



Perceived Paternal Parenting style on Emotional Intelligence of Adolescents

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Abstract

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The study examined the influence of perceived paternal parenting styles on emotional intelligence of adolescents. Sex differences in perceived paternal parenting style was also explored. The participants comprising of 973 Pre University college students ranging in age between 16-18 years were administered Buri's parenting style questionnaire (1991) and Emotional intelligence inventory by Mangal & Mangal, (2004). Results indicated father's authoritative and authoritarian parenting style significantly correlated with emotional intelligence and fathers were perceived to be more authoritative towards girls than boys. Findings suggest greater involvement of fathers and adopting an authoritative approach in bringing up emotionally intelligent adolescents

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Most parents feel adolescent years are the most difficult years of child rearing as it is in this developmental stage that individual, cognitive, social, emotional, and contextual changes come together (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000), and children try to establish their own identity, enhance the skills necessary for socially responsible behaviour, experience heightened emotionality and feel emotions in a stronger and more persistent manner. Many researchers are of the view that after a long period of stability they feel unstable, unpredictable and unbalanced when they enter the adolescent stage, which is marked by turmoil and emotionality (Alim, 1994; Rangaswamy & Kamakshi, 1985), an increase in stressful events and greater negative affect (Larson & Ham, 1993). It can be a smooth process if facilitated by secure, nurturing and understanding parents in an emotionally conducive environment (Erickson, 1968). For an adolescent to develop the ability to perceive accurately the emotions in self, others, and also manage their own emotions and as well as that of others, family plays a pivotal role. As Goleman (1995) has rightly pointed out "Family is our first school for emotional learning. A close emotional bonding and adequate communication between children and parents with clear specifications for behaviour, can make children emotionally and socially competent, responsible, independent and confident" (Goleman, 1995). This highlights the importance of family and specifically the role of parents in bringing up emotionally intelligent children. Though parents want to help their children to successfully move through different developmental stages, they may not be certain about what form and to what extent they need to involve themselves. Research has shown that the influence of parents on children does not decline as they grow into adolescents (Astone & McLanahan, 1991; Baumrind, 1991; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994) but the style could vary with the developmental stage (Shek, 2008). During the adolescent stage many parents are confused whether to directly control their behaviour or simply provide some structure and show empathy for their socialization experiences. Especially as children grow into adolescence they are more vulnerable to emotional problems and how they deal with their emotions and the emotions of others depends on the parenting style.

Most of the studies on the outcomes of parenting styles on adolescents have pre pondered on mothers influence on emotional and social development (Kaufmann, Gesten, Lucia, Salcedo,



Rendina-Gobioff, & Gadd, 2000; Pittman, & Chase-Lansdale, 2001; Joussemet, Koestner, Lokes, & Landry, 2005). But the new millennium as a result of globalization has brought a lot of changes in Indian families from changes in family structure, parental socialization goals, and to more women joining the workforce (Gore, 2003). A review of literature indicates that all along father's role in the family has been that of a bread winner but the changes in Indian families due to globalization calls for a need to look at the role of fathers as more nurturing (Sriram, Karnik, & Ali, 2002; Kumari, 2008). Hence, there is a need to examine the role of fathers as emotional coaches in the new millennium.

Parenting style is a psychological construct that is defined as standard strategies used by parents to bring up their children. Baumrind (1967, 1971, 1989, & 1991) in a series of studies identified three parenting styles namely authoritative, authoritarian and permissive. These three styles vary according to the degree of warmth and control exercised and is useful in understanding its contribution to emotional well being of children. Each parenting style creates a different emotional climate thereby contributing to the development of emotional intelligence. During the socialization process parents provide the first context for recognition and communication of affective messages. These affective messages are communicated to children with the expectation that they will be able to interpret and respond to them. Parents' emotional expressiveness and the emotional climate that they create through their parenting styles provide guidelines to children regarding the use of emotion in the regular everyday social interactions. The expressiveness of parents takes emotional learning beyond the acquisition of social skills, such as coding and decoding, to the use of rules about emotion in different contexts. As Halberstadt (1991) argued, emotional expressiveness may involve a combination of emotion states, knowledge of display rules, and motivation and ability to control one's emotions. Thus, children not only learn emotional lessons from parents but also transfer their expressive style in their interactions with others. Studies show similarities between mothers and children's level of expressiveness (Denham, 1993), similarities between fathers and children's levels of expressiveness (Halberstadt, Fox & Jones, 1993) and inequality in emotional education that leads to gender differences in the regulation and expression of emotions (Sanchez- Nunez, Fernandez-Derrocal, Montanes, & Latorre, 2004). These studies demonstrate connection between parental expressiveness and children's emotional competence.

