



PARENTING STYLES AND ITS EFFECT ON EMOTIONAL INTELLIGENCE AND SELF- ESTEEM

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ABSTRACT

This study looked into the variables that affect how trait emotional intelligence varies (trait EI) is crucial because individual differences exist. Given the lack of exploration around here, the motivation behind this paper was the assessment of the connection amongst nurturing styles and characteristic EI in a juvenile populace. With the aid of this survey, it is generally advised to keep in mind the similarities and differences between the findings of this audit and the findings regarding the impact of parental consistency and between parental inconsistency on children in a piece of the various investigations that have already been completed in this area, what has all the earmarks of being as the principal decision is a 'mid-way' which assists with recollecting a 'good cop and horrible cop recipe', that could turn out to be increasingly useful sporadically in sustaining. This study's sample consisted of 100 adolescents, 50 of whom were female and 50 of whom were male. They were selected from Delhi and the National Capital Region (NCR) in India and ranged in age from 13 to 18; they did not have any mental or physical disabilities, were regular school-going adolescents, had nearly identical socioeconomic backgrounds, or were the only mothers who were homemakers from intact nuclear families. Adolescents' levels of self-esteem, both male and female are similar today, despite perceived authoritarian parenting practises in an Indian environment. The alternative hypothesis will be rejected because the null hypothesis was accepted. Whereas teenagers who perceived their parents' parenting style to be authoritative and permissive parenting styles had a positive influence on their self-esteem but not on their emotional intelligence.

Index Terms- Parental Consistency, Assessment, Authoritative

1. Introduction

PARENTING STYLES:

As per Darling and Steinberg (1993), a parent's nurturing style is characterized by an assortment of their mentalities and activities toward their kids as well as the close-to-home climate where those activities are completed.

Four main types of parenting styles:

- Authoritarian
- Authoritative
- Permissive
- Uninvolved

Emotional Intelligence

Emotional intelligence was proposed by Goleman (1995) to predict success in the future.

According to Salovey & Mayer (1990), the capacity for concentration to, comprehend, and control one's emotions in order to direct one's thoughts and actions is referred to as emotional intelligence. The processing of emotional information is emphasized in this definition.

Emotional intelligence can be conceived of in two different ways, as given by Petridis and Furnham (2003): emotional intelligence as a skill and emotional intelligence as a trait. Measurable emotional competencies using ability tests are referred to as ability emotional intelligence.

SELF-ESTEEM

Your subjective perception of your own personal worth or value is your self-esteem. It is similar to self-respect in that it describes how confident you are in your abilities and qualities.

There are many kinds of self-esteem to study in the field of self-esteem research. According to Lightfoot, Cole, & Cole (2009), one's assessment of one's self-worth is the broad definition of the term "self-esteem." Considering both internal and external factors, this broad definition can be referred to as one's universal self-esteem. The terms "internal factors" and "external factors" denote a person's feelings, inherited makeup, and characters.

2. RESEARCH METHODOLOGY

Variables:

1. **Independent variable:**
 - a. **Parenting Styles:**

Conceptual definition: According to Darling and Steinberg (1993), A parent's attitude and behaviour toward their children, as well as the dynamic environment in which they live, make up their parenting style. The four parenting styles that Baumrind and other researchers have identified are authoritarian, authoritative, permissive, and uninvolved or neglected parenting.

Operational definition: This study uses the Parental Authority Questionnaire. Scores for the mother and father vary from permissive to authoritative, and there are 30 items for each parent; every one of these scores is gotten from the phenomenological examinations of the guardians' power over their child or girl.

2. Dependent variables:

a. Emotional intelligence:

Conceptual definition: EI, according to Goleman, is the collection of abilities and traits that drive leadership performance. Understanding, managing, and evaluating one's own emotions are all aspects of emotional intelligence.

While some scientists contend that the ability to comprehend people on a deeper level is a natural trait, others assert that it can be learned and strengthened.

