

A LITERATURE REVIEW OF “PARENTING STYLES AND EMOTIONAL INTELLIGENCE OF X CLASS STUDENTS”

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Abstract

The research for the review of literature is one of the first and foremost important steps in the research process. The search for related literature is a time consuming but fruitful phase of any research programme. In this article, the researcher was made an attempt to present findings from the collected related literature on parenting styles and emotional intelligence of adolescents. The main motto behind this article is to review of related literature from 1990 to till date. The paper also summarizes the findings of the studies on Emotional Intelligence and Parenting Styles giving a direction for future research.

Keywords: Literature, Parenting Styles, Emotional Intelligence, Socio-Economic Status (SES).



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Introduction

Parents occupy the most important place in the development of the child, Steinberg(1990) in his study revealed that a majority of parents feels that the adolescent years are the most challenging and difficult for bring up and care for (a child) until they are fully grown. In spite of rapid changes within the modern family, parental discipline is very essential for building healthy emotionality and personality of the child. Emotional intelligence is essential for the success of an individual. Some researchers consider emotional intelligence as a group of traits and some see it as an ability.

Salovey and Mayer (1990), who originally invent the term - emotional intelligence involves a set of skills which contribute to the accurate appraisal and expression of emotions. According to researches, emotional intelligence, as a capability acquired from society (Mayer et al., 2000), is correlated with physical, emotional and social health (Gottman, 2001), well-being, self-monitoring in social situations, popularity and social competence.

Amongst the effective social factors in developing emotional intelligence are the parent's parenting styles and the child's ability to perceive it.

Parenting is defined as the attitude that parents have about child - rearing (Darling & Steinberg, 1993) and includes three dimensions or features (Grolnick, Deci, & Ryan, 1997) : **Involvement** : the extent to which the parents are interested in, knowledgeable about, and actively participates in the child's life, **Autonomy support** : the degree to which the parents value their child's perspective and use techniques that encourage choice, self-initiation, and participation in making decisions, **Warmth** : the degree to which the parents are responsive, sensitive and regarding toward their child.

Most conducted researches have focused on investigating the relation of different types of parenting styles with emotional intelligence (Delale, Taksic, & Ivcevic, 2007; Fonte, 2009; Shun- Chi, 2006; Tsay, Chang, & Shieh, 2006), or on warmth at dimensional level (Saarni, 1997; Sillick & Schutte, 2006).

The above findings indicated that authoritative style (control factor) has been the powerful predictor of emotional intelligence (emotional regulation), two styles of permissive and authoritarian have a negative relationship with this ability, and the neglectful style is recognized as the most harmful one, warmth is associated with increasing the level of emotional intelligence and regulation and utilization of emotions.

The main purpose of the present study was to examine the relation of parenting styles with emotional intelligence.

Review of Literature

A detailed and complete review of literature is necessary in any research work, the main objective of the review of literature is to enlighten the investigator up to date with research & investigation, and to determine the amount of theoretical and empirical framework that has already been done in the same research area.

Research on parenting styles and emotional intelligence of students especially who are in X class is still lagging behind as it is a new concept introduced only in 1995 and became popular there after. Goleman (1985), Mayer & Salovey (1993), Bar-On (1997) involved in emotional intelligence research work. There is dearth of empirical studies on emotional intelligence in general and on parenting style and emotional intelligence of X class students in particular.

Objectives of the Study

This study is intended to get acquaintance on the following :

1. To present findings from the collected related literature on parenting styles and emotional intelligence of adolescents.

2. To review of related literature from 1990 to till date.
3. To summarize the findings of the studies on Emotional Intelligence and Parenting Styles giving a direction for future research.

Methodology

In this study, a systematic review of all the available literature, was undertaken for the acquaintance of knowledge on the subject matter and to identify the parenting styles and emotional intelligence of X class students. Searches were undertaken in the major electronic bibliographic databases and a general internet search using Google and Google Scholar search engine. Opinion pieces or news items, however, were read and included where relevant. The review identified that there was a paucity of literature in relation to the parenting styles and emotional intelligence of X class students.

Emotional Intelligence – The Indian View

The Indian view of Emotional Intelligence is context sensitive and focuses on the role of significant others including the guru, family and larger society in shaping one's emotions, certain traits valued in the Indian culture like respecting elders, caring, kindness, benevolence, and non-violence involved typical emotional expressions. These are grounded in the cultural traditions and have been passed on from one generation to the next. These moral values are characteristic ways of behaving, provide a frame within which emotional responses occur.

Gurubasappa.H.D (2014) in his study revealed that secondary school students with high levels of critical thinking and emotional intelligence will certainly perform better in academics.

Shalini Yadav (2014) on emotional intelligence and self concept of government and pre schools students indicated that government and private schools student differ significantly in their emotional intelligence but they do not differ significantly in their self concept.

