

The Effect of Parenting Styles on Emotional Intelligence

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Abstract:

This research paper explores the impact of parenting styles on emotional intelligence (EI) of college students. Through a comprehensive review of existing literature and empirical studies, various parenting styles such as authoritative, authoritarian and permissive are analyzed in relation to their influence on the subject's emotional intelligence. The paper investigates how parental behaviors, communication patterns, and disciplinary approaches shape one's ability to recognize, understand, and manage their own emotions as well as those of others. For this purpose 100 college students between the ages of 18 to 25 were taken from urban areas of Delhi NCR, India.

Chapter 1: INTRODUCTION

Parenting Styles

Within the realm of parenting, a diverse range of approaches is evident among families, heavily influenced by their cultural backgrounds. Culture, which encompasses social norms, values, language, and behavioral patterns shared by people, profoundly shapes family dynamics and the methods of child-rearing. Consequently, parents are inherently shaped by their cultural milieu. In terms of fostering self-regulation in children, parenting strategies differ across cultures regarding the promotion of attention, compliance, delayed gratification, executive function, and effortful control. Each parent adopts a unique approach to interacting with and guiding their children, laying the groundwork for their moral compass, principles, and conduct. While scholarly discourse has categorized parenting styles into various psychological constructs, this discourse centers on four primary categories: authoritarian, authoritative, uninvolved, permissive each offering a distinctive lens through which parents raise their offspring. It is not uncommon for parents to embody characteristics from multiple categories, illustrating the fluidity and complexity of parenting styles, often contingent on situational contexts.

Authoritarian Parenting

Parents subscribing to this paradigm often adopt a unilateral mode of communication, wherein strict rules are established without much room for negotiation, their rationale left unexplained. Children are expected to uphold these standards without error, with deviations often met with punitive measures. Such parents, characterized by high expectations and limited flexibility, typically exhibit less nurturing tendencies.

Authoritative Parenting

In contrast, proponents of authoritative parenting cultivate intimate, nurturing bonds with their children, establishing clear guidelines and justifying disciplinary actions. Disciplinary methods are wielded as

tools of support rather than punishment, fostering open dialogue and collaboration between parent and child. While demanding, this parenting style is heralded for yielding the healthiest outcomes, albeit demanding considerable patience and effort from both parties involved.

Permissive Parenting

Permissive parents, marked by warmth and minimal expectations, impose scant rules upon their children, fostering an environment where youngsters are encouraged to navigate their own decisions. Communication remains open, with discipline sparingly employed, fostering an atmosphere reminiscent of friendship rather than traditional parent-child dynamics.

Uninvolved Parenting

In stark contrast, children reared under uninvolved parents often experience an abundance of freedom, as parental involvement in their lives remains minimal. Basic needs are met, yet emotional nurturing and communication are scant, with little to no disciplinary strategies employed. Such parents, characterized by their detachment, often maintain few expectations of their children.

Impact of Parenting Styles on Children

Children reared by authoritarian parents typically demonstrate commendable behavior owing to the stringent consequences for misbehavior. They excel in adhering to precise instructions to accomplish goals but may also manifest heightened levels of aggression, coupled with inclinations towards shyness, social discomfort, and decision-making difficulties. The absence of adequate guidance can result in unbridled aggression and challenges in managing anger, fostering diminished self-esteem and a reliance on external guidance. With maturation, the strict parental regulations and penalties may incite rebellion against authority figures.

In contrast, offspring raised in an authoritative environment commonly cultivate confidence, accountability, and self-regulation abilities. They adeptly navigate negative emotions, leading to enhanced social and emotional well-being. Nurturing independence encourages a feeling of competence, culminating in heightened self-esteem and academic performance.

Conversely, permissive parenting, characterized by lax rules, may lead to unhealthy dietary habits and heightened susceptibility to obesity. Children enjoy significant autonomy in decision-making, such as bedtime, homework, and screen time, which, without proper guidance, can foster detrimental behaviors. While they may possess some degree of self-esteem and social skills, they may also demonstrate impulsivity, self-centeredness, and deficient self-regulation.

Children of uninvolved parents often exhibit resilience and self-sufficiency, albeit driven by necessity. Nevertheless, they may encounter challenges in emotional regulation, coping strategies, academic attainment, and maintaining social connections.

Intelligence

Human intelligence refers to the cognitive capacity that includes acquiring knowledge through experience, adapting to unfamiliar situations, understanding and managing abstract concepts, and utilizing acquired knowledge to impact one's environment.

Emotional Intelligence

Emotional intelligence is defined by the ability to adeptly monitor and manage both personal and others' emotions, differentiate between different emotional states, correctly identify them, and utilize emotional understanding to influence decision-making and behavior.

Emotional intelligence pertains to how individuals handle information concerning emotions and their reactions. These findings underscored diverse skills such as empathy, cultivated optimism, and self-discipline, which notably impacted outcomes in familial, professional, and other spheres of life.

The five components of EI, as delineated by Cherry (2018), are as follows:

1. Self-awareness

It involves the recognition and comprehension of emotions, understanding how one's actions, moods, and others' emotions influence situations. It includes being attuned to emotions, accurately identifying them, and acknowledging the correlation between feelings and actions. Additionally, self-awareness encompasses recognizing personal strengths and weaknesses, along with being receptive to new experiences and learning from social interactions.

2. Self-regulation

It encompasses the apt expression of emotions and adaptation to changes. It entails flexibility, coping with challenges, managing conflicts, diffusing tense situations, and assuming accountability for one's actions while considering their impact on others.