Operational definition: Trait Emotional Intelligence Questionnaire—Each of the 15 TEIQue features is represented by two items in this 30-item structure. The primary criteria used to pick the items was how well they correlated with the relevant total facet scores in order to guarantee a comprehensive sampling of the construct's sampling domain. In study designs with constrained experimental duration or trait EI as a supplementary variable, the SF can be used. Despite the fact that its global score can be used to calculate its ratings on the four EI factors, these will typically have interior textures that are significantly lower than those of the entire stock type. Scores for the 15 EI features of qualities are not given by the SF.

b. Self-esteem:

Conceptual definition: Your self-esteem is the subjective assessment of your value or worth. It describes how assured you are in your skills and attributes, just like self-respect does.

Operational definition: Item response theory was used to investigate a widely used self-report tool to measure personal self-esteem. The Rosenberg Self-Esteem Scale has ten items, but not all of them are equally discriminative, and they are connected with self-esteem in different ways, according to the significance test, which showed that the unconstrained model more closely fit the data. The content of the items was examined in terms of their pattern of functioning, and the findings have implications for validating and developing new personality instruments.

Controlled variables: Age range of the participants will be restricted to 13 to 19 years of age and individuals residing only in Delhi and NCR region will be included in the study.

Hypotheses:

1. Parents with an authoritarian parenting style will have adolescents with moderately higher self-esteem and emotional intelligence.
2. Parents with an authoritative parenting style will have adolescents with lower self-esteem and emotional intelligence.
3. Parents with a permissive parenting style will have adolescents with higher self-esteem and emotional intelligence.

Method:

The self-esteem and emotional intelligence of adolescents are examined in this study as a result of various parenting philosophies.

Sample criteria:

This study's sample came from Delhi and the NCR. The research included both men and women. The age range was from 13 to 19 years old. The study utilized a total of 100 individuals. The chosen age range is called teenagers.

a) Inclusion criteria:

- a. The study's participants ranged in age from 13 to 19 years old.
- b. The research included both men and women.
- c. The study included people mostly from the Delhi and NCR regions.

b) Exclusion criteria:

- a. The study did not include anyone under the age of 13 or more than 19 years old.
- b. Population with severe mental illness were excluded from the study.
- c. Individuals from other cities were excluded from the study.

Sampling method:

Systematic sampling method: This method is chosen for selecting from a target group; for instance, the sample could include every fourth person on the list. It doesn't give everyone in the target group the same chance to choose.

a) Tools to be used:

- a. Consent form
- b. Socio-demographic details
- c. Parental Authority Questionnaire by John Buri: Scores for the mother and father vary from permissive to authoritative, and there are 30 items for each parent.; every one of these scores is gotten from the phenomenological examinations of the guardians' power over their child or girl.
- d. Emotional Intelligence Questionnaire: Trait Emotional Intelligence Questionnaire– Short Form (TEIQue-SF). This 30-thing structure incorporates two things from every one of the 15 features of the TEIQue. To ensure a broad sampling of the construct's sampling domain, Items were selected mostly based on how well they correlated with the relevant total facet scores. In research designs with limited experimental time or trait EI as a peripheral variable, the–SF can be utilized. Although it is feasible to get from its scores on the four characteristics of EI factors, notwithstanding the worldwide score, these will generally have rather lower interior textures than in the total type of stock. Scores for the 15 EI facets of traits are not provided by the–SF.
- e. Self-Esteem Scale: To learn more, item response theory was employed as a widely used self-report instrument for assessing individual self-esteem. The unconstrained model more closely fit the data, according to the test of significance, and it was also discovered that the 10 items on the Rosenberg Self-Esteem Scale are not all equally discriminative, and that self-esteem is connected with them differently. The content of the items was examined in terms of their pattern of functioning, and the findings have implications for validating and developing new personality instruments.

b) Experimental design:

This is a regression design with three variables – one independent variable and two dependent variables.

c) Statistical method:

Multiple regression analysis and Independent Sample t-test will be calculated by SPSS version 26.

3. Results

Descriptive statistics

Gender distribution

Table 1: Descriptive Statistics for Gender

Gender	F	%
Male	51	50%
Female	51	50%
Total	102	100%

There were 51 males and 51 females in the study. The mean was 1.50 and the SD was 0.50.

