

Parenting Relationship and Emotional Intelligence among College Students

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ABSTRACT

The present research was designed to explore importance of Parenting Relationship and Emotional Intelligence among college students. A sample of 150 college students was taken by using simple random sampling method. The sample of the research is 150 students G.T.P College Nandurbar. Both Boys and Girls were selected to yield a representative sample from different background, different socio economic backgrounds, different family structures, different communities and studying in different disciplines of subjects. Therefore their social frame of reference was different. The participants consisted of 85 females and 65 males. Family Relationship Inventory standardized by Dr. G. P Sherry and j. C. Sinha and Emotional intelligence Inventory (MEII) is used for study the differences. Result of the study shows that relationships are carried forward to all subsequent relationships, be with friends or peers. The present study has its implications for all mentioned above. Parents should be made aware of their ward's.

Keywords: *Parenting Relationship, Emotional Intelligence, College Students*

Human life is possible through interaction and parents are the main source of human communication. Families of all social environments, the development of children's self-efficacy and social situation rather than be influenced by educational methods of the family. Parents of children in the family and the pattern and behaviour of children trying to match them up with (servants & stationary, 2006). Researchers believe that the parent-child relationship between the orientation of personality and parental rearing patterns include a wide range of educational development and their own values and behaviours Parents in the growth and development of children and the enormous influence children's behaviour.

Behaviour and personality of adults are affected by events that occur in the early years of their life. These statements reflect the continuity of childhood and adulthood. Information on

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the quality of early life experiences have moulded his personality is possible scientifically to help us Wisen step in educating our children. Many of the issues that society is grappling with Including aggression, alienation, academic and educational problems, perhaps this is prevented by We have on the behaviour and attitudes of parents on children, the emergence of these issues and ways to resolve them at a younger age have a better understanding. (Hylgard, 2000 quoted Baraheni 2002).

In addition, parenting practices, and probably one of the components of emotional intelligence is Master of parenting. Emotional intelligence presents awareness, regulation and expressing a range of emotions the ability to recognize, instrument and control the emotions is an important aspect of emotional intelligence and disability one in each of these capabilities will lead to disorders such as anxiety and mood disorders suggest defect in emotional regulation emotional intelligence is the key feature. So far we may have the skills of emotional intelligence on the basis of accurate recognition and regulate their emotions is to teach children to this reduces the risk of disputes and thereby improve their performance (Shamrad 2004). Nayereh Parishani & Parisa Nilforooshan (2014) showed that parenting styles, decision making self-efficacy and emotional intelligence have role in youth's career decision making a bout which both parents and counsellors play an important role.

Most parents feel adolescent years are the most difficult years of child rearing as it is in this developmental stage that individual, cognitive, social, emotional, and contextual changes come together (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000), and children try to establish their own identity, enhance the skills necessary for socially responsible behaviour, experience heightened emotionality and feel emotions in a stronger and more persistent manner. Many researchers are of the view that after a long period of stability they feel unstable, unpredictable and unbalanced when they enter the adolescent stage, which is marked by turmoil and emotionality (Alim, 1994; Ranganaswamy & Kamakshi, 1985), an increase in stressful events and greater negative affect (Larson & Ham, 1993). It can be a smooth process if facilitated by secure, nurturing and understanding parents in an emotionally conducive environment (Erickson, 1968). For an adolescent to develop the ability to perceive accurately the emotions in self, others, and also manage their own emotions and as well as that of others, family plays a pivotal role. As Goleman (1995) has rightly pointed out "Family is our first school for emotional learning. A close emotional bonding and adequate communication between children and parents with clear specifications for behaviour, can make children emotionally and socially competent, responsible, independent and confident" (Goleman, 1995). This highlights the importance of family and specifically the role of parents in bringing up emotionally intelligent children. Though parents want to help their children to successfully move through different developmental stages, they may not be certain about what form and to what extent they need to involve themselves. Research has shown that the influence of parents on children does not decline as they grow into adolescents (Astone & McLanahan, 1991; Baumrind, 1991; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994) but the style could vary with the developmental stage (Shek, 2008). During the adolescent stage many parents are confused whether to directly control their behaviour or

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simply provide some structure and show empathy for their socialization experiences. Especially as children grow into adolescence they are more vulnerable to emotional problems and how they deal with their emotions and the emotions of others depends on the parenting style. Most of the studies on the outcomes of parenting styles on adolescents have preponderated on mothers influence on emotional and social development.

The expressiveness of parents takes emotional learning beyond the acquisition of social skills, such as coding and decoding, to the use of rules about emotion in different contexts. As Halberstadt (1991) argued, emotional expressiveness may involve a combination of emotion states, knowledge of display rules, and motivation and ability to control one's emotions. Thus, children not only learn emotional lessons from parents but also transfer their expressive style in their interactions with others. Studies show similarities between mothers and children's level of expressiveness (Denham, 1993), similarities between fathers and children's levels of expressiveness (Halberstadt, Fox & Jones, 1993) and inequality in emotional education that leads to gender differences in the regulation and expression of emotions (Sanchez- Nunez, FernandezDerrocal, Montanes, & Latorre, 2004). These studies demonstrate connection between parental expressiveness and children's emotional competence. Emotional intelligence refers to the capacity for recognizing one's own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships. Unlike intelligence quotient (IQ) which changes little after adolescent years, emotional intelligence (EI) is largely learnt, is not fixed genetically or develops in early childhood but continues to develop and is predominantly environmentally determined (Goleman, 1995). Emotionally intelligent person is skilled in four areas such as identifying, using, understanding and regulating emotions (Mayer & Salovey, 1993). Gardener (1983) found that those with higher emotional intelligence (EI) perform better academically as they have developed empathy and social skills. Though there is no direct link between a student's retention capacity and emotional intelligence (EI), students equipped with a proper level of Emotional intelligence (EI) are more likely to succeed academically than those who have relatively high Intelligence quotient (IQ) and yet lack emotional intelligence. Be it an ability or personality trait, emotional intelligence follows a predictable pattern of development from infancy to adolescence.

