

Relationship of emotional intelligence of adolescents with selected personal social variables in authoritarian parenting style

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■ **ABSTRACT :** Parents occupy the most important place in the perceptual world of the child, in spite of rapid changes within the modern family, parental disciplining is still considered very essential for building healthy emotionality and personality of the child. It has generally been observed that in addition to genetic factors, child rearing practices play a vital role in the development of a child particularly the disciplining practices are considered more important. The present study was taken up to examine the relationship between emotional intelligence and selected personal social variables in authoritarian parenting style. The sample comprised of 40 parents adopting authoritarian parenting style and their children between the age range of 15-17 years from the city of Visakhapatnam of Andhra Pradesh. The parental interactional style questionnaire developed by Vivekan Reddy (1996) was used to know the authoritarian parenting style adopted by the parents. Emotional intelligence inventory developed and standardized by Uma Devi (2003) was used to find out the emotional intelligence levels of the adolescents. Results of the study revealed that in the authoritarian parenting style, most of the adolescents had average levels of emotional intelligence. It was interesting to note from the co-relational analysis resulted that social variables like mother's education, income and the child's age were found to have positive and significant relationship with the dimensions of emotional intelligence like impulse control and optimism. Surprisingly variables like family type, family size, caste, mother's income and child's birth order had significant but negative relationship with the emotional intelligence dimensions such as assertiveness, self actualization, empathy, reality testing and happiness.

■ **KEY WORDS:** Authoritative parenting, Emotional intelligence, Stress management, General mood

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Discipline consists primarily of habit formation, it is often considered as essential part for the growth and development of a child. It is a very important instrument in the process of socialization in which parents guide the child in the direction of what is socially acceptable in his/her culture (Hurlock, 1973). The principles of learning involved in habit formation are essential in discipline if it has to be successful. Regardless of the techniques used, the omission of any of the elements of learning may result in unfavorable attitude on the part of the child in a behaviour that will not be socially approved. The essentials of discipline include rules, consistency, punishment and reward. Baumrind

(1971) classified the techniques of disciplining in three fold scheme authoritative, authoritarian and permissive. According to Maccoby and Martin (1983) authoritative parenting is a pattern of family functioning in which children are required to be responsive to parental demands and parents accept a reciprocal responsibility to be as responsive as possible to their children's reasonable demands and points of view.

All kinds of authoritarian disciplinary styles are characterized by strict rules and regulations to enforce desired behaviours. Such techniques include severe punishment for failure to come up to the expected standards and little or no recognition, praise or other signs of approval when the child

meets the expected standards. Authoritarian discipline always means control through external force in the form of punishment especially corporal punishment.

Studies showed that parenting styles have impact on child's and adolescent's social, emotional and intellectual development (Gottman *et al.*, 1996). Compared with teenagers raised by either permissive or authoritarian parents, those who are raised by authoritative parents are relatively confident, socially skilled and they tend to stay clear off drug abuse and other problem behaviours.

Adolescent is a period of heightened emotionality. If the adolescents can not perceive, understand, regulate and function with their emotions it will leave indelible marks on their behaviour and personality. Salovey and Causuro (1991) defined emotional intelligence as a type of social intelligence that involves the ability to monitor one's and others emotions to discriminate among them and to use that information to guide one's thinking and action. Emotional intelligence is relatively a new concept mainly developed by Goleman (1995) can be defined as the ability to perceive emotions to access and generate emotions so as to assists thought to understand emotions and emotional knowledge and to effectively regulate emotions so as to promote emotional and intellectual growth. As this is relatively a new concept and there are hardly any studies on parenting styles and emotional intelligence, the present study was taken up with the following objectives:

- To find out the emotional intelligence levels of adolescents of authoritarian parents.
- To find out the relationship if any between the emotional intelligence of adolescents of authoritarian parents and selected personal social variables.

■ RESEARCH METHODS

Sample :

The study was carried out in the city of Visakhapatnam (A.P). Coeducational institutions with plus two classes were selected for the purpose of the study. The sample comprised of 40 parents who were adopting the authoritarian parenting style and their adolescent children in the age range of 15-17 years.

Tools :

- Interview schedule to collect the personal social information of the respondents.

- Parental interactional style questionnaire by Vivekan Reddy (1996) to find out the parents who were adopting the authoritarian parenting style on their children.
- Emotional intelligence inventory developed by Uma Devi (2003) to find out the emotional intelligence levels of adolescents.

Procedure :

The principals of selected schools and co-educational junior colleges were contacted and permission was taken-for data collection. The parents were invited to the school / college and were required to answer the questionnaires on parental interactional style. The questionnaires were scored to identify the authoritarian parenting styles adopted by them. The emotional intelligence inventory was administered to the selected adolescents. Necessary instructions were given regarding the answering of the test items. The scoring was done based on the instructions given.