3. Social skills

Social skills pertain to the effective interaction with others by utilizing an understanding of both personal and others' emotions in daily communication and interaction. This includes active listening, verbal, non-verbal communication proficiency, leadership qualities, and fostering rapport.

4. Empathy

Empathy involves comprehending and empathizing with others' emotions, facilitating appropriate responses rooted in the recognition of their feelings. It encompasses discerning power dynamics in social relationships, particularly within workplace contexts, and accurately assessing situations influenced by these dynamics.

5. Motivation

Motivation, within the EI framework, denotes intrinsic motivation—being propelled by individual needs and aspirations instead of external incentives such as monetary rewards or recognition. Intrinsically motivated individuals experience a state of 'flow' when engaged in activities, exhibit action-oriented behavior, pursue goals, seek enhancement, demonstrate commitment, and take initiative. This offers a succinct overview of the five components of Emotional Intelligence: self-awareness, social skills, empathy, self-regulation as well as motivation

Major Models of Emotional Intelligence

According to Faltas (2017), three primary models of emotional intelligence exist:

1. Goleman's model of emotional intelligence performance
2. Bar-On's model of emotional intelligence competencies
3. Mayer, Salovey, and Caruso's model of emotional intelligence ability

Goleman's EI Performance Model

As per Faltas (2017), Goleman's Emotional Intelligence Performance Model suggests that emotional

intelligence encompasses a set of abilities and proficiencies centered around four main competencies: self-awareness, relationship management, social awareness, and self-management. Goleman posits that these four competencies form the basis for 12 distinct facets of emotional intelligence, including:

1. Emotional self awareness
2. Emotional self control
3. Adaptability
4. Achievement orientation
5. Positive outlook
6. Influence
7. Coaching & mentoring
8. Empathy
9. Conflict management
10. Teamwork
11. Organizational awareness
12. Inspirational leadership

In the examination of Bar-On's EI Competencies Model by Faltas (2017), it is suggested that EI represents a complex interplay of behaviors rooted in emotional and social skills. Bar-On asserts that the competencies wield significant impact over individuals' performance and behaviours.

Bar-On's EI Competencies Model (Faltas, 2017)

Bar-On's model of EI delineates 5 core dimensions: self perception, self expression, interpersonal, decision making as well as stress management. Interestingly, similarities can be noted across various EI models.

Additionally, Bar-On identifies 15 specific subscales within the EI framework:

1. Self regard
2. Self actualization
3. Emotional self awareness
4. Emotional expression
5. Assertiveness
6. Independence
7. Interpersonal relationships
8. Empathy
9. Social responsibility
10. Problem solving
11. Reality testing
12. Impulse control
13. Flexibility
14. Stress tolerance
15. Optimism

Bar-On suggests that these competencies, integral components of EI, play a pivotal role in shaping human behaviour and interpersonal interactions.

Mayer, Salovey and Caruso's EI Ability Model : It is proposed that utilizing information gleaned from recognizing and regulating emotions aids in enhancing cognitive processes and directing decision

making. This Emotional Intelligence framework places emphasis on the 4 branch model of emotional intelligence.

The 4 branch model

This model talks about how emotional intelligence (EI) encompasses 4 fundamental abilities pertaining to emotions: 1. perception or expression of emotion, 2. utilization of emotions to facilitate thinking, 3. comprehension of emotion and 4. regulation of emotion.

1. Perception of Emotion

It involves the capacity to identify emotions in oneself as well as others through facial expressions, voice tone and also body language. Individuals skilled in this domain can accurately recognize emotions and effectively convey their emotional needs. For instance, in a situation where one is unable to attend a concert, adept perceivers of emotion may discern subtle signs of distress and adjust their actions accordingly.

2. Use of Emotion to Facilitate Thinking

This aspect revolves around leveraging emotions to enhance cognitive processes and adapt to diverse situations. It requires understanding that certain emotional states are more conducive to specific tasks. For example, feeling frustrated may enhance energy and vigor during physical activities but may hinder problem-solving abilities in academic pursuits. Those proficient in this aspect actively evoke emotions that align with their objectives.

3. Understanding of Emotion

EI encompasses the capacity to differentiate between various emotional states, comprehend their origins, and anticipate their developments. This includes recognizing how multiple emotions can interplay to generate a particular emotional experience. For example, experiencing contempt towards individuals who cut in line may arise from a blend of anger and disgust, illustrating the intricate nature of emotional responses.

4. Management of Emotion

Emotion management involves maintaining openness to a broad spectrum of emotions, acknowledging their significance in different contexts, and employing effective strategies to regulate them. It entails recognizing and allowing oneself to experience emotions while implementing techniques to prevent undesirable behaviors. For instance, managing anger in response to disappointment may involve deep breathing and adopting a composed demeanor to address the situation without escalating tensions.

Chapter 2: REVIEW OF LITERATURE

Cameron et al. (2020) conducted a study with goal to assess how Parenting style significantly impacts various facets of emotion socialization, knowledge acquisition, and self-awareness. To investigate this relationship, the present study engaged psychology undergraduates who completed an evaluation of their parents' child raising methods, alongside of their emotional intelligence. The study hypothesized that authoritative parenting would be linked with having the highest levels of EI, while authoritarian and permissive parents would be linked to lower emotional intelligence levels. Results indicated that individuals raised in authoritative and permissive environments exhibited higher emotional intelligence compared to those raised in authoritarian or neglectful parenting styles. This suggests that the supportive and responsive characteristics inherent in these parenting styles strongly correlate with adult emotional intelligence.