Fig. 1: Pictorial Representation of Gender

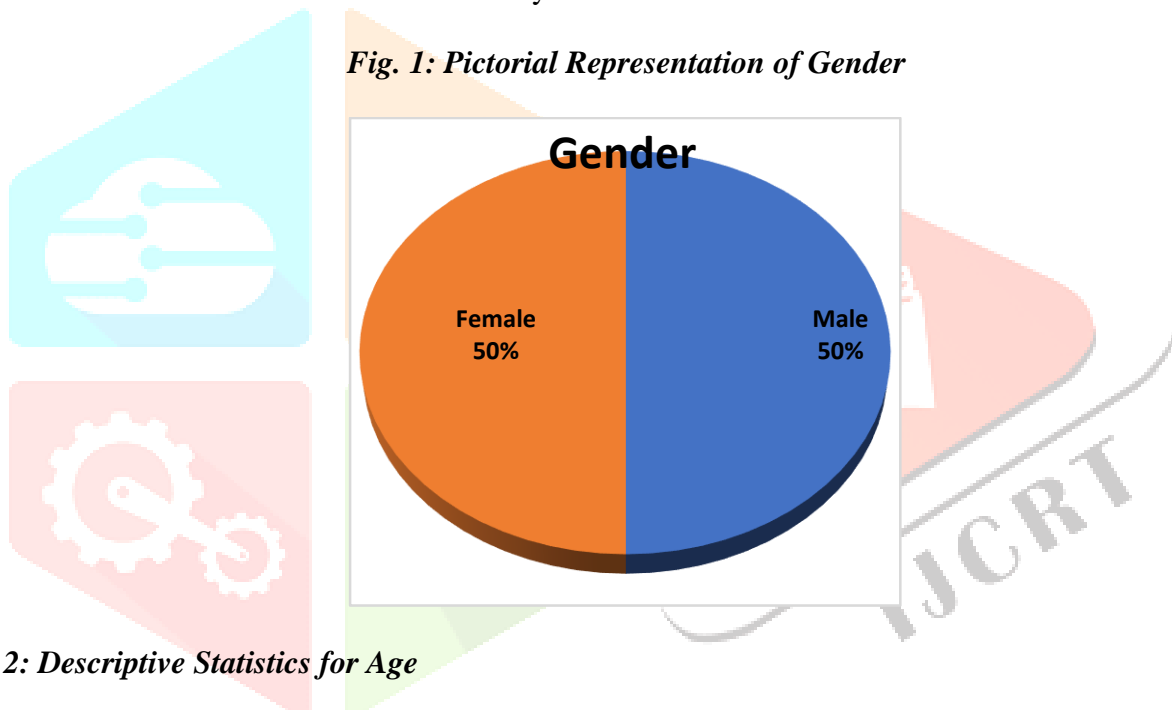


Table 2: Descriptive Statistics for Age

Age	Frequency	Percent
13	10	9.8%
14	20	19.6%
15	15	14.7%
16	11	10.8%
17	19	18.6%
18	5	5.9%
19	21	20.6%
Total	102	100%

There were more 19-year-old teenagers followed by 14, 17, 15, 13, 16, and 18. The mean was 16.09 and the SD was 2.03.