Anupama Katoch (2013) on emotional intelligence of adolescent students in relation to the type of school found that government and private secondary school students differ significantly on emotional intelligence but gender wise and area wise students do not differ significantly on emotional intelligence.

Reeta Suri (2012) in her study on role of emotional intelligence in academic success and adjustment of higher secondary level students revealed that a significant correlation between emotional intelligence and adjustment in the case of male and female students was obtained. Adjustment and achievement were also not found to be significantly correlated.

Bai (2011) conducted a study intended to examine anxiety proneness and emotional intelligence in relation to academic achievement of pre-university students. The study revealed that arts, science and commerce students have significant difference in academic achievement and anxiety proneness and emotional intelligence.

Anthony Raj P and Anna Raja P (2010) in their study on “Relationship between emotional intelligence and academic achievement tribe students studying in high schools in kolhan, Jharkand” found that tribe boys are better than tribe girls in their academic achievement.

Arumozhi and Rajendran (2008) made an attempt to assess the influence of the age, marital status, type of family, community and family status on the emotional intelligence of women self help group members. They concluded that the help group members do not differ in their emotional intelligence based on their age, marital status, type of family, community and family status.

Bindu and Thomas (2006) investigated on the “Gender differences in emotional intelligence”. The results revealed that the two gender groups differed significantly.

The above theoretical perspectives throw light on how parents play a significant role in shaping behaviour and emotional regulation of adolescents. So the investigator reviewed the literature to find out what the other researchers have discovered about the role of parenting styles on the personality and emotionality of adolescents.

Studies on Demographic Variables and Parenting Styles

The economically poor and working class parents tend to stress obedience and respect for authority. They are more restrictive and authoritarian, more frequently use power assertive discipline, show less warmth and affection for their children. Some middle class parents are also highly restrictive and power assertive (Kelley, Power & Wimbush, 1992). But on an average it appears that lower socio economic strata and working class parents are more critical, more punitive and more intolerant of disobedience than parents of middle & upper socio-economic strata.

Socio-Economic Status is the most important factor that affects the child’s cognitive development (Sameroff 1983). Children from middle SES have higher social competence and children from low SES have higher emotional / behaviour problems. Children from larger cities showed higher problems in social and emotional areas, but study of Tiwari and Pal (1986) showed that family size, socio-economic status and rural urban difference did not affect parental acceptance or rejection.

Saraswathi and Sundaresan (1979) studied the relationship between parents disciplinary techniques and children's moral maturity and found class differences and gender differences in children's moral maturity. In the upper class group power assertion was negatively correlated and induction was positively correlated with moral maturity among boys, whereas only the first relationship was significant among girls.

Usha Rani, Rao, Naidu, Reddy (1994) studied the effects of socio-economic status, intelligence & anxiety, and found that educational status of the mother and child had positive influence on the intelligence and adjustment of the child. No gender differences were found in anxiety but girls were noticed to be socially maladjusted compared with boys.

The type of disciplinary techniques parents use in socializing their children also affects the personality development of these children. Studies in this regard show that as compared to maternal employment status, mother's education is a more influencing factor in child rearing (Suseela Devi & Devdas 1970). Educated mothers permitted greater independence, encouraged vocalization in their children, were more strict and suppressed children's aggression more and indicated greater use of reward and punishment (Singh & Sharma 1976; Seth & Saksena 1978; Rai 1979).

Singh & Singh (1987) found that there is no difference between higher caste and the schedule caste pupils as regards their educational and emotional adjustment. It was also found that backward and schedule caste pupils did not differ significantly from each other in respect to their emotional social and educational adjustments.

Parenting Styles & Children's Emotional Out Comes

The following studies deal with the different parenting styles adopted by parents in relation to the behavioural / emotional outcome of adolescents.

The authoritarian parents are dominating, strict and punishing. They teach adolescents to be submissive to obey and to be dependent on them. Adolescents in such home environments are usually more hostile, rebellious and model aggressive behaviour of the parent and show emotional disturbances. Adolescents of authoritative parents scored highest on the measure of psychological competence and lowest on measure of psychological and behavioural dysfunction and this is reverse with the adolescents of neglectful parents. (Lamborn & Wood 1999).

Authoritarian child rearing has more negative long term outcomes for boys than girls. Sons of authoritarian parents were low in both cognitive and social competence. Their academic & intellectual performance was poor. In addition they were unfriendly and lacking in

initiative, leadership, and self confidence in their relations with their peers (Maccoby & Martin 1983).

Adolescents subjected to high control, protectiveness, punishment, conformity, social isolation deprivation of privileges, nurturance rejection and permissiveness show more alienation as compared to their counterpart adolescents belonging to low control (Verma 1990).

