

A LITERATURE REVIEW OF “EFFECT OF PARENTING STYLES STRATEGIES ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS”

P. Bhavani¹, Ph. D. & Prof. T. G. Amuthavally²

¹ICSSR Post-Doctoral Fellow, Department of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati, AP.

²Professor, Department of Education, Sri Padmavati Mahila Visvavidyalayam, Tirupati, AP.

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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 program. In this article, the researcher made an attempt to present findings from the collected related literature on effect of parenting styles strategies on emotional intelligence and academic achievement of adolescents. The main motto behind this article is to review related literature from 2000 to till date. The paper also summarizes the findings of the studies on effects of parenting styles strategies on emotional intelligence and academic achievement of adolescents giving a direction for future research.

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



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Introduction

Parents occupy the most important place in the development of the child, in all the domains, particularly Emotional Intelligence. Steinberg (1990) in his study revealed that a majority of parents feels that the adolescent years are the most challenging and difficult one for parenting. 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 and academic achievement of adolescents. Parenting is the process of promoting and supporting the physical, emotional, social and intellectual

development of a child from infancy to adulthood. Parenting is one of the major skills which influence the development of the child. Parenting is a complex activity that includes many specific behaviours that work individually as well as together to influence child outcomes. Poor parenting, inadequate parental supervision, discipline that is not consistent, and parental mental health status, stress or substance abuse all contribute to early-onset conduct problems; the resulting costs to society are high. The construct “parenting style” is used to capture normal variations in parents’ attempts to control and socialize their children (Baumrind, 1991). Parenting style encapsulates two important elements of parenting: “responsiveness” and “demandingness” (Maccoby & Martin, 1983). Since Baumrind’s (1966, 1967, 1971) and Maccoby and Martin’s (1983) seminal work, four styles of parenting have been identified: Authoritative, Authoritarian, Permissive and Neglectful. Authoritative parents use developmentally appropriate demands, maintain control of children when needed, yet they are responsive, affectionate and communicate effectively with their children. Authoritarian parents are highly demanding, exercise strong control and show little affection and do not communicate often. Permissive parents make few demands, exercise little control, and are very responsive and affectionate (Walker, 2008). Neglectful or uninvolved parents make few demands, exercise little control, show little affection, and do not communicate often.

In addition to the importance of parenting styles for self-regulated learning, research on parenting styles has also demonstrated the importance of parenting style to emotional intelligence, academic learning and achievement of adolescents.

Adolescence years are one of the most exciting times of youngsters’ lives but can be a difficult period for them and their parents. This is a time when adolescents question their parents, ask for freedom and more time with friends as they try to individuate themselves, become more argumentative and develop their own ways of thinking and problem-solving. Not every parent possesses all the skills and knowledge needed to handle every issue of the adolescent’s development. Some parents may possess skills but may not be able to use them effectively, while others do not have skills to deal with the specific issues of adolescents. However, most would agree to the fact that the intentions of parents remain genuine.

Parental involvement has become one of the centrepieces of educational system. Although many educators have highlighted the importance of parental involvement if children are to do well in school. Research on parental involvement has increased during the past two decades. Social scientists are giving parental involvement a special place of

importance in influencing the academic outcomes of the youth. Hara (1998) went so far as to claim that that increased parental involvement is the key to improving the academic achievement of children.

Parenting Styles strategies are defined as specific behaviours that parents use to socialize their children (Darling and Steinberg, 1993). For example, when socializing their children to succeed in school, parents might enact certain strategies such as doing homework with their children, providing their children with time to read, and attending their children's school functions etc.

Parenting Styles strategies are emerging as a matter of serious concern and have become an important aspect for teachers and parents themselves. In cultures such as India, the family structures are changing from joint to a more nuclear family posing serious challenges in bringing up children with limited family support especially if both parents are working. Poor parenting, negligence by parents or their cruelty towards adolescents leading to poor emotional intelligence and academic achievement among the adolescents is making the urgent need for training the Parents to develop their parenting skills.

The main purpose of the present study was to review the available literature on relation/effect of parenting styles strategies on emotional intelligence and academic achievement of adolescents.

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 areas.

The review of related literature gives the scholar an understanding of the work that has been done in field previously. In any research, the review is essential for the investigator to have acquaintance with the knowledge of the previous investigations and there by develop the research design needed for the present investigation. Review of related literature facilitates the investigator to prepare the plan of action for the research and hence plays key role in smooth progress of the research work.