Argyriou et al. (2016) With limited research in this area, this study aimed to explore the link between parenting styles and trait EI in adolescents. The sample consisted of 127 children from Greek schools, aged between 15 and 19 years, who completed questionnaires assessing perceived parenting and trait EI. The results revealed a significant correlation between parenting styles and trait Emotional Intelligence, particularly with respect to authoritativeness and a marginally significant association with authoritarianism even after controlling for predictors of trait Emotional Intelligence. Additionally, significant correlations were found between adolescents' gender and parental education and trait EI.

Farrell (2015) This study aims to investigate the association between preschool-aged children's emotional intelligence and their parenting style. Eighty parent participants with preschool-aged children, ranging in age from three to six, made up the sample. It was found that the PSDQ favored one of the three parenting philosophies: permissive, authoritative, or authoritarian. The Children's Behavior Questionnaire-Very Short Form (CBQ-VSF) was also filled out by participants. The findings showed a single, noteworthy correlation between the authoritarian parenting style and the degree of negative affect or negative temperament associated with emotional intelligence in preschool-aged children.

Elaimat (2018) The objective of the research was to examine the association between kindergarteners in Zarqa II Governorate, Jordan and their emotional intelligence as well as parenting styles. To achieve this objective, 100 kindergartens students were used in which 47 were boys and 53 girls. Findings show that democratic, authoritative, and permissive were the most frequent parenting philosophies. The results also indicated a significant negative correlation between authoritarian as well as permissive parenting styles with emotional intelligence and statistically significant positive relationship between democratic parenting styles with emotional intelligence across all dimensions.

Nguyen et al. (2020) to investigate the link between methods of parenting and trait emotional intelligence among teenagers in Vietnam. This cross-sectional school survey used a multilevel regression models to control for potential confounders and school cluster effect. Results showed that boys performed better than girls on scores of overall EI, Well-Being, Self-Control subscale (n=1593). A higher EI was associated with warmth from parents during childhood while overprotection and authoritarianism by mothers related to lower EI in adolescents.

Batoola and Bond (2014) via the mediation of parenting styles, the relationship between teenagers' aggression and their parents' emotional intelligence was investigated. Along with their parents, two hundred and twenty-five undergraduate students from four Pakistani universities—113 males and 112 girls, ages 17 to 18—participated. Their teenagers filled out an Aggression Questionnaire (Buss & Perry, 1992). The findings show that parenting practices have an indirect relationship between parental emotional intelligence and violence in their children. Training in emotional intelligence has been shown to assist parents become better parents and reduce their child's likelihood of becoming aggressive.

Joseph et al. (2020) Numerous facets of the children's wellbeing are predicted by the parenting styles and competency. According to studies, parents provide their kids with their first learning environment before they enter schools, and the effects they have on them can last all the way until college. Despite the fact that a large body of research has been done on the effects of parenting style and parental competence on emotional intelligence, much of it has been done in the setting of Western or Asian nations; little to none of it has been done in Nigeria, especially in the metropolitan areas of Anambra State. Consequently, the study's main goal is to conceptualize how parenting skill and style relate to college students' emotional intelligence in metropolitan Anambra state, Nigeria.

Talib et al. (2015) The objective was to assess the relationship between Iranian boy students' perceived

parenting styles and emotional intelligence. 188 male students, ages 16 to 19, were selected for the sample. Multivariate regression analysis and the Pearson correlation coefficient were used to examine the data. The results showed that there were negative links between affectionless control style with high EI, and positive associations between optimal parenting style with high EI and loving parenting style. A strong indication of high EI was a loving, restrictive parenting style.

Segrin and Flora (2019) We begin by going over the definitions of social and emotional intelligence. The relationship among popular parenting philosophies and several measures of a child's emotional and social intelligence is then examined. The relationship between the strategic emotion-coaching parenting style and similar child outcomes is also investigated. It also seems that parenting techniques like availability and discipline help kids develop their social and emotional intelligence. One parenting style that is mentioned is overparenting, which seems to impede developing adults' development of these qualities. We find that ideal practices combine parental concern and care with a level of expectations on their child that is appropriate for their current developmental phase, with emotional intelligence and social intelligence serving as the benchmarks.

Yusef et al. (2015) This study explored how different parenting styles are linked to emotional intelligence in elementary school students from MAKOO. Researchers looked at 80 boys and girls chosen from various elementary schools. They used two methods to analyze the data: describing the information and finding connections between variables.

Questionnaires were used to gather information about parenting styles and emotional intelligence. Interestingly, for girls, the strict parenting style (authoritarian) had a stronger positive connection to emotional intelligence than it did for boys.

Babapour et al. (2015) Researchers investigated how a mother's emotional intelligence (EQ), parenting style, and a child's anxiety levels might influence the child's behavior at the dentist. The study involved 117 children aged 4-6 and their mothers. They assessed the mothers' EQ and parenting style through questionnaires, and measured the children's anxiety and behavior using specific scales. Interestingly, the study found a significant link between a mother's EQ and the child's behavior at the dentist, but no connection between parenting style and the child's behavior itself. While a mother's overall EQ wasn't directly tied to the child's anxiety, some aspects of her EQ did correlate with certain anxiety measures. Additionally, the study revealed that authoritarian parenting was linked to a child's separation anxiety, while an authoritative parenting style was associated with higher maternal EQ. Overall, the findings suggest that a mother's emotional intelligence may play a more important role than parenting style in influencing a child's behavior during dental visits.

