

Role of Parenting Style in Development of Emotional Intelligence and Psychological Well-Being among Adolescent

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ABSTRACT

Emotional intelligence is a key of success in present world. Parents play a significant role in the development of emotional intelligence. The aim of the present study was to find out the role of parenting style in the development of emotional intelligence and psychological well-being among adolescents. For this purpose, 80 adolescents were selected purposively. Parenting style questionnaire, emotional intelligence questionnaire, and psychological well-being test were used for data collection and descriptive statistical methods were applied for data analysis. Results showed that there is a significant difference between parenting style on emotional intelligence and psychological well-being among adolescents. Authoritative parenting style is more effective than authoritarian parenting style for developing emotional intelligence and psychological well-being. Results also suggest that there is a significant difference between gender on emotional intelligence and psychological well-being.

Keywords: Parenting Style, Emotional Intelligence and Well Being.

Now we live in an age where everything is changing rapidly. In recent decades there has been a dramatic change in style. Many parents showed interest in learning the importance of emotional intelligence concepts like empathy, understanding, express and control emotions correctly. So parenting is based on a combination of knowledge and experience of emotional intelligence with empathy, wisdom, consciousness and self-governance. These skills can overcome common challenges, in the process of educating the present generation, are useful.

All kinds of authoritarian styles are characterized by strict rules and regulations to enforce desired behaviours. Such techniques include severe punishment for failure, to come to the expected standards and little or no recognition, praise or other signs of approval, when the child meets the expected standards. It is reported by Baumrind (1967) that parents of unhappy and socially withdrawn nursery school children were authoritarian. High parental demand was associated with higher social assertiveness in girls. The negative impact of authoritarian child rearing method was somewhat stronger for boys than girls. It seems that the children of

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Received: March 4, 2019; Revision Received: April 4, 2019; Accepted: April 20, 2019

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authoritarian parents tend to lack social initiative. In a number of studies authoritarian parenting is found to be associated with low esteem and external locus of control.

According to Maccoby and Martin (1983) the authoritative parenting is a pattern of family functioning in which children are required to be responsive to parental demands and parents accept a reciprocal responsibility to be as responsive as possible to their children's reasonable demands and points of view. Reciprocity highlights a two way communication process between the parents and the child in which each is responsive to the others demands, but parents are expected to respond only to the reasonable demands from their children. Adolescence is a critical period in human development because it is during this period that the individual begins to develop a stance towards the world. It is a period of transition from a relatively dependent childhood to the psychological social and economic self-sufficiency of adulthood. It is a period of heightened emotionality. There are marked changes in the stimuli that give rise to emotions and the forms of emotional expression. As the adolescent's social horizon broadens they are confronted with many new feelings and emotions, which are mostly unpleasant due to rapid physical, psychological, cognitive and moral value changes. If the adolescents cannot perceive, understand and regulate and function with their emotions, it will leave indelible marks on their behaviour and personality. Salovey defines emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and others emotions to discriminate among them and to use the information to guide one's thinking and actions. Emotional intelligence, a relatively new concept mainly popularized by Goleman during the last decade can be defined as the ability to perceive emotions to access and generate emotions, so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. To be emotionally intelligence is to have the personal skills that characterize a rich and balanced personality.

Importance of the Study

Adolescence is a period of potential stress as the adolescent's experience many new feelings and emotions. Family life is the first school for emotional learning. Family makes some significant role in development of emotional intelligence and psychological well-being among adolescent. Every parenting style is different from each other. Present research focused on study which parenting style is effective for developing emotional intelligence and psychological well-being among adolescent.

METHODOLOGY

Statement of the problem

To study the role of parenting style in development of emotional intelligence and psychological wellbeing among adolescent.

Objectives

1. To find out the role of parenting style in development of emotional intelligence among adolescent.
2. To find out the gender difference between boys and girls on emotional intelligence
3. To find out the role of parenting style in development of psychological wellbeing among adolescent.
4. To find out the gender difference between boys and girls on psychological wellbeing

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Hypothesis

1. There is significant difference between parenting style on emotional intelligence among adolescent.
2. There is significant difference between boys and girl on emotional intelligence
3. There is significant difference between parenting style on of psychological wellbeing among adolescent.
4. There is significant difference between boys and girl on psychological wellbeing

Participate

Parenting style questionnaires was administrated on 80 parents to identify the different parenting styles Adopted by them. Adolescent of both parents exhibiting the same parenting styles were selected in equal number for the final sample. Thus, the sample consisted of 40 Authoritative parents 40 Authoritarian parents and their children who comprised of Equal number of boys and girls. All sample selected from Aurangabad city.

