



IMPACT OF PARENTS' PARENTING STYLE ON THE EMOTIONAL INTELLIGENCE OF ADOLESCENTS

*R.W.M.S.P.K. Rajapaksha**

University of Kelaniya, Sri Lanka

INTRODUCTION

From ancient society, the family is the fundamental unit of society. According to Mair “family is a domestic group which parents and children live together”. Simply family consists of a couple and their children (Jackson, 2015). When children grow up, the period of adolescents is critical in their development. At this stage, both physical and mental development occurs, formation of new thinking patterns, values, interests, attitudes take place. The emotions of adolescents are also a crucial development under this stage. According to the findings of the psychological studies behaviors of parents are affected by adolescents and also adolescents' behaviors are affected by parents as well (Steinberg, 1999; Furquani, 2019; Curtis, 2015).

Emotions are psychological or mental phenomena experienced by every human. The term emotion evolved from the Latin term ‘*emovere*’ which means ‘stirred up’ or ‘to stimulate’. According to Don Hockenbury and Sandra Hockenbury in the book ‘Discovery Psychology’, they defined emotions as “a complex psychological state that involves three distinct components”. The components are subjective experience, the psychological response, and behavioral or expressive response (Jhala, 2015). A person's ability to understand, and manage own emotions, and ability to understand and act according to other's emotions can be termed as Emotional Intelligence. As Daniel Goleman defined “Emotional Intelligence is the capacity for recognizing our own feelings, and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships” (Haefliger, 2003).

Parents refer to “father or mother”. According to Britannica Encyclopedia parent is “one who has been gotten offspring, or one who occupies the role of mother or father”(Encyclopedia Britannica). Rearing, giving guidance, love, care, warmth to children is parenting. The pattern of parenting can be simply defined as parenting style (Levin, 2011; Yunibhand et al, 2011). Many studies by psychologists have constructed parenting style types. According to Diana Baumrind, there are four types of parenting styles that are constructed based on parental responsiveness and demandingness. The four types are as follows,

1. Authoritative parenting style:- This is the parenting type with high demand and high responsiveness.
2. Authoritarian parenting style:- The parenting style where parents have high demands but not responsive to children.
3. Permissive parenting style:- Under this type parents are with high responsiveness but with low demand
4. Neglecting parenting style:- This parenting style is of low demand and low responsiveness.

According to findings of the studies, it has found that authoritative parenting style causes the most positive outcome of children.

Accordingly, under the current study, it's expected to study the impact of parents parenting style on the emotional intelligence of adolescents. The research problem under this study is ‘whether emotional intelligence score differs according to the parenting style which they are exposed to?’. The research question addressed is ‘do the emotional intelligence scores of adolescents who are exposed to four parenting styles differ from each other?’. To find out whether there's an impact of parenting style on the emotional intelligence of adolescents, to understand about parenting styles and differences on impact to emotional intelligence of adolescents, to study about gender differences of emotional intelligence scores are the objectives of this study. as the hypothesis,



h_0 =there's no impact of parenting styles on emotional intelligence of adolescents,
 h_1 =there's an impact of parenting styles on emotional intelligence of adolescents.

METHODOLOGY

To conduct the study of the impact of parents' parenting style on the emotional intelligence of adolescents, researcher used a quantitative approach and data were collected using questionnaires. Two variables namely parenting style as the independent variable and emotional intelligence as the dependent variable was used. Adolescents in Sri Lanka were considered as the population and among that 100 were selected as the sample from both genders as 50 females and 50 males. To select the sample stratified sampling method was used. All divisional secretaries of Kandy were considered as strata and among that Menikhinna divisional secretary and Kandy four Gravets and Gangawata Korale divisional secretary divisions were selected randomly.

As mentioned above data were collected by using two questionnaires namely schutte self-report emotional intelligence test (SSEIT) to measure emotional intelligence and hand-made questionnaire concerning adolescents parenting attitude four-factor questionnaire (APA-FFQ) to measure parenting style. The questionnaire SSEIT is selected due to its high reliability of 0.90 and because it has clearly stated that it is a reliable scale to use with adults and adolescents.

Data were analyzed using SPSS and to analyze data Shapiro Wilk Test, Kruskal-Wallis Test, and Mann-Whitney Tests were used. By using the Shapiro-Wilk Test it was studied whether data were normally distributed. Since data were not normally distributed researcher used non-parametric statistical methods as the Kruskal-Wallis Test to analyze parents' parenting style and the Mann-Whitney Test to analyze the gender differences in emotional intelligence.

RESULTS AND DISCUSSION

RESULTS

Normality test

To examine if the data are normally distributed researcher conducted a Shapiro-Wilk Test. Below tables and descriptions indicate the results obtained.

