

Association Between Perceived Parental Bonding and Emotional Intelligence Among Elder Male Sibling and Younger Male Sibling

Humaira Hamid¹, Jyotsna Shukla²

¹Student, Amity Institute of Behavioural and Applied Sciences

²Assistant Professor, Amity Institute of Behavioural and Applied Sciences

Abstract

The development of a child's emotions is influenced by various factors, one of which is parental bonding. The way a child perceives their parents greatly affects their emotional being. This study investigated the association between perceived parental bonding and emotional intelligence among elder and younger male siblings. The study used the Parental Bonding Instrument (PBI) and the Goleman Emotional Intelligence Scale. The total sample consisted of 126 participants, of which 63 were elder male siblings and 63 were younger male siblings. The inclusion criterion was males with at least one male sibling. The age range of the participants in the study was 18-25 years old. The results revealed a significant correlation between perceived parental bonding and emotional intelligence. Although the mean emotional intelligence score was lower for the elder male siblings than the younger male siblings, the elder male siblings showed a stronger association between the two.

Keywords: perceived parental bonding, emotional intelligence, younger male sibling, elder male sibling.

Introduction

Numerous elements of behavior and development have been linked to the early parent-child. According to researchers, there is a significant relationship between the perceived parental bonding and the emotional development of the child. Bond An alliance and trusting relationship between two or more people is called a bond (APA dictionary). Parental bonding is one of the main aspects that have been highlighted about the importance of bonding. It is generally agreed upon that bonding is the emotional attachment that a mother or father develops to their child during the nurturing process. The most significant studies on attachment and the bonding process between a parent and child were conducted by Bowlby. Bowlby (1969) subsequently described attachment as a unique relationship between an infant and his caregiver that is the foundation for further healthy development. His notion of attachment derived from his studies on parental connection. Bowlby's attachment theory was an amalgam of concepts he took from ethology, cybernetics, information processing, developmental psychology, and psychoanalysis, focusing on the infant's goal to secure maternal response (Bretherton, 1992) It defines attachment as lasting psychological connectedness between humans, with a primary caregiver serving as a fundamental human need. Infants form internal working models for understanding and interacting with their caregivers.

Perceived parental bonding refers to children's understanding of the parent-child relationship based on parents' attitudes and behaviors towards their offspring. This bond is influenced by both the child's traits

and the parents' traits or parenting style, including psychological and cultural effects. The reciprocal, dynamic, and developing relationship between parents and children also influences how parents are perceived to bond.

The theory of perceived parental bonding, proposed by Parker, Tupling, and Brown in 1979, is based on the perceived parental bonding Instrument (PBI), which measures the attitudes and behavior of parents during children's first 16 years of life. This theory suggests that perceived parental characteristics significantly influence children's development, and children's behavior is influenced by their interactions and socialization with their parents.

Parker et al. (1979) identified two parenting styles: care and control. Care refers to a parent's warmth, love, and emotional intimacy, while control is overprotection and intrusion. They proposed four parenting styles based on care and control dimensions: Affectionate Constraint, Neglectful Parenting, Optimal Bonding, and Affectionless Control. These styles vary in their level of care and control. To supplement his idea, Parker et al. created a self-report formed by the Parental Bonding Instrument (PBI) is a form that assesses how much attention and control a person received as a child in the past. Research has indicated a connection between adult psychopathological disorders like depression (Ohtaki et al,2017; Enns et al 2000), anxiety disorder (Kullberg 2020), obsessive-compulsive disorders (Parker, 1990), and schizophrenia (Peh et al 2018) and correlations between care and control levels, as measured by the PBI. One risk factor for lifetime depression is very low levels of care [Parker, 1995]. Recent research by Raffagnato et al. has shown that parental bonding is associated with psychopathology in adolescents, with reduced care and more overprotection, particularly in girls [Raffagnato,2021).

Furthermore, associations have been shown between the quality of attachment types in adult relationships and the degree of parental control and care received throughout childhood [Schmoeger et al 2018). The process via which the parent-child relationship shapes relationships during adolescence has not been extensively studied. Notable research has identified links between the quality of teenage relationships with friends and siblings and the attachment types of parents (Boling et al., 201).

EMOTIONAL INTELLIGENCE

Emotional intelligence refers to intelligent activity in the emotional sphere, covering various life domains like home, workplace, and school. It involves perceiving, controlling, and evaluating emotions, enabling sophisticated emotion control, empathy, and resilience. An individual's emotional intelligence is determined by the degree of communication between the brain's emotional and cognitive centers. Emotional intelligence has been defined by many profound researchers and according to them, it is (Mayer & Salovey, 1997) The ability to "monitor one's own and others' feelings and emotions to discriminate among them and use this information to guide one's thinking and actions" is the definition of emotional intelligence.

