

Perceived Parenting Style and Emotional Intelligence Among Late

Adolescents

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Abstract

Adolescence is a period of change in one's personal, emotional, cognitive and social growth. The Descriptive Correlation Research Design examined the relationship between Parenting Style and Emotional Intelligence among late adolescents. The Data was collected from 100 late adolescents (40 males and 60 females) from Irrity Taluk, Kannur district in Kerala who were selected using Non probability convenient sampling method. The Emotional Intelligence Scale (EIS) and Parental Authority Questionnaire (PAQ) were administered to assess Emotional intelligence and phenomenological appraisal of the parents' authority by the adolescents. Results showed that there is a significant weak positive relationship (.334**) between the Authoritative parenting style of the mother, and the Emotional Intelligence, significant weak positive relationship (.209*) between the Permissive parenting style of the mother and Emotional Intelligence of late adolescents. There is a significant weak positive relationship (.321*) between the Permissive parenting style of the father, there is a significant weak positive relationship (.199*) Authoritarian parenting style of the father and Emotional Intelligence, there is an inverse insignificant relationship (-.144) between the Authoritative parenting style of father and Emotional Intelligence among late adolescents.

Keywords: Permissive Parenting Style, Authoritarian parenting style, Authoritative parenting style, Emotional Intelligence, Late adolescence,



Introduction

Adolescence is a stage of development. The adolescence stage is the transition from childhood to adulthood. An adolescent is a person who is in their adolescence period and is between the ages of 10 and 19. Adolescence period categories in to three that are Early Adolescence, Middle Adolescence and Late Adolescence. (Nielsen, Linda, 1996)

A late adolescent is closer to adulthood and the youngster develops a firm identity and more stable interests. Soon to be adults they attain greater emotional stability and have a more developed sense of humour. Adolescents are able to delay their gratifications of their desires, and are able to think ideas through. Adolescents can learn to express the feelings in words, compromise and make independent decisions. Adolescents become more self-reliant and take pride in their work. Adolescents start finalising the thoughts and about the role Adolescents want to play in the lives and become more concerned about the future. There are physical, cognitive, social emotional changes are seen in the adolescents. (Nielsen, Linda, 1996)

The physical development of adolescence period is characterised by dramatic physical changes moving the individual from childhood into physical maturity. Adolescence is the time for growth spurts and puberty changes. An adolescent may grow several inches in several months followed by a period of very slow growth, and then have another growth spurt. Teenagers experience some physical milestones as they move from childhood to adolescence. Normal growth during adolescence includes both an increase in body size and sexual maturation (puberty). The timing and the speed with which these changes occur vary and are affected by both heredity and environment. (Nielsen, Linda, 1996)

Stress and strain, as well as rapid mood swings, are caused by Emotional Development, just as bodily changes are. Hormonal changes cause sex, irritability, restlessness, anger, and tension in the adolescent. In this period, needs such as education and employment are being prioritised. It is almost mandatory for adolescents to learn how to face and deal with turbulence patiently. It necessitates the development of a sense of balance as well as the self-imposition of limits on the expression of one's needs and desires. Adolescents who are unable to express



the needs frequently fantasise and daydream, which allows them to at least partially satisfy the desires. (vikaspedia, 2021)

Adolescence is a time when parental influences decrease and peer influences increase. Adolescence is a time when the individual searches for her own identity. These happens by the youngster's interactions with her peers and many outsiders including her teachers, neighbourhood adults and others. Same sex hero worship is quite common during this period. Also, they are highly swayed and impressed by the idealism of hero's and social workers. At this age they enjoy doing work for others, and love to serve the community. They Adolescents take up examples of great pioneers and try to mould themselves like them. Adolescents may also like to imitate film heroes and try to do things like them. All these efforts contribute in a big way to the youngster's self-identity. (Burns, 1979)

Emotions are so common in everyone's life. Emotion has become an unavoidable theme together for psychologists, theorists, developmental researchers etc. which play a vital role in social communication, personality, and even in cognitive processes. emotional intelligence is a capacity to self-regulate emotions by an individual. (Uzzaman et al., 2017)

Goleman's theory (1995) suggests that emotional intelligence includes knowing and managing of personal emotions, sympathizing with others, and manipulation of communications to be satisfied with them. Huffman (2008) focused that one person with high emotional intelligence combines three components of emotions successfully such as cognitive, physiological, and behavioural. (Uzzaman et al., 2017)

