



IMPACT OF PARENTING STYLE ON EMOTIONAL INTELLIGENCE OF CHILDREN-AGE (7-12) YEARS

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Introduction

The standard strategies used by parents in their child rearing are termed as parenting style. There are millions of different theories and opinions on child rearing and all have a base line which says that temperament of both child and parent occupy an important status in parenting style. As defined by Darling and Steinberg (1993) an emotional environment where parents raise their children is known as their parenting style. The dimensions on which parenting styles have been characterised mainly are parental responsiveness and demandingness (Baumrind, 1991)". A theory developed by Diana Baumrind (1966, 1967, 1971) proposed three categories for parenting style named as authoritarian, indulgent and authoritative. Authoritarian parents are the one who tell their children what to do, indulgent allow their children to whatever they want to and authoritative provide their children with rules and guidance parallel not being overbearing. This theory further included parents who disregard their children, and have their focus on other interests and these were named as negligent parents. Belsky & Jaffee, 2006 in their research on multiple determinants of parenting styles propounded there are multiple forces influenced from child, parent, and their social context, their interaction in order to increase and cushion each other's effects.

Goleman (1995) brought focus of world researchers towards emotional intelligence through his famous book. Initially emotional intelligence was defined as an ability to attend, understand and regulate emotions in order to guide further the thoughts and behaviour (Salovey & Mayer, 1990). Golemans view of emotional intelligence as future predictor was assumed by many as exaggeration but its relation to subjective well being (Gallagher & Vella-Brodrick, 2008), adaptive coping styles and mental health (Mavroveli, Petrides, Rieffe, & Bakker, 2007), mental ability and positive personality traits (Van Rooy & Viswesvaran, 2004), academic achievement (Schute et al., 1998), and physical and psychological health (Tsaousis & Nikolaou, 2005) can't be ignored. Emotional intelligence as a mixture of many different abilities can be trained, learned and perfected (Goleman, 1995). Training of this phenomenon is believed to be responsible for developing positive behaviour and better social relationship development skills (Asher & Rose, 1997; Baron & Parker, 2000). Research also proves that people who have completed psychotherapy demonstrate higher level of abilities related to emotional intelligence Bernet (1996) and Guastello, Guastello, and Hanson (2004). Emotional intelligence is having positive effect on human behaviour and is also sensitive to environmental influence, so it becomes important to study it with respect to children. Children most important interaction happens with their parents. Parents have major influence on development of their kids and their style of rearing cant be separated. So the study is trying to understand influence of parenting style on development of emotional intelligence of children, age 7-12.

Objectives:

1. To study the parenting styles of parents.
2. To study the emotional intelligence of children.
3. To study the effect of parenting style on emotional intelligence.
4. To study gender and type of family effect on emotional intelligence.

Methodology:

The Study

The present study is an exploratory investigation to measure the effect of parenting style on emotional intelligence.

Research Design

In this study exploratory research design will be followed because the information collected will be used to see whether the effect of parenting style is significant on the emotional intelligence and will investigate the reasons too. The study will also show the significance of emotional intelligence of children in their overall growth.

The sample

This data is collected from two private schools and one public school of the Indore city. With the permission of school principal parents of children age 7-12 years were asked to participate. 159 children participated along with their parents. Questionnaire was then sent to the parents who agreed to participate. The parents were asked to answer a parenting questionnaire at home to identify different parenting practices and children were asked to answer emotional intelligence test at their school. Families reflected middle to high socio-economic status. Out of 159 parents only 107 filled the questionnaire. Out of 107, 73 were male and rest of 35 were female. The respondents were selected on a convenient sampling basis.

Tools for data collection:

Parenting style scale

To measure the parenting style and emotional intelligence standardised tool i.e. emotional maturity scale and parenting style scale were used. The details are given below

Parental Styles: Transactional styles Inventory-Parents (TSI-P2)

The scale is developed by Surbhi Purohit and is published in Training Instruments in HRD and OD by Udai Pareek.

TSI-P2 has been designed to help parents of children of 7 to 12 years to examine their parental styles and take steps to enhance their parenting effectiveness. The scale consists of 48 items administered on parents of children 7 year to 12 years.

RELIABILITY

Analysis of data from 87 parents showed the following reliability indices (Sharma,2000): between forms (.81), Guttman split half (.87) equal length, unequal length Spearman-Brown (both.89).

VALIDITY

Data on 12 of 87 parents were correlated (Sharma, 2000). Two clusters emerged as shown in table. No correlation between any functional and dysfunctional styles was significant. This partly provides constructs validity of the instrument.