During adolescence from 13 to 20 years there is an increased awareness of complex emotional cycles. Adolescents use complex strategies to independently regulate emotions and slowly become aware of the need for mutual and reciprocal emotional self disclosure in making and maintaining relationships. In the present study, identifying, using, understanding and regulating emotions (Mayer & Salovey, 1993) or abilities to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from hindering the ability to think to empathize and to hope (Goleman, 1995) is conceptualized as interpersonal awareness, intrapersonal awareness, interpersonal management, and intrapersonal management.

Statement of the Problem

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Operational Definition

Emotional intelligence is a unitary ability helpful in knowing, feeling, judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune with others.

(In the present study emotional intelligence was assessed on the basis of the following dimensions: self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation , commitment and altruistic behaviour

Parenting is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adult hood. In the present study parent relationship means parents' relationship with their child and the attitudes which parents express towards their children as a result latter develop certain attitude towards their family and home environment. In the present study student's perception of parental attitudes viz: acceptance, concentration and avoidance were examined.

College students A students enrolled in a college or university is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood (age of majority),but largely characterized as beginning and ending with the teenage stage.

Objectives of the study

1. To study the relationship between emotional intelligence and parent relationship of college students.
2. To study the difference between high and low emotional intelligence on parent relationship of college students.

Hypotheses

1. There exists positive relationship between emotional intelligence and parenting of college students.
2. College students. with relatively higher level of emotional intelligence will have more strong family relationship in comparison to college students with relatively lower level of emotional intelligence

RESEARCH METHODOLOGY

The present study is based upon Descriptive research and the variables to be studied are Emotional Intelligence and Parent Relationship. The researcher will use descriptive statistics like mean, median, mode, standard deviation and t-test for interpretation of the data.

Sample

A sample of 150 college students was taken by using simple random sampling method. the sample of the research is 150 students G.T.P College Nandurbar. Both Boys and Girls were

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selected to yield a representative sample from different background, different socio economic backgrounds, different family structures, different communities and studying in different disciplines of subjects. Therefore their social frame of reference was different. The participants consisted of 85 females and 65 males.

Procedure of Data Collection

Phase 1: the researcher was use questionnaire to collect relevant data from the students. The questionnaire was given to the students to fill up the answers.

Phase 2: the questionnaire was collected from the students

Tools

The investigator will select following tools for collecting authentic information from the respondents:

- 1. Family Relationship Inventory standardized by Dr. G. P Sherry and j. C. Sinha**
- 2. Emotional intelligence Inventory (MEII) :-** Mangal Emotional intelligence Inventory developed by Mangal and Mangal (2004) was used to measure the Emotional Intelligence of the participants. It consisted of 100 items measuring four components of emotional intelligence: a) intrapersonal awareness b) interpersonal awareness c) intrapersonal management d) interpersonal management each having 25 items. The participants were required to respond either yes or no. The scoring was one mark for yes and zero for no response. The total scores and the scores obtained in each individual component was interpreted in terms of the five categories namely very good, good, average, poor, and very poor. Higher the score in individual areas as well as total, higher the level of emotional intelligence and lower the score, lower the level of emotional intelligence. The possible range of scores on the test is 0 to 100.

Procedure

The researchers took S.Y.B.Com. and S.Y.B.Sc. Students of G.T.P College Nandurbar Permission of the principal was sought by the researcher and the purpose of the study and the procedures involved. Since simple random sampling was used the selected boys and girls were further stratified into science and commerce. The consent of the potential participants was sought orally and the purpose of the study and the procedures were explained thoroughly to the participants before any data was collected. The students were assured that information given was confidential and used only for research purpose. The researcher administered the instruments personally to a group of 35 to 40 students at a time in order to ensure that the participants in the research understood and followed the instructions clearly and also to establish uniform test taking conditions. The researcher read out a verbal script containing standard instructions explaining the purpose, procedures, the right to withdraw, confidentiality and the benefit of taking part in the study before taking the test. Participants took part on an entirely voluntary basis. The instruments were collected on the spot to ensure a high response rate.

MAIN FINDINGS (CONCLUSION)

Findings related to emotional intelligence of students and family relationship one of the objectives of the present study was to find out the relationship between emotional intelligence and parental acceptance. The result obtained has been presented in table given below;

Technique	Variables	EI	PC	Level of significance
Pearson’s product moment correlation	EI	1.00	0.197	Significant at .01 level
	PR	0.197	1.00	

Significant relationship was found between emotional intelligence and parental acceptance.

The second objective of the study was to find out the relationship between emotional intelligence and parental concentration. The result obtained has been presented in the table given below,

Technique	Variables	EI	PC	Level of significance
Pearson’s product moment correlation	EI	1.00	0.032	Not significant
	PR	0.032	1.00	

No significant relationship was found between emotional intelligence and parental concentration..

Educational Implications

The study has its implication for the teachers, administrators, parents –children relationships. These relationships are carried forward to all subsequent relationships, be with friends or peers. The present study has its implications for all mentioned above. Parents should be made aware of their ward’s . teachers should make parents aware of their child’s emotional well being at school. college principal should bring about frequent and enhanced parent teacher meet, so that information about the child’s overall well being can be shared and a mutual understanding can be developed.

Limitations

1. The study was delimited to S.Y.B.Com. and S.Y.B.Sc. Students of G.T.P College Nandurbar only.
2. The study was delimited to G.T.P College Nandurbar only.

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