An effort has been made to cover almost all the important dimensions that may have a direct bearing on the study. The survey of related literature and studies also help to avoid the risk of duplication. It helps the investigator to see whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.

Research on effects of parenting styles strategies on emotional intelligence and academic achievement of adolescents is still lagging behind as it is a new concept introduced only in 1995 and became popular thereafter. Goleman (1985), Mayer & Salovey (1993), Bar-On (1997) involved in emotional intelligence research work. Over the years, numerous studies had been carried out on types of parenting styles, parenting styles strategies, emotional intelligence and academic achievement of adolescents still there is dearth of empirical studies on parenting styles and emotional intelligence in general and on effects of parenting styles strategies on emotional intelligence and academic achievement of adolescents in particular.

The paper intended to get acquaintance on the following:

Findings from the collected related literature on effects of parenting styles strategies on emotional intelligence and academic achievement of adolescents, review of related literature from 2000 to till date and discussion on the findings of the studies on effects of parenting styles strategies on emotional intelligence and academic achievement of adolescents giving a direction for future research.

The article was prepared after a thorough review of 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 skills training services available to parents in India (Natrajan and Thomas 2002), particularly to address the adolescents emotional intelligence problems and academic achievement issues that have been created by poor parenting styles.

It was also observed that, over the years, numerous studies had been carried out on types of parenting styles, parenting styles strategies, emotional intelligence and academic achievement of adolescents.

The article reviewed were as follows :

OkoyeChukwuebuka Joseph(2021) conducted a Study on Parenting Styles, Parental Competence and Emotional Intelligence among College Students. In this study it was found that the parenting is an act of providing for and supporting the intellectual, emotional, physical, as well as social development of the children from infancy to adulthood. Competency-based approaches are increasingly perceived as a central strategy for the improvement of effective care and enhance the development of emotional intelligence. The researcher further proposes that the parenting competence is a learned ability geared towards effectively nurturing children by performing the required tasks through demonstrable skills, knowledge or abilities, behaviours or practices, attitudes, attributes, and clusters of these elements associated with the positive outcomes in adolescents.

P George(2020) conducted a Study on The effects of Parenting Styles on academic achievement and school adjustment among high school students in Nagaland (India):The mediating effects of attachment dimensions, academic self-efficacy and emotional regulation. In this study the researcher attempts to examine the mediating effects of adolescent attachment, emotional regulation and academic self-efficacy between parenting styles, academic achievement, and school adjustment among high school students in Nagaland. The results revealed that the authoritarian parenting style had direct correlation with academic achievement and that authoritarian and permissive parenting styles had indirectly effect on school adjustment mediated by adolescent attachment and emotional regulation.

OlemaMollyrin(2019) conducted a Study on Parenting Styles, Psychological Well-Being, and Academic Performance among Adolescents in Secondary Schools. The purpose of this study was to find out the relationship between parenting styles, psychological well-being and academic performance among adolescent students in secondary schools. The findings of the study showed that there is a significant relationship between parenting styles and psychological well-being. The findings also showed that there is a significant relationship between psychological well-being and academic performance and significant relationship between parenting styles and academic performance. The study recommended that government should introduce policies to create awareness to parents and the community on how parenting styles affect the psychological well-being and academic performance of their adolescent students. Furthermore, government, the community and parents should work together diligently to promote the right environment to ensure a high psychological well-being for adolescents in order for them to excel academically.

GoncaOzyurt (2018) conducted a Study to determine the effect of the positive parenting program(Triple P) on child maltreatment, children's behaviours and coping strategies of mothers.In this study Triple P was provided to 138 mothers of adolescents in totally three sessions as once per week. The pre-test and post-test intervention results shows that Triple P was effective in reducing adolescents behavioural problems and improving mothers strategies of coping with stressand contributed the reduction of emotional and physical abuse applied to children.

ChukwumaFidekiaIfeoma(2017)conducted a study on Influence of Parenting Styles on In - School Adolescents Achievement orientation and Academic Achievement in Secondary Schools in Enugu State. The study was carried out to investigate the influence of parenting styles on in school adolescents' achievement orientation and academic achievement in secondary schools in Enugu State. The design of the study was ex-post facto while the population comprised all SS II Students in Enugu North. The sample size for the study was 296 respondents while the researchers' self-developed questionnaires formed the instruments for data collection. Three experts validated the instruments and a Cronbach Alpha reliability coefficient method was employed to ensure the reliability of the instruments. Four research questions and four null hypotheses guided the study; while the t –test statistics was used to test the hypotheses at 0.05 level of significant. A review of empirical studies was carried out to guide the researchers into previous studies in the area and also to provide the researcher with the theoretical base. Two sets of questionnaires were used to collect data for the study while t- test statistics was used to analyse the data. The researcher found that the authoritative parenting style has more positive influence on achievement orientation and academic achievement of in-school adolescents and the influence of gender on in-school adolescents' achievement orientation were not significant.