Yadav et al. (2021) This research aimed to examine how emotional intelligence and parenting styles affect the mental well-being of Indian teenagers. The study involved 150 students (75 boys and 75 girls) aged 15-18. Interestingly, the study found that feeling good was linked to feeling parented in various ways, including with clear rules (authoritative), strict rules (authoritarian), having independence (autonomy), having a good parent-child bond (positive relationship), and self-acceptance by the parents. While all these styles were related to well-being, strict parenting had a stronger connection to emotional intelligence than parenting with clear rules or permissiveness. Overall, the study suggests that authoritarian parenting style may have the strongest effect on developing emotional intelligence in Indian teens, while permissive parenting has a weaker influence. Additionally, both emotional intelligence and parenting style seem to play a role in shaping teenagers' mental well-being.

Rachelle (2021) Over 300 adolescents participated, with females being slightly more represented than

males. The average age was around 19 years old. Scientists used established questionnaires to assess both parenting styles and EI in the teenagers. Analysis revealed a significant connection between the two. This suggests that the way parents raise their children has a substantial impact on how teenagers develop their emotional intelligence. This shows the importance of parenting styles in shaping EI and emphasizes the role parents play in nurturing this crucial skill in their adolescents.

Koshaq (2021) This study examined how parenting styles and emotional intelligence affect communication skills in adolescents. Researchers recruited 200 participants (100 male, 100 female) from a high school in Islamabad, focusing on adolescence as a key developmental stage. Questionnaires assessed parenting styles, emotional intelligence, and communication competence. The findings showed that permissive and strict parenting styles were linked to poorer communication skills and emotional intelligence. In contrast, a supportive parenting style was associated with better communication skills and emotional intelligence. Interestingly, emotional intelligence itself was also positively linked to communication skills. Further analysis revealed that both parenting styles and emotional intelligence can be used to predict communication competence in adolescents. While gender differences were found in how teens perceived parenting, their emotional intelligence, and communication skills, family structure and socioeconomic background did not appear to have a significant impact.

Shalini et al. (2015) Researchers examined how teenagers perceived their fathers' parenting styles and how this impacted their emotional intelligence. The study looked at nearly 1,000 students aged 16-18 and considered any gender differences. Students filled out questionnaires to assess parenting styles and emotional intelligence. The results showed clear links between fathers who were seen as fair and demanding (authoritative) and teenagers with strong emotional intelligence. Interestingly, teens perceived their dads as being more fair and demanding with girls than boys. This suggests that involved fathers who set clear expectations and provide warmth are key to raising emotionally intelligent teens, regardless of the teen's gender.

Pavlovic et al (2021) study was conducted on a group of 115 students. The results indicate that there are no disparities in emotional competence development during exams among students with different academic achievements, but there are variations depending on the study program they are enrolled in.

Suresh and Drisya (2021) The research aimed to understand the various parenting styles present, assess emotional intelligence levels, and analyze any connections between these factors. Researchers employed a non-experimental descriptive design and randomly selected 100 participants through a lottery method. A structured questionnaire gathered demographic information like age, gender, and family background. While an emotional intelligence inventory measured emotional intelligence. The findings revealed that affection was the dominant maternal parenting style (57%), followed by optimal, affectionless, and neglectful styles. Paternal styles showed a similar trend, with affection being the most common. Emotional intelligence levels varied among participants, with a significant portion falling in the middle range.

.Chong and Chan (2020) By analyzing the association between (EI) and parenting styles—both maternal and paternal—as well as positive, negative self talk among teenagers in Singapore, this study aimed to advance our understanding of EI. Instruments measuring trait EI, perceived parenting styles were completed by students in Grades 6 through 8.

Positive self-talk and authoritative parenting styles from both parents were found to be significant predictors of various trait EI components. This suggests that the perceived parenting styles of mothers and fathers are uniquely related to various aspects of emotion expression, regulation, and management.

The association between EI and perceived authoritative parenting approaches was mediated by positive self talk. Maternal authoritarian parenting and emotional self regulation was decreased by negative self-talk.

Besharat, (2015) This study looked into the relationship between emotional intelligence and perceived parenting. The Perception of Parents Scale (and the Emotional Intelligence Scale were completed by 352 students (210 girls and 142 boys). The findings showed that emotional intelligence and all aspects of parenting were positively correlated. Additionally, changes in emotional intelligence can be predicted by felt warmth (particularly from the mother) and autonomy support. It is clear that one of the most important elements in the development of emotional intelligence is the perception of parents' warmth.

Chapter 3: METHODOLOGY

Aim: To assess and study the effect of parenting styles on trait emotional intelligence (EI) of college students.

Objectives

1. To study and assess the (EI) of college students
2. Assessing the various parenting styles
3. Investigate the correlation between the various parenting styles (authoritative, authoritarian, permissive) and the emotional intelligence (EI) levels of college students, utilizing standardized measures of both emotional intelligence and parenting styles.
4. Examine the role of gender in the link between parenting styles and emotional intelligence among college students.

Rationale

The chosen dissertation topic, "Effect of Parenting Styles on the Emotional Intelligence" is motivated by the impact that parenting practices can have on the psychological development and well-being of individuals, particularly during the critical transition period of young adulthood. Emotional intelligence (EI) is increasingly recognized as a vital component of mental health, interpersonal relationships, and overall success, making it an important area of study within the field of psychology and education.

