

A Correlative Study of Mother Parenting Style and Emotional Intelligence of Adolescent Learner

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ABSTRACT: In the past the success of individual often has been equated with high IQ. But in the last two decades Gardener, Salvoey and Meyer, Goleman and other has researched in the area and found out that it is not IQ but EQ which determines one's success in life. The one who has high on emotional intelligence is found to be better in handling the situations of life than one who has low level of emotional intelligence. The parents who had high influence in the life of children especially at the initial phase of life are responsible to enhance EQ with good social and emotional environment. This will help the child to cope future exigencies. As, the children in the age group of 14-16 years pass through the phase of life which is considered to be crucial therefore, it is imperative that they are able to handle and control their emotions as it has implications for their immediate and future life. Children of this age share a different kind of relationship with their parents. Therefore, it is very pertinent that parents should understand their emotions and try to act according to it. Parents adopt different parenting style to rear their child. Authoritative parenting has been considered as optimum parenting style for the various developmental parameters of a child and it has been true in case of emotional intelligence. But most of the researches are being done in western population. The present study was conducted in the Indian urban setting wherein students and their educated mothers had participated. The result indicated that authoritative parenting style was not all correlated with emotional intelligence of the boys, girls or students. Though, some components were correlated with emotional intelligence.

KEYWORDS: Parenting style, Emotional Intelligence, Emotions, Gender, Adolescent.

1 INTRODUCTION

In the last decade or so, science has discovered a tremendous amount about the role emotions play in our lives. Researchers have found that even more than IQ, your emotional awareness and ability to handle feelings will determine your success and happiness in all walks of life. EI moderates conflict by promoting understanding and relationships, and fostering stability, continuity and harmony. It also links strongly with concepts of love and spirituality. EI adds emotional stability that makes us more capable and efficient in establishing successful interpersonal relationships as, it is a requirement for dispute resolution. When EQ is high, one is able to experience feelings fully as they happen. Emotional awareness brings inner world into focus which enables the person to make good choices and how to strike a mutually healthy balance between own needs and that of others. Some of the characteristics of those with high EQ, as identified [1], encompassed clarity in thoughts and expressions, high optimism, ability to read non-verbal communication, emotional resilience, moral autonomy and high levels of self-motivation. Those people having high emotional intelligence balance their feelings with reason, logic and reality. During stressful and terrible situations "emotionally intelligent" people manage their emotions better and react with clearer, more rational minds and make better decisions. In difficult situations, transmitting positive emotions can help people cope with negative circumstances. People with high EQ know the art of expressing emotions as much as controlling them [2] whereas, people with lower EQ tend to blame others for their feelings and do not articulate their feelings and are more prone to criticize and judge others. When such is the importance of emotional intelligence and it is not inherited, then, how do we make our children emotionally intelligent so that they can handle the toughest situation with ease? Can we raise

emotionally intelligent children? John Gottman in his book, *Raising an Emotionally Intelligent children* has stressed that for parents emotional intelligence means making them aware of their children's feelings, and being able to empathize, soothe, and guide them. For children, who learn most lessons about emotion from their parents, it includes the ability to control impulses, delay gratification, motivate them, read other people's social cues, and cope with life's ups and downs. Normally, first lesson of expressing emotions is learnt by child in his family. This is being learnt through interaction between himself and his family members especially the parents. Family life is our first school for emotional learning--not just through things parents say and do directly to their children, but in the modeling they offer for handling their own feelings. The relationship between affective and emotional aspects of parental behaviour and the child's emotional adjustment is family and culture specific [3].

The emotional expressiveness of parents in the course of every day interaction provides guidelines to the child for the use of emotion in ongoing social interchanges. Emotional expressiveness is the style of parents or patterns of behaviours in the process of parent child interaction in the socialization process. The expressiveness of parents extends emotional learning beyond the acquisition of social skills, such as coding and decoding, to the utilization of rules about emotion in multiple contexts. Goleman[4] reviewing hundred's of studies that how parents treat their children-whether with harsh discipline or empathic understanding, with indifference or warmth and so on has deep and lasting consequences for the child's emotional life. Parent healthy and warm relationships were found to develop social and emotional potentialities and get an advantage of getting parental suggestions, ideas and communication skills and critical sense of security [5]. The emotional intelligence of the child depends on parental love and affection and depending on the child rearing practices, interactions with them [6].