According to Bar-On (1997), emotional intelligence (EI) is made up of five main components: general mood, stress management, interpersonal and intrapersonal skills, and adaptation and adaptation skills. EI is a collection of non-cognitive abilities and competencies that impact the capacity to successfully cope with environmental demands and pressures.

The capacity to identify our feelings as well as those of others, to inspire ourselves, and to effectively manage our emotions to have the greatest possible outcomes for both ourselves and our relationships is known as emotional intelligence/quotient, according to Daniel Goleman (1998). Academic intelligence and emotional intelligence are two independent but related concepts. The notion of emotional intelligence

was presented by the same author, who also noted that it consists of twenty-five components that were then organized into five clusters: Self-awareness, self-control, drive, compassion, and interpersonal abilities. The EI is, in general, the capacity to recognize, manage, and assess feelings.

Parents play a significant role in socialization and the emotional development of their children. The ability of parents to impart in their children an awareness of emotions and the capacity to use emotions to facilitate reasoning and problem-solving is a prerequisite for the development of strong emotional intelligence. Emotional circuits are shaped by lessons at home and school, affecting emotional intelligence proficiency. Infancy and adolescence are crucial for establishing fundamental emotional habits. Parents' reactions to children's emotions impact their emotional, social, and interpersonal competence. Emotionally intelligent parents assist children in relationships beyond academics. As the emotional coaches of their children, parents have a crucial role in helping their kids recognize and comprehend the negative impacts of their actions, develop optimism and self-control, and learn how to effectively regulate their emotions, according to (Gottman 2001).

This research aims to explore the relationship between perceived parental bonding and emotional intelligence in male siblings, specifically between elder and younger siblings within a family context, thereby filling a gap in existing studies.

Sibling relationships are unique, and influenced by factors like birth order, age gap, and personalities. Understanding how parental bonding affects emotional intelligence in elder and younger siblings can provide insights into family dynamics and psychological development. Emotional intelligence is crucial for success in academics, interpersonal relationships, and mental well-being, making understanding its development important.

Despite being brought up by the same parents in a nearly similar way these male siblings tend to show differences in their behaviors and their understanding of things. Henceforth it's important to note how these siblings perceived their parents individually and how those results in catering to their emotional intelligence. Although there might be many factors affecting the process such as family systems, number of siblings, single parenting, socio-economic status, education of the parents, etc.

There has been very limited research on perceived parental bonding and emotional intelligence of the siblings and nearly no research can be found profoundly on perceived parental bonding and its correlation with emotional intelligence among elder and younger male siblings, hence this study aims to fill that research gap. This research seeks to explore whether variations in perceived parental bonding among elder and younger siblings contribute to differences in their emotional intelligence levels.

Review of literature

Alegre (2011) Analysed Studies that have repeatedly demonstrated that a parent's parenting style has a major influence on a child's IQ and emotional development.

Asghar Ali Shah, Aqeel Ahmad Khan, Aftab Hussain, and Maria Fiaz (2018) One important factor that provides a great knowledge of parent-child interaction is parental bonding. One may describe it as a relationship between the parent and the teenager.

(Alessia, Andrea, and Concetta, 2015) Parental bonding is a suitable indicator that helps with understanding the parent-child connection, which is thought to be fundamental to the formation of the Theory of Mind and in coping with judgments.

Mishra & Singh (2022) stated that a variety of societal factors, including parenting style, gender, size of the family, and kind of family, have an impact on emotional intelligence.

Kierstead, (1999) & Hesketh, B., Neal, A., (1999). One such internal skill that needs to be acquired from an early age in life is emotional intelligence. Research shows that emotional intelligence promotes flexibility, adaptation, intimacy, better parenting, friendship, and happy marriages. Children with higher EI can also develop social adaptability in their early years.

Abdollahi, Talib & Motalebi's (2015) study involving 188 Iranian boy pupils found a negative association between affectionless control and neglectful parenting styles with high emotional intelligence and positive associations between optimal parenting style with high emotional intelligence and affectionate constraint parenting style. Adolescents with high emotional intelligence were more likely to adopt an affectionate-constrained parenting style, while those with poor emotional intelligence were more likely to adopt neglectful parenting.

Asghary and Besharat (2011) Their research on emotional intelligence shows that all aspects of parenting have a favorable correlation with emotional intelligence and its constituent parts. Changes in emotional intelligence can be predicted by how well a person perceives their mother's support, in particular her warmth and independence. Thus, it can be concluded from the research's findings that perceived warmth is important for the development of emotional intelligence.