Bhatia (2012) reported that emotional intelligence helps in understanding the emotional information and in reasoning emotions. Family and school environment is a primary agent of child emotional development which affects the development of the child in many ways like the ego concept of the child and his/her emotional and social development. From both environments, the child feels, observes, and learns the emotional relationships (Warhol, 1998). (Uzzaman et al., 2017)



Emotional Intelligence (EI) is also known as Emotional Quotient. EI describes the ability to monitor one's own emotions as well as the emotions of others, to correctly distinguish and label different emotions, and to use emotional information to guide one's own thinking and behaviour as well as influence the behaviour of others. Emotional intelligence is what we use when we empathize with our co-workers, have deep conversations about our relationships with significant others, and attempt to manage an unruly or distraught child. It allows us to connect with others, understand ourselves better, and live a more authentic, healthy, and happy life. (Courtney E. Ackerman, 2021)

Daniel Goleman defines emotional intelligence as having five components or elements: Self-Awareness; Self-Regulation; Motivation; Empathy; Social Skills. (Courtney E. Ackerman, 2021)

Self-awareness is defined as "the ability to recognise and comprehend one's own emotions" (Cherry, 2018b). It is the fundamental building block of emotional intelligence, because self-regulation, empathy for others, and so on all rely on identifying and understanding emotion in oneself. (Courtney E. Ackerman, 2021) Emotional awareness is the ability to recognize one's emotions and their consequences. Accurate self-evaluation: understanding one's own strengths and limitations. Self-assurance: certainty about one's own worth and abilities. (Courtney E. Ackerman, 2021)

To become self-aware must be able to track own emotions, recognise different emotional responses, and correctly identify each one. Individuals who are self-aware recognise the connection between how they behave and how they respond in life circumstances. (Cherry, 2021)

Self-regulation goes a step further in order to have a high EQ.. not only be able to recognise one's emotions, but also be able to express, regulate, and manage them appropriately. Self-control is the ability to control one's emotions and impulses. Trustworthiness entails upholding standards of honesty and integrity. Conscientiousness entails accepting responsibility for one's own performance. (Courtney E. Ackerman, 2021)

Adaptability: the ability to deal with change in a flexible manner. Being innovative means being at ease with and open to new ideas and information. This does not imply repressing one's emotions or concealing one's true feelings; rather, it simply implies waiting for the appropriate time and place to convey that. It is all about managing the feelings properly when it comes to self-regulation. (Cherry, 2021)

People with high EQs are more likely to be intrinsically motivated. In other words, people with a high EQ are motivated by internal factors rather than external factors such as wealth, respect, or fame. Individuals with high EQs are motivated for personal reasons and work toward their own objectives. Striving to improve or meet a high standard of excellence; Commitment: aligning with the group's or organization's goals; initiative: the willingness to seize opportunities; (Courtney E. Ackerman, 2021)

Optimism is the persistence in pursuing goals in the face of obstacles and setbacks. Another essential emotional intelligence ability is intrinsic motivation. People who are emotionally intelligent are driven by factors other than fame, wealth, praise, and acclaim. Instead, each one is guided by a desire to meet their own inner needs and ambitions. Seeks internal rewards, the flow that comes from being fully immersed in an operation, and peak experiences. (Cherry, 5 Key Emotional Intelligence Skills, 2021)

Empathy is defined as the ability to understand how other people feel and recognise, on a personal level, how one would feel if oneself were in their shoes. It does not imply that one sympathises with, validate, or accept their behaviour; rather, it means that, see things through their eyes and feel what they feel. Service orientation entails anticipating, recognising, and meeting the needs of customers. Developing others entails sensing what others require in order to grow and enhancing their abilities. Taking advantage of diversity: cultivating opportunities through diverse people. (Courtney E. Ackerman, 2021)

Political awareness is the ability to read a group's emotional currents and power dynamics. Empathy, or the ability to understand how others feel, is important to emotional intelligence. However, it entails more than just being able to understand the emotional states



of others. It also includes one's reactions to others based on this detail. When one notice someone is depressed or feeling hopeless, treat them with extra care and consideration. (Cherry, 5 Key Emotional Intelligence Skills, 2021)

The final piece of the EQ puzzle is social skills; these abilities allow people to interact socially with one another and successfully navigate social situations. Those with high EQs typically have above-average social skills and are able to effectively pursue their goals and achieve the desired outcomes when interacting with others. Influence: the ability to persuade others through effective persuasion tactics. (Courtney E. Ackerman, 2021)