Emotional learning foremost among them takes place most readily in the early years of life, and severe stress can impair the brain's learning centers. Based on very earliest learning experiences, a child learns that people can be trusted to meet her needs, or that no one really cares, and all efforts to induce comfort will fail. These lessons impact how secure and effective he feels in the world, and whether or not he views others as dependable. During the first three or four years of life, a toddler's brain grows to about two-thirds of its full size and evolves in complexity at its greatest rate. While the first and most critical opportunities to shape emotional intelligence are in the earliest years, opportunities continue throughout the school years. The emotional abilities children acquire later in life build on those of the earliest years, and form the essential foundation for all learning. Early abuse extinguishes empathy and creates violence in even very young children, who learn to respond like miniature versions of their own parents. Early experiences--of brutality or of love--leave a lasting imprint on the brain. Tracing the impact of trauma on emotional learning, the manner in which vivid, terrifying moments become memories "emblazoned in the emotional circuitry, impelling vivid memories of a traumatic moment to continue to intrude on awareness" becomes apparent. These "emotional hair-triggers" sound an alarm when there is the slightest hint that a trauma may be about to reoccur. This hair-trigger phenomenon is the hallmark of emotional trauma of all kinds, including repeated physical abuse in childhood. Can these experiences be healed? It appears so--at least, to a point--for emotional learning is lifelong. The way a couple handles the feelings between them in addition to their direct dealings with a child impart powerful lessons to their children, who are astute learners, attuned to the subtlest emotional recharges in the family. Parents can help children with the basics of emotional intelligence by: learning how to recognize, manage, and harness their feelings; empathizing; and handling the feelings that arise in relationships. The impact of such parenting is "extraordinarily sweeping." The advantages are social, cognitive, and biological. This emotional schooling operates not just through the things that parents say and do directly to children but also in the models they offer for handling their own feelings and those that pass between husband and wife.

Though early years of emotional coaching by parents help the child in the later stage of development but it is of more important that adolescence is the crucial age where there is a heightened level of emotions. Youth is a period of physical and psychological maturity, when an individual is expected to establish his or her own identity and to develop necessary skills for socially responsible behaviour. It is also a period of heightened emotionality that they feel the emotions in a stronger and more persistent manner. It is important that at this stage it is necessary that a children needs to control or regulate emotions. Adolescence need to be emotionally stabilized. The youth's transition to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive environment [7]. An emotional stabilized adolescence carries out his responsibilities and his relationships with empathetic manner. A family where emotional bonding and communication between youth and parents are adequate with clear behavioural standards, then youths can become emotionally competent, responsible, independent, confident and socially competent [8]. Parents send affective messages to the child, with increasing expectation that child will be able to interpret and respond to them. The emotional expressiveness of parents in the course of every day interaction provides guidelines to the child for the use of emotion in ongoing social interchanges. Emotional expressiveness is the style of parents or patterns of behaviours in the process of parent child interaction in the socialization process. The expressiveness of parents extends emotional learning beyond the acquisition of social skills, such as coding and decoding, to the utilization of rules about emotion in multiple

contexts. Thus, parenting helps the children to be more equipped with pro-social skills and thus one is more accepted in the society whereas inept parenting actually translates the behaviour of children of this age group into more unsocialized, unadjusted.

2 OBJECTIVES OF THE STUDY

- 1- To study the relationship between parenting style of mothers' and emotional intelligence of girls students
- 2- To study the relationship between parenting style of mothers' and emotional intelligence of boys students
- 3- To study the relationship between mothers' parenting style and emotional intelligence of secondary students.

3 HYPOTHESES OF THE STUDY

- 1- There is no significant relationship between the mothers' parenting style and emotional intelligence of girls students
- 2- There is no significant relationship between the mothers' parenting style and emotional intelligence of boys students
- 3- There is no significant relationship between the mothers' parenting style and emotional intelligence of students.

4 METHODOLOGY

4.1 DESIGN OF THE STUDY

The present study is descriptive but correlative in nature to find out the relationship between the mother parenting style and emotional intelligence.

4.2 SAMPLE OF THE STUDY

Multistage random sampling technique was adopted to select the sample of two hundred forty six class tenth students from eight schools. This includes 115 girls and 131 boys in the age group of 13-15 years. Students of mother were contacted to collect the data for parenting style questionnaire.

4.3 TOOL USED

Dr Ekta Sharma tool for emotional intelligence and Robinson et al (2001) Parenting Style Dimension Questionnaire (PSDQ) (Hindi Version) tool were used. Dr Ekta Sharma tool consists of 60 items spread over in five different dimensions of emotional intelligence. The dimensions were self awareness, motivating oneself, managing emotions, empathy and handling relationship. Each dimension has a score which was categorized as below average, average and above average. The PSDQ tool consists of 32 items spread over three parenting style i.e. authoritative, authoritarian and permissive. The highest mean score among the three parenting style determine the parenting style of mother. As, the parenting style constellation of all kinds of behavior of parents towards their children therefore, for analysis it is taken as whole. Both the tool has high reliability and validity.