Amandeep (2017) examined the connection between early adolescents' emotional intelligence and their perceptions of parenting styles. The results indicate that early adolescents' emotional intelligence and their impression of their parents' parenting style are significantly correlated.

George et al. (2017) examined the relationship between parental attachment, emotional intelligence, and high school teenagers. The parenting philosophies of the two parents were determined using the parental bonding tool. These three styles were understood as affectionate control, perfect parenting, and neglectful parenting in terms of care and protection. The study's conclusions demonstrated a strong correlation between siblings' positions and EI. The middle and youngest siblings were shown to have higher levels of self-awareness, drive, and empathy.

Kulkarni (2022). They looked at the relationship between parenting styles, birth order, and emotional intelligence. The results show that parenting styles do have an impact on emotional intelligence. Emotional intelligence is also influenced by a child's birth order, even if they are raised by the same parents. According to the study's findings, teenagers who were second-born possessed greater emotional intelligence than any other group of adolescents raised authoritatively.

Heider et al., (2006). reveals in his research that memories of excessive protectiveness from parents may put men at risk for depression.

Rationale

The topic of the parent-child relationship is broadly studied universally concerning many factors on which this relationship stands and differs. For a child's upbringing, parents need to bond in a way that is favorable for the children. Often, despite much effort and hard work, parents are still unable to provide the way the child wants. It is important to note that how parents try and do their best for their children may or may not be exactly what their child perceives. Perceived parental bonding has been found to influence children's emotional well-being and social competence. Just as each of us perceives things differently, even in the same given situation, similar things are true for siblings. Despite sharing the same set of parents, siblings often have unique understandings and perceptions of their parents. This research specifically examines how the perceived parental bonding of older and younger male siblings influences their emotional intelligence. According to Hein (2010), emotional intelligence is the innate potential for feeling, using,

communicating, recognizing, remembering, describing, identifying, learning from, managing, understanding, and explaining emotions. While extensive research exists on the parent-child relationship and parental bonding, a notable gap in the literature pertains to the influence of perceived parental bonding on the emotional intelligence of older and younger male siblings. The findings of this study can provide insights into how parenting practices can influence the emotional development and well-being of children. To conclude, the rationale for this research is to examine the association of perceived parental bonding and emotional intelligence amongst younger and older male siblings and to contribute to the understanding of the factors that influence emotional intelligence. Understanding how parental bonding is associated with emotional intelligence in siblings of different ages enables more effective tailoring of interventions and support systems for children. This research can also contribute to the broader field of psychology by highlighting the importance of family dynamics in shaping emotional development

Method

Purpose:

The purpose of this research is to find the association between perceived parental bonding and emotional intelligence between the elder male sibling and the Younger Male sibling.

Objective:

The objective of the study is to examine the relationship between perceived parental bonding and the emotional intelligence of the elder and younger male siblings.

Hypotheses

H1 – Younger male siblings will have a significantly higher emotional intelligence than Elder male siblings.

H2-There will be a significant correlation between perceived maternal care and the emotional intelligence of elder male siblings.

H3-There will be no significant relationship between perceived maternal overprotection and emotional intelligence of both, younger and elder male siblings.

H4- There will be a significant positive correlation between the perceived paternal care and emotional intelligence of younger and older male siblings.

H5- There will be a positive correlation between perceived paternal overprotection and the emotional intelligence of younger male siblings and elder male siblings.

H6 – There will be a stronger association between Emotional intelligence and Perceived parental bonding in younger male siblings.

Variables:

There are two variables used: -Independent variable: Perceived parental bonding

Dependant variable: Emotional intelligence.

Perceived parental bonding: Parental bonding is an intense attachment in a relationship that develops between the parent and child during the early years of life. Scientific literature asserts that parent-child bonding is an important predictor of the child's immediate habits, thoughts, and emotions and its long-term personal and social growth.

Emotional intelligence: The ability to recognize, monitor, distinguish, and use one's own and other

people’s emotions as a source of information to direct one’s thinking and action.

Research Design: Correlational research design.

Sampling: The sample for this study comprised 126 males. Among them, 63 were elder male siblings and 63 were younger male siblings. All the males were between the age group of 18-25 years.

Sampling Technique: Purposive sampling technique.

Sample Size: A total of 126 young male adults were assessed in this study.

Population Age: The age of the participants was between 18-25 years.

The participants of this research study were selected according to this criterion:

1. Participants must be a male.
2. Participants must have at least one younger or older male sibling.
3. Participants must be between the age of 18-25 years.