Fig. 2: Pictorial Representation of Age

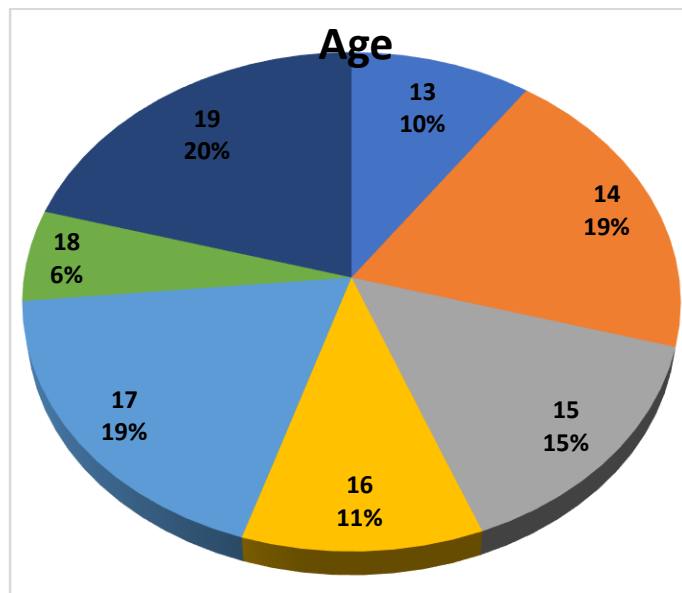
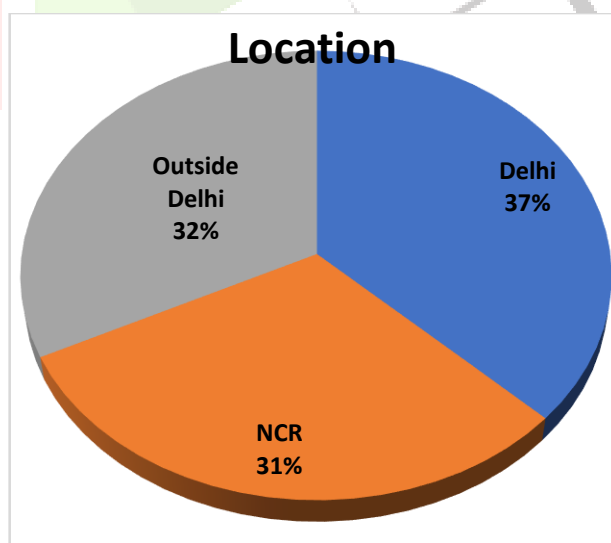


Table 3: Descriptive Statistics for Location

Location	Frequency	Percent
Delhi	38	37.2%
NCR	31	30.7%
Outside Delhi	33	32.4%
Total	102	100%

The major population in the study belonged to Delhi, followed by individuals from out of Delhi and lastly in the NCR area. The mean was 1.96 and the SD was 0.83.

Fig. 3: Pictorial Representation of Location



Multiple regression

The relationship between multiple free or indicator factors and one ward or rule variable is explained by different retrogression. The constant term and portions of several independent variables are used to model a dependent variable. Numerous retrogression requires two or further indicator factors; to this end, it's called various retrogression. Regression models depict the relationships between variables by drawing a line through the observed data. Regression analysis can be used to foretell how the dependent variable will alter when the independent variables change.

Table 4: Multiple Regression for Parenting Styles and Emotional Intelligence

Parenting Styles		T	F	Sig.
Authoritarian	Emotional Intelligence	-0.32		0.74
Authoritative		0.04	2.03	0.96
Permissive		2.44		0.01

The above-presented table shows that there was a positive relationship between permissive parenting style and emotional intelligence. The F value was 2.03 and it was found significant at 0.01 level.

Table 5: Multiple Regression for Parenting Styles and Self-Esteem

Parenting Styles		T	F	Sig.
Authoritarian	Self-Esteem	0.37		0.70
Authoritative		0.35	0.08	0.72
Permissive		-0.14		0.88

The above table shows that there was no significant relationship found between self-esteem and the three parenting styles that are, authoritative, authoritarian, and permissive.

Table 6 (a): Multiple Regression for Female, Parenting Styles, and Emotional Intelligence

Gender	Parenting Styles		T	F	Sig.
Female	Authoritarian	Emotional Intelligence	-0.34	0.72	0.73
	Authoritative		-0.38		0.70
	Permissive		1.46		0.15

The above table shows that there was no significant relationship found between the emotional intelligence of females and any of the three parenting styles. The mean was 122.06 and the SD was 2.11.

Table 6 (b): Multiple Regression for Male, Parenting Styles, and Emotional Intelligence

Gender	Parenting Styles		T	F	Sig.
Male	Authoritarian	Emotional Intelligence	-0.33	2.26	0.74
	Authoritative		0.74		0.46
	Permissive		2.45		0.01

The table above demonstrates a significant positive relationship between males' emotional intelligence and permissive parenting. The t-value, which was 2.45, was significant at the 0.01 level. The mean was 118.12 and SD was 3.07.