The rationale for investigating the link between parenting styles and emotional intelligence among college students stems from the profound influence parents have on their children's socio-emotional development, even as they progress into adulthood. Parenting styles, as conceptualized by Diana Baumrind (1966), including authoritative, authoritarian, permissive, and neglectful, represent distinct approaches to child-rearing characterized by varying levels of warmth, responsiveness, and control.

Understanding how these different parenting styles shape emotional intelligence during the college years is crucial for several reasons. The college environment presents numerous challenges and stressors that can significantly impact students' emotional well-being and academic performance. Second, college serves as a period of transition from adolescence to adulthood, during which individuals continue to develop their self-identity, autonomy, and social skills. Third, EI has been linked to various outcomes, including academic achievement, mental health, and interpersonal relationships, all of which are pertinent to the college experience. By investigating the impact of parenting styles on the EI of college students, this research aims to contribute valuable insights to both theoretical understanding and practical applications. It seeks to address gaps in existing literature by examining how specific dimensions of parenting styles (e.g., warmth, control) relate to different facets of emotional intelligence

(e.g., self-awareness, empathy, emotion regulation) within the unique context of higher education.

Hypothesis

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

Research design

To lessen the biases in the replies to the surveys, a cross-sectional close ended , Likert scale based survey design was used and the questionnaires based on the same design were provided to participants to answer .

Sample size: A convenient sampling approach was used for the resolution of the sample. The complete research about sample consisted of 100 college students from Delhi NCR region of India in the age vary of 18 -25 years.

Procedure: Data collection was carried out whilst visiting colleges , institutions of students. At the preliminary phase the cause of research used was well defined and willingness to participate in the study was sought whilst emphasizing that the participation in research used was not binding and the members have been free to decline and withdraw from the find out about any time. It was made clear to the individuals that no financial benefits will be given. After searching for the consent to participate, an appropriate day and time were asked.

Questionnaires were provided to the participants via Google forms and hard copy, too, and they were free to choose any of the medium to fill the questionnaire.

The questionnaire consisted of a no objection certificate, which was to be signed by the participant , as proof that they were never forced to fill items, and they did it willingly. Then, the instructions were given, and they filled the forms.

Tools

Following psychometric equipment had been employed to verify the extent stage of the variables blanketed in this study:

Socio-demographic file sheet: The Socio- demographic sheet was developed for the study, which blanketed name, age, gender and educational qualification.

Perceived Parenting Style Scale

Divya and Manikandan (2013) created the Perceived Parenting Style Scale to examine how the youth perceive their parents' actions. It gauges how the person is seen to parent in three different ways: authoritarian, permissive, and authoritative. It has thirty items, to which respondents were asked to pick their answers on a five-point Likert scale. Youth's perception of their parents' parenting approaches, which are based on three different parenting philosophies—permissive, authoritarian, and authoritative—is known as perceived parenting style.

An authoritative style involves open communication between parents and children, as well as clear expectations, guidance, and support for teenagers. It also involves spending quality time with the child, showing them the proper path, and encouraging them to make decisions.

High standards, discipline, comparing oneself to friends, offering criticism while acting, punishing disobedient behavior, little sympathy or consolation, limitations, and failing to offer solutions to issues are all characteristics of the authoritarian style.

A permissive parenting style involves setting few boundaries, having few or no expectations for their kids, treating them like friends, spending less time with them, not enforcing rules or regulations, being inconsistent and forgiving, and letting the kids manage their own activities.

Wong and Law Emotional Intelligence Scale, WLEIS

A brief emotional intelligence (EI) test appropriate for workplace research was created with the Wong and Law Emotional Intelligence Scale (Wong & Law, 2002). Emotional intelligence (EI) was conceptualized by Salovey and Mayer, 1990 as consisting of four distinct dimensions: self evaluation and expression of emotion (SEL), self evaluation as well as recognising of emotion in others (OEA), self regulation of emotion (ROE), and use of emotion to improve one's performance (UOE). Their scientific and conceptual foundation for emotional intelligence is derived from Gross's (1998) model of emotion regulation. 9 things were created for the four EI dimensions in the original 36 item pool.

Using these items, an exploratory factor analysis revealed eight components with eigenvalues larger than unity. Examining these eight components' factor loadings in detail revealed that the first four factors with the highest eigenvalues essentially represented the four proposed EI dimensions. A distinct four-factor structure was revealed after doing a second factor analysis using just these 16 items. The four factors have internal consistency reliability ranging from

0.83 to 0.90 Overall, the WLEIS exhibits good convergence with some of the previous EI measures, in addition to having adequate reliability and validity. However, it seems that the WLEIS predicts external criteria factors like life satisfaction more accurately.

Tools used for data analysis : The collected data was analysed with the help of Pearson correlation, mean and T test.

A r , sample correlation coefficient can be found from bivariate pearson Correlation and it shows the direction and strength of linear relationships existing between pairs of two continuous variables. Therefore, Pearson Correlation assesses if a population's variable pair have any statistically significant linear relationship as indicated by the population correlation coefficient ρ ("rho"). One of the parametric measures is the Pearson Correlation.

In Mathematics and statistics analysis, the arithmetic mean, arithmetic average, or just the imply of average, is the sum total of a series of numbers divided with the aid of the matter of numbers in the collection. The collection is often a set of outcomes from an experiment, an observational study, or a survey.

To examine if there is a meaningful difference between two groups in their means, an inferential statistic called t-test is employed. For t-test to be used, data sets must have normal distribution as well as unknown variances.

Chapter 4: RESULT

The correlation matrix reveals insights into how various parenting styles relate to emotional intelligence in both females and males.