The participants were excluded on the following criterion

1. If the participants were a single male child.
2. If the participants were middle-male siblings.
3. If the participants didn’t fall under the age group of 18-25 years.

Datacollection:

The data was collected through 2 self-report questionnaires i.e. parental bonding instrument and Goleman’s emotional intelligence questionnaire.

Tools:

Parental Bonding Instrument by (Parker, Tupling, and Brown,1979) The tool assesses the bond between parents and children using Bowlby's theory. It evaluates two aspects: Perceived Parental Care and Perceived Parental Overprotection. Respondents rate care on a Likert scale, with high scores indicating warmth, support, and understanding. Overprotection scores indicate excessive control and intrusion, while low scores encourage independence. The two dimensions are negatively correlated, indicating they are not independent. The instrument has satisfactory internal and test-retest reliability over three weeks, split-half reliability, and inter-rater reliability. Concurrent validity is strong for the care scale (0.77-0.78) and moderate for the overprotection dimension (0.48-0.50). This scale has been effectively utilized in India by various researchers, including Hoabam, Kaur, Kapanee, Rao, Yadav, Moitra, Mukherjee, Rampal, Sandhu, Kaur, Sharma, and Jaswal.

Goleman’s emotional intelligence:

Daniel Goleman's emotional intelligence test is a popular instrument for testing an individual's emotional intelligence. Emotional intelligence is the capacity to recognize, interpret, and regulate one's own and other's emotions. This capacity is critical for success in both personal and professional life, and Goleman's exam is intended to quantify it.

The test consists of a series of questions designed to measure many components of emotional intelligence, including self-awareness, emotion management, self-motivation, empathy, and social skills.

ANALYSIS OF RESULTS

Table 1: Parental bonding Instrument mean scores and interpretation.

| | Siblings | Mean | Interpretation |
|-------------|----------|-------|----------------|
| Mother care | Elder | 21.39 | Low care |
| | Younger | 21.38 | Low care |

| | | | | |
|------------------------|--|---------|-------|----------------------|
| | | | | |
| Father Care | | Elder | 21.49 | Low care |
| | | Younger | 21.44 | Low care |
| Mother Over-protection | | Elder | 17.38 | High Over-protection |
| | | Younger | 17.46 | High Over-protection |
| Father Over-protection | | Elder | 15.44 | High Over-protection |
| | | Younger | 17.26 | High Over-protection |

Cut-off scores for the mother: 27 for care and 13.5 for Over-protection.

Cut-off scores for the father: 24 for care and 12.5 for Over-protection.

Table 1 shows the mean scores of both maternal and paternal care/Over-protection are below/above cut-off levels, indicating low levels of care and high levels of protection in both elder and younger male siblings. In the case of younger male siblings, fathers appear to be more controlling than elder male siblings.

Table 2: T-test for the Elder and younger sibling’s Emotional intelligence.

| | Siblings | Mean | T-test | Significant |
|--------------------|----------|-------|--------|-------------|
| Self awareness | Elder | 30.92 | 0.02 | 0.05 |
| | Younger | 33.77 | | |
| Managing emotions | Elder | 29.88 | 0.18 | N.S. |
| | Younger | 30.90 | | |
| Motivating oneself | Elder | 29.98 | 0.12 | N.S. |
| | Younger | 31.52 | | |
| Empathy | Elder | 32.19 | 0.21 | N.S. |
| | Younger | 33.28 | | |
| Social skills | Elder | 32.23 | 0.27 | N.S. |
| | Younger | 33.03 | | |

The cut-off scores for EI are 35 – 50 (strength area), 34 -18 (attention-giving area), and 17 – 10 (development priority).

Table 2 shows that the mean emotional intelligence of younger male siblings is higher than that of elder male siblings. There is a significant difference in the awareness domain of Emotional intelligence between the elder and younger male siblings at the level of $p < .05$. With this our first hypothesis states that the emotional intelligence of the younger sibling is more than the elder male sibling gets accepted.

Table 3: Perceived maternal care and Emotional intelligence.

| Perceived Maternal care | Siblings | | Self awareness | Managing emotions | Managing oneself | Empathy | Social skills | Total EI |
|-------------------------|----------|----------------|----------------|-------------------|------------------|---------|---------------|----------|
| | Elder | <i>r</i> | -.292 | -.138 | -.455 | -.364 | -.209 | -.356 |
| | | <i>P-value</i> | .020 | .282 | .000 | .003 | .099 | .004 |
| | Younger | <i>r</i> | -.037 | -.039 | -.124 | -.035 | -.111 | -.077 |
| | | <i>p-value</i> | .773 | .763 | .339 | .788 | .389 | .547 |

Table 3 The study found a significant negative correlation between elder male siblings' perceived maternal care and their emotional intelligence levels, with a p-value of .004, less than the significance level of $\alpha = .05$. The hypothesis that there will be a significant correlation between perceived maternal care and emotional intelligence of elder male siblings is accepted, but no statistically significant correlation exists between perceived maternal care and emotional intelligence of younger male siblings.

