

Exploring the association between parenting style and emotional intelligence among adolescents of Jharkhand: An empirical study

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ABSTRACT. La presente ricerca è stata condotta con l'obiettivo di indagare l'associazione tra gli stili genitoriali e l'intelligenza emotiva e le loro dimensioni, di sapere se lo stile genitoriale (e le sue dimensioni) predice l'intelligenza emotiva, di scoprire il valore predittivo degli item della scala dello stile genitoriale nei punteggi dell'intelligenza emotiva utilizzando l'analisi di regressione lineare stepwise. Il campione di 320 adolescenti di Jharkhand è stato selezionato con un disegno di campionamento misto (campionamento a grappolo seguito da campionamento stratificato). I dati sono stati analizzati con il software SPSS V20 e i risultati mostrano che lo stile genitoriale predice significativamente l'intelligenza emotiva.

SUMMARY. The present research was carried out with the aims to investigate 1) the association between parenting styles and emotional intelligence and their dimensions, 2) to know whether parenting style (and its dimensions) predicts emotional intelligence, 3) to find out the predictive value of the items of the parenting style scale in the scores of emotional intelligence using stepwise linear regression analysis. The sample of 320 adolescents of Jharkhand was selected using mixed sampling design (cluster sampling followed by stratified sampling). The data was analysed using SPSS V20 software. Parental rejection style has significant negative correlation with emotional intelligence. One of the dimensions of parenting style i.e., warmth/affection was found to be positively associated with the overall emotional intelligence and its dimensions. Whereas, the other negative dimensions of parenting (aggression/hostility, neglect/indifference and rejection/undifferentiated) were negatively related with the overall emotional intelligence and with the dimensions of emotional intelligence (understanding emotions, understanding motivation, empathy and handling relations). Furthermore, result also shows that parenting style (and its dimensions) significantly predicted emotional intelligence.

Keywords: Adolescents, Parenting style, Emotional intelligence

INTRODUCTION

Since decades researchers have shown their interest in conducting researches to the themes related to family processes and their relation to child's physical and psychological development. Family as we know, is the first school of the child. Parents teach their children how to become a better person, how to behave in social settings and many more other things. Along with this, individual characteristics also play a significant role in having a fulfilling life. But of the various factors, parents are one of the important personalities that influences child's life. Through their world of influence, parents mold and shape their child into adults (Baumarind, 1971). Since ages mothers are considered to play the significant role in child's overall development. With the recent changes in the demographic conditions in the family, both parents are working. So, it becomes the responsibility of both the parents to help the child develop into a psychologically healthy person. Parental style can be considered as an attitude that parents have about child rearing practice (Perween & Imam, 2019). Bruno in 1986 tend to define parenting style as a pattern of certain behaviour exhibited by the parents towards their child (Kaur & Kaur, 2021). Diana Baumarind (1967) is known to be the pioneer in the field of conceptualizing parenting style. She stated parenting style is of three different ways: (1) Authoritative parenting style, (2) Authoritarian parenting style and (3) Permissive parenting style. Parenting style can be explained in two components namely parental acceptance and rejection. Parental acceptance maybe expressed physically in the form of founding, hugging, kissing etc. or in the form of complementing, appreciating, or speaking kind words to or about one's child verbally. While parental rejection includes hostility, aggression, anger etc. (Sristee & Singh, 2023). Parental acceptance and rejection theory also known as theory of socialization given by Rohner focuses on behavioral, cognitive, emotional development of child and adult functioning (Hussain & Munaf, 2012). A good parenting style helps an individual to develop psychologically and emotionally. Different people have different ability to process emotional activities. These abilities of an individual have been conceptualized under the heading emotional intelligence. Emotional intelligence in a nutshell can be understood as the meta-ability to comprehend, understand and manage the emotions of oneself and that of others (Amandeep, 2017). Those individuals who can regulate their

emotional state are healthy because they can perceive and appraise their emotions appropriately and know very well when and how to behave (Salovey, Bedell, Detweiler, & Mayer, 1999). It is usually said that emotional intelligence can also be trained. But it is also believed that emotional behaviour can be nurtured through human interactions (Alegre, 2011). Emotional development is found to be developed rapidly during the initial years of their development through interactions with their parents (Caulfield, 1996).