Maccoby & Martin (1983) stated that the combination of warm, nurturing parenting with good behavioral standards results in the formation of competent, responsible, independent and confident children. Hence children whose parents are warm, supportive and emotionally invested in child growing are more academically and socially competent and less inclined to show behavioural problems compared with age mates whose parents are less nurturing and less involved in their lives conversely the absence of parental nurturing has been found to impair child's emotional competence. Review of research concludes that children cope poorly with stress when mothers are emotionally unresponsive or express mostly negative emotions.

Studies showed that parenting styles impact on child's and adolescents social, emotional and intellectual development (Baumarind 1967, 1971, Gottman, Katz & Hooven 1996, 1997) Compared with teenagers raised by either permissive or authoritarian parent those raised by authoritative parents were relatively confident, socially skilled and they tended to stay clear of drug abuse & other problem behaviours.

Authoritarian / democratic and authoritarian / restrictive behaviour of parents appeared to be predictive of both the child's pro social behaviour and his / her socio-metric status (Dekovic & Janssens 1992). Fisher & Crawford (1992) examined the association between the parent child relationship and the adolescents co-dependency and found that daughters of authoritarian fathers had higher co-dependency scores than did daughters of permissive fathers. Whereas sons of authoritarian fathers reported higher levels of co-dependency than did sons of uninvolved fathers. Parenting style of mothers was unrelated to co-dependency scores.

Anxiety in school children has been found to be positively related to authoritarianism, anxiety and rigidity in fathers and the use of strict discipline (Hassan, Enayatullah & Khalique 1977).

Passi (1998) has observed that if parents are authoritarian type in all likelihood, the children are going to develop into aggressive and hostile adults with feelings of frustration wrought over them.

Sanyal (1998) observed that parents must understand their moral responsibility in adopting adequate parental care such as continuous awareness of child's needs, familiarity with his/her activities, acquaintance with his / her friends and adequate overall supervision, he further added that parental treatment such as screaming at the child and excessively criticizing or generally ignoring the child have harmful effect on the self-esteem of the child.

Simmons and Conger (2007) studied the differences between mothers and fathers with regard to authoritative, authoritarian, indulgent and uninvolved parenting styles. The study highlighted that the most common form of family parenting style was authoritative and the family parenting style which are associated with the best results for children are two authoritative parents or an authoritative father paired with an indulgent mother or vice versa. The worst child outcomes are associated with combinations of parenting styles that include an uninvolved mother paired with an indulgent or an uninvolved father.

Mohammad Ali Besharat, Koorosh Azizi and Hamid Poursharifi (2011) studied on the relationship between parenting styles and childrens academic achievement, results indicated that both authoritative and authoritarian parenting styles were negatively associated with children's academic achievement, permissive parenting style showed no significant association with children's academic achievement, finally he concluded that parenting styles would influence children's academic achievement.

Indra Dhull and Pragat Singh Jathol, (2011) conducted a study aimed to study the coping strategies of adolescents in relation to their academic achievement and home environment. Findings indicate that despite difference in the academic achievement, ways of coping were similar in both high achievers and low achievers. It has also been found that there is no significant difference between coping strategies of adolescents having favourable home environment.

Giselle Farrell, (2015) conducted a study to examine the relationship between parenting style and the level of emotional intelligence in pre school-aged children. The results indicated that there was one significant relationship found specifically between the authoritarian parenting style and pre school- aged children's degree of negative affect or negative temperament related to emotional intelligence.

Jehan wadiea Mattar (2017) examined the relationship between maltreatment (Psychological and neglect) and emotional intelligence among students in seventh grade. The results indicated significant differences for all domains except intrapersonal skills. Further the results revealed no significant differences in emotional intelligence of the maltreated attributed to students gender. Finally, there were significant differences in emotional intelligence which were attributed to the type of maltreatment in favour of neglect.

Parenting Styles and Emotional Competencies

Families provide young children with specific skills and characteristics that serve them well with their peer relations (Lewis & Saarni 1985; Denham 1986). Several aspects of emotions such as encoding, decoding, emotional regulation, emotional expressiveness has been suggested as antecedents of peer competence (Cassidy, Parke, Butkovsky and Braungest 1992) Children with more expressive parents have better peer relations.

Extensive review of past research indicated that parents play an important role in children's emotional socialization (Eisenberg, Cumberland & Spaniard 1998). Parents who are highly accepting and less controlling of their children's emotional display are likely to have children who are more accepted by peers. However the extent to which parents control the children's emotions is related to their emotional & social competence (Eisenberg, Guthrie, Fabes, Reiser, Murphy, Holgen, Moszk and Losoya, 1996; Gottman, Katz & Hooven 1997). Several studies showed that parenting styles or disciplinary method adopted by parents determines the adolescents emotional competence (Belsky 1993; Dornbusch, Retter, Leiderman and Roberts 1987). The emotional and social adjustment of a child from home with favourable parent child relationship is definitely superior to those of children from home where family relationship is less favourable. Parents warmth and support predicted lower levels of depressive symptoms and lower levels of irritability hostility among the young adults (Aquilino & Supple 2001).