Table 4: Perceived maternal overprotection and emotional intelligence.

| Perceived Maternal over-Protection | Siblings | | Self awareness | Managing emotions | Managing oneself | Empathy | Social skills | Total EI |
|------------------------------------|----------|----------------|----------------|-------------------|------------------|---------|---------------|----------|
| | Elder | <i>r</i> | .071 | .087 | .360 | .111 | -.007 | .151 |
| | | <i>P-value</i> | .578 | .496 | .004 | .388 | .995 | .236 |
| | Younger | <i>r</i> | .214 | .305 | .315 | .335 | .313 | .325 |
| | | <i>p-value</i> | .091 | .015 | .013 | .008 | .013 | .009 |

Table 4 The study found no significant correlation between perceived maternal over-protection and emotional intelligence in elder male siblings, but a positive correlation between it and managing oneself domain in elder siblings. However, younger male siblings showed a significant positive correlation with

perceived maternal over-protection and overall emotional intelligence, rejecting the hypothesis for elder siblings.

Table 5: Perceived paternal care and emotional intelligence.

| Perceived paternal care | Siblings | | Self awareness | Managing emotions | Managing oneself | Empathy | Social skills | Total EI |
|-------------------------|----------|----------------|----------------|-------------------|------------------|---------|---------------|----------|
| | Elder | <i>r</i> | -.152 | -.368 | -.186 | -.212 | -.343 | -.294 |
| | | <i>P-value</i> | .236 | .003 | .145 | .095 | .006 | .020 |
| | Younger | <i>r</i> | .110 | .131 | -.015 | .046 | -.118 | .033 |
| | | <i>p-value</i> | .386 | .303 | .909 | .718 | .354 | .800 |

Table 5 The study found a significant negative correlation between perceived paternal care and emotional intelligence in elder male siblings ($p=0.294$, p -value. 020), while no significant relationship was found for younger male siblings, rejecting the hypothesis of a significant positive correlation between perceived paternal care and emotional intelligence in younger and elder male siblings

Table 6: Perceived paternal overprotection and emotional intelligence.

| Perceived paternal care | Siblings | | Self awareness | Managing emotions | Managing oneself | Empathy | Social skills | Total EI |
|-------------------------|----------|----------------|----------------|-------------------|------------------|---------|---------------|----------|
| | Elder | <i>r</i> | .450 | .415 | .345 | .396 | .589 | .515 |
| | | <i>P-value</i> | .000 | .001 | .006 | .001 | .000 | .000 |
| | Younger | <i>r</i> | .110 | .131 | -.015 | .046 | -.118 | .033 |
| | | <i>p-value</i> | .386 | .303 | .909 | .718 | .354 | .800 |

Table 6 The study found a significant positive correlation between the perceived paternal overprotection of the elder male sibling and their overall emotional intelligence (p -value. 000, less than $\alpha = .05.$), and a more significant correlation (p -value. 033, more than $\alpha = .05.$), but no significant difference between the perceived paternal overprotection and emotional intelligence of the younger sibling. Therefore, the H6 hypothesis is accepted only for the elder sibling and not for the younger sibling.

Examining the results of the above-mentioned table we can also say that elder male sibling shows a stronger association between perceived parental bonding and emotional intelligence compared to the younger male siblings. We can say that our H6 is getting accepted.

DISCUSSION

The purpose of this study was to examine the relationship between perceived parental bonding and emotional intelligence in elder and younger male siblings. Parenting being the crucial element in shaping the child's emotional development is necessary to understand how the child perceives them accordingly. The study found that both elder and younger male siblings perceived their parents as less caring and more controlling, indicating an affectionless control type of parenting. This contradicts previous research on parental bonding, which suggests low care and high control (Neethu, Deepthi, Meera; 2017). The younger male siblings also found their fathers to be more controlling and over-protective than their elder siblings. The results of the PBI also indicate that the younger male siblings found fathers to be more controlling and Over-protective than elder siblings.