4.4 DATA ANALYSIS

As the present study was correlative in nature therefore, correlation between the various dimension of emotional intelligence and mother parenting style was computed through SPSS 17.0.

5 RESULTS OF THE STUDY

Following are the results of the study:

(i) Given below is the table of coefficient of correlation between parenting style of mother and emotional intelligence of boys.

Table 1: Correlation between Parenting Style of Mother and Emotional Intelligence of Boys

S.No	Parenting Style of Mother	Components of Emotional Intelligence					
		SA	ME	MO	EM	HR	EI
1.	Authoritarian	.019	.069	-.036	.091	.019	.042
2.	Authoritative	-.024	-.005	.139	-.082	.064	.057
3.	Permissive	-.034	.040	-.034	.118	-.033	.001

*P<.05, **P<.01

The table 1 revealed that:

Authoritarian parenting: Amongst the various sub dimensions of emotional intelligence, none of the sub dimensions of emotional intelligence was significantly correlated with authoritarian parenting.

Authoritative parenting: Amongst the various sub dimensions of emotional intelligence, none of the sub dimensions of emotional intelligence was significantly correlated with authoritative parenting.

Permissive parenting: The dimension Indulgence was not significantly correlated with emotional intelligence and its dimension.

It was found out that none of the other parenting style (authoritative authoritarian and permissive) of mother was significantly correlated with the overall emotional intelligence of students. Thus the hypothesis there is no significant relationship between the parenting style of father and emotional intelligence of students stand accepted.

(ii) Given below is the table of coefficient of correlation between parenting style of mother and emotional intelligence of girls.

Table 2: Correlation between Parenting Style of Mother and Emotional Intelligence of Girls

S.No	Parenting Style of Mother	Components of Emotional Intelligence					
		SA	ME	MO	EM	HR	EI
1	Authoritarian	.310**	-.103	-.093	.135	.017	.101
2.	Authoritative	-.199*	-.213*	.267**	-.036	.207*	.079
3.	Permissive	.283	.079	.012	.154	.066	.201

*P<.05, **P<.01

The table 2 revealed that:

Authoritarian parenting: The authoritarian parenting was significantly positively correlated with self-awareness (.310**) dimension of emotional intelligence.

Authoritative parenting: Amongst the various sub dimensions of emotional intelligence, motivating oneself (.267**) and handling relationship (.207*) were significantly positively correlated whereas self-awareness (-.199*) and managing emotions (-.213*) were significantly negatively correlated with authoritative parenting.

Permissive parenting: The permissive was not all significantly correlated with all the dimension of emotional intelligence including overall emotional intelligence.

It was found out that none of the other parenting style (authoritative authoritarian and permissive) of mother was significantly correlated with the overall emotional intelligence of students. Thus the hypothesis there is no significant relationship between the parenting style of father and emotional intelligence of students stand accepted.

(iii) Given below is the table of coefficient of correlation between parenting style of mother and emotional intelligence of students.

Table 3: Correlation between Parenting Style of Mother and Emotional Intelligence of Students

S.No.	Parenting Style of Mother	Components of Emotional Intelligence					
		SA	ME	MO	EM	HR	EI
1.	Authoritarian	.158*	-.005	-.064	.112	.016	.067
2.	Authoritative	-.090	-.077	.196**	-.060	.129*	.074
3.	Permissive	.134	.057	-.005	.137	.024	.106

* $P < .05$, ** $P < .01$

The table 3 revealed that:

Authoritarian parenting: The authoritarian parenting was positively correlated only with self-awareness (.158*) dimension.

Authoritative parenting: The authoritative parenting was significantly positively correlated with only motivating oneself (.196**) and handling relationship (.129*) of emotional intelligence.

Permissive parenting: The permissive parenting was not correlated with any of the dimension of emotional intelligence including overall emotional intelligence.

It was found out that none of the other parenting style (authoritative authoritarian and permissive) of mother was significantly correlated with the overall emotional intelligence of students. Thus the hypothesis there is no significant relationship between the parenting style of mother and emotional intelligence of students stand accepted.

