



Relationship between Parenting and Emotional Intelligence

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ABSTRACT: Parenting practices around the world share three major goals: ensuring children's health and safety, preparing children for life as productive adults and transmitting cultural values. A high-quality parent-child relationship is critical for healthy development. Most parents work to give children the best start possible, but it's also important for parents to recognize that kids come into the world with their own temperaments, personalities, and goals. While parents may want to push their child down a certain path, a parents' job is to provide an interface with the world that ultimately prepares a child for complete independence and the ability to pursue whatever path *they* choose. In early years of emotional coaching by parents help the child in the later stage of development but it is of more important that adolescence is the crucial age where there is a heightened level of emotions. Youth is a period of physical and psychological maturity, when an individual is expected to establish his or her own identity and to develop necessary skills for socially responsible behaviour. It is also a period of heightened emotionality that they feel the emotions in a stronger and more persistent manner. It is important that at this stage it is necessary that a children needs to control or regulate emotions. Adolescence need to be emotionally stabilized. The youth's transition to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive environment (Erickson, 1968).

KEYWORDS: Parenting, Emotional Intelligence, Family.

1. INTRODUCTION

Parenting is the bringing up of a child. It is like the nourishment that is necessary for a sapling to grow into a big and fruitful tree. Hence, for a child to grow into a wonderful human being, good parenting is essential. Parenting styles vary from culture to culture, the value system stands divided on some of the major facets of parenting, exemplified by the comparison of the Indian style with that of the West. When a child is born, it's the first connection to the world is established through their mother, or in a broader sense, their parents. An infant sees the world through its parent's eyes, they try to imbibe everything they recognise in their parents. Thus, a parent-child relationship lays the foundation of the 'building of their life'.

India is a land of diverse traditions, all rooted in the same value system. With the trend of joint families still prevalent in India, a child is brought up in an environment where she learns to value people and relations. More than taking care of the physical growth of the child during her younger years, instilling moral values is more vital. Indian parents believe strongly that their child is part of a family and a community and that it is of prime importance that the child realizes that every decision they makes and every action they take has consequences for the entire family and community.

2. PARENTING & INDIAN TRADITION

Parenting is natural and it seems that one does not need to learn the art of parenting. The parenting normally sets in when the married female conceives a baby in her womb and thus husband and wife both show love, care and compassion towards the unborn child. Though, family members associated with the couple give their advices related to nurturing the young baby, but the couple adopted their own style of parenting. Though, their parenting is influenced by the culture, beliefs and values as they have received from their parents or society which they are part of. If we trace the roots of parenting in Indian culture, one would find numerous numbers of instances as cited in our Epics, Vedas, Upanishads, Puranas, Jatakas, and Hitopedsha or in Panchantantara. These are in the form of either narrative tales or in the form of animal fables or folk tales in our ancient literature which indicates how parenting should be done or how parenting influences the child development. There are numerous number of instances quoted in the literature where one find the glimpse of parenting. Even, if we look at some of the greatest personalities of India like Lord Rama, Lord Krishna, Shivaji, Rani Laxmibai, Swami Parmanhans, Swami Vivekananda, Rabindranath Tagore, Subhash Chandra Bose, Mahatma Gandhi, etc. they were what they were because of the right kind of parenting done by their parents.

One of the earliest traces of parenting is found in Atharva Veda's teachings as it lays significance of imparting faith and family values to youth: According to it —children should grow in the awareness of the brotherhood of man and the fatherhood of God. If no provision is made in this atmosphere and this teaching, we are denying them their due. The scripture also cautions parents that if children learn to worship money and material things, they will grow up admiring cruelty and deceit, rather than love and compassion. The evidence of parenting starts even before the birth of the child is being well reflected in the Indian culture. Garbhadhar Sanskar- is holy Vedic sanskar which was performed before the birth of the child. In Indian culture, it is believed that child education starts right from the time the fetus is confirmed in the womb. In Garbhadhar Sanskar mother is actually educating the fetus in the womb by performing several activities and holy rituals so that it would have a positive effect to the unborn child. This is why when anyone gets pregnant at home, the elder people advice to have positive thoughts and emotions to the pregnant woman. It is advised to pregnant women to participate in pious acts like to participate in havens, pooja-archana, reading, speaking and listening auspicious literature so that it will have a positive impact on the unborn child. Moreover, he will be inherited with good human traits. Abhimanyu, the son of Arjun and Subhdra was one of the examples where unborn child learn the art of penetrating chakraviyu in mother womb. In Mahabhartar when Yudhistir was surrounded by kauravas in the battlefield to kill him, except Arjun no one else other than Abhimanyu knew the art of penetrating the chakraviyu. Abhimanyu, the son of Arjun learnt that art of penetrating chakraviyu when he was in the womb of her mother. He was able to break the six chakraviyu which was made by kauravas to kill Yudhistir and unable to penetrate the seventh one. He learned to decode and enter the trap because by that time her mother fell asleep. This was one of the reasons why he was killed because he did not know how to come out of the trap.

Parenting is considered to be an amalgamation of biological and social process (Lerner, et al. 1995; Tobach and Schneirla, 1968). Parenting is the term summarizing the set of behaviours involved across life in the relations among organisms who are usually conspecifics and typically members of different generations or, at the least, of different birth cohorts. Parenting interactions provide resources across the generational groups and function in regard to domains of survival, reproduction, nurturance, and socialization. Thus, parenting is a complex process, involving much more than providing food, safety and security to an infant or child. Since, it is an amalgamation of social and biological process. Social because from birth onwards child has been in constant interaction with his parents, siblings, peer group, neighbourhood people and his relatives. This actually influences and shapes the behaviour of the child. Biological, in the sense that new off spring is a result of genetic combination of his parents and their intergenerational. Therefore, lot of the behaviour is inherited from his parents and their families.