Tantaros S (2016). did a study on Parenting styles and trait emotional intelligence of Adolescents: The purpose of this study was the examination of the relationship between parenting styles and trait EI in an adolescent population The sample of 127 adolescents from Greek schools, 15–19 years old, who were asked to complete questionnaires of perceived parenting (Parental Authority Questionnaire – PAQ) and trait EI (Trait Emotional Intelligence Questionnaire–Adolescent Short Form – TEIQue–ASF). In conclusion, the study provides evidence for the impact of a specific aspect of parenting that is, parenting styles, on adolescent trait EI. The findings provide insight in the field of trait EI antecedents and

underline the potential significance of primary prevention programs with parents that aim to develop trait EI at a young age.

Samira S(2015) conducted a Study on relationship between parental styles with Emotional intelligence in elementary schools students of MAKOO . In this study 80 students were chosen by a cluster sampling method. Students filled out Parental style questioner and Bar-On emotions intelligence questioner. To analyse the data, Pearson correlation coefficient with SPSS 16th software were used. The findings revealed there were Positive associations between all parenting styles with emotional intelligence.

P Enebrink , M Ulfsdotter (2014) conducted a Study on ABC for Parents : Pilot Study of a Universal 4- Session Program Shows Increased Parenting Skills, Self-Efficacy and Child Well- Being. In this 104 parents were invited to participate in the study. A repeated measurement within group design was used to assess the effects. Parental and Child outcomes were evaluated before and after the intervention showed statistically significant improvements of strategies and child well-being.

R Parthasarathy (2013) conducted a Study on Integrated skills for parenting the adolescents (ISPA): An intervention to strengthen parent-adolescent relationship. In this study 13 parents were systematically given the parenting program for eleven sessions, each session focusing on different themes. The pre-and post- intervention results show statistically significant changes in parents' attitudes in relating positively with their adolescents.

Julia Karbach (2013) conducted a Study on Parental involvement and general cognitive ability as predictors of domain-specific academic achievement in early adolescence. This study investigated the incremental validity of parental involvement over General Cognitive Ability(GCA) in the prediction of academic performance. The findings provide new evidence for the significance of parental involvement in their children's achievement in school even after the most powerful predictor of academic success has been accounted for.

Kelvin P. Haggerty (2013) conducted a Study on Promising Parenting Programs for Reducing Adolescent Problem Behaviours. In this study Nurse-Family Partnership, The Incredible Years, Positive Parenting Program (Triple P), Strengthening Families 10-14 and staying connected with Teens were examined. The unique features of each program are briefly presented. Evidence showing impact on family risk and protective factors, as well as long-term problem behaviours, was reviewed. Finally, a measure of cost effectiveness of each program was provided.

Nick Axford (2012) conducted a study on engaging parents in parenting programs : Lessons from research and practice. This study identifies lessons from a review of literature on engaging parents in parenting programs and presents a case study of the implementation of the Incredible Years BASIC program in the context of a randomized controlled trail. This study also examines the challenges encountered and efforts to overcome them.

Sanford M. Dornbusch (2012) conducted a Study on The Relation of Parenting Style to Adolescent School Performance. In this study using a large and diverse sample of students' (N=7836)the researcher found that authoritative parenting was positively associated with grades. Parenting styles generally showed the expected relation to grades across gender, age, parental education, ethnic and family structure categories.

Valerie J Shute (2011) conducted a Study on A Review of the Relationship between Parental Involvement and Secondary School Students Academic Achievement. This study reviews the research literature on the relationship between parental involvement (PI) and academic achievement with special focus on the secondary school level. The results revealed that parents have limited influence over the child's peer relationships; direct parental influence remains an opportunity to leverage those factors for the benefit of the child, including their academic achievement.

Alberto Alegre (2010) conducted study on Parenting Styles and Children's Emotional Intelligence: What do We Know?.This study reviews the scarce research literature in the area of children's emotional intelligence in similar or different ways that they predict other developmental outcomes. The results revealed that the parental responsiveness, parental emotion-related coaching and parental positive demandingness were related to children's lower emotional intelligence. Additionally, social-emotional intervention programs used in schools have succeeded in improving children's emotional skills.

