



Emotional Intelligence and Parenting Style Among Students

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Abstract:

The objective of present research is to check the relationship between parenting style and emotional intelligence among the students. A total number of 120 (60 male and 60 female) students were included as sample. All of them are studying in the English medium School of urban area of Ranchi. Purposive sampling technique was applied for the sample selection. Pearson product movement correlation method was used to check the relationship and t test was also applied to see the significance of difference between both groups' mean. The result revealed that male students and female students did not differ significantly on their level of emotional intelligence. Further the result showed that Authoritarian style of parenting is significantly and negatively correlated with emotional intelligence. The result also showed that other two types of parenting (Authoritative and Permissive) style of parenting positively associated with emotional intelligence.

Keywords: Emotional intelligence, Parenting style, Authoritative style and Permissive style

1. Introduction

Emotional intelligence (EI) and parenting styles are both significantly implicated in a child's social, emotional, and academic development (Goleman, 1995; Baumrind, 1971). While substantial research independently explores the impact of EI on various aspects of adolescent well-being (e.g., Petrides & Furnham, 2000; Mayer, Salovey, & Caruso, 2008) and the influence of parenting styles on child outcomes (e.g., Maccoby & Martin, 1983; Steinberg, Lamborn, Dornbusch, & Darling, 1994), the interplay between these two constructs remains an area deserving further investigation. This study examines the relationship between students' emotional intelligence and their parents' parenting styles, aiming to clarify the extent to which specific parenting approaches contribute to or detract from the development of EI in adolescents.

Existing literature suggests a complex bidirectional relationship. For instance, authoritative parenting, characterized by high levels of warmth, responsiveness, and clear expectations, has been consistently linked to positive developmental outcomes, including higher levels of self-esteem and social competence (Darling & Steinberg, 1993), which are key components of EI. Conversely, authoritarian or permissive parenting styles may hinder the development of crucial EI skills such as self-regulation, empathy, and social awareness (Jones, 2000; Harris, 2006). However, the specific mechanisms linking parenting styles to EI and the potential mediating or moderating factors remain largely unexplored. This lack of clarity necessitates further research utilizing rigorous methodologies to deepen our understanding of this crucial developmental dynamic. The findings will contribute to a more comprehensive understanding of the factors influencing the development of EI in students and inform the development of effective parenting interventions aimed at fostering emotional well-being.

Thompson and Davis (2017) reported a significant positive correlation between authoritative parenting style and emotional intelligence, while authoritarian and permissive parenting styles showed a negative correlation. Kapoor and Gupta (2018) found that students reared with authoritative parenting

demonstrated higher levels of emotional intelligence compared to those with authoritarian or permissive parenting styles. Sharma et al (2018) found that adolescents having authoritative parenting experienced higher levels of emotional intelligence compared to those with authoritarian or permissive parenting styles in the Indian context. Patel and Desai (2019) among the Indian families explored that cultural values and norms influence parenting style and also impact the development of emotional intelligence. Sharma and Shreya (2024) reported that authoritative parenting promotes high emotional intelligence levels, but authoritarian or negligent parenting, especially with regard to men, may result in lower emotional intelligence. Mishra and Singh in a cross-sectional study among college students found that maximum students reported their parent's parenting style as authoritative (36%). Further the result revealed that the proportion of authoritative father was 36% and authoritative mother was 37%. The study further revealed that maternal authoritarian style and permissive style was negatively associated with high emotional quotient when compared to authoritative parenting style. Dehyadegary et.al (2012) found positive significant correlation between parenting style and academic achievement, while permissive parenting style has found negative correlation. Radhika & Joseph (2013) in their research among 60 mother of school going children found that children with authoritative parenting styles have a better academic outcome than children of negligent. Further they explored a positive impact on the academic performance of the school children of the authoritative parenting style. Gupta & Mehtani (2017) found that students who perceived their parenting style as autocratic style differ significantly on students' academic achievement compare to students who perceived of their parents' parenting style as democratic style. Obiunu (2018) in his study among 120 school students of secondary school found that authoritarian parenting style has no relationship between the academic performances on students.

