

Parenting Styles and their Association with Self-Efficacy and Emotional Intelligence among First-Generation Learners

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Abstract

Parenting style is one factor that significantly affects the psychological and emotional development of the child. In the case of first-generation learners, the role of parents is more significant since they may not have the educational background to support their child's educational needs. The present study is conducted with the aim of investigating the relationship between parenting style, self-efficacy, and emotional intelligence among first-generation learners. A sample of 204 college students was selected using the convenience sampling method. Standardized scales were used to assess the level of parenting style, self-efficacy, and emotional intelligence. As the data were not distributed normally, non-parametric tests were used. The Spearman correlation, Mann-Whitney U test, and Kruskal-Wallis test were used to analyze the data. The results showed that the level of authoritarian and permissive parenting style is not significantly related to self-efficacy and emotional intelligence. In the case of authoritarian and permissive parents, the level of self-efficacy and emotional intelligence is low.

Keywords: Parenting Styles, Self-Efficacy, Emotional Intelligence, First-Generation Learners

INTRODUCTION

It has been acknowledged that parenting style significantly impacts the social, emotional, and cognitive development of children. Parenting style, as a concept, represents a set of attitudes and behaviors of parents, which they use to rear their children. Three styles of parenting have been identified, namely authoritative, authoritarian, and permissive parenting style. Authoritative parenting style reflects a style of parenting where there is a presence of parental warmth, responsiveness, and reasonable control. Authoritarian parenting style reflects a style of parenting where there is a focus on obedience and strict discipline, whereas permissive parenting style reflects a style of parenting where there is a presence of parental warmth, low control, and discipline. These styles of parenting have a significant impact on the psychological outcomes of children, i.e., their academic achievement, emotional well-being, confidence, and social relationships. Among the psychological outcomes, self-efficacy and emotional intelligence have been identified as psychological strength for students.

Self-efficacy is the belief that one has the capacity to execute tasks and accomplish the desired outcome. People with high self-efficacy seem to possess high levels of perseverance, motivation, and resistance to

challenges.

Emotional intelligence is the capacity to understand and utilize one's or other people's emotions. People with high emotional intelligence seem to possess high levels of coping with stress, communicating effectively, and developing healthy social relationships.

First-generation learners refer to students whose parents have not benefited from higher education. These learners seem to face challenges that include lack of guidance, insufficient educational support from their parents, and socio-economic challenges. Parenting may play a significant role in the psychological development of the learners.

Review of Literature

Self-efficacy (SE), a concept originating from Bandura's Social Cognitive Theory, denotes an individual's self-assessment of their capacity to achieve personal objectives (Bandura, 1977). First-Generation Learners, who typically exhibit elevated levels of Self-Efficacy, are distinguished by their motivation, perseverance, and academic success (Schunk, 1984; Pajares, 1996). This is particularly relevant for First-Generation Learners, considering their restricted access to parental guidance concerning academic achievement (Zimmerman, 2000). Emotional Intelligence (EI), as conceptualized by Daniel Goleman, represents an individual's ability to understand and regulate their own emotions, a competency that substantially affects stress management and interpersonal dynamics (Salovey & Mayer, 1990; Bar-On, 1997). Parenting Style, as articulated by Diana Baumrind, refers to parental methodologies, encompassing authoritarian, authoritative, and permissive styles, and their influence on children's emotional and psychological growth. The Parenting Style Theory was subsequently expanded upon by Eleanor E. Maccoby and John A. Martin. It has been found in several empirical studies that positive parenting style positively influences academic and psychological development in children. In the study conducted by Pravitha K. P. (2024), Sing & Sankar (2024), Abdollahi (2013), Neumann & Koot (2010), and Sachdeva & Mishra (2008), the results showed that there is a positive relationship between parenting style and academic and psychological development. In the studies conducted by Julia Theresya et al. Research by Tania Qamar & Sana Majeed (2020) and others (2018) has shown a positive relationship between parenting style and both self-efficacy and emotional intelligence. However, the connection between parenting style, self-efficacy, and emotional intelligence in First-Generation Learners hasn't been studied much. This is important because these learners often face academic difficulties, which can be linked to a lack of parental guidance in their academic work (Steinberg, 2001; Bronfenbrenner, 1979; Vygotsky, 1978).