SCORING:

After getting the scales filled by the respondents the scores were added in part of four questions each as instructed in the manual. After getting the scores with the help of table provided correlation between any functional and dysfunctional styles of the parents were calculated. The results are analysed based on the score.

Emotional Intelligence Scale

Emotional intelligence scale by Anukool Hyde, and Upinder Dhar.

The details of scale are as under:

After consulting relevant literature, 106 items were developed. Each item was transferred on card. A panel of 50 judges with post graduate degree and more than 10 yrs of experience in their relevant fields was prepared. Definition of emotional intelligence was also written on a card along with necessary instructions for the selection of the items on the card. The cards were placed before each judge who was contacted individually. The choice for categorisation of each card was noted and their frequency of choice was calculated. The items, which were chosen 75% or more times, were spotted out. The 34 items thus chosen were administered on 200 executive. The data was then tabulated and items- total correlations were calculated (table2). Items having correlation less than the value of .25 ($p < .01$) were dropped. The values taken from Fisher and Yates (1992) table of correlation coefficients and their levels of significance. the final form of the scale constituted 34 items(table 3& table 4). The Hindi version of final items was prepared in consultation with 10 judges who were well worst with both, English as well as Hindi. The inter-item correlations of the final items were also determined (table 5).

RELIABILITY

The reliability of the scale was determined by calculating reliability the coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

VALIDITY

Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment judges/ experts that items of the scale are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability (Garret, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

Result and Discussion

The result are discussed as per the hypothesis stated and also cover some descriptive information as per the objectives. The table 4.1 gives the statistical information about the parenting style and the emotional intelligence. It calculates mean, median, SD value of parenting style.

To study the parenting styles of parents.

Table 4.1

	Parenting style	Emotional intelligence
N	100	100
Valid		
Missing	0	0
Mean	73.3100	78.0700
Median	76.0000	78.0000
Mode	78.00	78.00
Std. Deviation	15.47086	9.97092
Variance	239.347	99.419

As the present research is casual in nature and the independent variable are measured on two levels high and low (considering median as the cut point) t-test is applied.

H01 There is no significance effect of emotional intelligence on parenting style.

Table 4.2

	Emotional Intelligence	N	Mean	Std. Deviation	Std. Error Mean
Parenting Style	>= 78.00	52	81.2885	12.99523	1.80211
	< 78.00	48	64.6667	13.19789	1.90495

The p value shows that parenting style is significantly affecting emotional intelligence.

Table 4.3

	t-test for Equality of Means						
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Parenting Style							
Equal variances assumed	6.343	98	.000	16.62179	2.62066	11.42118	21.82241
Equal variances not assumed	6.339	97.099	.000	16.62179	2.62230	11.41732	21.82627

There is no significant effect on type of family type on emotional intelligence.

t-Test: Two-Sample Assuming Equal Variances

Table 4.4

	<i>Joint Family</i>	<i>Emotional Intelligence</i>
Mean	83.72	71.3
Variance	123.6343	234.0510204
Observations	50	50
Pooled Variance	178.8427	
Hypothesized Mean Difference	0	
Df	98	
t Stat	4.643613	
P(T<=t) one-tail	5.32E-06	
t Critical one-tail	1.660551	
P(T<=t) two-tail	1.06E-05	
t Critical two-tail	1.984467	

The hypothesis stand rejected so children of joint family has better emotional intelligence. In comparison to nuclear families children of joint family were found to be possessing better emotional intelligence.

t-Test: Two-Sample Assuming Equal Variances		Gender
	<i>Female</i>	<i>Emotional Intelligence</i>
Mean	78.86	67.76
Variance	203.7147	217.0024
Observations	50	50
Pooled Variance	210.3586	
Hypothesized Mean Difference	0	
Df	98	
t Stat	3.826598	
P(T<=t) one-tail	0.000114	
t Critical one-tail	1.660551	
P(T<=t) two-tail	0.000229	
t Critical two-tail	1.984467	

The hypothesis stand rejected so female child have better emotional intelligence. Female child in comparison to male child have better emotional intelligence.

CONCLUSION

The statistics show that there is significant effect of parenting on the emotional intelligence. Also there is effect of gender and type of family. Female and people in joint families have better emotional intelligence in comparison with male and nuclear family respectively. This result may seem contradictory to the present body of knowledge, but the researcher is confident on this data and its analysis.

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