Baumarind (1971) has rightly said that supportive parenting combined with parental firmness with regard to setting limits, standards is associated with socially responsible behaviour in childhood.

Parental but not maternal encouragement of emotional expression was linked to social competence in children (Robert & Strayer 1987). Several earlier studies suggest that fathers play an important and unique role in the development of social understanding of emotional regulation. Fathers who were more controlling towards children's emotional expressiveness were most likely to have children who gave less complex responses about interpersonal

consequences of emotional management (Saarni 1985) Father's influences on emotional expression are particularly notable for boys (Isley 1996) and even though father's express negative emotions less frequently than mothers they have impact on children's social competence.

Adolescent's perception of their parents influence suggests that parental modeling, encouragement, facilitation and rewarding have substantial effect on their emotional intelligence, task orientation and social functioning (Marinez, Pons, Manekel 1999). Authoritative parenting was related to significantly higher means associated with lower psychosocial maturity, whereas permissive and mixed parenting styles were more advantageous than either authoritarian or neglectful parenting (Mantzicopooplos 1998). Bar-On (1997) believes that emotional intelligence grows from childhood into late 50's and EQ reaches its peak from one's mid 40's to mid 50's. Emotional intelligence and cognitive ability play equally important roles in explaining differences in people's ability to influence and demonstrate interpersonal competence. Assertiveness sometimes labeled as dominance is linked with high status, because women generally have lower status, it follows that they would also be lower in assertiveness (Eagly, 1987).

An adolescent's self esteem can be a useful indicator of the success within which he/she is proceeding through this important period. Parental supportive behaviour has been found to be positively related to self esteem and various types of negative controlling behaviours have been found to be negatively related to self esteem (Barber and Thomas, 1986; Barder, 1990). Uma Devi (2003) in her research found that majority of the adolescents had average and above average emotional intelligence levels. Girls out performed boys in interpersonal component of emotional intelligence they also surpassed on dimensions like self-awareness, empathy, social responsibility and problem solving. In the family related variables it was found that adolescents from joint families were highly emotionally intelligent, high self-regard and good at interpersonal relationships. Adolescents from large families were more flexible. Adolescents with educating and well placed mothers were highly adaptable.

From the review of literature it is evident that research on adolescents emotional intelligence and its relationship to parenting styles is very meager as the concept of emotional intelligence is very new and research on adolescents emotional intelligence and parenting styles is still in its infancy.

Conclusions

From the review of related literature on parenting styles and emotional intelligence of X class (adolescent) students the following factors were identified.

1. Lower socio economic strata and working class parents are more critical, more punitive and more intolerant of disobedience than parents of middle & upper socio-economic strata.
2. Middle class mothers who use praise and reward to inculcate obedience and desirable behaviours are more punitive and less consistent in their threatening and punitive behaviours than mothers of upper social class.
3. Extent of parental approval for disciplining techniques for children is greater in middle class homes than in upper class homes. Mostly mothers are disciplining agents for children in middle class homes.
4. Educational status of the mother and child had positive influence on the intelligence and adjustment of the child. No gender differences were found in anxiety but girls were found to be socially maladjusted compared with boys.
5. There is no difference between higher caste and the schedule caste pupils as regards their educational and emotional adjustment. It was also found that backward and schedule caste pupils did not differ significantly from each other in respect to their emotional social and educational adjustments.
6. The authoritarian parents are dominating, strict and punishing. They teach adolescents to be submissive to obey and to be dependent on them. Adolescents in such home environments are usually more hostile, rebellious and model aggressive behaviour of the parent and show emotional disturbances.
7. Children cope poorly with stress when mothers are emotionally unresponsive or express mostly negative emotions.
8. Parental treatment such as screaming at the child and excessively criticising or generally ignoring the child have harmful effect on the self-esteem of the child.
9. Parents who are highly accepting and less controlling of their children's emotional display are likely to have children who are more accepted by peers. However the extent to which parents control the children's emotions is related to their emotional & social competence.

10. The emotional and social adjustment of a child from home with favourable parent child relationship is definitely superior to those of children from home where family relationship is less favourable.
11. Parents warmth and support predicted lower levels of depressive symptoms and lower levels of irritability hostility among the young adults.
12. Supportive parenting combined with parental firmness with regard to setting limits, standards is associated with socially responsible behaviour in childhood.
13. Parental socialization of emotions, their expressive style and emotional responses to child emotions were important predictors of children's emotional competence and overall social competence.
14. Adolescents from joint families were highly emotionally intelligent, high self-regard and good at interpersonal relationships. Adolescents from large families were more flexible. Adolescents with educating and well placed mothers were highly adaptable.

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