Erlanger A. (2009) conducted a study on The Influence of Parenting Styles, Achievement Motivation, and Self-Efficacy on Academic Performance in College Students: Parenting styles have consistently been shown to relate to various outcomes such as youth psychopathology, behaviour problems, and academic performance. Building on the research in the parenting style literature, along with examining components of self-determination theory, the study examined the relations among authoritative parenting style, academic performance, self-efficacy, and achievement motivation using a sample of college students (N = 264). Results indicated that authoritative parenting continues to influence the academic

performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant.

Matthew R Sanders (2008) conducted a Study on Triple P- Positive Parenting Program as a Public Health Approach to Strengthening Parenting. In this study the distinguishing features of the intervention and variables that influence its effective implementation were discussed. Self-regulation is unifying concept that was applied throughout the entire system. Challenges and future directions for the development of public health approaches to parenting were also discussed.

David Utting (2007) conducted a Study on Parenting and the different ways it can affect children's lives: Research evidence. This study summarises findings from seven reviews of existing research that were commissioned by the Joseph Rowntree Foundation to inform its own Parenting Research and Development programme and consider parenting from the perspectives of mothers, fathers and children themselves, as well as parents and families living in poverty with restricted access to support services.

Frances Gardner (2006) conducted a Study on Randomised controlled trial of a parenting intervention in the voluntary sector for reducing child conduct problems: outcomes and mechanisms of change. In this study researcher test the effectiveness of a parenting intervention, delivered in a community-based voluntary-sector organization, for reducing conduct problems in clinically-referred children. Findings of the study suggested that a group-based cognitive-behavioural parenting programme, delivered by well trained and supervised staff, can be effective in a community voluntary sector setting, for reducing conduct problems and enhancing parenting skills. Change in parenting skill appears to be a key mechanism for change in child behaviour.

Elise R.DeVore(2005) conducted a study on the protective effects of good parenting on adolescents. In this study the researcher explored recent developments in the literature regarding parenting practices and adolescent development with a focus on parenting style, parental monitoring, communication and supervision. The results revealed the significant, enduring and protective influence of positive parenting practices on adolescent development.

Christopher Spera (2005) conducted a study on A Review of the Relationship Among Parenting Practices, Parenting Styles and Adolescent School Achievement. This article reviewed the literature on the relationship among parenting practices, parenting styles and

adolescent school achievement. The review of the empirical research indicates that parental involvement and monitoring are robust predictors of adolescent achievement. Several studies, however, indicate that parental involvement declines in adolescence. Furthermore the review indicates that authoritative parenting styles are often associated with higher levels of student achievement.

Nancy E. Hill, Lorraine C. Taylor (2004) conducted a study on Parental School Involvement and Children's Academic Achievement: Pragmatics and Issues. In this study researcher outlined some of the mechanisms through which parental school involvement affects achievement and identify how patterns and amounts of involvement vary across cultural, economic, and community contexts and across developmental levels.

Marlene Zepeda (2004) conducted a Study on Promoting Positive Parenting Practices through Parenting Education. In this study it was found that positive developmental interactions with parents improve young children's social competence and their overall capacity to learn. Fifty-four percent of parents want more information on how they can help their young child learn.

Ronit M. Gershater- Molko (2003) conducted a study on Project Safe Care: Improving Health, Safety, and Parenting Skills in Families Reported for, and At - Risk for Child Maltreatment. In this study parents were trained in treating children's illness and maximizing their own health care skills, positive and effective parent-child interaction skills and maintaining low hazard homes. The result reveals that statistically significant improvements were seen in child health care, home safety and parent-child interactions.

Beth A Kotchik (2002) conducted a study on Putting Parenting in Perspective: A Discussion of the Contextual Factors that Shape Parenting Practices. This study examines the literature on variables that comprise the context in which parenting occurs, and summarizes what is known about how three contextual factor influence parenting practices.

Joseph Ciarrochi (2001) conducted a study on measuring emotional intelligence in adolescents. In this study the researcher found that EI was reliably measured in adolescents, was higher for females than males, and was positively associated with skill at identifying emotional expressions, amount of social support, extent of satisfaction with social support, and mood management behaviour.

