.
2. There is no significant relationship between different perceived parenting style and emotional intelligence of early male adolescents.
3. There is no significant relationship between different perceived parenting style and emotional intelligence of early female adolescents.
4. There is no significant relationship between different perceived parenting style and emotional intelligence of early urban adolescents.
5. There is no significant relationship between different perceived parenting style and emotional intelligence of early rural adolescents.

METHODOLOGY

Descriptive survey method of research was used in the conduct of present study.

Sample

The total sample comprised of 500 adolescents chosen randomly from Muktsar district. The sample included 250 male, 250 female and 250 urban and 250 rural adolescents chosen randomly from Muktsar district.

Tools to be Used

1. Perceived Parenting Style Inventory by Investigator
2. Emotional Intelligence Scale by Dr. Meenakshi Sharma

Statistical Techniques

1. K-S test was used to check the normality of the data.
2. Mean Standard deviation and coefficient of correlation by product moment method was obtained to find out the significant relationship.

Analysis and Interpretation of Data

The distribution of early adolescents on emotional intelligence along with the descriptive statistics is given below:

Table 1 Descriptive Analysis of Scores of early Adolescents of Emotional Intelligence

Sample	N	Mean	Median	SD	Skewness	Kurtosis
Total	500	56.98	56.56	15.91	0.026	0.25
Male	250	54.12	54.58	14.20	-0.10	0.20
Female	250	60.64	60.28	10.38	0.10	0.26
Urban	250	55.96	56.64	14.94	-0.14	0.24
Rural	250	58.8	57.16	10.18	0.48	0.25

Source: Field study done in 2014

The distribution of early adolescents on perceived parenting styles along with the descriptive statistics is given below:

Table 2 Descriptive Analysis of Scores of early Adolescents on Perceived Parenting Style

Sample	N	Mean	Median	SD	Skewness	Kurtosis
Total	500	160.16	163.25	24.83	-0.37	0.31
Male	250	152.68	154.54	27.73	-0.20	0.31
Female	250	165.64	168.92	19.50	-0.17	0.25
Urban	250	157.72	163.94	28.21	-0.66	0.30
Rural	250	160.6	163.4	20.82	-0.40	0.31

Source: Field study done in 2014

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Relationship of Emotional Intelligence with Perceived Parenting Style of early Adolescents

The coefficient of correlation of emotional intelligence with perceived Parenting Style of adolescents are given in table 3

Table 3 Correlation Table of Emotional Intelligence of early Adolescents with Perceived Parenting Style

Perceived Parenting Style	N	Coefficient of correlation
Authoritarian	22	-0.38
Authoritative	458	0.23**
Permissive	12	0.05
Uninvolved	8	0.34

* $p < 0.05$, ** $p < 0.01$

Table 3 shows that emotional intelligence and perceived parenting style are correlated for authoritative parenting style only. So, the hypothesis 1 “There is a significant relationship between emotional intelligence and perceived parenting style of early adolescents” stands rejected only for authoritative perceived parenting style and stands rejected for all other three perceived parenting styles.

Relationship of Emotional Intelligence with Perceived Parenting Style of Male Adolescents

The coefficient of correlation of emotional intelligence with perceived Parenting Style of male adolescents are given in table 4.4

Table 4 Correlation Table of Emotional Intelligence of Male Adolescents with Perceived Parenting Style

Perceived Parenting Style	N	Coefficient of correlation
Authoritarian	14	0.22
Authoritative	224	0.61**
Permissive	5	0.67
Uninvolved	8	0.12

* $p < 0.05$, ** $p < 0.01$

Table 4 shows that coefficient of correlation of emotional intelligence and perceived parenting style is significant only for authoritative perceived parenting style. So, the hypothesis 2 “There is a significant relationship between emotional intelligence and perceived parenting style of male adolescents” stands rejected only for authoritative perceived parenting style and stands accepted for all other three perceived parenting styles.

Relationship of Emotional Intelligence with different Perceived Parenting Style of Female Adolescents

The coefficient of correlation of emotional intelligence with perceived Parenting Style of female adolescents are given in table 4.5

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Table 5 Correlation Table of Emotional Intelligence of Female Adolescents with Perceived Parenting Style

Perceived Parenting Style	N	Coefficient of correlation
Authoritarian	8	-0.45
Authoritative	235	0.57**
Permissive	7	0.30
Uninvolved	0	0

* $p < 0.05$, ** $p < 0.01$

Table 5 shows that coefficient of correlation of emotional intelligence and perceived parenting style is significant only for authoritative perceived parenting style. So, the hypothesis 3 “There is a significant relationship between emotional intelligence and perceived parenting style of female adolescents” stands rejected only for authoritative perceived parenting style and stands accepted for all other three perceived parenting styles.

Relationship of Emotional Intelligence with Perceived Parenting Style of Urban Adolescents

The coefficient of correlation of emotional intelligence with perceived Parenting Style of urban adolescents are given in table 4.6

Table 6 Correlation Table of Emotional Intelligence of Urban Adolescents with Perceived Parenting Style

Perceived Parenting Style	N	Coefficient of correlation
Authoritarian	11	-0.77*
Authoritative	227	0.43**
Permissive	3	-0.95
Uninvolved	8	0.16

* $p < 0.05$, ** $p < 0.01$

Table 6 shows that coefficient of correlation of emotional intelligence and perceived parenting style is significant for authoritarian and authoritative perceived parenting style. So, the hypothesis 4 “There is a significant relationship between emotional intelligence and perceived parenting style of urban adolescents” stands rejected only for authoritative perceived parenting style, partially rejected for authoritarian perceived parenting style and stands accepted for all other two perceived parenting styles.

Relationship of Emotional Intelligence with Perceived Parenting Style of Rural Adolescents

The coefficient of correlation of emotional intelligence with perceived parenting style of rural adolescents are given in table 4.7

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Table 7 Correlation Table of Emotional Intelligence of Rural Adolescents with Perceived Parenting Style

Perceived Parenting Style	N	Coefficient of correlation
Authoritarian	11	-0.56
Authoritative	231	0.44**
Permissive	9	0.45
Uninvolved	0	0

* $p < 0.05$, ** $p < 0.01$

Table 7 shows that coefficient of correlation of emotional intelligence and perceived parenting style is significant only for authoritative perceived parenting style. So, the hypothesis 5 “There is a significant relationship between emotional intelligence and perceived parenting style of rural adolescents” stands rejected only for authoritative perceived parenting style and stands accepted for all other three perceived parenting styles.

FINDINGS OF THE STUDY

1. There is a significant relationship between emotional intelligence and authoritative perceived parenting style of adolescents.
2. There is a significant relationship between emotional intelligence and authoritative perceived parenting style of male adolescents.
3. There is a significant relationship between emotional intelligence and authoritative perceived parenting style of female adolescents.
4. There is a significant relationship between emotional intelligence and authoritarian and authoritative perceived parenting style of urban adolescents.
5. There is a significant relationship between emotional intelligence and authoritative perceived parenting style of rural adolescents.

Educational Implications

As we know that parents and parental practices have the direct impact on children’s personality. Emotional Intelligence is the key factor to success in the present world so it is the prime responsibility of our nurturance to make our children emotionally intelligent. From the present study findings we can conclude that children who perceive their parents as neither very strict nor very lenient have high emotional intelligence rather than who perceive their parents stricter and more lenient. So balance parenting leads to high emotional intelligence.

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