Communication entails conveying clear and convincing messages. Inspiring and guiding groups and individuals is what leadership entails. Change catalyst: someone who initiates or manages change. Negotiating and resolving disagreements is an example of conflict management. Bonding is the process of nurturing instrumental relationships. Collaboration and cooperation entail working with others to achieve common goals. True emotional awareness entails more than just comprehending your own and others' emotions. (Cherry, 5 Key Emotional Intelligence Skills, 2021)

The ability to manage Emotions is defined as Emotional Intelligence. Adolescents with emotional intelligence will be able to express their emotions appropriately in various situations and circumstances. (Courtney E. Ackerman, 2021) Adolescents who are bad-tempered or improperly place their emotions, on the other hand, are labelled as emotionally inept. Emotionally intelligent people are easily influenced by negative events. Students, for example, fight with other students as an act of vengeance or past hatred, or they engage in other destructive and harmful behaviour. (Cherry, 5 Key Emotional Intelligence Skills, 2021)

Adolescents require a high level of emotional intelligence. Emotional Intelligence is the ability to understand and manage one's own emotions as well as the emotions of others. It refers to a set of abilities that includes, among other things, empathy, self-control, self-awareness, sensitivity to the feelings of others, persistence, and self-motivation. (Cherry, 5 Key Emotional Intelligence Skills, 2021)

Baumrind specified one broad parenting function control and added articulation within that single domain. Second, rather than demand that parental control is organized linearly from high to low (as was the implicit or explicit assumption of earlier theorists), she distinguished among three qualitatively different types of parental control: permissive, authoritarian, and authoritative. Third, Baumrind used a configurational approach to define parenting style, arguing that the influence of any one aspect of parenting (e.g., ideology, maturity demands, or the use of specific disciplinary techniques) is dependent on the configuration of all other aspects. In many ways, Baumrind's typology of parenting recalled the earliest conceptualizations of parenting style (e.g., Symonds, 1939), in that it described naturally-occurring family niches organized around parents' belief systems (Buri, 2013)

Parents occupy the most important place in the perceptual world of the child. Despite rapid changes within the modern family, parental discipline is still considered very essential for building a healthy emotionality and personality of the child. The study is an effort to examine the influence of parenting styles on the emotional intelligence of adolescents. All the evidence shows the adolescence period, especially in this study's population, late adolescents having different characteristics like emotionally, cognitively, physically and socially. Emotional Intelligence, which is the part of late adolescents' emotional development and parents' parenting style towards adolescents, which is their part of social development, are included in this particular study.

Research problem

Parenting styles are important in an adolescent's life; may support and sometimes not support the adolescent's due which type of parenting style they are having. There are four types of parenting styles. Authoritarian, Authoritative, Permissive and Uninvolved. Healthy parenting style will help adolescents in growth and development. The way of interaction will decide the entire life of the adolescent (Amy Morin, 2019) Emotional Intelligence is the ability to perceive and evaluate emotions. It is also a way of the capability to understand and respond to other person emotions also. The components of EI perceive emotions, reasoning with emotions, understanding emotions, managing emotions (Cherry, 2020)



The relationship between Emotional Intelligence is that there is a relationship the chosen of parenting style will affect in the areas of emotion like Perception, understanding, integration, and management of emotions. (Farrell, 2015) The research is exploring the level of emotional intelligence and the perception of parenting style among adolescence. This study is mainly focusing on the adolescents' period and their view about the parenting style.

Significance of the study

Adolescence population is the period of support: the good and bad parenting style will affect adolescence emotional intelligence. Adolescence is the upcoming building blocks of the society so, there need to greater understanding about this phase.

Emotional intelligence is influenced by parenting style in today's Indian scenario. The adolescent has the opinion about their parents' parenting style, they may not say directly, but it can be reflected through the behaviour and other areas of functioning like academics, relationships with their peers. The current study is relevant because many parents are not aware of what type of parenting style they are displaying to their children.

The findings of this study will help in understanding the adolescent development in various aspects like level of emotionality, academic performance, emerging of particular behaviours, empathetic understanding, self-awareness, perception and self-control. These all have in turn relationship, to the structure of parenting style by the parents to the adolescence. (Tajpreet & Maheshwari, 2015) The previous studies were more focused on the parent's perception (Abdollahi et al., 2013) or opinions about their parenting style. In this study, the researcher is exploring adolescence perspectives of parenting style. Hence the study will help to reveal the critical areas in the parenting style and emotional intelligence in the adolescence stage.