Case Processing Summary

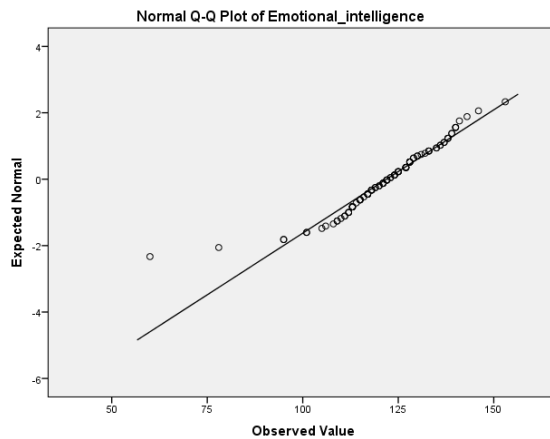
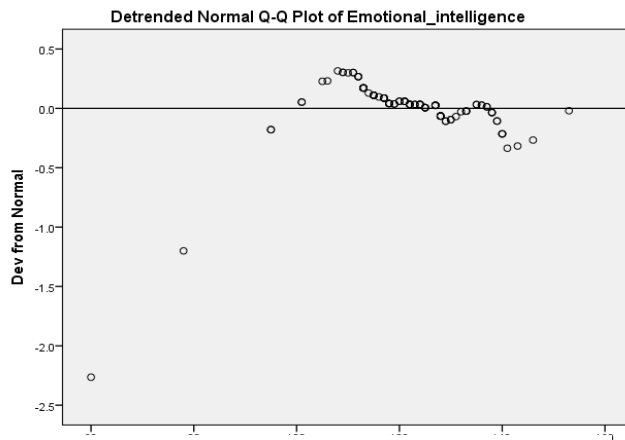
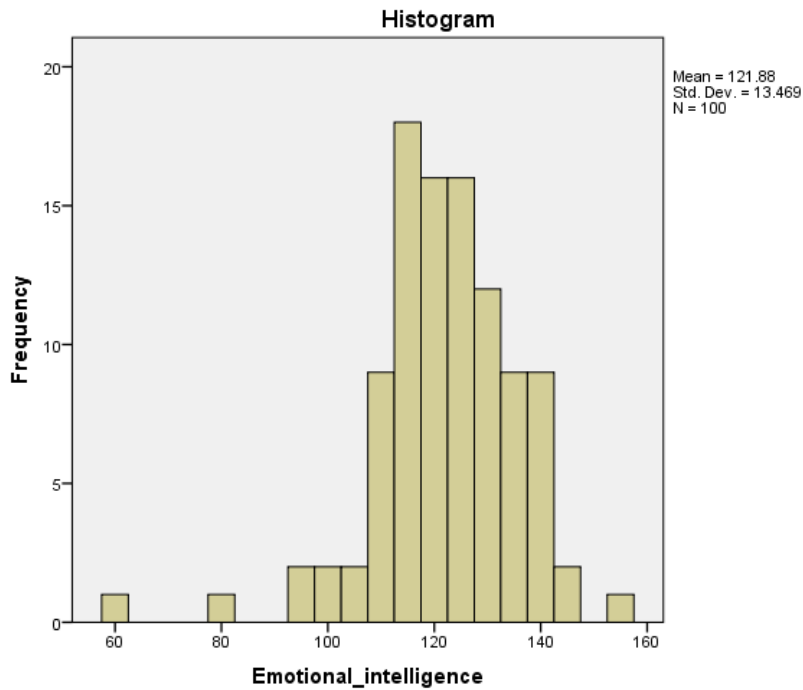
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Emotional_intelligence	100	100.0%	0	0.0%	100	100.0%

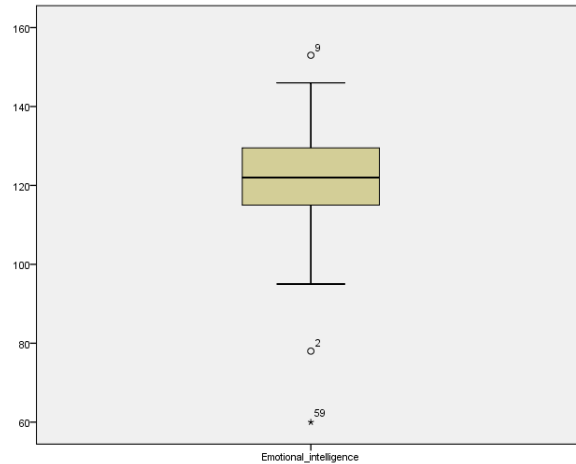
Descriptives

		Statistic	Std. Error	
Emotional_intelligence	Mean	121.88	1.347	
	95% Confidence Interval for Mean	Lower Bound	119.21	
		Upper Bound	124.55	
	5% Trimmed Mean	122.62		
	Median	122.00		
	Variance	181.420		
	Std. Deviation	13.469		
	Minimum	60		
	Maximum	153		
	Range	93		
	Interquartile Range	15		
	Skewness	-1.184	.241	
	Kurtosis	4.343	.478	



The null hypothesis of the test is the data are normally distributed. The SPSS analysis of the Shapiro-Wilk Test shows a p value of 0.000 (<0.05), where the data is not normally distributed. Therefore, null hypotheses is rejected.





