

Emotional Intelligence Among Adolescents Reared By Authoritative Parenting Style

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ABSTRACT

Background: Parenting is a way of preparing the child independent in varied ways such as physical, social, psychological as well as emotional. As parents, it becomes the responsibility of the parents to provide them with a healthy environment to grow and become self-sufficient.

Objective: This study is intended to evaluate the correlation between various domains of emotional intelligence among children reared by authoritative parenting style.

Method: In the present piece of study a sample of 121 aged between (12-20) years ($M = 16$; $SD = 2.73$) was included. The sample was collected through the Non-probability (Purposive) sampling technique. The Parenting Authority Questionnaire (PAQ) developed by (Buri, 1991) and the Schutte Self-Report Emotional Intelligence Test (SSEIT) constructed by (Schutte et al., 1998) were administered to collect the information from the participants.

Results: The outcomes of the study reported a correlation between various domains of emotional intelligence at varied significant values.

Conclusion: It may be concluded that combining emotional warmth with appropriate limits and boundaries helps the child to express themselves healthily, the way seen in children raised by authoritative parents.

Keywords: Emotional Intelligence, Parenting, Authoritative Parents,

INTRODUCTION

The family is the first and most essential social unit in which children are reared. It also serves as one of the most significant educational environments for them. Teaching them a variety of values, behaviours, skills, and fashions will help them grow as individuals and assimilate into society. To create a healthy home environment, parents hold the most crucial position in the child's perceptual world. Regardless of fast changes in the modern family, parenting style is still considered a noteworthy aspect of developing an emotionally healthy child. According to Salovey and Sluyter (1997), the family serves as a child's immediate environment in developing their emotional understanding in the following four ways (perceiving emotions, reasoning with emotions, understanding the emotions and managing the emotions) (Salovey & Mayer, 1990). Unhealthy parenting style characterized by hostility (Hill, 2006), strictness, rejection, and poor communication results in a fragile personality and poor emotional understanding, inappropriate emotional expression, emotional balance and self-awareness (Al-Zoubi, 2005; Alqudah, 2006; AbuSnina, 2007; Sanchez et al., 2008; Almomani, 2009; Sung, 2010; Amara & Abu-isha, 2013; Alrashidi, 2013). It has been also observed that warm parents (Asghari & Besharat, 2011), receptive, flexible and adopt emotional strategies in dealing with situations of life have been seen as self-aware, good at managing one emotion as well as the emotions of others and are seen empathetic (Alegre & Benson, 2010; Carlo et al. (2007). In research, Alegre (2012) found an impact of the maternal way of dealing with the child shows a significant impact on the emotional understanding of the child.

To raise children, parents use a variety of parenting styles. In terms of a child's developmental concerns, authoritative parenting has been deemed the best approach; this is also true for emotional intelligence. When dealing with the needs of the children, the authoritative parents enforce fair and consistent discipline. They inspire their children's voices and are receptive to their emotional needs. Children reared with an authoritative parenting style also reported confidence, strong social interaction, healthy anger management and improvement in happiness (Devi & Uma, 2013). A significant relationship has been also seen among various domains of emotional intelligence (managing one's emotions and handling relationships) among children nurtured by authoritative parents (Joshi & Dutta, 2015). Additionally, when the emotional

intelligence of 200 children was assessed, it was found that children nurtured by authoritative parents showed improved emotional expression when compared to the children nurtured by authoritarian parents (Karim et al., 2013). It has been also posited that an authoritative parenting style along with affirmative self-talk when dealing with children has been shown to develop emotional intelligence (Chong & Chan, 2015) and display the following characteristics *viz.*, self-efficacy, self-discipline and emotional maturity (Aghili, 2014). Similarly, a warm healthy and approachable bond between parents and their children helps develop healthy emotions in later life (Atia, 2014). Children raised by authoritative parents showed higher emotional intelligence (Sarkhoni & Varaki, 2016; Cameron, 2020) resulting in healthy emotional regulation and better psychological adaptability (Shalini & Acharya, 2013) and healthy behavioural characteristics (Shen et al., 2018). Moreover, children reared by authoritative parents also showed highly resilient (dealing with stressful situations objectively) (Khalid & Aslam, 2012). In a notable research, a cultural disparity has been also found in rearing children. It has been discovered that children raised in a collectivistic culture are raised by an authoritative parenting style when compared with an individualistic culture (Mousavi & Juhari, 2019).