The study analyzed the emotional intelligence of older and younger male siblings using the t-test method. Results showed a significant difference in self-awareness, with younger siblings having higher emotional intelligence. This finding aligns with research on parenting styles among adolescents, suggesting middle and younger children have more emotional intelligence.

Perceived maternal care and emotional intelligence.

Our study found a significant negative correlation between perceived maternal care and the emotional intelligence of the elderly male sibling. This explains why for older male siblings, mother care significantly impacts their emotional intelligence. If the mothers of elderly male siblings tend to become over-caring and intruding, this may hinder their emotional intelligence. For younger male siblings, there was no significant correlation between their perceived maternal care and emotional intelligence. Despite similar mean scores for perceived maternal care, both siblings responded differently to their emotional intelligence. For younger male siblings, mother care does not influence their emotional intelligence as much as it does for elders because older male siblings have been more reliant on maternal care during their earlier years.

Perceived maternal Over-protection and emotional intelligence.

The study showed that there is no significant correlation between maternal overprotection and the overall emotional intelligence of the elderly male sibling, except for one domain: managing oneself. This further indicates that because of high maternal control and over-protectiveness, older siblings can manage their emotions to move toward their goals and can take the initiative and persevere to face obstacles and setbacks. Younger siblings' EI was significantly positively correlated with perceived maternal overprotection. High control from mothers tended to have a positive impact on emotional intelligence. The mean scores of maternal overprotection were similar for both siblings, yet younger participants had a significant correlation with their emotional intelligence. This implies that high maternal control and protection appear to increase EI. This might be due to the younger siblings' adaptation to overprotective parenting.

Perceived paternal care and emotional intelligence.

The results indicate a significant negative correlation between perceived paternal care and elder siblings' emotional intelligence. The negative correlation suggests that, in older siblings, the higher the paternal care, the lower the emotional intelligence, and vice versa. This correlation may also indicate that over-paternal involvement and care can hinder the development of emotional intelligence or may limit

opportunities to develop self-awareness and effective emotional regulation skills. However, for younger male siblings, there was no significant correlation found between their perceived paternal care and emotional intelligence.

Perceived paternal Over-protection and emotional intelligence.

The results for older male siblings reported a significant positive relationship between perceived paternal overprotection and emotional intelligence. This further explains why an increase in paternal overprotection will cause EI to decrease. Therefore, the fathers of older male siblings should not be overprotective and control their children so as not to hinder their emotional intelligence.

As for younger male siblings, there was no significant correlation between paternal overprotection and control and their emotional intelligence. Since none of the domains of emotional intelligence is affected by the perceived paternal care of younger male siblings, other factors may play a more important role in shaping the emotional intelligence of younger children.

Another thing to note here is that younger male siblings reported their fathers to be more controlling and overprotective than the elders; however, it does not affect their emotional intelligence as it does for older male siblings. This may be due to various underlying factors such as birth order dynamics, parenting styles, and cultural and family environments.

The overall result reports that even though there was equivalency in the mean scores of the perceived parental bonding except for the father overprotection, the impact both siblings acquired was notable. Despite the high emotional intelligence of younger siblings, the elder siblings showed a stronger association between their perceived parental bond and emotional intelligence. This could be due to several underlying factors such as family dynamics, life experience, parenting styles, and individual differences. The lack of significant correlation between the perceived parental bonding (except maternal care) and emotional intelligence of the younger male siblings does not necessarily mean that there is no impact of parental bonding on the EI of the younger male sibling at all.

Since our study was based on the self-reporting test that could have led to some discrepancy in the respondent's answers due to various unsaid factors.

All the hypotheses that were formulated were based on our observations solely and doesn't intend to generalize any of them.

CONCLUSION

The study found a strong negative correlation between emotional intelligence and perceived parental bonding, particularly in older male siblings. Elderly male siblings perceived their parents' care and overprotectiveness differently, leading to poorer emotional intelligence. This suggests that older siblings with poorer emotional intelligence may perceive their parents as domineering or less caring. The study found no significant correlation between perceived parental care and emotional intelligence in younger male siblings, suggesting they may be better suited to stricter parenting methods. The findings suggest parents should take implicit measures to enhance their children's emotional intelligence, such as balanced parental care, individualized parenting, and modeling healthy emotional expression.

The results of the study could also be due to many underlying factors that are not taken into consideration. Since there was nearly no research specifically on male siblings this research can provide insights on how parenting influences all siblings differently. This could help the parents/caregivers a notion of how different each of their children are, in all possible terms how one specific type of parenting style and

behavior might not work for all of them, and how they can adopt different techniques and parenting practices for the upbringing of their children whilst keeping in mind how the children's emotional intelligence is greatly influenced due to same.