Sample distribution

Authoritarian Style		Authoritative Style	
Boys	Girls	Boys	Girls
20	20	20	20

Tools and Measure

1. Parenting Style Four Factor Questionnaire (PS-FFQ) developed by SHYNY T. Y The final scale consists of 32 items. This is five point scale as all of the time, most of the time, some time, rarely and never. The score was five to one. There are no negative items. Scores for each parent were taken separately and sum of scores of each parents were taken for overall score of an item. Thus the instrument yields four separate scores for each participant, namely Authoritarian, Authoritative, Permissive, and Uninvolved.
2. Emotional Intelligence Test developed by Dr. Ekta Sharma in the year' 2011. The EIT constitutes of 60 items from five domains of Emotional Intelligence i.e. Self-Awareness, Managing Emotions, Motivating Oneself, Empathy, and Handing Relationships. The response pattern in the scale is of Likert type five point scale. The scoring for each statement in the scale is done in descending/ascending order for determining the emotional intelligence by giving a score of 5 for always, 4 for most often 3 for occasional, 2 for rarely, 1 for never and reverse for negative items. This test was found to be highly reliable. The test has good criterion related validity.
3. Ryff's Psychological Well-Being Scales (PWB) developed by Carol Ryff this scale consists of 42 items which related to Autonomy, Environmental Mastery, Personal Growth Positive Relations, Purpose in Life, Self-acceptance dimensions. The response pattern in the scale is of Likert type i.e., on a six point continuum from strongly agree to strongly disagree. This test is reliable and valid.

Variable

Independent variables

➤ **Parenting style**

- A) Authoritarian Style
- B) Authoritative Style

➤ **Gender**

- A) boys
- B) girls

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Dependent variables

- Emotional Intelligence
- Psychological Well-Being

Research design

For the present research 2x2 factorial research design was used.

Procedure

For the present investigation first 80 parenting style questionnaire administrated on 800 parents of adolescent. On the basis of score 30 adolescence were select from each parenting style. After that emotional intelligence and psychological well-being questionnaire administrated on adolescent by given instruction and data was collected.

RESULTS AND DISCUSSION

Table no. 1 mean and standard deviation values for Authoritarian Style and Authoritative Style Adolescent on emotional intelligence.

Parenting style	Gender	N	Mean	SD
Authoritarian Style	Boys	20	124.95	6.16
	Girls	20	130.30	4.18
Authoritative Style	Boys	20	154.50	7.92
	Girls	20	158.95	5.79

Bar diagram showing mean and standard deviation value for boys and girls adolescents' subject on emotional intelligence.

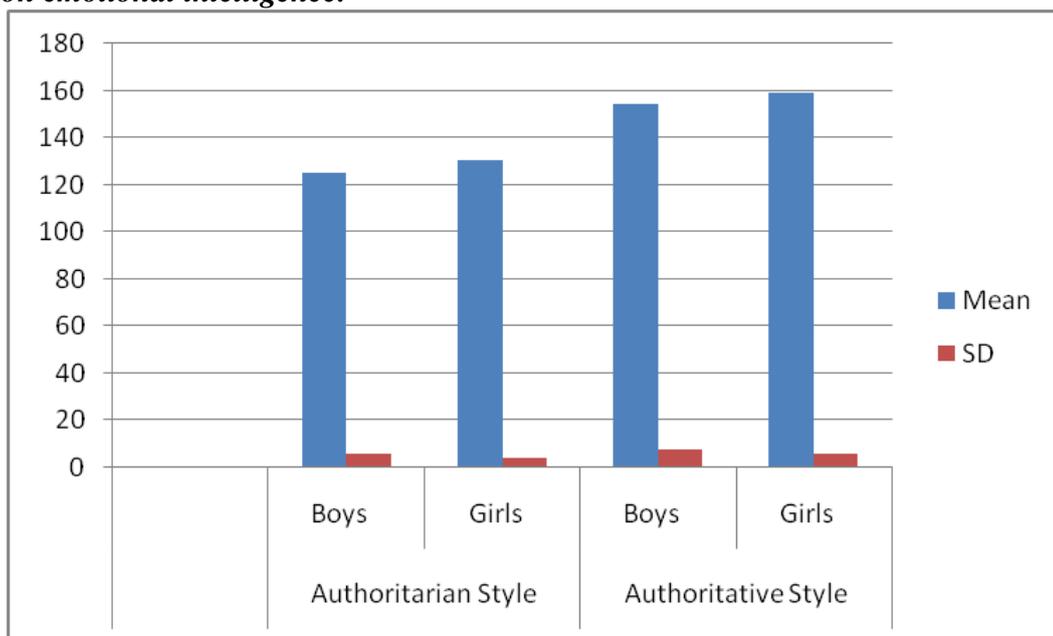


Table no.1 demonstrating that mean and SD values for emotional intelligence of boys and girls adolescents subjects. it indicate that the mean score of Authoritarian parenting Style girls is (130.30) which is grater then male subjects (124.95) and mean score of Authoritarian parenting Style girls is (158.95) which is grater then male subjects (154.50).

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Table no. 2 showing analysis of variance for boys and girls Adolescents subjects on emotional intelligence.