OBJECTIVE

- 1) To investigate the relationship between various domains of emotional intelligence among children reared by authoritative parenting style.

HYPOTHESIS

H₀₁: Children reared by authoritative parenting styles show no significant relation between various domains of emotional intelligence.

METHOD

PARTICIPANTS

In the present study, 121 children aged between (12-20) years ($M = 16$; $SD = 2.73$) and their parents were included from the Jammu district. On the grounds of the obtained scores on the parental authority questionnaire, authoritative parenting style were selected. To obtain the data, a Non-probability (purposive) sampling method was employed.

RESEARCH DESIGN

A non-experimental (Correlational) research design was formed to achieve the objective of the study.

MEASURES

PARENTING AUTHORITY QUESTIONNAIRE (PAQ) (Buri, 1991): The said scale has been administered to evaluate the parenting styles adopted by the parents (fathers and mothers). The scale consists of sixty (60) statements based on the parenting styles developed by Baumrind (authoritativeness, authoritarianism and permissiveness). The test-retest reliability of the scale has been reported .86 (authoritarianism), .78 (authoritativeness) and .81 (mother's permissiveness) respectively. Similarly, the Cronbach alpha of the questionnaire has been found .85 (authoritativeness) and .87 (father authoritarianism).

Schutte Self-Report Emotional Intelligence Test (SSEIT) (Schutte et al., 1998): There were 33 items in the said scale assessing the four areas of emotional intelligence "Managing own emotions, Managing others' emotions, Perception of emotions, and Utilization of emotions". As far as reliability is concerned, it has been reported to be .9 whereas low correlation has been seen with well-being. The test can be easily administered on adults and adolescents as well.

RESULTS

Results are presented in two sections. The first section provides the socio-demographic (age) attributes of the sample. The second section represents descriptive statistics and correlation results between various domains of emotional intelligence among children reared by an authoritative parenting style.

SECTION-I

Figure 1: Age distribution of the participants

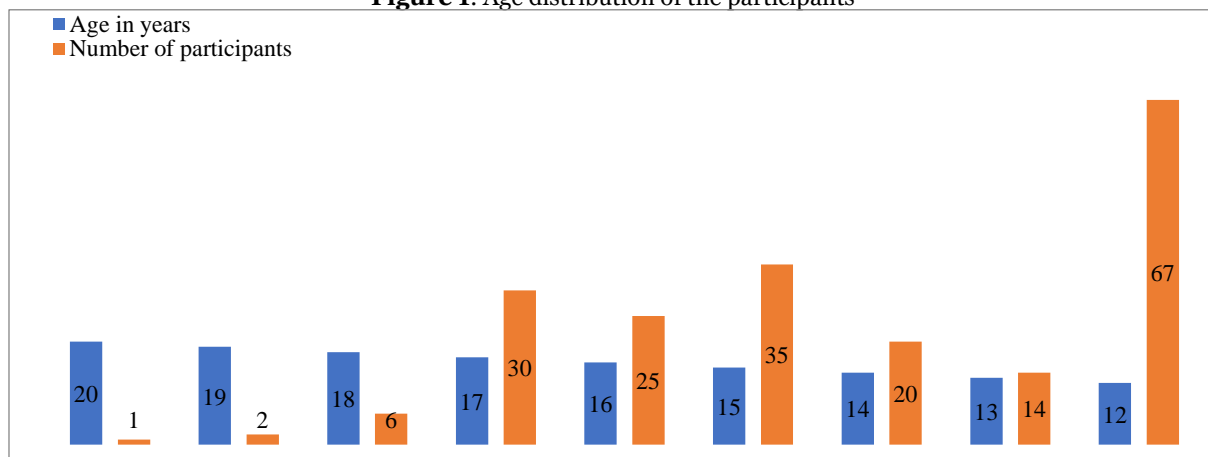


figure 1 depicts the age distribution of the participants (children) aged between 12-20 ($M = 16$; $SD = 2.73$) years.