1. Authoritative Parenting: There is a moderate positive correlation with authoritarian and permissive parenting styles for both genders. However, it has weak negative correlations with emotional intelligence in both males and females.

2. Authoritarian Parenting: This style shows strong positive correlations with permissive parenting for both genders. It correlates moderately positively with emotional intelligence in females. No significant correlation with emotional intelligence in males.
3. Permissive Parenting: There are strong positive correlations with authoritarian parenting for both genders. However, there are weak negative correlations with emotional intelligence in both males and females.
4. Emotional Intelligence: Emotional intelligence shows weak associations with various parenting styles for females, except for a weak negative correlation with authoritative parenting. For males, emotional intelligence exhibits weak to moderate correlations with different parenting styles, with the most prominent negative correlation being with authoritarian parenting.

In conclusion, these findings indicate that parenting styles may impact emotional intelligence differently in males and females. Authoritarian parenting, in particular, consistently shows more negative associations, especially in males.

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Table 1: correlational analysis between parenting styles and emotional intelligence of male and females

Correlations

		authoritative female	authoritarian female	permissive male	emotional intelligence female	authoritative male	authoritarian male	permissive male	emotional intelligence male
	Pearson Correlation	1	.436**	.427**	-.003	-.148	.105	.026	-.197
authoritative female	Sig. (2-tailed)		.002	.003	.985	.320	.484	.862	.185
	N	47	47	47	47	47	47	47	47
	Pearson Correlation	.436**	1	.923**	.018	-.130	.139	.196	-.039
authoritarian female	Sig. (2-tailed)	.002		.000	.903	.383	.352	.187	.793
	N	47	47	47	47	47	47	47	47
	Pearson Correlation	.427**	.923**	1	-.042	-.036	.154	.203	-.211
permissive female	Sig. (2-tailed)	.003	.000		.779	.808	.301	.172	.154
	N	47	47	47	47	47	47	47	47
	Pearson Correlation	-.003	.018	-.042	1	.079	-.199	-.037	.138

emotionalintelligencefemale	Sig. (2-tailed)	.985	.903	.779		.596	.180	.808	.354
	N	47	47	47	47	47	47	47	47
	Pearson Correlation	-.148	-.130	-.036	.079	1	-.469**	-.386**	-.265
authoritativefemale	Sig. (2-tailed)	.320	.383	.808	.596		.001	.007	.072
	N	47	47	47	47	47	47	47	47
	Pearson Correlation	.105	.139	.154	-.199	-.469**	1	.695**	.177
authoritarianfemale	Sig. (2-tailed)	.484	.352	.301	.180	.001		.000	.234
	N	47	47	47	47	47	47	47	47
	Pearson Correlation	.026	.196	.203	-.037	-.386**	.695**	1	.210
permissivefemale	Sig. (2-tailed)	.862	.187	.172	.808	.007	.000		.157
	N	47	47	47	47	47	47	47	47
	Pearson Correlation	-.197	-.039	-.211	.138	-.265	.177	.210	1
emotionalintelligencefemale	Sig. (2-tailed)	.185	.793	.154	.354	.072	.234	.157	
	N	47	47	47	47	47	47	47	47

** . Correlation is significant at the 0.01 level (2-tailed).

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
authoritativefemale	25.19	47	10.450	1.524
Pair 1				
authoritativefemale	26.79	47	5.437	.793
authoritarianfemale	28.77	47	11.034	1.609
Pair 2				
authoritarianfemale	26.32	47	5.509	.804
permissivefemale	28.00	47	11.285	1.646
Pair 3				
permissivefemale	25.57	47	6.921	1.010
emotionalintelligencefemale	78.23	47	17.407	2.539
Pair 4				

emotionalintelligencemale	72.34	47	11.095	1.618
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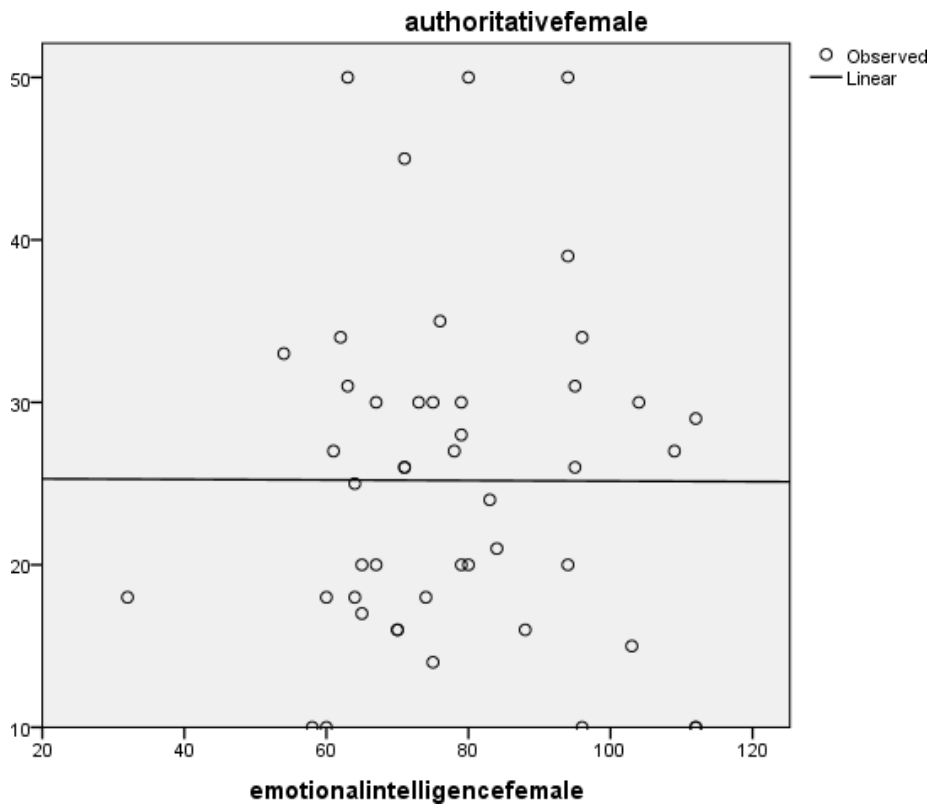
Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	authoritativefemale - authoritativefemale	1.596	12.474	1.819	-5.258	2.067	-.877	46	.385
Pair 2	authoritarianfemale - authoritarianfemale	2.447	11.628	1.696	-.967	5.861	1.443	46	.156
Pair 3	permissivemale - permissivemale	2.426	11.983	1.748	-1.093	5.944	1.388	46	.172
Pair 4	emotionalintelligencemale - emotionalintelligencemale	5.894	19.306	2.816	.225	11.562	2.093	46	.042