Analysis pattern :

Frequencies and percentages were used to depict the personal profiles and emotional intelligence levels of the sample studied.

Simple linear co-relations were computed to see the relationship between the selected personal social variables and the emotional intelligence of adolescents in the authoritarian parenting style.

■ RESEARCH FINDINGS AND DISCUSSION

The results obtained from the present investigation as well as relevant discussion have been summarized under following heads :

General profile :

From the results it was found that majority of adolescents studied were in the age range of 16 to 18 years and doing their intermediate course. Most of them were first borns hailing from small, nuclear Hindu families. Three fourths of the fathers of adolescents studied were government employees and 60 per cent of the mothers studied were house wives.

Emotional intelligence levels of adolescents in authoritarian

Table 1 : Distribution of adolescents based on emotional intelligence scores obtained									
Sr. No.	Emotional intelligence score range	Category	Boys = 20		Girls = 20		Total = 40		
			No.	%	No.	%	No.	%	
1.	Below 266	Low	-	-	-	-	-	-	
2.	267-385	Below average	-	-	-	-	-	-	
3.	386-504	Average	11	55	13	65	24	60	
4.	505-623	Above average	9	45	7	35	16	40	
5.	624 and above	High	-	-	-	-	-	-	

Table 2 : Relationship between the selected personal social variables and the dimensions of intra personal sub scale of emotional intelligence in the authoritarian parenting style (n=40)

Sr. No.	Variables	Self-awareness	Assertiveness	Self-actualization	Self-regard	Independence	Total personal sub-scale
1.	Father's						
	Age	-0.058	0.017	0.013	-0.198	-0.063	-0.108
	Education	0.078	0.155	0.128	0.202	-0.056	0.059
	Occupation	0.078	-0.155	0.128	0.202	-0.056	0.059
	Income	0.033	-0.074	-0.029	0.073	0.197	0.069
2.	Mother's						
	Age	-0.054	-0.275	0.216	0.200	0.133	0.423
	Education	-0.096	-0.211	0.191	0.113	0.097	-0.003
	Occupation	0.167	-0.149	0.154	0.216	0.191	0.186
	Income	0.132	-0.120	0.131	0.185	0.202	0.160
3.	Family						
	Type	0.176	-0.393*	0.289	0.234	0.133	0.1807
	Size	-0.191	-0.020	0.016	0.023	0.097	-0.233
	Religion	-0.227	-0.264	-0.137	0.011	0.191	-0.118
	Caste	-0.131	0.273	-0.393*	-0.180	0.17	-0.146
4.	Child's						
	Gender	0.067	-0.015	0.202	0.219	0.131	0.189
	Age	-0.083	-0.190	0.074	0.170	0.110	0.012
	Education	0.098	0.019	0.099	0.259	0.223	0.236
	Birth order	-0.333	0.068	-0.126	0.037	0.081	-0.142

* and ** indicate that significance of values at P=0.05 and 0.01, respectively

Table 3 : Relationship between the selected personal social variables and the dimensions of inter personal sub-scale of emotional intelligence in the authoritarian parenting style (n=40)

Sr. No.	Variables	Empathy	Interpersonal relations	Social responsibility	Total inter personal sub-scale
1.	Father's				
	Age	-0.280	-0.111	-0.066	-0.217
	Education	-0.012	-0.100	-0.100	-0.047
	Occupation	-0.245	-0.087	-0.008	-0.164
	Income	-0.026	0.003	-0.104	-0.061
2.	Mother's				
	Age	-0.263	-0.031	0.064	-0.120
	Education	-0.051	0.334*	0.057	0.120
	Occupation	-0.258	0.288	-0.006	-0.033
	Income	-0.339*	0.327*	0.091	-0.099
3.	Family				
	Type	0.210	0.141	-0.023	0.151
	Size	-0.013	-0.088	0.027	-0.029
	Religion	-0.076	0.268	0.155	0.126
	Caste	-0.135	0.086	-0.050	-0.062
4.	Child's				
	Gender	0.058	-0.098	0.329*	0.079
	Age	-0.125	-0.035	0.197	0.009
	Education	-0.053	0.066	0.238	0.102
	Birth order	-0.205	-0.096	-0.030	-0.278

* and ** indicate that significance of values at P=0.05 and 0.01, respectively

parenting style:

The emotional intelligence levels of adolescents was measured by using the emotional intelligence inventory (Uma Devi, 2003). The data collected were scored and based on the scores obtained, the adolescents were classified into different categories ranging from low, below average, average, above average and high categories.