Table 7 (a): Multiple Regression for Females, Parenting Styles, and Self-Esteem

Gender	Parenting Styles		T	F	Sig.
Female	Authoritarian	Self-Esteem	0.36	0.06	0.71
	Authoritative		0.01		0.98
	Permissive		0.21		0.83

The above table shows that there was no significant relationship formed between the self-esteem of females and the three parenting styles. The mean was 24.55 and the SD was 0.25.

Table 7 (b): Multiple Regression for Males, Parenting Styles, and Self-Esteem

Gender	Parenting Styles	T	F	Sig.
Male	Authoritarian	0.20	0.13	0.84
	Authoritative	0.45		0.65
	Permissive	-0.44		0.66

The above table shows that there was no significant relationship found between males' self-esteem and the three parenting styles. The mean was 25.22 and the SD was 0.35.

Independent Sample t-test

The Independent-Samples T Test method compares the means of two cases from different groups. In a perfect world, for this test, the subjects ought to be haphazardly doled out to two gatherings, so any distinction accordingly is because of the treatment (or absence of treatment) and not too different elements. When using the independent samples t-test, the mean of two samples taken from the same population may be the same. However, the standard of the model may differ when taken from two distinct populations. We can say that the means are significantly different if the calculated value is lower than the predetermined significance level.

Table 8: t-test for Gender, Authoritarian parenting style, Emotional Intelligence, and Self-Esteem

Variables	t	F	Sig.
Authoritarian Parenting Style	0.55	0.80	0.58
Emotional Intelligence	2.11	0.37	0.03
Self-Esteem	-0.87	0.42	0.38

The above table shows the difference in males' and females' perceptions of their parent's parenting style and their own emotional intelligence and self-esteem. The mean and SD for females is the following:

Authoritarian parenting style: Mean = 29.78, SD = 4.18

Emotional intelligence: Mean = 122.06, SD = 10.07

Self-esteem: Mean = 24.55, SD = 3.80

The mean and SD for males is the following:

Authoritarian parenting style: Mean = 29.33, SD = 4.05

Emotional intelligence: Mean = 118.12, SD = 8.65

Self-esteem: Mean = 25.22, SD = 3.88

Table 9: t-test for Gender, Authoritative parenting style, Emotional Intelligence, and Self-Esteem

Variables	t	F	Sig.
Authoritative Parenting Style	-0.17	2.19	0.86
Emotional Intelligence	2.11	0.37	0.03
Self-Esteem	-0.87	0.42	0.38

The above table shows the difference in males' and females' perceptions of their parent's parenting style and their own emotional intelligence and self-esteem. The mean and SD for females is the following:

Authoritative parenting style: Mean = 29.82, SD = 4.97

Emotional intelligence: Mean = 122.06, SD = 10.07

Self-esteem: Mean = 24.55, SD = 3.80

The mean and SD for males is the following:

Authoritative parenting style: Mean = 29.98, SD = 3.92

Emotional intelligence: Mean = 118.12, SD = 8.65

Self-esteem: Mean = 25.22, SD = 3.88

Table 10: t-test for Gender, Permissive parenting style, Emotional Intelligence, and Self-Esteem

Variables	t	F	Sig.
Permissive Parenting Style	0.83	0.21	0.40
Emotional Intelligence	2.11	0.37	0.03
Self-Esteem	-0.87	0.42	0.38

The above table shows the difference in males' and females' perceptions of their parent's parenting style and their own emotional intelligence and self-esteem. The mean and SD for females is the following:

Permissive parenting style: Mean = 29.04, SD = 4.02

Emotional intelligence: Mean = 122.06, SD = 10.07

Self-esteem: Mean = 24.55, SD = 3.80

The mean and SD for males is the following:

Permissive parenting style: Mean = 29.75, SD = 4.52

Emotional intelligence: Mean = 118.12, SD = 8.65

Self-esteem: Mean = 25.22, SD = 3.88

4. Discussion

According to the results summary, there were an equal number of men and women who took part in the study. There were 51 females and 51 males. Also, most individuals who took part in the study belonged to the age group of 19 years followed by 14 years. The population considered for this study was teenagers or adolescents. Most of the population was from Delhi followed by individuals who did not belong to Delhi or the NCR region.