Method

Objectives

1. To examine the relationship between parenting style and self-efficacy among first-generation learners.
2. To examine the relationship between parenting style and emotional intelligence among first-generation learners.
3. To examine whether parenting style predicts self-efficacy and emotional intelligence.

Hypotheses

H1 – There will be a significant relationship between parenting style, self-efficacy and emotional intelligence among first-generation learners.

H2 – Parenting style and its dimensions will be a significant predictor of self-efficacy.

H3 – Parenting style and its dimensions will be a significant predictor of emotional intelligence.

Sample

The research is based on first-generation college students. A total of 204 participants were part of the research. Both men and women from different fields were included. The age group of the participants varied from 18 to 25 years. In this context, “first generation” refers to students whose parents have not completed higher education.

A non-probability, convenience sampling design and technique were used. In this method, the sample is chosen based on the ease of access. Questionnaires were distributed to the participants to be completed. Both undergraduate and postgraduate students from regular colleges were part of the sample.

Inclusion Criteria

- Individual age group between 18-25 years were excluded in the study.
- Participants must be first-generation college students, meaning their parents had not completed higher education.
- Participants must be currently enrolled in undergraduate or postgraduate courses in regular colleges.

Exclusion Criteria

- Individuals pursuing distance education or correspondence courses were excluded from the study.
- Students whose parents had completed higher education were excluded from the study.
- Individuals pursuing diploma or certificate courses were excluded from the study.

Tools for the Study

The Perceived Parenting Style Scale (PPSS) by Divya and Manikandan (2013) measures the perception of various parenting styles by the students. This scale consists of 30 items, and the responses are measured on a 5-point Likert scale. The reliability of the scale ranges between 0.79 and 0.86. This scale includes three types of parenting styles, namely, authoritative, authoritarian, and permissive. The score indicates the level of perception of the particular parenting style.

The General Self-Efficacy Scale (GSE) by Schwarzer and Jerusalem (1995) includes ten questions, and the reliability of the scale ranges between 0.76 and 0.90. This scale is related to positive states of mind, such as optimism and emotional stability. This scale also includes negative relations with stress, depression, and anxiety.

The Emotional Intelligence Scale (EIS) by Singh and Narain (2014) includes 31 questions, and the reliability of the scale is 0.86. This scale includes questions related to the understanding emotions, empathy, and managing relationships. Higher scores indicate higher levels of emotional intelligence.

Research Design and Statistical Techniques

The current study utilized a quantitative method to collect numerical data to achieve the goals and test the hypotheses. The correlational method was utilized to investigate the associations between parenting styles, self-efficacy, and emotional intelligence. Participants answered a set of standardized questionnaires. The data obtained from the questionnaires was analyzed using statistical software, SPSS. The current study utilized descriptive statistics to analyze the data. Since the data obtained did not demonstrate a normal

distribution, non-parametric tests were utilized for further analysis. To investigate the associations between parenting styles, self-efficacy, and emotional intelligence, Spearman’s rank correlation coefficient analysis was utilized. To investigate gender differences, the Mann-Whitney U test was utilized. To investigate differences across various demographic groups, the Kruskal-Wallis test was utilized. To investigate whether parenting styles could be utilized to predict levels of self-efficacy and emotional intelligence for first-generation learners, a multiple regression analysis was utilized.

Results and Discussion

Table 1: Shows the results of Spearman’s rho correlation analysis, examining the relationship between Parenting Styles, Self-efficacy and Emotional Intelligence among first-generation learners.

Variables	Self-efficacy	Emotional Intelligence
Authoritative	0.743**	0.685**
Authoritarian	-0.140*	-0.299**
Permissive	-0.180**	-0.158*

*.Correlation is significant at the 0.05 level (2-tailed).