Taking into considerations many studies related to how parental behaviour affects the level of emotional intelligence, Asghari and Besharat (2011) concluded that authoritative and permissive parenting style leads to high level of emotional intelligence whereas authoritarian and neglecting parenting styles lead to low level of emotional intelligence. Alegre (2011) argued that parental responsiveness, parental emotion-related coaching and parental positive demandingness can enhance children's emotional intelligence, while parental negative demandingness can lower emotional intelligence of children. In another study conducted by Shalini and Acharya (2013) results indicated authoritative and authoritarian parenting styles practiced by fathers were significantly associated with emotional intelligence. Also, it was found that fathers showed authoritative parenting styles mostly towards girls than boys. Goldman in his study stated that parents who shares a warmth and healthy bond with their children, those children are more likely to have good control over their emotional development (Mehta, 1995). The way parents upbringing their child is an important indicator of parenting functioning and child's overall development along a wide spectrum. And the concept of emotional intelligence is a very well-known and well-researched concept in the field of psychology. But very few studies have reported how parenting style affects the levels of emotional intelligence, especially in the context of tribal and non-tribal adolescents of Jharkhand. The present study develops insight and adds to the growing body of the literature that seeks to understand the role of parenting style in understanding emotional intelligence and helps in cultivating the positive well-being and virtue in adolescents.

OBJECTIVES

The study is being conducted with the following objectives:

- to establish the association between emotional intelligence

and parenting style and their dimensions among tribal and non-tribal adolescents of Jharkhand;

- to find out the predictive value of the items of the parenting style scale in the scores of emotional intelligence using stepwise linear regression analysis;
- to see if parenting style and its dimensions namely warmth/affection, aggression/hostility, neglect/indifference and rejection/undifferentiated predicts emotional intelligence.

Hypotheses

To meet the above objectives following hypotheses have been formulated:

- $H(a_1)$: there would be significant relationship between emotional intelligence and parenting style and their dimensions.
- $H(a_2)$: the items of parenting style scale would significantly predict emotional intelligence.
- $H(a_3)$: parenting style and its dimensions namely warmth/affection, aggression/hostility, neglect/indifference and rejection/undifferentiated would predict emotional intelligence.

METHODS

Research design

The present study uses a cross-sectional, correlational survey research design.

Samples

The study has been carried out in the Ranchi and Ramgarh districts of Jharkhand. 320 adolescents of Jharkhand age ranging between 13-17 years (160 tribal adolescents and 160 non-tribal adolescents) has been employed in the study using mixed sampling method (cluster sampling followed by stratified sampling method). The study consists of equal numbers of boys (Mean age = 14.77) and girls (Mean age = 14.75).

Measures

- *Parental Acceptance Rejection Questionnaire (PARQ Hindi version)*. The Parental Acceptance-Rejection Questionnaire is a self-report tool that is developed to measure how individual perceive their parental behaviour to be accepted or rejected by their parents. PARQ is a two-dimensional scale of parental behaviour with acceptance (i.e. warmth) at the one end of the continuum and parental rejection defining the other end. It is a Hindi adaption of Rohner's Parental Acceptance-Rejection Questionnaire (PARQ) and is introduced by Prakash and Bhargava (1980). The scale consists of total 60 items. It is a 4-point Likert scale having response categories: 4 = Almost always true, 3 = Sometimes true, 2 = Rarely true and 1 = Almost never true. And out of 60 items 7 items (i.e., 7, 14, 21, 28, 35, 42 and 49) are negatively scored. In these items the scoring will be done as 1 = Almost always true, 2 = Sometimes true, 3 = Rarely true and 4 = Almost never true. This tool assesses how an individual perceives his mother's behaviour when he was about 7 through twelve years old. Higher the score calculated higher is the rejection.
- *Emotional Intelligence Scale*. This tool has been introduced by Dr Arun Kumar Singh and Dr Shruti Narain in 2014. It consists of 31 items divided into four areas: 1. Understanding emotion, 2. Understanding motivation, 3. Empathy, 4. Handling emotion. This scale can be administered on 12 years and above. Out of 31 items, 4 items (i.e. 13, 17, 20, 21) are negative items. For each item subject has to respond in Yes or No categories. For positive items, +1 score will be given for Yes response and 0 for No response and vice-versa.