SECTION II

Table 2 Descriptive Statistics of various domains of emotional intelligence among children reared by authoritative parenting style. (N= 121)

Domains	Minimum	Maximum	Mean	Standard Deviation
MOE	12	45	31.07	6.32
MOE	10	52	28.59	6.98
POE	11	46	32.63	7.16
UOE	11	46	23.70	5.53

Note : “MOE : Managing Own Emotions, MOE: Managing Others Emotions, POE : Perspective of Emotions, UOE Utilization of Emotions”

Table 2 shows the descriptive statistics (Minimum, Maximum, Mean value, and Standard deviation) of various domains of emotional intelligence among children reared by authoritative parenting style.

Table 3 Summary of intercorrelations, Means, and Standard Deviations for Scores on various domains of emotional intelligence among children reared by authoritative parenting style (N=121).

Domains	Mean	Standard Deviation	MOE	MOE	POE	UOE
MOE	31.01	6.01	1	.30**	.41**	.18*
MOE	28.59	6.98		1	.35**	.28**
POE	32.59	7.16			1	.22*
UOE	23.70	5.53				1

Note: “ ** $p < .01$, * $p < .05$, MOE : Managing Own Emotions, MOE: Managing Others Emotions, POE : Perspective of Emotions, UOE Utilization of Emotions)

It is clear from the result in Table 3 that Managing own emotions shows a statistically significant correlation with Managing other's emotions ($r = .30$), $p < .01$, Perspective of emotions ($r = .41$), $p < .01$ and Utilization of emotions ($r = .18$), $p < .01$. A statistically significant correlation has been observed between Managing other emotions and Perspective of emotions ($r = .35$), $p < .01$ and Utilization of emotions ($r = .28$), $p < .01$. Similarly, Perspective of emotions shows a significant correlation with Utilization of emotions ($r = .22$), $p < .05$.

DISCUSSION

The outcomes of the study reported a significant relationship between various domains of emotional intelligence among children raised by an authoritative parenting style. Hence, it can be interpreted that emotionally intelligent children can acknowledge comprehend, communicate, manage, evaluate and utilize emotions to engage with others efficiently and beneficially. To support the findings of the study, Drigas and Papoutsis (2018) found that emotionally intelligent people can recognize and describe what people are feeling and have an awareness of their positive characteristics and weaknesses. They are self-confident, accept their mistakes, embrace change, are empathetic, and sensitive, and manage situations constructively (Khalid & Aslam, 2012). Children reared with an authoritative parenting style also reported confidence, strong social interaction, healthy anger management and improvement in happiness (Devi & Uma, 2013). A significant relationship has been also seen among various domains of emotional intelligence (managing one's emotions and handling relationships) among children nurtured by authoritative parents (Joshi & Dutta, 2015). Additionally, when the emotional intelligence of 200 children was assessed, it was found that children nurtured by authoritative parents showed improved emotional expression when compared to the children nurtured by authoritarian parents (Karim et al., 2013). It has been also posited that an authoritative parenting style along with affirmative self-talk when dealing with children has been shown to develop emotional intelligence (Chong & Chan, 2015) and display the following characteristics *viz.*, self-efficacy, self-discipline and emotional maturity (Aghili & Kashani, 2014). Similarly, a warm, healthy and approachable bond between parents and their children helps develop healthy emotions in later life (Atia, 2014). Children raised by authoritative parents showed higher emotional intelligence (Sarkhoni & Varaki, 2016; Cameron, 2020) resulting in healthy emotional regulation and better psychological adaptability (Shalini & Acharya, 2013) and healthy behavioural characteristics (Shen et al., 2018).

Conclusion

Thus, it can be inferred from the outcomes of the study that parents who are warm, receptive, flexible and adopt emotional strategies in dealing with situations of life have been seen as self-aware, good at managing one emotion as well as the emotions of other and empathetic which in turn help develop emotional intelligence among children in later life. Moreover, providing an emotional environment along with proper limits help the child to express and regulate their emotions in a socially acceptable way.

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