LIMITATIONS

The study's limitations include a small sample size and a focus on older and younger male brothers. The Parent-bonding Indicator (PBI) is a reliable tool for evaluating parental bonding and interpersonal relationships. However, concerns about its validity in teenagers arise due to changes in their perception of parent-child relationships as they mature. Many adolescents may rate overprotection higher due to their desire for autonomy.

The study's data is susceptible to bias due to broad assumptions during purposive sampling. It does not adequately control potential confounding variables like parental mental health or family dynamics. Although it finds associations between emotional intelligence and perceived parental attachment, it does not provide proof of causation or if parental attachment directly affects emotional intelligence.

IMPLICATIONS

The study suggests that parenting intervention programs can improve parenting skills and self-awareness, enhancing children's emotional development. It emphasizes the importance of individualized parenting approaches. Future research should use longitudinal designs to investigate the long-term effects of perceived parental attachment on emotional intelligence, enabling targeted treatments and policies.

Children should understand how parental influence affects their emotional intelligence and have open conversations with parents to understand their emotional needs. This understanding can help prevent preventive mental health initiatives and help address early symptoms of emotional disorders, preventing later-life mental health crises and supporting families.

Future research

Future research should explore sibling relationships in different family patterns, including only children, mixed families, and families with numerous siblings, and analyze emotional intelligence scores to understand family dynamics' impact on emotional growth. Additionally, further research is needed on parenting techniques that are significant for children's growth but not related to emotional intelligence.

Reference

1. Bowlby J. *Attachment and loss: Vol. 1. Attachment*. 2. New York: Basic Books; 1969/1982. <https://doi.org/10.1016%2Fj.pedhc.2010.02.005>
2. Bretherton I. The Origins of Attachment Theory: John Bowlby and Mary Ainsworth. *Developmental Psychology*. 1992;28:759–775. <https://psycnet.apa.org/doi/10.1037/0012-1649.28.5.759>
3. Parker, G.; Tupling, H.; Brown, L. A parental bonding instrument. *Br. J. Med. Psychol.* 1979, 52, 1–10. https://www.researchgate.net/publication/375765677_Parenting_Practices_and_Well_Being_Outcome_in_Young_Adulthood
4. Ohtaki, Y.; Ohi, Y.; Suzuki, S.; Usami, K.; Sasahara, S.; Matsuzaki, I. Parental bonding during childhood affects stress-coping ability and stress reaction. *J. Health Psychol.* 2017, 22, 1004–1011. <https://doi.org/10.1177/1359105315621780>