Procedure

As the study population included school going students, different schools of Ranchi and Ramgarh districts of Jharkhand were selected. The school administrations were consulted to seek permission to take data from their reputed schools. Firstly, students were asked to fill in the consent form and then socio-demographic detail. After this they were asked to read the instructions and then items of the questionnaire and answer accordingly. The data was taken in two different sessions as per the convenience of subjects.

Raw data was analyzed with the help of SPSS software using correlation, step-wise regression analysis and hierarchical regression analysis.

RESULT

From the Table 1 we can see that Pearson correlation was calculated to see the association between parental rejection type of parenting style along with its dimensions and overall emotional intelligence and among its dimensions among 320 adolescents (male = 160, female = 160) of Jharkhand. Parental rejection was found to be negatively and significantly correlated with emotional intelligence ($-.139, p < .01$), understanding motivation ($-.161, p < .01$), empathy ($-.137, p < .01$). Warmth/affection (dimension of parenting style) was found to be significantly and positively correlated with emotional intelligence ($.361, p < .01$), understanding emotions ($.101, p < .01$), understanding motivation ($.269, p < .01$), empathy ($.336, p < .01$) and handling relations ($.228, p < .01$). Aggression/hostility (dimension of parenting style) was found to be negatively and significantly associated with emotional intelligence ($-.201, p < .01$), understanding motivation ($-.202, p < .01$) and empathy ($-.187, p < .01$). Neglect/indifference (dimension of parenting style) is associated negatively and

significantly with emotional intelligence ($-.379, p < .01$), understanding motivation ($-.345, p < .01$), empathy ($-.342, p < .01$) and handling relations ($-.205, p < .01$). Rejection/undifferentiated (dimension of parenting style) associated significantly and negatively with emotional intelligence ($-.182, p < .01$), understanding motivations ($-.170, p < .01$) and empathy ($-.203, p < .01$).

In the light of above result in the Table 1 Hypothesis H_(a₁) that states “There would be significant relationship between emotional intelligence and parenting style and their dimensions” was accepted.

Table 2 shows the results of stepwise regression analysis with items of parenting style as predictor variables and emotional intelligence as criterion variable. From the result table it is clearly seen that out of 60 items of the parenting style scale 6 items i.e., item number 58, 26, 3, 28, 50, and 38 were found to be significantly predicting emotional intelligence. 7.4% of variance is explained by Item no. 58 in the first model that measures sympathetic behaviour of the mother/caretaker towards the child. in the scores of emotional intelligence ($F = 25.206, p < .01, df = 318$). Item no. 26 in the second model which defines the reinforcement behaviour of the mother/caretaker has predicted emotional intelligence with a variance of 11.9% ($F = 16.105, p < .01, df = 317$). In model no. 3, Item no. 3 has reported a variance of 15.8 % in the scores

Table 1 – Correlation between parenting style and its dimensions and emotional style and its dimensions

Variables	Total emotional intelligence	Understanding emotions	Understanding motivation	Empathy	Handling relations
Parental rejection	$-.139^{**}$	$-.004$	$-.161^{**}$	$-.137^{**}$	$-.047$
Warmth/affection	$.361^{**}$	$.101^{**}$	$.269^{**}$	$.336^{**}$	$.228^{*}$
Aggression/hostility	$-.201^{**}$	$-.042$	$-.202^{**}$	$-.187^{**}$	$-.088$
Neglect/indifference	$-.379^{**}$	$-.075$	$-.345^{**}$	$-.342^{**}$	$-.205^{**}$
Rejection/Undifferentiated	$-.182^{**}$	$.006$	$-.170^{**}$	$-.203^{**}$	$-.084$

Legenda. ** = correlation is significant at the .01 level (1-tailed); * = correlation is significant at the .05 level (1-tailed).