Emotional intelligence refers to the capacity for recognizing one's own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships. Unlike intelligence quotient (IQ) which changes little after adolescent years, emotional intelligence (EI) is largely learnt, is not fixed genetically or develops in early childhood but continues to develop and is predominantly environmentally determined (Goleman, 1995). Emotionally intelligent person is skilled in four areas such as identifying, using, understanding and regulating emotions (Mayer & Salovey, 1993). Gardener (1983) found that those with higher emotional intelligence (EI) perform better academically as they have developed empathy and social skills. Though there is no direct link between a student's retention capacity and emotional intelligence (EI), students equipped with a proper level of Emotional intelligence (EI) are more likely to succeed academically than those who have relatively high Intelligence quotient (IQ) and yet lack emotional intelligence. Be it an ability or personality trait, emotional intelligence follows a predictable pattern of development from infancy to adolescence. During adolescence from 13 to 20 years there is an increased awareness of complex emotional cycles. Adolescents use complex strategies to independently regulate emotions and slowly become aware of the need for mutual and reciprocal emotional self disclosure in making and maintaining relationships.

In the present study, identifying, using, understanding and regulating emotions (Mayer & Salovey, 1993) or abilities to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's moods and keep distress from hindering the ability to think to empathize and to hope (Goleman, 1995) is conceptualized as interpersonal awareness, intrapersonal awareness, interpersonal management, and intrapersonal

management. The four components used in this study interpersonal and intrapersonal awareness and management refer to self regulation, motivation and social skills or adaptability.

Several studies have shown the positive outcome of parenting style on emotional intelligence but the focus has been on only one parent that is the mother (Kaufmann,*et al*,2000; Pittman,*et al*, 2001; Joussemet, *et al*,2005; Ulutas & Omeroglu, 2008). Tiwari and Srivastava (2004) found perceived environmental quality of home and school positively related to emotional intelligence, Indian view of emotional intelligence is context sensitive and family has a major role in shaping the emotions of an individual(Sibia, Misra & Srivastava, 2004). Furnham and Cheng (2000) found that reasonable amount of discipline exercised by mothers towards their children was beneficial in enhancing the Childs self esteem. Among the Khasi adolescents males showed more rejection as compared to females. Females perceived better emotional warmth from fathers than males and no difference for the mother. This is contrary to the study done by Rai, Pandey and Kumar (2000) who found high rejection among Mizo girls. The rejection among the Khasi students may be due to matrilineal Khasi society. Whether parents use harsh discipline or empathic understanding, indifference or warmth it can have lasting influence on ones emotional life (Goleman, 1998). These studies show children learn how to feel about themselves and how others will react to their feelings, how to think about these feelings and what choices they have in reacting, how to read and express hopes and fears from the way parents communicate with them. Since emotional intelligence is linked to parenting styles, the present study seeks to explore the relationship between paternal parenting styles on emotional intelligence of adolescents.

Objectives:

1. To find out the sex difference in paternal parenting styles as perceived by adolescents.
2. To find out the relationship between paternal parenting style and emotional intelligence of adolescents.

Hypotheses

1. There is no significant sex difference in paternal parenting styles as perceived by adolescents.
2. There is no relationship between paternal parenting style and emotional intelligence of adolescents.

Method

Participants

The participants comprised of 973 adolescents studying in various pre university colleges of Dakshina Kannada and Udupi districts of Karnataka. Both private and government run colleges were selected to yield a representative sample from different geographical backgrounds rural and urban, small, medium and large population areas, different socio economic backgrounds, different family structures, different communities and studying in different disciplines of subjects. Therefore their social frame of reference was different. The participants consisted of 509 females and 464 males.

Instruments

1. Parental authority questionnaire (PAQ): Parental authority questionnaire (PAQ) developed by Buri (1991) was used to measure the three parenting styles as perceived by the adolescents. It consisted of 30 items comprising of three styles authoritarian, authoritative and permissive parenting subscales of 10 items per subscale. Scores range from 10 to 50 on each variable with high scores showing greater degree of the parental style measured. Items were scored on a 5 point Likert type scale ranging from 1=strongly disagree to 5= strongly agree. The



participants responded to the same statements separately for father and mother. The highest score on the PAQ is considered to be the dominant parenting style. Buri (1991) reported Cronbach coefficient alpha values for the subscales ranging from .87 to .74. The content, criterion and discriminant validity were also reported to be high. For the present study, the Cronbach alpha was established for the Kannada translation of the total scale for father and mother and the values obtained were .80 and .78 respectively.

