

A Study on Perceived Parenting Styles and Emotional Intelligence Among Indian Siblings

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Abstract- This study aimed to examine the relationship between perceived parenting styles and level of emotional intelligence among elder, middle and younger siblings of India. In addition, the study also explored the difference in emotional intelligence among elder, middle and younger siblings of India. To determine the study, the participants were taken from Chennai, Bangalore, Delhi and Mumbai to represent the Indian population from metropolitan cities. The sample of 105 were taken from 35 families representing the elder, middle and younger siblings of respective families. To assess the perceived style of parenting, Perceived Parenting Style Scale by Divya and Manikandan was used and to assess the level of emotional intelligence, Schutte's Self-Report Emotional Intelligence Test (SSEIT) was used. The data were further analyzed through SPSS. The research findings reported that there is a significant relationship between perceived parenting style and emotional intelligence among siblings. Additionally, the findings also indicated the significant mean difference exist in emotional intelligence and siblings. It also indicated that middle born siblings have more intelligence than elder and younger siblings. The findings have vital implications on teachers, parents, counselors to understand the pattern of development in building emotional intelligence and influence of parenting style on them.

Index terms: Perceived Parenting Styles, Emotional Intelligence, Siblings,

I. INTRODUCTION

Perceived Parenting Style

The family is a fundamental and vital social structure that plays an important part in one's life and in society. The significance of the family as a social organization is undeniable. Children, while influenced by culture and classmates, are most influenced by their families. The family's effect on the child, as well as its roles in the child's emotional intelligence is enormous and significant. One of the variables influencing both physical and mental health is a healthy and balanced relationship between parents and their children (Kimble BA., 2014). The most widely used typology of parenting styles, proposed by Baumrind (1991), includes four styles: authoritative, authoritarian, indulgent, and neglectful. The child's perception of their parents parenting style can have a significant impact on their development, including their emotional intelligence, subjective well-being, and relationships with others, such as siblings.

Mishra & Singh (2022) suggested that emotional intelligence is influenced by various societal factors, including the type of family, gender, family size, birth order, and parenting style. Frosch (2019) reported that parenting, in particular, has an impact on shaping an individual's behavior. As parents are responsible for an overall development, they play a key role in fostering and nurturing their social, emotional, physical, financial, and intellectual growth from infancy to adulthood. Research has consistently shown that parenting style has a significant impact on a child's emotional development and intelligence, (Alegre, 2011). Additionally, parenting style can be modified through effective intervention programs, which can help improve a child's emotional intelligence. Regarding the availability of studies in India, it is true that there is a limited number of studies that specifically focus on the emotional intelligence of college-going young adults in India. However, the importance of emotional intelligence in this stage of life cannot be overstated. As young adults transition to college, they face new social and academic challenges that require effective emotional regulation and social skills. High emotional intelligence can help young adults navigate these challenges more effectively, making the transition to college smoother and more successful (Nyamai, 2022)

Perceived Parenting Styles and Emotional Intelligence

Emotional intelligence (EI) was first introduced by Peter Salovey and John Mayer in 1990 and refers to a "person's ability to understand, manage, and effectively express their own emotions, as well as the emotions of others". The five components of EI include self-awareness, managing emotions, motivating oneself, empathy, and interpersonal skills. EI is often measured through emotional intelligence quotient (EQ) tests (Mayer & Salovey, 2002). According to O'Connor Peter J., Hill Andrew, Kaya Maria, and Martin Brett (2019), Emotional intelligence (EI) is described as the capability to recognize, assess, and control one's own emotions, the emotions of others, and the emotions of groups. Previously, it was assumed that IQ was the most essential element influencing a student's academic progress, but several studies show that EI plays an equal or stronger role in the student life process.

II. REVIEW OF LITERATURE

The concept of parenting styles was first introduced in the late 1950s and early 1960s by psychologists such as Earl Schaefer and Wesley Becker. Schaefer (1965) proposed circumplex models of parenting which defined different parenting styles based on the combination of warmth and control. Becker (1964;1971) conducted surveys of parents and adolescents to better understand their

behaviors and relationships with each other. These early studies laid the foundation for further research on parenting styles and their impact on child development.