KaisaAunola (2000) conducted a study on Parenting styles and adolescents' achievement strategies. The aim of the study was to investigate the extent to which adolescents'

achievement strategies are associated with the parenting styles they experience in their families. Three hundred and fifty-four 14-year-old adolescents completed a Strategy and Attribution Questionnaire and a family parenting style inventory. Analogous questionnaires were also completed by the adolescents' parents. Based on adolescents' report of the parenting styles, four types of families were identified: those with Authoritative, Authoritarian, Permissive and Neglectful parenting styles. The results further showed that adolescents from authoritative families applied most adaptive achievement strategies characterized by low levels of failure expectations, task irrelevant behaviour and passivity, and the use of self-enhancing attribution. Adolescents from neglectful families, in turn, applied maladaptive strategies characterized by high levels of task-irrelevant behaviour, passivity and a lack of self-enhancing attributions. The results provide a basis for undertaking some of the processes by which parenting styles may influence adolescent's academic achievement and performance.

Discussion on the Reviewed Literature on Parenting Styles Strategies on Emotional Intelligence and Academic Achievement of Adolescents:

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

Parenting competence is a learned ability geared towards effectively nurturing children by performing the required tasks through demonstrable skills, knowledge or abilities, behaviours or practices, attitudes, attributes, and clusters of these elements associated with the positive outcomes in adolescents. Competency-based approaches are increasingly perceived as a central strategy for the improvement of effective care and enhance the development of emotional intelligence (OkoyeChukwuebuka Joseph).The authoritarian parenting style had direct correlation with academic achievement and that authoritarian and permissive parenting styles had indirectly effect on school adjustment mediated by adolescent attachment and emotional regulation (P George).

A Study on Parenting Styles, Psychological Well-Being, and Academic Performance among Adolescents in Secondary Schools concludes that there was a significant relationship between parenting styles and psychological well-being and academic performance among adolescent students in secondary schools. It recommended that Government, the community and parents should work together diligently to promote the right environment to ensure a high

psychological well-being for adolescents in order for them to excel academically (OlemaMollyrin 2019).

The effect of the positive parenting program(Triple P) on child maltreatment, children's behaviours and coping strategies of mothers was effective in reducing adolescents behavioural problems and improving mothers strategies of coping with stress and contributed the reduction of emotional and physical abuse applied to children(GoncaOzyurt 2018).

Chukwuma Fidekia Ifeomain his study found that the authoritative parenting style has more positive influence on achievement orientation and academic achievement of in-school adolescents and the influence of gender on in-school adolescents' achievement orientation were not significant.

Tantaros S examined the relationship between parenting styles and trait EI in an adolescent population. The study provides evidence for the impact of a specific aspect of parenting that is, parenting styles, on adolescent trait EI. It provide insight in the field of trait EI antecedents and underline the potential significance of primary prevention programs with parents that aim to develop trait EI at a young age.

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R Parthasarathyinvestigated the incremental validity of parental involvement over General Cognitive Ability(GCA) in the prediction of academic performance. The findings provide new evidence for the significance of parental involvement in their children's achievement in school even after the most powerful predictor of academic success has been accounted for. Parenting styles generally showed the expected relation to grades across gender, age, parental education, ethnic and family structure categories (Sanford M. Dornbusch).

Valerie J Shute Research results revealed that parents have limited influence over the child's peer relationships; direct parental influence remains an opportunity to leverage those factors for the benefit of the child, including their academic achievement.

Alberto Alegrestudies showed that Parental responsiveness, parental emotion-related coaching and parental positive demandingness was related to children's lower emotional

intelligence. Additionally, social-emotional intervention programs used in schools have succeeded in improving children's emotional skills.

Authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant.(Erlanger A.)

Frances Gardnersuggested that a group-based cognitive-behavioural parenting programmes, delivered by well trained and supervised staff, can be effective in a community voluntary sector setting, for reducing conduct problems and enhancing parenting skills. Change in parenting skill appears to be a key mechanism for change in child behaviour.

Elise R. DeVoreconducted a study on the protective effects of good parenting on adolescents. The results revealed the significant, enduring and protective influence of positive parenting practices on adolescent development.

The review of the empirical research indicates that parental involvement and monitoring are robust predictors of adolescent achievement. Several studies, however, indicate that parental involvement declines in adolescence. Furthermore the review indicates that authoritative parenting styles are often associated with higher levels of student achievement.(Christopher Spera)

Positive developmental interactions with parents improve young children's social competence and their overall capacity to learn (Marlene Zepeda).