2. Emotional intelligence Inventory (MEII): Mangal Emotional intelligence Inventory developed by Mangal and Mangal (2004) was used to measure the emotional intelligence of the participants. It consisted of 100 items measuring four components of emotional intelligence: a) intrapersonal awareness b) interpersonal awareness c) intrapersonal management d) interpersonal management each having 25 items. The participants were required to respond either yes or no. The scoring was one mark for yes and zero for no response. The total scores and the scores obtained in each individual component was interpreted in terms of the five categories namely very good, good, average, poor, and very poor. Higher the score in individual areas as well as total, higher the level of emotional intelligence and lower the score, lower the level of emotional intelligence. The possible range of scores on the test is 0 to 100. Mangal & Mangal (2004) reported reliability coefficient of .89 on split half method, .90 on K-R formula (20) and .92 for test retest method. Validity was measured using factorial and criterion related methods. Reliability and validity was well established. For the present study, the Cronbach alpha for the Kannada translation of the scale was established and the value obtained was .78.
3. Socio-Demographic data sheet: To gather data on age, gender, geographical locale, discipline of study, socio-economic status, family structure like nuclear and extended or joint family, single parent and two parent families.

Procedure

The researchers first identified and listed the names of various pre University Colleges both private and government located in Dakshina Kannada and Udupi district.

Permission of the principals of those colleges listed out was sought by the researcher and the purpose of the study and the procedures involved. Since stratified random sampling was used the selected private and government run colleges were further stratified into arts, science and commerce. Further they were stratified into boys and girls. The consent of the potential participants was sought orally and the purpose of the study and the procedures were explained thoroughly to the participants before any data was collected. The students were assured that information given was confidential and used only for research purpose. The researcher administered the instruments personally to a group of 35 to 40 students at a time in order to ensure that the participants in the research understood and followed the instructions clearly and also to establish uniform test taking conditions. The researcher read out a verbal script containing standard instructions explaining the purpose, procedures, the right to withdraw, confidentiality and the benefit of taking part in the study before taking the test. Participants took part on an entirely voluntary basis. The instruments were collected on the spot to ensure a high response rate. At the end of the session the participants were thanked.

Results and Discussion

The present study provides valuable insights with respect to perceived paternal parenting styles and its relation to emotional intelligence. An independent t-test showed fathers adopted a statistically significant higher authoritative style towards females (Mean = 37.6, $SD = 5.86$) than males (Mean 36.1, $SD = 6.44$), $t = 3.786$ ($p < .01$) as shown in table 1. Hence the hypothesis that no significant sex differences exist in perception of paternal parenting style is rejected.

Table 1

Mean, SD and 't' Value of paternal parenting style as perceived by male and female adolescents (N=973)

Parenting style of father	Male		Female		t value
	Mean	SD	Mean	SD	
Authoritarian	32.00	6.76	32.69	6.41	1.611
Authoritative	36.12	6.44	37.64	5.86	3.786**
Permissive	29.98	5.87	30.22	5.47	0.671

** $p < .01$

Both boys and girls perceived fathers to be authoritative and not authoritarian or permissive indicating that fathers are more warm and approachable. Girls perceived fathers to be more authoritative than boys. Traditionally Indian fathers were portrayed as being authoritarian (Kakar, 1978) but the finding of this study augurs positive outcomes on emotional development of adolescents through care, concern, support and autonomy. Fathers being perceived as more authoritative towards females indicate a shift in the parenting style from one of totally being authoritarian to one of autonomy granting style. Such a shift has been validated by earlier studies which showed fathers in India are becoming more involved and nurturing suggesting a shift to western individualistic values. (Roopnaraine, Talukder, Jain, Joshi, & Srivastav, 1990).