Baumrind (1966) developed a seminal theory of parenting styles that incorporated earlier views on parenting and long-term observations of parent-child interactions. Baumrind initially identified three parenting styles: Authoritarian, Authoritative, and Permissive, and later added a fourth style called Neglectful parenting. These styles are defined based on the levels of parental demands and responsiveness and are considered to have a lasting impact on a child's development and well-being.

Maccoby and Martin (1983) expanded on Baumrind's classification of parenting styles by dividing parents based on two factors: the degree of demand/control and the degree of acceptance/rejection. This resulted in four types of parenting styles: Authoritarian, Authoritative, Permissive-Indulgent, and Permissive-Neglectful. The first three of these styles are similar to Baumrind's original categories, but the addition of the Permissive-Indulgent and Permissive-Neglectful styles provided a more nuanced view of permissive parenting. Maccoby and Martin's work helped to further refine our understanding of parenting styles and their impact on child development.

According to Asghari and Besharat (2011), emotional intelligence was investigated in relation to perceived parenting (covering the participation, autonomy support, and warmth dimensions). The findings have shown that emotional intelligence was favorably correlated with all aspects of parenting. i.e perceived parenting consisting of the dimensions of involvement, autonomy, support, and warmth was positively associated with emotional intelligence and its components (including appraisal of emotions, utilization of emotions and regulation of emotions).

Amandeep (2017) studied the relationship between perceived parenting style and emotional intelligence of early adolescents. The outcome shows a substantial correlation between early adolescents' emotional intelligence and their perception of their parents' parenting style.

George et al. (2017) studied the EI, parental bonding, and their association among adolescents in high schools. The parental bonding instrument was used to identify the parenting styles of both parents. In terms of care and protection, these types were interpreted as affectionate control, ideal parenting, and negligent parenting. The findings of the study shown that there was a significant association between EI and position among siblings. The self-awareness, drive, and empathy of siblings was found to be higher in the middle and younger members. It also showed that there is no gender difference in EI.

The association between parenting styles and emotional intelligence in kindergarten students was examined (Olaimat, Adheisat and Alomyan 2018). The results revealed that the prevalent parenting styles were the democratic, authoritative, and permissive styles respectively. The results also revealed a statistically significant negative association between the authoritarian and permissive parenting styles and emotional intelligence, and a statistically significant positive relationship between the democratic parenting style and emotional intelligence in all of its categories.

Using a descriptive correlation research approach, Joseph and Mathew, (2022) investigated the association between parenting style and emotional intelligence in late adolescents. Results showed that there is a significant weak positive relationship between the Authoritative parenting style of the mother, and the Emotional Intelligence, significant weak positive relationship between the Permissive parenting style of the mother and Emotional Intelligence of late adolescents. There is a significant weak positive relationship between the Permissive parenting style of the father, there is a significant weak positive relationship between Authoritarian parenting style and EI.

The connection between emotional intelligence, birth order, and parenting methods was examined by (Kulkarni, 2022). According to the findings, parenting practices do have an effect on emotional intelligence. Even if children are raised by the same parents, birth order also influences their emotional intelligence. The study's conclusions showed that second-born adolescents had higher emotional intelligence than all other adolescents who had been raised authoritatively.

Mamatha and Shivakumar (2022) examine the effect of birth order on emotional intelligence of adolescents. The sample consisted of 13-19 years of Bangalore urban area, each from only child, first born, and middle born and last born category. The findings reveal that there were significant differences in Emotional Intelligence between the adolescents born at different birth order. According to the findings, only youngsters consistently achieve high mean Intra-Personal Management and Inter-Personal Management scores. Firstborns perform worse on intrapersonal and interpersonal management measures, and they also struggle to control their own and other people's emotions. The component Interpersonal awareness has high scores for middle-born individuals because they are highly attuned to the emotions of others. The last born have the least mean score on the component on Intra-personal management. Rauf (2015) looks on how gender and birth order affect adolescent's emotional quotient. The findings indicated a gender-birth-order correlation for emotional intelligence. The goal is to ascertain how the emotional intelligence of students differs depending on their birth order, namely the eldest and youngest child. The approach in this study is a comparative descriptive approach with descriptive analysis. Based on the eldest and youngest child's birth order, the results showed that there was a difference between the emotional maturity of the students.