Argyriou, et al (2016) in their research among 127 Greek students of age between 15-19 years studied the relationship between parenting styles and emotional intelligence. The finding of the study stated showed that the primary prevention programs with parents significantly influence traits of emotional intelligence at a young age. Mohammadi et al (2016) in research among high school students of Noorabad Mamasani studied the impact of different parenting styles on the happiness. The results confirmed that parenting styles are both directly as well as indirectly related to happiness. Ashiano and Mwoma (2013) in their study found an important inter-relationship between authoritative parenting style and children's performance. Authoritarian parenting style was critically associated to children's performance in curriculum activities. There was no important interrelationship between permissive parenting style and children's performance. Ayele (2012) concluded that authoritative parenting as the most commonly parenting style adopted by the parents. Further they said academic self-efficacy was significantly impacted by the parenting style, while the mediated effect on achievement motivation was found.

2. Methodology

2.1 Objectives

- 1.To measure and compare the level of emotional intelligence of male and female students.
- 2.To check the relationship between parenting style and emotional intelligence among the students.

2.2 Hypotheses

- Ho1: Male students and female students would not differ significantly on their level of emotional intelligence.
- Ho2: There would be no significant relationship between parenting style and emotional intelligence.

2.3 Sample

The sample was consisted of 60 male and 60 female students studying in different English medium schools of Ranchi. The age range of the sample was between 15 years to 18 years. All of them are residing in the urban area of Ranchi district. Purposive sampling technique was used for the sample selection.

2.4 Tool used

2.4.1 Parenting Style Scale

The Perceived Parenting Style Scale developed by Divya and Manikandan (2013) was used to measure the perception of the children about their parent's behaviour. It measures perceived parenting style of the subject with regard to three dimensions such as authoritarian, authoritative and permissive. It consists of 30 items in which responses were elicited in a five-point Likert scale. It is highly reliable and valid scale used by various scholars in their studies.

2.4.2 Emotional intelligence scale

Emotional intelligence scale by Singh and Narayanan was used to measure the emotional intelligence of the students. This scale has 31 statements and four dimensions namely understanding emotions, understanding motivations, empathy and handling relations. The test-retest reliability of this test is .86 and the concurrent validity of this test is .82.

3. Results and discussion

Table 1: Showing the mean, SD, N of male students and female students on emotional intelligence

Groups	N	Mean	SD	t value
Male students	60	21.05	2.52	0.16 not significant
Female students	60	20.99	2.43	

Table 1 presents the mean, SD, N and t value of overall Male students and overall Female students. It is clear from the table that overall mean and SD of male students on emotional intelligence is (mean= 21.05, SD= 2.52) and mean and SD of females are respectively (mean= 20.99, SD= 2.4). The t value 0.16 signifies that both the groups not differ significantly on their level of emotional intelligence. The difference between both groups is because of chance factor. Thus, the Null hypothesis Ho1 "Male students and female students would not differ significantly on their level of emotional intelligence" is not to be rejected.

Table 2: Presenting the correlation between the different dimensions of Parenting style and emotional intelligence (N=120)

Parenting style dimensions	Emotional intelligence
Authoritarian	-.62
Authoritative	.72
Permissive	.41

The above table presents the correlation of three parenting style namely Authoritarian style, Authoritarian style and Permissive style. The $r = -.62$ value clearly shows that Authoritarian style of parenting is negatively and significantly correlated with emotional intelligence. Further the table shows that Authoritarian style of parenting is positively and significantly correlated with emotional intelligence ($r = .72$). The r value .41 shows that Permissive style of parenting style is moderately significantly correlated with emotional intelligence.

4. Conclusion

1. Male students and female students did not differ significantly on their level of emotional intelligence.
2. Authoritarian style of parenting is negatively and significantly correlated with emotional intelligence.
3. Authoritarian style of parenting is positively and significantly correlated with emotional intelligence.
4. Permissive style of parenting style is moderately significantly correlated with emotional intelligence.

5. Implication

These results can shed light on the development of parental interventions and educational programs to improve children's emotional intelligence. Psychologists can develop programs based on real data that teach parents the impact of different styles of education, and provide practical strategies to promote emotional intelligence. Furthermore, research can inform the development of school interventions, including strategies to raise children to promote emotional intelligence among students. Psychologists can work with schools to create a constant and united environment so that students develop their emotional skills. The results also highlight the importance of effective communication between parents and children and can direct psychologists in the provision of advice for parents on how to improve communication and create a safe environment.

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