Emotional intelligence can be conceived of in two different ways, as given by Petridis and Furnham (2003): emotional intelligence as a skill and emotional intelligence as a trait. The specific emotional abilities that can be measured using ability tests are referred to as ability emotional intelligence. The idea depends on Mayer and Salovey's meaning of the ability to have a thorough understanding of others collectively of close-to-home data handling capacities. Emotional Intelligence is the capacity to understand people on a profound level backing its case of being a type of knowledge in the somewhat safe relationships with general insight gained in various examinations. Self-report surveys used to assess emotional self-perceptions and attitudes are referred to as trait emotional intelligence. Respondents can assess their own emotional capabilities through these questionnaires. According to Perez, Petrides, & Furnham (2005), trait emotional intelligence is regarded as a personality dimension firstly because of its relatively high relationship with other personality measures.

School accomplishment (Boon, 2007), social and academic competence, attachment (Kara Vasilis, Doyle, & Markiewicz, 2003), resilience (Kritzas & Grobler, 2005), and prosocial behavior (Lamborn, Mounts, Steinberg, & Dornbusch, 1991) tests (Hastings, McShane, & Parker, 2007)

According to Fletcher, Steinberg, and Sellers (1999), adolescents with an authoritative and an authoritarian parent experienced more internalized distress than those with consistent parental practices. The current review's finding connects with a concentrate previously done which stressed that definitive and tolerant nurturing yields beneficial outcomes on the confidence of kids and youths though the dictator way of nurturing yields adverse outcomes on the confidence of youngsters and teenagers (Chiew, 2011).

The results from the hypotheses being tested, it was found that the alternative hypothesis was rejected, and the null was accepted for hypothesis 1, i.e. the self-esteem and emotional intelligence of adolescents will not vary with perceived authoritarian parenting style. For the second hypothesis, only one part of the alternative hypothesis was accepted, i.e., the emotional intelligence of adolescents will vary with perceived authoritative parenting styles, but self-esteem will have no effect. A similar result was concluded for hypothesis 3 as well, wherein the adolescents' emotional intelligence would vary with a perceived permissive parenting style, but the self-esteem will not be affected.

According to the findings of the study (Gunjan Sharma and Dr Neelam Pandey, 2015), Both fathers and mothers' authoritative and permissive parenting methods have no discernible effects on teenagers' levels of self-esteem, and in most situations, these two parenting philosophies lead to higher levels of self-esteem than the authoritarian parenting style. (Gunjan Sharma and Dr Neelam Pandey, 2015).

5. Conclusion

This study's findings may notify interposition approaches aimed at lowering the prevalence of highly perilous behaviour among adolescents and unfortunate psychological well-being that may be caused by low self-esteem.

Through well-being instruction and statistics, all revelries could hypothesize self-esteem, the significance of strong self-esteem, the hazards of low self-esteem, and the significance of decent parenting.

Considering the unique characteristics of the study population, the cultural context and the adolescent's age, gender, and other characteristics should all be taken into consideration when designing programs.

Because it demonstrates that authoritative parenting is associated with constructive progressive results, this study makes a significant involvement to the ground of parenting studies in some parts of India but cannot be generalized to the entire country.

Early development of trait EI is crucial to an individual's development and may facilitate future emotional adaptation.

6. Limitations

Because the study was conducted on in-school adolescents, it is unsafe to apply the findings to any other group of adolescents.

The study was set only in one region of the state. It may not have included participants from different regions. Thus, the data cannot be used to test out casual hypotheses.

The study was not longitudinal. It could not study the cross-section for either the growth or decline of self-esteem in males and females.

The study had a very less sample size. Thus, none of the results can be generalized to other parts of India.

Despite a few creators in nurturing research having found comparable outcomes when guardians completed the actual evaluation (Aunola et al.), the way that the youngsters revealed their folks' way of behaving may have affected the outcomes. 2000; Kim, 2001).

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