Parents were trained in treating children's illness and maximizing their own health care skills, positive and effective parent-child interaction skills and maintaining low hazard homes. The results reveal that statistically significant improvements were seen in child health care, home safety and parent-child interactions (Ronit M. Gershater-Molko).

Joseph Ciarrochi in his study found that EI was reliably measured in adolescents, was higher for females than males, and was positively associated with skill at identifying emotional expressions, amount of social support, extent of satisfaction with social support, and mood management behaviour.

Kaisa Aunola revealed that the adolescents from authoritative families applied most adaptive achievement strategies characterized by low levels of failure expectations, task irrelevant behaviour and passivity, and the use of self-enhancing attribution. Adolescents from neglectful families, in turn, applied maladaptive strategies characterized by high levels

of task-irrelevant behaviour, passivity and a lack of self-enhancing attributions. The results provide a basis for undertaking some of the processes by which parenting styles may influence adolescent's academic achievement and performance.

Conclusions

From the review of related literature on the effect of parenting styles strategies on emotional intelligence and academic achievement of adolescents the following implications were derived.

- ❖ Parenting is an act of providing for and supporting the intellectual, emotional, physical, as well as social development of the children from infancy to adulthood. Competency-based approaches are increasingly perceived as a central strategy for the improvement of effective care and enhance the development of emotional intelligence.
- ❖ The authoritarian parenting style had direct correlation with academic achievement and that authoritarian and permissive parenting styles had indirect effect on school adjustment mediated by adolescent attachment and emotional regulation.
- ❖ The positive parenting program (Triple P) was effective in reducing adolescents' behavioural problems and improving mother's strategies of coping with stress and contributed the reduction of emotional and physical abuse applied to children.
- ❖ The authoritative parenting style has more positive influence on achievement orientation and academic achievement of in-school adolescents and the influence of gender on in-school adolescents' achievement orientation are not significant.
- ❖ Parenting styles and trait Emotional Intelligence antecedents and underline the potential significance of primary prevention programs with parents that aim to develop trait Emotional Intelligence at a young age.
- ❖ Parental and Child outcomes were evaluated before and after the intervention showed statistically significant improvements of strategies and child well-being.
- ❖ The pre and post intervention results show statistically significant changes in parents' attitudes relating positively with their adolescents.
- ❖ Parenting styles generally showed the expected relation to grades across gender, age, parental education, ethnic and family structure categories.

- ❖ Parents have limited influence over the child's peer relationships direct parental influence remains an opportunity to leverage those factors for the benefit of the child, including their academic achievement.
- ❖ The parental responsiveness, parental emotion-related coaching and parental positive demandingness were related to children's lower emotional intelligence. Additionally, social-emotional intervention programs used in schools have succeeded in improving children's emotional skills.
- ❖ The authoritative parenting continues to influence the academic performance of college students and both intrinsic motivation and self-efficacy predicted academic performance.
- ❖ Self-regulation was found to be a unifying concept that was applied throughout the entire system. Challenges and future directions for the development of public health approaches to parenting were also significant.
- ❖ A group-based cognitive-behavioural parenting programme, delivered by well trained and supervised staff, can be effective in a community voluntary sector setting, for reducing conduct problems and enhancing parenting skills. Change in parenting skill appears to be a key mechanism for change in child behaviour.
- ❖ Significant, enduring and protective influence had positive parenting practices on adolescent development
- ❖ Parental school involvement affects achievement and identify how patterns and amounts of involvement vary across cultural, economic, and community contexts and across developmental levels.
- ❖ Positive developmental interactions with parents improve young children's social competence and their overall capacity to learn.
- ❖ Significant improvements were seen in child health care, home safety and parent-child interactions.
- ❖ Emotional Intelligence was higher for females than males, and was positively associated with skill at identifying emotional expressions, amount of social support, extent of satisfaction with social support, and mood management behaviour.
- ❖ Adolescents from authoritative families applied most adaptive achievement strategies characterized by low levels of failure expectations, task irrelevant behaviour and passivity, and the use of self-enhancing attribution. Adolescents from neglectful

families, in turn, applied maladaptive strategies characterized by high levels of task-irrelevant behaviour, passivity and a lack of self-enhancing attributions. The results provide a basis for undertaking some of the processes by which parenting styles may influence adolescents' academic achievement and performance.

The studies implied that parenting styles has an impact on Emotional Intelligence of Adolescents. The awareness need to be created among the parents for the development of a healthy future citizen.

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