The histogram and Normal Q-Q plot also show that data is not symmetrical and the data is lying in one end (the data has higher deviation from normal value).

According to all the above charts and tables it can be concluded that data is not normally distributed. Hence non-parametric statistical method should be used to analyze data. For this analysis Kruskal-Wallis Test is used to investigate whether there's an impact of parents' parenting style on Emotional Intelligence of adolescents and Mann-Whitney Test is used to examine whether there's a gender difference in Emotional Intelligence scores.

Impact of gender on Emotional Intelligence

Presented below are- the analysis of data to investigate “whether there’s a gender difference in Emotional Intelligence.”

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Emotional_in telligence	100	121.88	13.469	60	153
Gender	100	.50	.503	0	1

Ranks

	Gender	N	Mean Rank	Sum of Ranks
Emotional_intelligen ce	Male	50	53.24	2662.00
	Female	50	47.76	2388.00
	Total	100		

Test Statistics^a

	Emotional_intelligence
Mann-Whitney U	1113.000
Wilcoxon W	2388.000
Z	-.945
Asymp. Sig. (2-tailed)	.345

a. Grouping Variable: Gender



From this data it can be said that there's no statistically significant difference between two genders on Emotional Intelligence scores of adolescents ($u=1113.000, p=.345$). Thereby it can be revealed that there's no gender difference on Emotional Intelligence scores of adolescents.

Effect of parenting style on Emotional Intelligence.

Secondly researcher investigated “whether parents’ parenting style impact on Emotional Intelligence of adolescents”.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Emotional_intelligence	100	121.8800	13.46922	60.00	153.00
Parenting_style	100	1.1400	.44992	1.00	4.00

According to descriptive statistics the mean value of Emotional Intelligence score is 121.89 where (13.47=SD).

Ranks

	Parenting_style	N	Mean Rank
Emotional_intelligence	Authoritative	89	49.28
	Authoritarian	9	60.89
	Permissive	1	45.50
	Neglected	1	70.50
	Total	100	

Test Statistics^{a,b}

	Emotional_intelligence
Chi-Square	1.819
df	3
Asymp. Sig.	.611

a. Kruskal Wallis Test

b. Grouping Variable: Parenting_style

According to results there's no statistically significant differences between parenting styles on Emotional Intelligence of adolescents ($X^2(3)=1.819, p=.611$), with a mean rank of 49.28 authoritative parenting style, 60.89 of authoritarian parenting style, 45.50 permissive parenting style and 70.50 neglected parenting style. Thereby it can be concluded that there's no impact of parents parenting style on Emotional Intelligence of adolescents.

It can be concluded that neither parenting style nor gender have an impact on Emotional Intelligence of adolescents.



DISCUSSION

The present study focused on the hypothesis, -; there's an impact of parents' parenting style on Emotional Intelligence of adolescents. Main objective of the study was to investigate whether there's an impact of parents' parenting style on Emotional Intelligence of adolescents. According to the results obtained through survey it revealed that there's no significant impact of parents' parenting style on Emotional Intelligence of adolescents. The alternative hypotheses was rejected with a $p > 0.05$ ($p = .611$), which means no parenting style cause for neither development nor degeneration of Emotional Intelligence specifically. Because the results were drawn using a small sample size, more studies should be carried out to explain reasons behind the lack of impact of parents' parenting style on Emotional Intelligence. Also, this study aimed on finding out whether there's a gender difference on Emotional Intelligence scores. It was significantly shown that there's no difference between two genders on Emotional Intelligence with a , $p > 0.05$ ($p = .345$). According to the results obtained, mean rank of males Emotional Intelligence was 53.24 and for females it was 47.76, where there's no significant difference between Emotional Intelligence scores between two genders. Above results were obtained with regard to perceived parenting styles with 89% authoritative parenting style, 9% of authoritarian parenting style and 1% for both permissive and neglectful parenting styles. With this results it can be interpreted that most of the parents are of authoritative parenting style. Besides, no male adolescents perceived their parents as permissive parents or neglectful parents.

CONCLUSIONS/RECOMMENDATIONS

CONCLUSION

The impact of parents' parenting style on the Emotional Intelligence of adolescents was studied by this research. In this research, parenting style and Emotional Intelligence were studied with relation to an adolescent population who were from ages 13 to 19 years in an urban area. Findings of the study conclude that there's no impact of parents' parenting style on Emotional Intelligence of adolescents and there's no gender difference on Emotional Intelligence scores as well.

RECOMMENDATIONS

The present study does not consider parents' details, which means economic status, parents' occupation, education level etc. It is recommended to obtain parents' details so that it may help to clarify the reasons for a particular parenting style type. Also, the researcher recommends that it is better to consider the family position of the adolescents to draw further clarifications for impacts on Emotional Intelligence. And also it's better to consider about adolescents educational facilities. (i.e. whether they are aware of Emotional Intelligence, do schools provide knowledge about Emotional Intelligence, do schools do activities to enhance Emotional Intelligence).

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