Table 2

Pearson correlation coefficient for paternal parenting style and emotional intelligence as perceived by adolescents (N=973)

Variables	IRPA	IEPA	IRPM	IEPM	Total EI
Authoritarian	.084*	-.088*	-.090*	-.083*	.149*
Authoritative	.115**	.154**	.119**	.182**	.186**
Permissive	.050	.037	.012	.006	.031

* $p < .05$, ** $p < .01$

Note: IRPA-Intrapersonal awareness, IEPA- Interpersonal awareness, IRPM- Intrapersonal management, IEPM- interpersonal management

Significant positive correlations were seen between authoritarian style of father and intrapersonal awareness $r = .084$, significant negative correlation between authoritarian style and interpersonal awareness $r = -.088$, intrapersonal management $r = -.090$, and interpersonal management $r = -.083$. Fathers authoritarian style was positively correlated with total emotional intelligence $r = .149$.

Fathers authoritative style was positively correlated with intrapersonal awareness $r = .050$, interpersonal awareness $r = .154$, intrapersonal management $r = .119$, interpersonal management $r = .182$, and total emotional intelligence $r = .186$ ($p < 0.01$). No significant correlations were found between fathers permissive style and intrapersonal awareness $r = .050$, interpersonal awareness $r = .037$, intrapersonal management $r = .012$, interpersonal management $r = .006$, and total emotional intelligence $r = .031$, ($p > 0.05$).



Father's authoritarian style positively correlated with intrapersonal awareness, it negatively correlated with interpersonal awareness, interpersonal management and intrapersonal management. On the whole father's authoritarian style showed a positive significant relationship with global emotional intelligence. This is contrary to the theoretical model given by Baumrind (1967) which showed authoritarian style as having negative outcome. Earlier studies also showed authoritarian style as negatively influencing the self esteem, motivation, and self awareness (Erlanger, Turner & Heffer, 2005; Spera, 2006; Slicker, Picklesimer, Guzak, & Fuller, 2005; Erden & Uredi, 2008). Although domination is a component implicit in authoritarian style as described by Baumrind (1971), this element of control may be seen as involvement and closeness in Asian cultures (Chao, 1994). In India, family culture is one of conformity, parental regulation is an expected behavior of parents (Kapadia, 2008) and the finding is a reflection of Indian culture where adolescents see parents' strictness and demand for obedience as warmth and concern as opposed to the West.

But when authoritarian and authoritative styles were compared, authoritative style was positively correlated with all the four components of emotional intelligence such as interpersonal awareness, intrapersonal awareness, interpersonal management and intrapersonal management. This is in consonance with the theoretical model (Baumrind) and also earlier research which shows authoritative style (Steinberg, 2001) as contributing to independence, self awareness, motivation, altruism, self regulated learning (Erden & Uredi, 2008) and high self esteem, all of which are related to the four components of emotional intelligence undertaken in the present study. Studies show the type of parenting style predominantly adopted is reflective of the culture inherent in the society like Authoritative style reflects individualistic culture and authoritarian reflects collectivistic culture (Kim, Triandis, Kaagiticbasi, Chi, & Yoon, 1994). Though traditional India is predominantly collectivistic, the finding is reflective of changes in a societal trend towards more authoritative style of parenting which may be due to globalization or multiculturalisation (Patel-Amin & Power, 2002). Moreover parenting which involves value systems is subjected to change from one generation to the next (Kline *et al*, 1996; Zervides & Knowles, 2007). When parents adopt an authoritative style they set very clear standards and make sure rules are enforced and are consistent using sanctions whenever necessary. They attune to the feelings of their children and may be use the emotional situation to understand what exactly is upsetting them and also show them an alternative way of responding to the situation. At the same time adolescents are given opportunity to experience emotional openness, independence and help them to see reason in what they are doing rather than imposing their will on them. Authoritative style (Chen, Lin & Tu, 2006), the specific features of the authoritative style such as warmth, emotional support (Davis, 1999), acceptance, involvement (Zakeri & Karimpour, 2011), a combination of freedom and control (Markazi, Badrigargari & Vahedi, 2011) communicates and creates such an emotional climate that adolescents are able to deal with their own feelings as well as that of others. It helps them to become aware of the feelings embedded in whatever is being communicated by the parents. The self awareness results in autonomous regulations of one's own emotions. Thus interpersonal awareness and management will lead to intrapersonal awareness and management.

Conclusion

The findings of the study indicate a major change taking place in Indian families especially the role of fathers in bringing up emotionally intelligent children. This has implications for future parenting. More boys will adopt an authoritative approach to parenting in future thereby reducing the adjustment and emotional problems in adolescence. Parenting programs in schools can emphasize the importance of father's involvement and adoption of an authoritative approach in bringing up emotionally intelligent children.

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