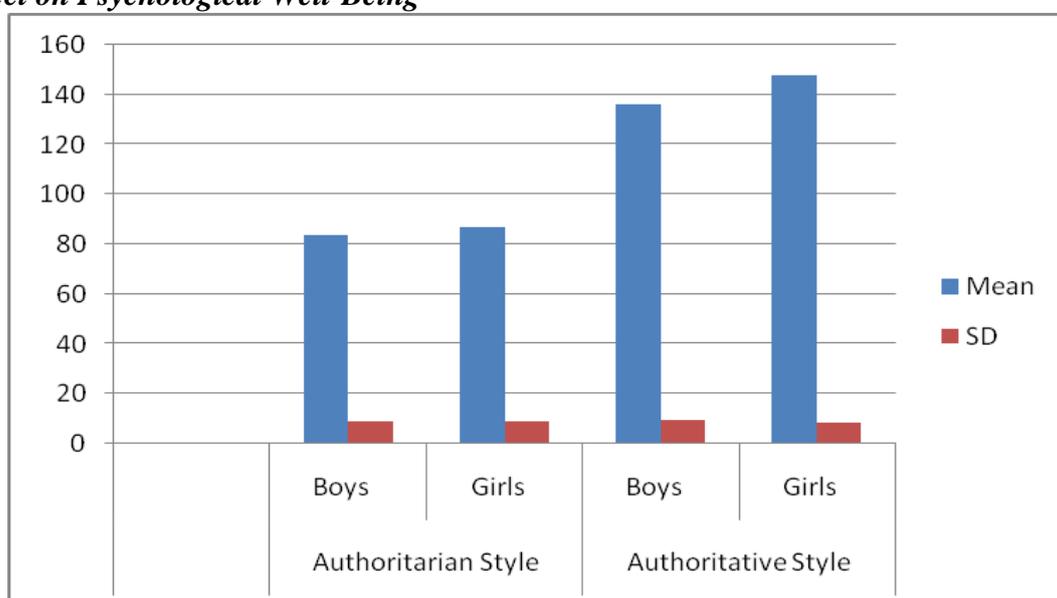
Source of variation	Sum of square	df	Mean square	F	Level of significance
Gender	480.200	1	480.200	12.64	
Error	2887.100	76	37.988		
Total	1637406.00	80			

Table no.2 specifies that the F value is significant ($F=12.64 ;(2.08) P<0.01$) for emotional intelligence of boys and girls adolescents subjects. its means that both parenting style girls subject are better than boys subjects on emotional intelligence thus the result supports hypotheses no.1 and 2 hence the hypotheses are accepted. katyal and Awasthi (2005), Horrod,& Scheer,(2005), Jennifer (2010), suggested that females had high level of EI then male .one reason for this could be female are able to express and handle their emotion more freely as compared to male. Parental demandingness seems to be a more complex dimension. Some of the parenting practices that integrate this construct show correlations with positive developmental outcomes, while other parental demanding practices typically show correlations with negative or undesirable developmental outcomes. Positive responsiveness includes parental practices such as monitoring and supervision, behavioral control, autonomy granting, appropriate maturity demands and expectations, and inductive discipline.

Table no. 3 mean and standard deviation values for Authoritarian Style and Authoritative Style Adolescent on Psychological Well-Being.

Parenting style	Gender	N	Mean	SD
Authoritarian Style	Boys	20	83.50	8.91
	Girls	20	86.65	9.05
Authoritative Style	Boys	20	136.20	9.72
	Girls	20	147.55	8.30

Bar diagram showing mean and standard deviation value for boys and girls adolescents' subject on Psychological Well-Being



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Table no. 3 show mean and SD values of Psychological Well-Being of boys and girls adolescents subjects. it indicate that the mean score of Authoritarian parenting Style girls is (86.65) which is grater then male subjects (83.50) and mean score of Authoritarian parenting Style girls is (147.55) which is grater then male subjects (136.20)

Table no. 4 showing analysis of variance for boys and girls Adolescents subjects on Psychological Well-Being.

Source of variation	Sum of square	df	Mean square	F	Level of significance
Gender	1051.250	1	1051.250	12.93	
Error	6175.700	76	81.259		
Total	1102214.00	80			

Table no.2 specifies that the F value is significant (F=12.93; ;(2.08) P<0.01)for Psychological Well-Being of boys and girls adolescents subjects. its means that both parenting style girls subject are better than boys subjects on Psychological Well-Being thus the result supports hypotheses no.1 and 2 hence the hypotheses are accepted. Akhter, S. (2015) found same result gender difference on psychological wellbeing. well-being is defined as a form of cognitive, affective, and social growth during human development that leads to a positive adjustment to given societal circumstances.

CONCLUSION

Present study finds that there is significant difference between parenting style on emotional intelligence and psychological well-being among adolescents. Authoritative parenting Style is more effective then Authoritarian parenting Style for developing emotional intelligence and psychological well-being .results also suggest that there is significant difference between gender on emotional intelligence and psychological well-being.

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Acknowledgements

The authors profoundly appreciate all the people who have successfully contributed in ensuring this paper in place. Their contributions are acknowledged however their names cannot be mentioned.

Conflict of Interest

The authors carefully declare this paper to bear not conflict of interests

How to cite this article: A M Ambhore & P A Puri (2019). Role of Parenting Style in Development of Emotional Intelligence and Psychological Well-Being among Adolescent. *International Journal of Indian Psychology*, 7(2), 85-91. DIP:18.01.011/20190702, DOI:10.25215/0702.011