METHODS

Objectives

1. To find out the relationship between Parenting Style and emotional intelligence among Adolescents

Hypothesis

Hypothesis 1: There is no significant relationship between Parenting Style and Emotional Intelligence among Adolescents

Variables

Dependent variable

The level of Emotional Intelligence and Parenting style

Independent Variable

Gender, Parents' education

Operational Definition

- Parenting style consists of four different types, but here measuring only three styles such as Permissiveness, Authoritarian and Authoritativeness. (Buri, J. R. (2013))
- Emotional Intelligence includes knowing and managing of personal emotions, sympathizing with others and manipulating the communications. Goleman's theory is the underpinning of the study. (Anukool Hyde & Sanjay Pethe, 2001)
- Late Adolescents includes the latter part of the teenage years, between the ages of 17 – 19 according to WHO. The major physical changes have usually occurred, although emotional development also happenings in this period. (Farnham, M. F, 1968)
- Value Orientation is maintaining honesty, integrity and confront unethical actions of the others. (Anukool Hyde & Sanjay Pethe, 2001)

- Self-awareness is knowing one's feelings, trait, and behaviours. This is a psychological state and one become aware of them self. (Goldman, 2020)
- Empathy is understanding other people's feeling, emotions, seeing them in their point of view. Mainly empathy is putting someone in other's position and trying to understand them in their point of view. (Amy Morin, 2020)

Population

Iritty Taluk population tree consist of 9,000 adolescents in the age between 15-19, according the census. The population for the study is approximately 100 late adolescents from Iritty Taluk Kannur district.

Sample

Sampling frame comprises all the elements of the population with the Convenient Sampling method. For the present study, 100 adolescents will be drawn from Iritty Taluk, in Kannur district approximately 9,000 late adolescents.

Table 1

Sample distribution table of the male and female respondents

Category	Distribution number
Male	40
Female	60

Inclusion criteria

- Adolescents' age between 17-19
- The adolescents from Iritty Taluk, Kannur district,

Exclusion criteria

- Participants with communication/physical /motor/psychological/psychiatric/sensory problem are not included in the study.
- Participants from outside India are not included in this study.

- Married participants are not included in the study.
- Participants below the age of 17 and above the age 19 are not included in this study.

Research Design

Descriptive Correlational Research Design

Tools

Emotional Intelligence Scale (EIS) - Developed by Anukool Hyde, Sanjyoth Pethe, and Upinder Dhar in 2002. Which covers self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation. 5-point scale, 1- Strongly Agree, 2- Agree, 3- Uncertain, 4- Disagree, 5- Strongly Disagree

Table 2

Norms for interpretation of raw scores

Interpretation	Total raw score
Normal	52-84
High	85 above
Low	51 below

Table 3

Norms for factor wise (self-awareness, empathy and value orientation) interpretation of raw scores

Factor	A	B	H
	Self - awareness	Empathy	Value orientation
High	11 and above	15 and above	6 and above
Normal	4-10	7-14	2-5
Low	3 and below	6 and below	1 and below



Parent Authority Questionnaire (PAQ)

The Parent Authority Questionnaire (PAQ) was developed by Buri in 1991. It consists of 30 items per parent and yields permissive, authoritarian, and authoritative scores for both the mother and the father; each of these scores is derived from the phenomenological appraisals of the parents' authority by their son or daughter.

Table 4

Norms for the raw score of each subscale in the PAQ sub scale

Subscales	High	Low
Permissive subscale	25-50	1-24
Authoritarian subscale	25-50	1-24
Authoritative subscale	25-50	1-24

Socio-Demographic Factors

Name, Age, Gender, Education, Mother's education, Father's Education

Procedure

100 adolescents were selected from Kannur district specifically under Iritty Taluk and the sample selected according to the convenient sampling method. The permission of the data collection collected from each school, with informed consent. After that, the questionnaire of Emotional intelligence and Parenting style distributed to each respondent. After receiving the response, the questionnaire collected and the researcher conveyed gratitude to the respondents' kind cooperation. The researcher coded the data, scored, interpreted and analyzed it.

Ethical Consideration

Informed consent had taken from Late Adolescents. Privacy and confidentiality of the students in the research had maintained throughout and data collected kept as confidentially. The research ethics committee approved the research.

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Statistical Analysis

Correlation is one of the statistical analyses which is mainly relating the relationship between the two or more than variables. Correlation statistical analysis doing by the SPSS software, which is a statistical tool.

