

Mothering and fathering on emotional intelligence

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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

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 cauldron children learn how to feel about themselves and how others will react to their feelings, how to think about these feelings and what choices they have in reacting, how to read and express hopes and fears. This emotional schooling operates not just through the things parents say and do directly to children but also in the models they offer for handling their own feelings and those that pass between husband and wife.

Psychologists, educationists and sociologists all agree that the family furnishes the basic environment for building healthy emotionality and personality, if a child by satisfying their emotional need, to love and to be loved within the family bounded interpersonal relationships. Parental expression of emotion related to the development of socio-emotional

competencies of children as it shapes the children's feelings about themselves and others (Eisenberg *et al.*, 1974). As emotional intelligence is relatively a new concept and there are very few studies on parenting and emotional intelligence. The present study is an attempt to focus on influence of fathering, mothering on emotional intelligence of the college students with the following objectives to study the relationship between fathering and emotional intelligence, to study the relationship between mothering and emotional intelligence and to know the influence of fathering and mothering on emotional intelligence.

■ RESEARCH METHODS

This is an ex-post facto study based on a purposive sample of 300 males and 200 female undergraduate students who were living with their mother and father.

Tools used:

Emotional Intelligence Questionnaire. It measures seven components of emotional intelligence *viz.*, self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, conscientiousness and emotional intelligence as a whole. This scale contains 84 items. The interpretation of scores in relation to components of emotional intelligence is on the basis of 'sten scores'. The sten score 1-4 is considered as low score. The sten score 5-6 is considered as average and the sten score 7-10 is considered as high score.

Parenting scale (Bharadwaj *et al.*, 1995). It measures eight models of parenting *viz.*, rejection vs. acceptance, careless vs. protection, neglect vs. indulgence, utopian expectation vs. realism, lenient standard vs. moralism, freedom vs. discipline, faulty role expectation vs. realistic role expectations and marital conflict vs. marital adjustment. This scale contained 40 items. There is a dichotomy in each parenting model. The interpretation of scores in relation to each model of parenting is on the basis of 'sten scores'. The sten score 5 and below is considered as low score. The low score refers to negative model of parenting. The sten score 6 and above is considered as high score. The high score refers to positive model of parenting.

Procedure of data collection:

The data collection was carried out with prior permission of the Director of Instruction of College of Agriculture and Rural Home Science College. Then class teachers were contacted and requested to spare their classes to get the responses from the students of each class. The questionnaire was administered on the students of each class separately. To establish good rapport with the students, introduction was given about the objective of the study, importance of their cooperation and their sincere responses just before the administration of questionnaire. They were also informed that the secrecy of their information will be strictly maintained.

The necessary clarifications were given to the students as and when they raised doubts while answering the questions. They were given enough time to answer all the questions.

Analysis of the results:

- Co-efficient of correlation was used to know the relation between fathering, mothering and emotional intelligence.
- Regression analysis was used to know the influence of fathering and mothering on emotional intelligence.

■ RESEARCH FINDINGS AND DISCUSSION

The findings obtained from the present study have been discussed under the following sub-heads:

Relationship between fathering and emotional intelligence:

The co-efficients of correlation between fathering and components of emotional intelligence *viz.*, self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, conscientiousness, emotional intelligence as a whole were 0.222, 0.133, 0.207, 0.173, 0.173, -0.149, 0.198 and 0.248, respectively. These results of Table 1 indicate that there was significant positive correlation between fathering and six components of emotional intelligence and also with emotional intelligence as a whole. It means that higher level dimensions of models of fathering *viz.*, acceptance, protection, indulgence, realism, moralism, discipline, realistic-role- expectation and marital adjustment encouraged for the development of the components of emotional intelligence among the respondents. It also clearly means that acceptance of thoughts of respondents, giving attention to them, pleased with their behaviour, express concern to them, encouraging the desirable behaviours, respecting the ideas, acceptance of views, helping in solving the problems, fulfilling their desires, satisfaction with their work, praising importance of their efforts, controlling criticism, giving sensational information, inspiring, giving suggestion-advice-directions in expected situations, explaining expectation from the

Table 1 : Relationship between the components of emotional intelligence and fathering (n= 500)

Sr. No.	Component of emotional intelligence	Fathering
1.	Conscientiousness	0.198**
2.	Intuitiveness	-0.149**
3.	Influence	0.173**
4.	Interpersonal sensitivity	0.173**
5.	Motivation	0.207**
6.	Emotional resilience	0.133**
7.	Self-awareness	0.222**
8.	Emotional intelligence	0.248**

** indicates significance of value at P= 0.01

NS=Non-significant

respondents, giving freedom in doing good things, enquiring the experiences, expression of patience, congenial atmosphere in the family, pleasing relationships between father and mother are the higher order and desirable behaviours of father. Expression of above characteristics in father-child relationships contributes to the development of self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, conscientiousness and emotional intelligence as a whole among the respondents. Whereas, fathering was significantly and negatively related with intuitiveness. It means that the above mentioned higher order characteristics of fathering are not desirable characteristics to develop intuitiveness among the respondents.