Table 2 – Stepwise linear regression models for the prediction effect of items of parenting style on emotional intelligence

Model	R	R square	Adjusted R square	R square change	β	F change	Sig. of F change
1 (ps58)	.271 ^a	.074	.071	.074	-.271	25.206	.001
2 (ps26)	.344 ^b	.119	.113	.045	-.213	16.105	.001
3 (ps3)	.398 ^c	.158	.150	.040	-.206	14.920	.001
4 (ps28)	.418 ^d	.175	.165	.017	.133	6.351	.012
5 (ps50)	.438 ^e	.192	.179	.017	-.137	6.644	.010
6 (ps38)	.457 ^f	.209	.194	.017	-.133	6.719	.010

Legenda. a.ps58 = item in the parenting style scale that measures sympathetic behaviour of the mother/caretaker; b.ps26 = item in the parenting style scale that measures reinforcement behaviour of the mother/caretaker; c.ps3 = item in the parenting style scale that measures ignorant behaviour of the mother/caretaker; d.ps28 = item in the parenting style scale that measures caring behaviour of the mother/caretaker; e.ps50 = item in the parenting style scale that measures acceptance nature of the mother/caretaker; f.ps38 = item in the parenting style scale that measures submissive nature of the mother/caretaker.

of emotional intelligence ($F = 14.920$, $p < .01$, $df = 316$) that measures the ignorant behaviour of the mother/caretaker towards the child. Item no. 28 in model no. 4 which shows the caring behaviour of the mother towards the child predict emotional intelligence with a variance of 17.5% ($F = 6.351$, $p < .01$, $df = 315$). 19.2% of variance is explained by Item no. 50 in model no. 5 in the scores of emotional intelligence ($F = 6.644$, $p < .01$, $df = 314$) that shows the acceptance nature of the mother/caretaker. Item no. 38, in model no. 6 showed a variance of 20.9% ($F = 6.717$, $p < .01$, $df = 313$) which depicts the submissive nature of the mother/caretaker. The sign of the obtained β value is negative because those items that are positively scored represents rejection and hence negatively predicts the emotional intelligence and the sign of β value is positive because in this scale the items that are negatively scored represents acceptance and hence positively predict emotional intelligence.

Hence the second hypothesis formulated that states that “Parenting style and its dimensions would predict emotional intelligence” stands out to be correct.

A four-step hierarchical regression analysis was performed to identify factors predicting emotional intelligence. The independent variables (dimensions of parenting style) were entered as follows: Step1 included total parenting style score, Step2 included warmth/affection, Step 3 included aggression/hostility and Step 4 included neglect/indifference. Table 3 indicated that, in the first model control factor (emotional intelligence) explained 1.9 percent of total variance ($F = 6.281$, $p < .01$, $df = 318$). The result revealed that total rejection parenting style score predicted emotional intelligence negatively ($\beta = -.139$, $p < .01$). In model 2, warmth/affection and total parenting style score explained 15.7 percent of variance in emotional intelligence ($F = 51.374$, $p < .01$, $df = 317$). The result reveals that total parenting style score and warmth predicted emotional intelligence ($\beta = .371$, $p < .01$). The ΔR^2 value of .137 reveals 13.7 percent variance difference between model 1 and 2. In model 3, aggression/hostility, total parenting style score and warmth/affection showed an additional 16.3 percent of variance ($F = 6.427$, $p < .01$, $df = 316$). The result reveals that aggression/hostility,

Table 3 – Hierarchical regression models for the prediction effect of dimensions of parenting style on emotional intelligence

	B	SE	β	R	R square	Adjusted R square	R square change	F change	Sig of F change
Total	-.025	.055	-.139	.139	.019	.016	.019	6.281	.013
Parenting									
Style (Rejection)									
Warmth/affection	.085	.065	.371	.396	.157	.151	.137	51.374	.001
Aggression/hostility	-.027	.082	-.191	.404	.163	.155	.106	6.427	.001
Neglect/indifference	-.205	.086	-.318	.422	.178	.168	.115	8.743	.017

Legenda. B = unstandardized Beta coefficient; SE = standard error; β = standardized Beta coefficient.