- Descriptive statistics
- Inferential statistics

RESULTS AND DISCUSSION

Figure 1

Level of Self-awareness, Empathy and Value orientation across the late adolescents

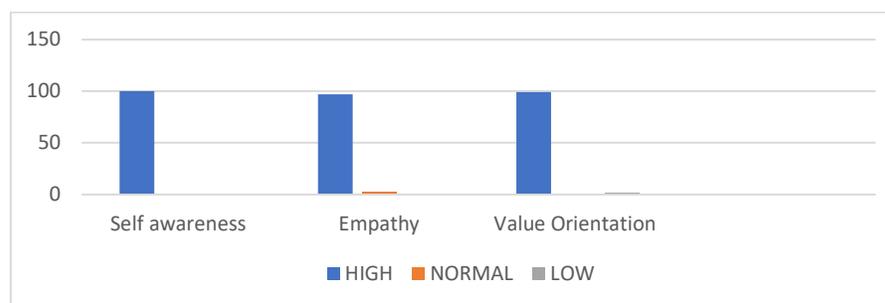


Figure 2 depicts the level of Self-awareness, Empathy, and Value Orientation across the respondents. The results show that Self-awareness is higher among the 100 respondents. Concerning Empathy, it was rated as high by 97 and normal by three respondents. In terms of Value Orientation, 99 respondents rated it as high, while one respondent rated it as low.

A study by Chong et al., 2015 find out that the main components of EI are self-awareness, Empathy, Value orientation in social skills affecting adolescents. The study was on Delinquent behaviour and EI. Addressing the function of EI as a predictor will most likely be successful in lowering DB. Thus, highlighting that EI is an important influencer in the adolescence period.

Table 5

Correlation between perceived Parenting Style (mother) and Emotional Intelligence of the adolescents

Spearman's rho		Permissive mother	Authoritarian mother	Authoritative mother	Emotional Intelligence
Emotional Intelligence-e	Correlation Coefficient	.209*	-.171	.334**	1.000
	Sig.(2tailed)	.037	.089	.001	.
	N	100	100	100	100

*Correlation is significant at the 0.05 level (2 -tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Table 15 indicates the correlation between Parenting Style (mother) and Emotional Intelligence of late adolescents. There is a significant weak positive relationship (.334**) between the Authoritative parenting style of the mother and the Emotional Intelligence of late adolescents. With regard to the Permissive parenting style of the mother and Emotional Intelligence of late adolescents, there is a significant weak positive relationship (.209*). There is an inverse insignificant relationship (-.171) between the Authoritarian Parenting style of mother and Emotional Intelligence among late adolescents.

The Study of Olutope et al., 2019 showed that authoritative as well as authoritarian parenting styles were observed to significantly predict Emotional Intelligence. Permissive parenting style failed to significantly predict Emotional Intelligence. Authoritative parenting style failed to significantly predict psychological distress, while authoritarian as well as permissive parenting styles were significant predictors of psychological distress. Emotional intelligence and psychological health status are products of parenting style.



The current study is attempting to determine whether or not there is a relationship between the Permissive Parenting Style and the Permissive Parenting Style. But here the Authoritarian Parenting Style is an insignificant relationship.

Table 6

Correlation between perceived Parenting Style (father) and Emotional Intelligence of the Adolescents

		Permissive father	Authoritarian Father	Authoritative Father	Emotional Intelligence
Spearman's rho	Emotional Intelligence Correlation Coefficient	.321*	.199*	-.144	1.000
	Sig.(2tailed)	.001	.047	.152	.
	N	100	100	100	100

*Correlation is significant at the 0.05 level (2 -tailed)

**Correlation is significant at the 0.01 level (2-tailed)

Table 16 indicates the correlation between Parenting Style (farther) and Emotional Intelligence of late adolescents. There is a significant weak positive relationship (.321*) between the Permissive parenting style of the father and the Emotional Intelligence of late adolescents. With regard to the Authoritarian parenting style of the father and Emotional Intelligence of late adolescents, there is a significant weak positive relationship (.199*). There is an inverse insignificant relationship (-.144) between the Authoritative parenting style of father and Emotional Intelligence among late adolescents.



Similar results were identified in Priya & Jaswanti, 2020 in their study where there is a positive correlation between Parenting Styles and Emotional Intelligence. The findings imply that there is no significant gender difference in the level of Emotional Intelligence.

The implication of the study

For those in the field of parenting especially for parents and adolescents.

- Implication of the present research enlightens parents to guide themselves and adolescents.
- Current study can give a framework for parenting training for those in education and in schools

Educators are able to use these study findings to help late adolescents.

- Find out the parenting style with the help of this research and be able to guide the parents as well as the adolescents.
- To determine academic progress in relation to Emotional Intelligence as a result of the late adolescents' parents' carrying parenting style.

CONCLUSION

This study has contributed to the understanding of relationship of Parenting Style and Emotional intelligence.

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