The table shows the results of a paired samples test comparing measures or scores between genders in various parenting styles. The “paired differences” column indicates the average difference in scores between females and males within each parenting style category. The “t” column displays the t-statistic, which measures group differences relative to variation within the groups. The “df” column shows the degrees of freedom, and “Sig. (2-tailed)” presents the p-value for each comparison.

From the data:

- No significant difference between authoritative females and males in parenting style ($p = .385$).
- The variance between authoritarian females and males in parenting style is not significant at the 0.05 level ($p = .156$).
- Likewise, there is no significant contrast between permissive females and males in parenting style ($p = .172$).
- However, there does appear to be a notable difference between females and males in emotional intelligence within parenting styles, with females showing an advantage ($p = .042$).

In conclusion, while there are differences in parenting style and emotional intelligence between genders, they are not consistent across all parenting styles, and only the emotional intelligence variance appears to be statistically significant.



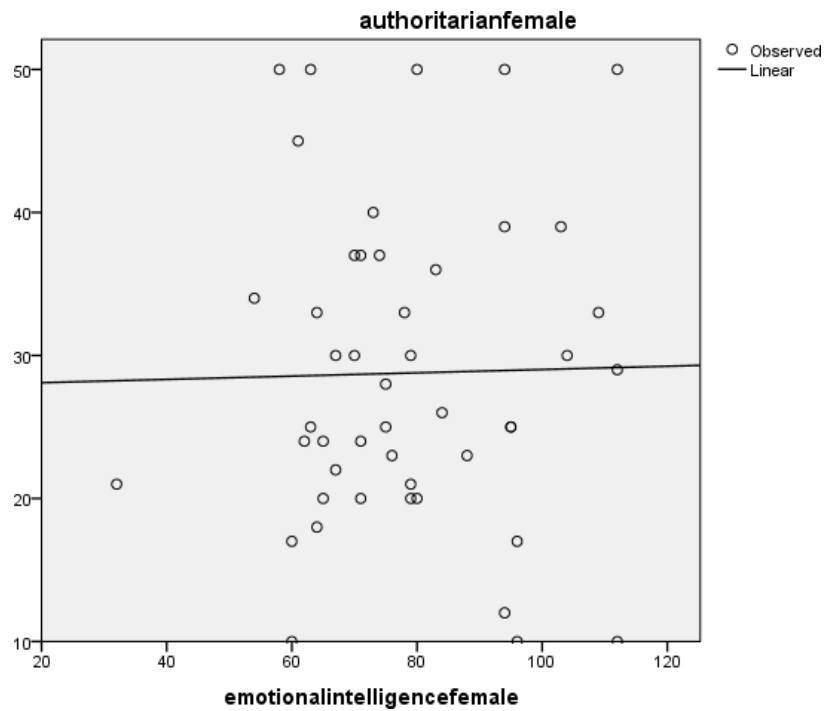
ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	.042	1	.042	.000	.985
Residual	5023.235	45	111.627		
Total	5023.277	46			

The independent variable is emotionalintelligencefemale.

Interpretation:

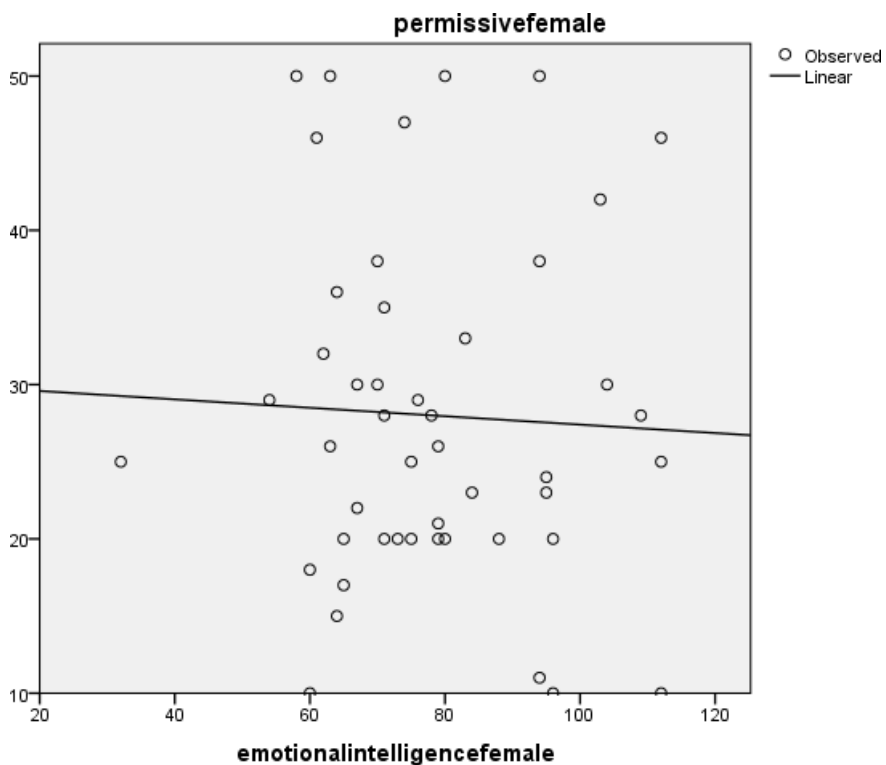
- The proportion of regression sum of squares (RSS) is 0.042 and it means that about 4.2% of the dependent variable 'authoritative' can be explained by the independent variable 'emotionalintelligencefemale'.
- The other part, residual sum of squares (RSS) is equal to 5023.235 and shows how much dependent variable does not depend on independent.
- Nevertheless, based on such a low F value and a very high p-value (Sig. = .985), there are no significant effect between the dependent variable and the main independent variable emotional intelligence for women.
- Therefore, there is no significant link between EI scores of females and the dependent variable, given the high p-value.



ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	1.850	1	1.850	.015	.903
Residual	5598.576	45	124.413		
Total	5600.426	46			

The independent variable is emotionalintelligencefemale.



ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.360	1	10.360	.080	.779
Residual	5847.640	45	129.948		
Total	5858.000	46			

The independent variable is emotional intelligence female.

Chapter 5: DISCUSSION

Aim: To assess and study the effect of parenting styles on emotional intelligence of college students. Yadav et al. (2021) This research aimed to examine how emotional intelligence and parenting styles affect the mental well-being of Indian teenagers. The study involved 150 students (75 boys and 75 girls) aged 15-18. Interestingly, the study found that feeling good was linked to feeling parented in various ways, including with clear rules (authoritative), strict rules (authoritarian), having independence (autonomy), having a good parent-child bond (positive relationship), and self-acceptance by the parents. While all these styles were related to well-being, strict parenting had a stronger connection to emotional intelligence than parenting with clear rules or permissiveness. Overall, the study suggests that authoritarian parenting style may have the strongest effect on developing emotional intelligence in Indian teens, while permissive parenting has a weaker influence. Additionally, both emotional intelligence and parenting style seem to play a role in shaping teenagers' mental well-being.

The correlation matrix reveals insights into how various parenting styles relate to emotional intelligence in both females and males.

Authoritarian Parenting: This style shows strong positive correlations with permissive parenting for both genders. It correlates moderately positively with emotional intelligence in females. No significant correlation with emotional intelligence in males.

Permissive Parenting: There are strong positive correlations with authoritarian parenting for both genders. However, there are weak negative correlations with emotional intelligence in both males and females.

Emotional Intelligence: Emotional intelligence shows weak associations with various parenting styles for females, except for a weak negative correlation with authoritative parenting. For males, emotional intelligence exhibits weak to moderate correlations with different parenting styles, with the most prominent negative correlation being with authoritarian parenting.

In conclusion, these findings indicate that parenting styles may impact emotional intelligence differently in males and females. Authoritarian parenting, in particular, consistently shows more negative associations, especially in males.

paired samples test comparing measures or scores between genders in various parenting styles. The “paired differences” column indicates the average difference in scores between females and males within each parenting style category. The “t” column displays the t- statistic, which measures group differences relative to variation within the groups. The “df” column shows the degrees of freedom, and “Sig. (2-tailed)” presents the p-value for each comparison.

From the data: There is no significant difference between authoritative females and males in parenting style (p = .385). The variance between authoritarian females and males in parenting style is not significant at the 0.05 level (p = .156). Likewise, there is no significant contrast between permissive

females and males in parenting style ($p = .172$).

However, there does appear to be a notable difference between females and males in emotional intelligence within parenting styles, with females showing an advantage ($p = .042$).

In conclusion, while there are differences in parenting style and emotional intelligence between genders, they are not consistent across all parenting styles, and only the emotional intelligence variance appears to be statistically significant.

The F-value (0.000) indicates the ratio of explained variance to unexplained variance. However, with such a low value of F and a very high p-value (Sig. = .985), it suggests that the independent variable (emotional intelligence female) does not have a significant effect on the dependent variable. Therefore, there is no significant link between emotional intelligence scores of females and the dependent variable, given the high p-value.

Chapter 7: CONCLUSION

Authoritative Parenting has weak negative correlations with emotional intelligence in both males and females. Authoritarian Parenting correlates moderately positively with emotional intelligence in females. No significant correlation with emotional intelligence in males.

Permissive Parenting has weak negative correlations with emotional intelligence in both males and females. Emotional intelligence shows weak associations with various parenting styles for females, except for a weak negative correlation with authoritative parenting. For males, emotional intelligence exhibits weak to moderate correlations with different parenting styles, with the most prominent negative correlation being with authoritarian parenting.

In conclusion, these findings indicate that parenting styles may impact emotional intelligence differently in males and females. Authoritarian parenting, in particular, consistently shows more negative associations, especially in males.