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

Table 1 displays the Spearman rho correlation coefficient between the parenting style, self-efficacy, and emotional intelligence of the first-generation learners. As shown, the data reveal that the authoritative parenting style, which is defined as the balance of authority, is significantly correlated with self-efficacy ($r = 0.743, p < 0.01$) and emotional intelligence ($r = 0.685, p < 0.01$). On the contrary, the authoritarian style, which is defined as the rigid control of the parents, is found to be negatively correlated with self-efficacy ($r = -0.140, p < 0.05$) and emotional intelligence ($r = -0.299, p < 0.01$). In addition, the permissive style is found to be negatively correlated with self-efficacy ($r = -0.180, p < 0.01$) and emotional intelligence ($r = -0.158, p < 0.05$), thus proving the alternative hypothesis.

Table 2: Examine the multiple regression analysis of Parenting Styles and Self-efficacy.

Model	Variable	B value	β value	R^2	ΔR^2	F-value	P value
1	Authoritative	0.561	0.852	0.736	0.732	185.879	0.000
2	Authoritarian	0.054	0.049				
3	Permissive	-0.201	-0.170				

Table 2 indicates the multiple regression analysis that examines the association between parenting style and self-efficacy for first-generation learners. The model is significant ($F = 185.879, p < .001$) and explains a significant proportion of the variance ($R^2 = .736$), and the ΔR^2 indicates that the model predicts 73.2 percent of the data. Authoritative parenting is the strongest predictor of self-efficacy, with a beta value of .852. The data also shows a weak positive relationship between authoritarian parenting and self-efficacy. In contrast, permissive parenting is linked to lower self-efficacy. The findings are in support of the alternative hypothesis.

Table 3: Examine the multiple regression analysis of Parenting Styles and Emotional Intelligence.

Model	Variable	B value	β value	R^2	ΔR^2	F-value	P value
1	Authoritative	0.383	0.724	0.598	0.592	99.232	0.000
2	Authoritarian	-0.102	-0.115				
3	Permissive	-0.110	-0.116				

The multiple regression analysis indicates that the parenting style is a significant predictor of emotional intelligence in first-generation learners ($F = 99.232, p < .001$). The model is significant as it explains 59.8% of the variance in emotional intelligence ($R^2 = .598, \Delta R^2 = .592$). Among the parenting styles, authoritative is the strongest positive predictor of emotional intelligence ($B = 0.383, \beta = 0.724$). However, the other two styles, authoritarian ($B = -0.102, \beta = -0.115$) and permissive ($B = -0.110, \beta = -0.116$), are negative predictors of emotional intelligence. Therefore, the alternative hypothesis is accepted.

Summary and Conclusion

The study investigated the relationship that exists between parenting style, self-efficacy, and emotional intelligence among first-generation college students. A quantitative correlational study design was used in the study, where 204 first-generation college students were surveyed. A Perceived Parenting Style Scale, a General Self-Efficacy Scale, and an Emotional Intelligence Scale were used in the study. The results revealed that parenting style plays an important role in the psychological development of college students. More specifically, an authoritative parenting style was found to have a strong association with self-efficacy and emotional intelligence, whereas an authoritarian parenting style was found to have a weak association with self-efficacy and emotional intelligence. Overall, the study revealed that parenting style plays an important role in the development of self-efficacy and emotional intelligence in college students.

Implications

The research emphasizes the importance of the impact of the parenting style on the psychological development of first-generation students. If the parenting is good and balanced, the students show higher self-efficacy and emotional intelligence. Such research may provide valuable insights for educators, counselors, and parents in developing strategies that may improve the emotional intelligence of the students and thus make the transition easier for them.

Limitations

- The sample size used for the study was limited, and the results might not apply to the wider population.
- The study could have used convenience sampling, and the results might not represent the population.
- The results might have been affected by response bias since they were obtained using questionnaires.

Suggestion for Future Research

- Future studies might expand the population sample and the sample size, which would improve the generalizability of the research.
- Other aspects that could be examined in future studies include academic performance, stress, or hardness.
- Future research might use longitudinal designs to understand the interplay between these constructs.

Ethics Followed

The ethical principles remained our guiding principles throughout the process. The goals of the research were well explained to all the people involved in the research. They understood the goals of the research before the collection of the research data. The confidentiality of the research participants was maintained, and they were reminded that they could withdraw from the research at any moment without any repercussions.

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