6 DISCUSSIONS OF RESULTS

Emotional intelligence has been increasingly receiving attention as a factor for predicting child's behaviours since it is the ability to perceive, understand, and manage one's emotion. 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 [8] 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". 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 [9], [10], [11]) but the style could vary with the developmental stage[12]. Most of the studies on the outcomes of parenting styles on adolescents have been based upon the perceived parenting wherein adolescents had reported about their parents parenting style through self-report measures. Moreover, most of the studies on the outcomes of parenting styles on adolescents have pre pondered on mothers influence on emotional and social development [13],[14],15]. But the new millennium as a result of globalization has brought a lot of changes in Indian families from changes in family structure, parental socialization goals, and to more women joining the workforce [16]. A review of literature indicates that all along father's role in the family has been that of a bread winner but the changes in Indian families due to globalization calls for a need to look at the role of fathers as more nurturing [17].The present research on parenting and its relationship with emotional intelligence takes into account the parents (both father and mother) self-reporting on their parenting and its relationship with emotional intelligence and its various dimension. The researches carried out globally have reported mixed results related to emotional intelligence relationship with parenting style. In the present research, overall emotional intelligence is not significantly correlated neither with mother nor father parenting style [18], [19]. But if we look from the gender perspective of parent, father's authoritative parenting style was positively correlated with motivating oneself dimension irrespective of the gender of the students and it has been positively correlated with handling relationship for girls and all students. This is in consonance with the theoretical model and also earlier research which shows authoritative style as contributing to motivation [20], [21]. The managing emotions dimension of emotional intelligence has been negatively correlated with authoritative parenting in case of girls and for all students. This was in contradiction with the models of parenting. It has also found that father's authoritarian parenting is positively correlated with self-awareness in case of girls and all students. This is contrary to the theoretical model given by Baumrind [22] which showed authoritarian style as having negative outcome. Earlier studies showed authoritarian style as negatively influencing self-awareness [23],[21]. Although domination is a component implicit in authoritarian style as described by Baumrind [24], this element of control may be seen as involvement and closeness in Asian cultures [25]. In Indian families, cultural conformity, parental regulation is an expected

behaviour of parents [26] and the finding is a reflection of Indian culture where adolescents see parents' strictness and demand for obedience as warmth and concern as opposed to the West. In case of mother it has been found out that for girls and all students, authoritative parenting is positively correlated with motivating oneself and handling relationship whereas it was negatively correlated with managing emotions and self-awareness. The authoritarian parenting was positively correlated with self-awareness for girls and students. Boys did not show any kind of correlation with any of the dimensions of emotional intelligence with any of the parenting of mother. Traditionally, mother has been authoritative in nature and it is more so for females than males [27],[28]). Therefore, positive correlation with girls and all students was expected. Chao [25] and Chao and Tseng [29] while analysing the parenting style of Asian families had reported that the role of mother is more of nurturance and warmth providing; therefore influence to the various social behavioural outcomes was positive. The negative correlation with self-awareness and positive correlation with authoritarian parenting indicates emotional climate prevails in home had low awareness of girls about themselves which was quite in contradiction with the findings provided in the literature wherein females were far recognized more superior than males to be aware of their emotions. This may be attributed to the transitions phase with which Indian society is moving wherein parents provided freedom as per the requirement of the needs of their girl child.

Though traditional India is predominantly collectivistic, the finding is reflective of changes in a societal trend towards more authoritative style of parenting which may be due to globalization or multiculturalism [30]. Moreover parenting which involves value systems is subjected to change from one generation to the next [31]. When parents adopt an authoritative style they set very clear standards and make sure rules are enforced and are consistent using sanctions whenever necessary. They attune to the feelings of their children and may be use the emotional situation to understand what exactly is upsetting them and also show them an alternative way of responding to the situation. At the same time adolescents are given opportunity to experience emotional openness, independence and help them to see reason in what they are doing rather than imposing their will on them. Authoritative style [32], the specific features of the authoritative style such as warmth, emotional support [33] acceptance, involvement [34] a combination of freedom and control [35] communicates and creates such an emotional climate those adolescents are able to deal with their own feelings as well as that of others. It helps them to become aware of the feelings embedded in whatever is being communicated by the parents. The self-awareness results in autonomous regulations of one's own emotions.

7 CONCLUSION

Emotional intelligence a key predictor for success in human life is highly influenced by the way parenting. It is the parents in the initial phase of life which trains them to handle and manage it in a proper way. Researches have been carried out wherein it has been shown that emotional intelligence by the different parenting style in a different manner. In western countries it is the authoritative parenting style which results into high emotional intelligence. But in Asian and mainly in south Asian countries most of the researches it has an area to be researched. Indian which is going through transition phase of modernity and traditionalism a mixed approach of parenting has been adopted therefore it is necessary to find out which parenting style has been correlated high with emotional intelligence. Present research indicates authoritative parenting was neither correlated with authoritative, authoritarian or permissive parenting but some of the components of emotional intelligence were correlated with authoritative or authoritarian parenting style.

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