total parenting style score and warmth/affection predicted emotional intelligence ($\beta = -.191$, $p < .001$). The ΔR^2 value of .105 reveals 10.5 percent variance difference between model 2 and 3. In the last model, neglect/indifference, total parenting style score, warmth/affection and aggression/hostility showed another 17.8 percent of variance ($F = 8.743$, $p = .017$, $df = 315$). The result reveals that neglect/indifference, total parenting style score, warmth/affection and aggression/hostility predicted emotional intelligence ($\beta = -.318$, $p < .017$). The ΔR^2 value of .115 reveals 11.5 percent variance difference between model 3 and 4. The obtained β value is positive because warmth/affection dimension of parenting style positively predicts emotional intelligence while negative β value represents that total parenting style score that represents rejection and the other dimensions of parenting style i.e., aggression/hostility and neglect/indifference negatively predict emotional intelligence.

Hypothesis stating that “The items of parenting style scale would significantly predict emotional intelligence” was found to be partially correct as only the overall score of parenting style and three dimensions of parenting style namely warmth/affection, aggression/hostility and neglect/

indifference predicted emotional intelligence significantly. While the last dimension rejection/undifferentiated was not found to be statistically significant.

DISCUSSION

The present study emphasizes its scope on understanding the nature of parenting style and how it affects the development of emotional intelligence among adolescents. This research was carried to investigate the association between parental rejection style and emotional intelligence, to see the predictive ability of items of parenting style scale and to see the predictive value of dimensions of parenting style on emotional intelligence. From the analysis of data, it was reported that parental rejection type is negatively associated with emotional intelligence. Only one dimension of parenting style i.e., warmth was found to be positively and significantly correlated with emotional intelligence and its dimensions. When a child is shown warmth and affection, he feels acceptance by his/her parents. They feel they have supportive and responsive parents and so their

self-worth is high and they are emotionally intelligent. Studies carried out by Asghari & Besharat (2011) and Alegre (2011) supported the findings that child reared with authoritative parenting style that includes warmth and support increases the level of emotional intelligence. The rest of the dimensions of parenting style i.e., aggression, negative and undifferentiated, were found to be negatively and significantly associated with emotional intelligence and its dimensions. Hostile and negative environment can lead to a feeling of insecurity, low self-esteem, low self-concept and low self-worth which lowers the level of emotional intelligence in an individual (Farrell, 2015; Perween & Imam, 2019). After analyzing the data, it was also seen that items that were measuring sympathetic nature, reinforcement behaviour, caring & concern, ignorant nature of mother towards the child, approval and submissive nature of the mother were able to predict the level of emotional intelligence significantly as some items showed acceptance towards the child, being aware of the child's need and the outer world in which he lives. While some items predicted emotional intelligence negatively and significantly as these items show the ignorant behaviour of the parents or any care giver with whom the child used to spent most of the time. The three dimensions of parenting style i.e., warmth, aggression and negative were found to be significantly predicting the levels of emotional intelligence.

CONCLUSION

The present study adds to the existing literature about parenting style and how it is related to adolescents' emotional intelligence. Parenting style is one of the significant factors that determines the development of an individual psychologically. Out of the various types of parenting

style, parental acceptance and rejection is one of the important types of parenting style. The result from the study illustrated that parental acceptance and caring behaviour will help in enhancing the level of emotional intelligence among adolescents. While parental rejection or distant or disapproving caregiving can hinder the development of emotional intelligence among adolescents.

Implications

Humans can create best out of everything and India is the nation having largest number of adolescent populations. This research will help to efficiently develop our human resources, help them grow psychologically which in turn will lead to a healthy nation. This study will help parents and teachers to carry out those programs and practice those behaviours that will foster emotional intelligence. This study will also help in developing parenting style framework that account for the needs and challenges of adolescents. This study will also help to develop policies and techniques aimed at promoting parenting education so that the parental behaviour can facilitate the development of healthy psychological traits in the adolescents.

Limitations

- The study is confined to a smaller geographical area considering only two districts of Jharkhand.
- This study uses a quantitative method of data collection which may lead to biases of response.

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