The emotional intelligence score range in Table 1 indicates that in the authoritarian type of parenting style 55 per cent of boys fell under average category and the remaining 45 per cent were in above average category on emotional intelligence. Sixty five of the girls scored average on emotional intelligence and 35 per cent belonged to the above average category on emotional intelligence levels. Results on the whole indicate that 60 per cent of adolescents who had authoritarian parents had average emotional intelligence levels and 40 per cent had above average levels of emotional intelligence (Mayer *et al.*, 2001).

Relationship of emotional intelligence of adolescents with selected personal social variables in authoritarian parenting style :

Correlational analysis was carried out to see the relationship if any between the emotional intelligence of adolescents of authoritarian parents and selected personal social variables.

The first component of emotional intelligence is the intra personal realm which concerns with the inner self. It determines how one is, in touch with his feelings, how good one feels with oneself in life and how confident he is in expressing his ideas and beliefs. Many studies revealed that natural bi directional emotional communication between parents and children have significant influence on child's social and emotional competence. The mother's expression of emotion and their pattern of coping with emotions influence their children's expression of emotion, understanding of emotions and coping with emotions (Denham *et al.*, 1991). In a number of studies authoritarian parenting is found to be associated with low self esteem and external locus of control. But from Table 2 it is evident that parent related variables like parents age, education, occupation and income did not show any significant relationship with any of the dimensions and total intra personal sub-scale in authoritarian parenting style. However family related variables like family type and caste were negatively and significantly related to assertiveness and self actualization dimensions, which indicates that adolescents of authoritarian parents who were from joint family were less assertive than those coming from nuclear families. Similarly adolescents from forward caste were more satisfied than adolescents from other castes. This is because authoritarian parents set inflexible standards and dominate the child allowing little or no freedom of expression and the child is asked to do what he is told to do and has' no choice but to be

Intra personal skills :

Table 4 : Relationship between the selected personal social variables and the dimensions of adaptability sub-scale of emotional intelligence in the authoritarian parenting style (n=40)					
Sr. No.	Variables	Problem solving	Flexibility	Reality testing	Total adaptability sub-scale
1.	Father's				
	Age	-0.305	0.188	-0.168	-0.161
	Education	0.090	-0.119	-0.117	-0.048
	Occupation	-0.120	0.010	-0.238	-0.151
	Income	0.076	-0.043	0.093	0.062
2.	Mother's				
	Age	0.055	-0.112	-0.422	-0.187
	Education	-0.051	-0.226	-0.003	-0.139
	Occupation	0.109	-0.196	-0.140	-0.083
	Income	0.085	-0.219	-0.156	-0.115
3.	Family				
	Type	0.327*	-0.271	0.168	0.095
	Size	-0.384*	-0.051	0.018	-0.248
	Religion	0.144	-0.281	-0.084	-0.080
	Caste	0.005	0.351*	0.108	0.213
4.	Child's				
	Gender	-0.005	0.037	0.113	-0.029
	Age	-0.132	0.143	0.032	-0.135
	Education	-0.271	0.081	-0.028	-0.213
	Birth order	-0.304	0.015	0.326*	-0.306

* and ** indicate that significance of values at P=0.05 and 0.01, respectively

Table 5 : Relationship between the selected personal social variables and the dimensions of stress management sub-scale of emotional intelligence in the authoritarian parenting style (n=40)

Sr. No.	Variables	Stress tolerance	Impulse control	Total stress management sub-scale
1.	Father's			
	Age	0.052	0.168	0.155
	Education	-0.083	0.132	0.058
	Occupation	-0.237	-0.006	-0.121
	Income	-0.012	0.169	0.121
2.	Mother's			
	Age	-0.014	0.165	0.117
	Education	-0.056	0.182	0.109
	Occupation	-0.035	-0.003	-0.019
	Income	-0.054	0.039	0.002
3.	Family			
	Type	0.252	0.239	0.304
	Size	-0.164	-0.272	-0.285
	Religion	-0.223	0.009	-0.102
	Caste	-0.141	-0.307	-0.092
4.	Child's			
	Gender	0.073	0.244	0.219
	Age	0.004	0.429**	0.324*
	Education	0.217	0.161	0.228
	Birth order	0.358*	-0.187	-0.316*

* and ** indicate that significance of values at P=0.05 and 0.01, respectively

Table 6 : Relationship between the selected personal social variables and the dimensions of general mood sub-scale of emotional intelligence in authoritarian parenting style (n=40)

Sr. No.	Variables	Happiness	Optimism	Total general mood sub-scale
1.	Father's			
	Age	0.028	0.144	0.113
	Education	0.056	-0.096	-0.099
	Occupation	0.188	0.101	0.186
	Income	0.195	-0.098	0.059
2.	Mother's			
	Age	0.232	0.106	0.217
	Education	0.215	0.085	0.192
	Occupation	0.114	0.153	0.173
	Income	0.064	0.086	0.098
3.	Family			
	Type	0.160	0.085	0.158
	Size	-0.355*	0.113	-0.150
	Religion	0.154	0.021	0.112
	Caste	0.118	-0.109	0.002
4.	Child's			
	Gender	0.197	0.171	0.238
	Age	0.258	0.030	0.184
	Education	0.263	0.342*	0.391*
	Birth order	-0.152	-0.175	-0.212