Relationship between mothering and emotional intelligence:

The co-efficients of correlation between self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, conscientiousness, emotional intelligence as a whole and mothering were 0.118, 0.062, 0.038, 0.161, -0.053, 0.119 and 0.134, respectively. These results (Table 2) indicated that there was significant positive correlation between self-awareness, emotional resilience, interpersonal sensitivity, influence, conscientiousness, emotional intelligence as a whole and mothering. But there was no significant correlation between intuitiveness, emotional resilience, motivation and mothering. It means that higher level dimensions of models of mothering *viz.*, acceptance, protection, indulgence, realism, moralism, discipline, realistic role expectation, marital adjustment encouraged the development of the four components of emotional intelligence among the respondents. It clearly means that acceptance of thoughts of respondents, giving attention to them, pleased with their behaviour, expressing concern to them, encouraging the desirable behaviours, respecting the ideas, acceptance of their views, helping in solving the problems, fulfilling their desires, satisfaction with their work, praising importance of their efforts, controlling criticism, giving sensational information, inspiring, giving suggestion, advice and

Table 2 : Relationship between the components of emotional intelligence and mothering (n = 500)

Sr. No.	Component of emotional intelligence	Mothering
1.	Conscientiousness	0.119**
2.	Intuitiveness	-0.053 ^{NS}
3.	Influence	0.161**
4.	Interpersonal sensitivity	0.161**
5.	Motivation	0.038 ^{NS}
6.	Emotional resilience	0.062 ^{NS}
7.	Self-awareness	0.118**
8.	Emotional intelligence	0.134**

** indicates significance of value at P= 0.01

NS=Non-significant

directions in expected situations, explaining expectation from the respondents, giving freedom in doing good things, enquiring the experiences, expression of patience, congenial atmosphere in the family, pleasing relationships between father and mother are the higher order and desirable behaviours of mother. These types of mother-child relationship have positive relationship with the four components of emotional intelligence *viz.*, self-awareness, interpersonal sensitivity, influence, conscientiousness and emotional intelligence as a whole. Whereas, mothering was not-significantly related with emotional resilience and motivation. It means that the above-mentioned higher order characteristics of mothering are not related with emotional resilience and motivation. But mothering is non-significantly and negatively related with intuitiveness.

The analysis of stepwise regression (Table 3) revealed that among fathering and mothering, fathering alone significantly and positively contributed to the extent of 4 per cent, 1 per cent, 5 per cent, 1 per cent, 3 per cent and 6 per cent for the development of self-awareness, emotional resilience, interpersonal sensitivity, intuitiveness, conscientiousness and emotional intelligence as a whole, respectively. Mothering alone significantly and positively contributed to the extent of 3 per cent for the development of influence. Fathering along with mothering significantly and

Table 3 : Step-wise regression analysis of fathering and mothering on the components of emotional intelligence (n = 500)

Sr. No.	Component of emotional intelligence	Stage	Fathering/mothering	R ²	F
1.	Self-awareness	1	Fathering	0.04	25.84**
2.	Emotional resilience	1	Fathering	0.018	9.03**
3.	Motivation	1	Fathering	0.04	22.22**
		2	Fathering, mothering	0.06	16.03**
4.	Interpersonal-sensitivity	1	Fathering	0.05	31.18**
5.	Influence	1	Mothering	0.03	18.18**
6.	Intuitiveness	1	Fathering	0.01	8.71**
7.	Conscientiousness	1	Fathering	0.03	20.30**
8.	Emotional intelligence	1	Fathering	0.06	32.49**

** indicates significance of value at P= 0.01

NS=Non-significant

positively contributed to the extent of 6 per cent for the development of motivation. It can be concluded that fathering had higher contribution in developing 5 components of emotional intelligence viz., self-awareness, emotional resilience, interpersonal sensitivity, intuitiveness, contentiousness and emotional intelligence as a whole.

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