Parenting involves bi-directional relationships between members of two(or more) generations; can extend through all or major parts of the respective life spans of these groups; may engage all institutions within a culture (including educational, economic, political, and social ones); and is embedded in the history of a people--as that history occurs within the natural and designed settings within which the group lives (Ford and Lerner, 1992). The key function of a child's family is to raise the young person in as healthy a manner as possible (Bornstein, 1995). The parents' role is to provide the child with a safe, secure, nurturant, loving and supportive environment, one that allows the offspring to have a happy and healthy youth; this sort of experience allows the youth to develop the knowledge, values, attitudes and behaviours necessary to become an adult making a productive contribution to self, family, community and society (Lerner, et al., 1995). What a parent does to fulfill these —duties of his or her role is termed parenting; in other words, parenting is a term that summarizes behaviours used by a person--usually, but, of course, not exclusively, the mother or father--to raise a child. Given the above described characteristics of this set of activities, it is clear that parenting is the major function of the family. Of course, however, adults differ in the ways in which they enact their role as parent. They show different styles of raising their children. A difference in child rearing styles is associated with important variation in adolescent development.

3. PARENTING & EMOTIONAL INTELLIGENCE

In the last decade or so, science has discovered a tremendous amount about the role emotions play in our lives. Researchers have found that even more than IQ, your emotional awareness and ability to handle feelings will determine your success and happiness in all walks of life. EI moderates conflict by promoting understanding and relationships, and fostering stability, continuity and harmony. It also links strongly with concepts of love and spirituality. EI adds emotional stability that makes us more capable and efficient in establishing successful interpersonal relationships as, it is a requirement for dispute resolution. When EQ is high, one is able to experience feelings fully as they happen. Emotional awareness brings inner world into focus which enables the person to make good choices and how to strike a mutually healthy balance between own needs and that of others. Some of the characteristics of those with high EQ, as identified by Hein(1996), encompassed clarity in thoughts and expressions, high optimism, ability to read non-verbal communication, emotional resilience, moral autonomy and high levels of self-motivation. Those people having high emotional intelligence balance their feelings with reason, logic and reality. During stressful and terrible situations —emotionally intelligent people manage their emotions better and react with clearer, more rational minds and make better decisions. In difficult situations, transmitting positive emotions can help people cope with negative circumstances. People with high EQ know the art of expressing emotions as much as controlling them (Barsade, 1998) whereas, people with lower EQ tend to blame others for their feelings and do not articulate their feelings and are more prone to criticize and judge others. When such is the importance of emotional intelligence and it is not inherited, then, how do we make our children emotionally intelligent so that they can handle the toughest situation with ease? Can we raise emotionally intelligent children? John Gottman(1997) in his book, Raising an Emotionally Intelligent children has stressed that for parents emotional intelligence means making them aware of their children's feelings, and being able to empathize, soothe, and guide them. For children, who learn most lessons about emotion from their parents, it includes the ability to control impulses, delay gratification, motivate them, read other people's social cues, and cope with life's ups and downs. Normally, first lesson of expressing emotions is learnt by child in his family. This is being learnt through interaction between himself and his family members especially the parents. Family life is our first school for emotional learning--not just through things parents say and do directly to their children, but in the modeling they offer for handling their own feelings. The relationship between affective and emotional aspects of parental behaviour and the child's emotional adjustment is family and culture specific (Nihara, Tomiyasu and Oshi, 1987).

4. CONCLUSION

The emotional expressiveness of parents in the course of every day interaction provides guidelines to the child for the use of emotion in ongoing social interchanges. Emotional expressiveness is the style of parents or patterns of behaviours in the process of parent child interaction in the socialization process. The expressiveness of parents extends emotional learning beyond the acquisition of social skills, such as coding and decoding, to the utilization of rules about emotion in multiple contexts. Goleman(1998) reviewing hundred's of studies reported that parents treat their children-whether with harsh discipline or empathic understanding, with indifference or warmth and so on has deep and lasting consequences for the child's emotional life. Parent healthy and warm relationships were found to develop social and emotional potentialities and get an advantage of getting parental suggestions, ideas and communication skills and critical sense of security (Mehta, 1995). The emotional intelligence of the child depends on parental love and affection and depending on the child rearing practices, interactions with them (Devi and Rayal, 2004).

An emotional stabilized adolescence carries out his responsibilities and his relationships with empathetic manner. A family where emotional bonding and communication between youth and parents are adequate with clear behavioural standards, then youths can become emotionally competent, responsible, independent, confident and socially competent (Goleman,1995). Parents send affective messages to the child, with increasing expectation that child will be able to interpret and respond to them. The emotional expressiveness of parents in the course of every day interaction provides guidelines to the child for the use of emotion in ongoing social interchanges. Emotional expressiveness is the style of parents or patterns of behaviours in the process of parent child interaction in the socialization process. The expressiveness of parents extends emotional learning beyond the acquisition of social skills, such as coding and decoding, to the utilization of rules about emotion in multiple contexts. Thus, parenting helps the children to be more equipped with pro-social skills and thus one is more accepted in the society whereas inept parenting actually translates the behaviour of children of this age group into more un-socialized, unadjusted.

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