* and ** indicate that significance of values at P=0.05 and 0.01, respectively

submissive. Our results are in line with the findings of Baldwin (1949) who reported that children of authoritarian parents were low in social interaction and tended to be dominated by peers. When the child is in joint family he will never learn to be assertive as there are more family members in the family and the child has no chance to stand up for personal rights. Baumarind (1971) in her study further found that pre-school children of authoritarian parents showed relatively little independence and obtained middle range scores on social responsibility.

The other significant relationship found was between the caste of the respondent which is significantly but negatively related to self actualization of adolescents. That means people belonging to lower caste had higher abilities to realize their potential capacities and do what they want to do and enjoys doing than adolescents of forward caste.

Inter personal skills :

It was reported by Baumarind (1967) that parents of unhappy and socially withdrawn nursery school children were authoritarian. Table 3 represents the correlation between the independent variables and the inter personal sub-scale and its three dimensions - empathy, social responsibility and inter personal relations. It was surprising to note from the results that in the authoritarian parenting style mother's income is significantly and positively correlated to inter personal dimension of interpersonal sub-scale at 5 per cent level, which means that mothers of authoritarian parenting style whose income levels are high have adolescents who have more inter personal relations but are not empathetic towards others. Interestingly mother's education is also positively and significantly related to the inter personal dimension, higher the mother's education higher the inter personal relationship of adolescents. It is reported by Usha Rani *et al.* (1994) also that the educational status of the mother has positive on the intelligence and adjustment of adolescents. It is interesting to note that in the child related variables, only the child's gender is positively and significantly related to the social responsibility of the adolescents which indicates that boys are more socially responsible than girls in the authoritarian parenting style. Even Baumrind (1967) reported that high parental demand associated with higher social assertiveness in girls and higher social responsibility in boys and cognitive competencies in children of both the genders.

It was surprising to note that none of the father related variables had any significant relationship with any dimensions or to the total inter personal sub-scale of emotional intelligence of adolescents in authoritarian parenting style.

Adaptability sub-scale :

Table 4 depicts the third sub-scale and its relationship with the demographic variables in the authoritarian parenting

style. It was strange to see from the results that none of the parent related variables had any significant relationship with the dimensions and total adaptability sub-scale. It is interesting to see that family related variables family type (positively) and family size (negatively) are significantly related to problem solving ability of the adolescents. These relationships indicate that adolescents from joint families are better at solving problems than adolescents hailing from nuclear families. It is also evident that adolescents coming from large families are good at problem solving than adolescents coming from small families. It is also evident from the results that adolescents from forward caste are more flexible than adolescents belonging to backward and scheduled caste adolescents. Interestingly the child related variable birth order is negatively but significantly related to the reality testing dimension indicating that first borns are more clear in their perceptions and thought process than later borns.

Stress management sub-scale :

This sub-scale consists of two dimensions stress tolerance and impulse control. Interestingly none of the parent related and family related variables had any relationship with any dimensions and total stress management sub-scale. In the child related variables the age and birth order of the child had significant relationship to the dimensions - stress tolerance, impulse control and total stress management sub-scale. These results indicate that older children had better impulse control than younger children and this holds true to the stress tolerance and total stress management sub-scale also.

General mood :

The fifth and the last sub-scale of emotional intelligence is general mood which includes happiness and optimism dimensions. It was strange to observe from the results (Table 5) that in the authoritarian parenting style none of the parent related variables had any significant relationship with any dimensions or to the total sub-scale of general mood. However, in the family related variables only the size of the family is significantly but negatively related to the happiness dimension, which indicates that adolescents from medium or small sized families were less happier than adolescents of joint families. This could be because in joint families adolescents have cousins, uncles, aunts and grand parents to show attention and share their achievements, which is a cause of joy and happiness.

In the child related variables only the child's education is positively and significantly related to the optimism dimension and also to the general mood sub-scale (Table 6), which indicates that higher the child's years of study the more optimistic he is and it is the same with total general mood condition also as the child is in higher classes he gains self confidence, content with his achievement he is optimistic

about his future.

Conclusion :

From the above results it can be concluded that when parents adopt the authoritarian parenting style we find that children raised by these parents are found to be less assertive, more dependent on others though obedient they lack spontaneity and empathy. Hence, parents should be counseled to adopt better parenting style to have highly emotionally intelligent children.

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