

Influence of mothering and fathering on emotional intelligence

■ S. BIRADAR AND V.S.YADAV

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■ **ABSTRACT :** An ex-post-facto study to analyse influence of parenting styles on emotional intelligence was conducted on a purposive sample of 300 male and 200 female students of College of Agriculture and College of Rural Home Science, University of Agricultural Sciences, Dharwad, Karnataka state. The age of the respondents ranged from 18 to 23 years. Parenting scale (Bharadwaj *et al.*, 1995) was used to measure the parenting styles. Emotional intelligence questionnaire was used to measure the emotional intelligence. The data were subjected to coefficient of correlation and regression analyses. The results revealed that, there was significant positive correlation between self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, conscientiousness and fathering. But there was a significant negative relationship between fathering and intuitiveness. Correspondingly there was significant positive correlation between self-awareness, interpersonal sensitivity, influence, conscientiousness and mothering. Whereas there was no significant correlation between intuitiveness, emotional resilience, motivation and mothering. The regression analysis revealed that fathering had significant influence on self-awareness, emotional resilience, interpersonal sensitivity, intuitiveness, conscientiousness and emotional intelligence of the students, whereas mothering had significant effect on influence but fathering and mothering had combined significant influence on motivation of the students.

■ **KEY WORDS :** Emotional intelligence, Mothering and fathering

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See end of the paper for authors' affiliations

Correspondence to :

S. BIRADAR

Department of Human Development, College of Rural Home Science (U.A.S.), DHARWAD (KARNATAKA) INDIA

Email: shweturose@gmail.com

Family refers to a group related to blood or marriage constituted by a man, women and their socially recognized children in its nuclear and primary form (Harre and Lamb, 1983) and serves as an effective agent of socialization, where a child acquires a few workable assumptions about the world to become a competent and useful member of society. The child uses his parents as models for his adjustment to life and fundamental pattern once established at home, cannot be eradicated completely but modified or changed as the child grows up. Thus, relationship between the parents and the child happens to be a central factor in the social upliftment of the individual, parents are supposed to create congenial, happy, democratic, lucid and warm atmosphere, where a child can blossom his own hidden potentialities and may develop social interactional skills (Bharadwaj, 1995).

Goleman (1998) considered that family and school are

the places, which can develop emotional and social competence *i.e.* emotional intelligence. He ascertained reviewing hundred's of studies that how parents treat their children, whether with harsh discipline or empathic understanding, with indifference or warmth and so on has deep and lasting consequences for the child's emotional life. Only recently, though there have been hard data showing that having emotionally intelligent parents is itself of enormous benefit to a child. The way a couple handles the feelings between them in addition to their direct dealings with a child impart powerful lessons to their children, who are astute learners, attuned to the subtlest emotional recharges in the family. Therefore, he considers family life is the first school for emotional learning, in this intimate coudron children learn how to feel about themselves and how others will react to their feelings, how to think about these feelings and what choices they have in reacting, how to read and express hopes