5. Kullberg, M.L.; Maciejewski, D.; Van Schie, C.C.; Penninx, B.W.J.H. Parental bonding: Psychometric properties and association with lifetime depression and anxiety disorders. *Psychol. Assess.* 2020, 32, 780–795. <https://doi.org/10.1037/pas0000864>
6. Parker, G. The parental bonding instrument. *Soc. Psychiatry Psychiatry Epidemiol.* 1990, 25, 281–282. <https://psycnet.apa.org/doi/10.1007/BF00782881>
7. Peh, O.H.; Rapisarda, A.; Sim, K.; Lee, J. Quality of parental bonding among individuals with ultra-high risk of psychosis and schizophrenia patients. *Schizophr. Bull.* 2018, 44, 123–124. <https://doi.org/10.1093%2Fschbul%2Fsby016.304>
8. Parker, G.; Hadzi-Pavlovic, D.; Greenwald, S.; Weissman, M. Low parental care as a risk factor to lifetime depression in a community sample. *J. Affect. Disord.* 1995, 33, 173–180. [https://doi.org/10.1016/0165-0327\(94\)00086-o](https://doi.org/10.1016/0165-0327(94)00086-o)
9. Raffagnato, A.; Angelico, C.; Fasolata, R.; Sale, E.; Gatta, M.; Miscioscia, M. Parental Bonding, and Children’s Psychopathology: A Transgenerational Viewpoint. *Children* 2021, 8, 1012. <https://doi.org/10.3390%2Fchildren8111012>
10. Schmoeger, M.; Deckert, M.; Wagner, P. Maternal bonding behavior, adult intimate relationship, and quality of life. *Neuropsychiatry* 2018, 32, 26–32. <https://doi.org/10.1007/s40211-017-0258-6>
11. Boling, M.W.; Barry, C.M.; Kotchick, B.A.; Lowry, J. Relations among early adolescents’ parent-adolescent attachment, perceived social competence, and friendship quality. *Psychol. Rep.* 2011, 109, 819–841. <https://doi.org/10.2466/02.07.09.21.pr0.109.6.819-841>
12. Mayer, J. D., & Salovey, D. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds), *Emotional development and Emotional Intelligence: Implications for Educators* (pp. 3-31), New York: Basic Books. <https://unhlibrary.on.worldcat.org/oclc/35673562>
13. Bar-On R. *Bar-On Emotional Quotient Inventory (EQ-i): Technical Manual*. Multi-Health System; Toronto, ON, Canada: 1997. https://www.researchgate.net/publication/6509274_The_Bar-On_Model_of_Emotional-Social_Intelligence
14. Goleman D. *Working with Emotional Intelligence*. Bantam; New York, NY, USA: 1998. <https://doi.org/10.4103%2F0972-6748.132912>
15. Gottman, John. (2001). Meta-Emotion, Children’s Emotional Intelligence, and Buffering Children from Marital Conflict. 10.1093/acprof:oso/9780195145410.003.0002 <http://dx.doi.org/10.1093/acprof:oso/9780195145410.003.0002>
16. Alegre, A. (2011). Parenting styles and children’s emotional intelligence. What do we know? *The family Journal*, 19(1), 56-62]. <http://dx.doi.org/10.1177/1066480710387486>
17. Hussain, Aftab & Shah, Asghar & Khan, Associate Prof. Dr. Aqeel & Fiaz, Maria. (2018). PARENTAL BONDING TOWARDS CHILDREN AND ITS EFFECT ON CHILDREN’S SELF-ESTEEM AND SELF-EFFICACY. 01-10. 10.17501/icoss.2017.4101. https://www.researchgate.net/publication/322516079_PARENTAL_BONDING_TOWARDS_CHILDREN_AND_ITS_AFFECT_ON_CHILDREN'S_SELF-ESTEEM_AND_SELF-EFFICACY
18. Alessia, Passanisi.; Gensabella, Andrea ; Pirrone, Concetta., 2015, *Procedia - Social and Behavioral Sciences*, 2 June, Vol.191,1702-1706 <http://dx.doi.org/10.1016/j.sbspro.2015.04.547>
19. Mishra, D., & Singh, R. (2022). A relationship between emotional intelligence and perceived parenting styles among undergraduate in Delhi University, India. <http://dx.doi.org/10.1101/2022.11.10.22282106>

20. Abdollahi, A., Abu Talib, M., Motalebi, S.A. (2013). Perceived Parenting Styles and Emotional intelligence Among Iranian Boy Students, *Asian Journal of Social Sciences and Humanities*, Vol. 2 No. 3
https://www.researchgate.net/publication/270272262_PERCEIVED_PARENTING_STYLES_AND_EMOTIONAL_INTELLIGENCE_AMONG_IRANIAN_BOY_STUDENTS
21. Asghari, M.S. Besharat, M.A., (2011). The Relationship of Perceived Parenting with Emotional Intelligence, *Procedia-Social and Behavioral Sciences* 30, 231-235
<http://dx.doi.org/10.1016/j.sbspro.2011.10.046>
22. Amandeep, Dr. (2017). Emotional Intelligence In Relation To Perceived Parenting Style of Early Adolescents. *International Journal of Indian Psychology*. 4. 10.25215/0403.020. https://ijip.in/wp-content/uploads/ArticlesPDF/article_06275f334d048a8a1ab31029ac03a065.pdf
23. George, Neethu¹; Shanbhag, Deepthi N.¹; George, Meera¹; Shaju, Ann Christy¹; Johnson, Reuben C.¹; Mathew, P. Thomas¹; Golapalli, Chaitanya Prasad¹; Goud, Ramakrishna¹. A study of emotional intelligence and perceived parenting styles among adolescents in a rural area in Karnataka. *Journal of Family Medicine and Primary Care* 6(4):p 848-852, Oct–Dec 2017.
https://doi.org/10.4103/jfmpc.jfmpc_100_17
24. Kulkarni, S. (2022). Effect of Parenting Styles on Emotional Intelligence in Single Children vs First Borns vs Second Borns. *International Journal of Advance Research, Ideas and Innovations in Technology*, 8(3) <https://www.ijariit.com/manuscript/effect-of-parenting-styles-on-emotional-intelligence-in-single-children-vs-first-borns-vs-second-borns/>
25. Heider D., Matschinger H., Bernert S., Alonso J., Angermeyer M. C., ESEMeD/MHEDEA 2000 investigators (2006). Relationship between parental bonding and mood disorder in six European countries. *Psychiatry Res.* 143, 89–98. <https://doi.org/10.1016/j.psychres.2005.08.015>