III. METHODOLOGY

The major objectives of the study were to find the relationship between the perceived parenting style and emotional intelligence among elder, middle and younger siblings and to examine the difference in emotional intelligence among elder, middle and younger siblings. The universe of the study is elder, middle and younger siblings from 35 families. A purposive sampling technique was used for the study. Only people who are between the age of 18-30 are taken in the study. Participants should be brought up by both the parents (dual-parenting) and should be either pursuing higher studies or working.

Consent was taken from the participants prior to filling the Google form. Confidentiality of the participants was maintained. The participants had their own decision of withdrawing from the study whenever they wanted.

The variables of the research study:

Independent Variable: Perceived Parenting Style of a siblings was taken as independent variable in the study.

Dependent Variable: Emotional Intelligence and Subjective well-being were taken as dependent variable of the study

Demographic Variable: Age, Gender, Location, and Sibling position (e.g. elder, middle or younger),

Tools Used

Socio-Demographic Data Sheet:

A socio-demographic data sheet to collect personal information including the Name initials, Age, Gender, Qualification Level, Birth Order, Parent's relationship status and Parenting Patterns (Dual/Single parenting)

Perceived Parenting Style Scale (PPSS)

Divya and Manikandan (2013) developed the Perceived Parenting Style Scale. It assesses the subject's perceived parenting style in terms of three categories, including authoritarian, authoritative, and permissive. It included 30 items, each of which generated a response on a 5-point Likert scale. The items are bilingually written in English and Malayalam. Responses to the items are elicited on a 5-point Likert scale, with Strongly Agree being the highest score and Strongly Disagree being the lowest. A second answer sheet with columns for participants to record their responses is given to them. The scale's items are all positively written and rated from 5 to 1. The reliability of the scale Cronbach Alpha coefficient was computed for each style and it was found that the authoritative style has an Alpha coefficient of 0.79, authoritarian 0.81 and permissive 0.86. The perceived parenting style scale's styles are all appropriate in terms of reliability and the scale has face validity.

Schutte's Self-Report Emotional Intelligence Test (SSEIT)

The SSEIT test uses four subscales to assess four different aspects of emotional intelligence (EI): emotion perception, emotion use, emotion management, and emotion management of others. The Salovey and Mayer (1990) EI model provides the basis for how the SSEIT is organized. The EQ-I model of emotional intelligence and the SSEIT model are closely related. It is a 33-item, developed for adults from age between 18-30 years where three of the items are reverse scored. It is a self-report using a Likert scale with five possible outcomes: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). According to Schutte et al. (1998), the score varied from 33 to 165, with higher levels indicating more observable EI. According to Malouf (2014), the average EI score is 124; values below 111 or beyond 137 are regarded as exceptionally low or high. According to Schutte et al. (1998), the EI scale has an excellent two-week test-retest reliability and an internal consistency of Cronbach's alpha.90.

Procedure

The data collection was done using a google form with many sections to gather information for the study. The first part of the form included the fundamental information including the objective of the research, confidentiality, informed consent, and the researcher's contact information. Finally, the participant has the choice of accepting or rejecting to participate. The data was collected from participants (18-30) representing the elder, middle and younger siblings in the family respectively. The participants were from Chennai, Bangalore, Delhi and Mumbai. The questionnaire in google survey form included the specific scales to assess the variables of the study. The responses were then entered into MS excel for coding and interpretation. Reliability of the scales were also conducted using SPSS analyzing software. Correlation and other suitable statistical analysis were conducted through SPSS for further interpretation.

IV. RESULTS AND DISCUSSION

Table 1: Demographic Data of the variables in the study

Variables	N	M	SD
No: of Families	35		
Participants	105		
Elder	35		
Middle	35		
Younger	35		
Perceived Parenting Style			
Authoritative	105	28.39	9.46
Authoritarian	105	30.79	9.89
Permissive	105	29.36	9.47
Emotional Intelligence	105	138.33	16.64

The above-given table represents descriptive statistics including mean (M) and standard deviation (SD) for each variable along with its sub-categories. 35 families were taken for the study representing 35 elder, 35 middle and 35 younger siblings. M and SD of perceived parenting style as Authoritative was found to be (M=28.39; SD=9.46); Authoritarian (M=30.79; SD= 9.89); Permissive (M=29.36; SD=9.47) respectively. The Mean and Standard deviation of Emotional Intelligence was found to be 138.33 and 16.64 respectively

Table 2: Indicates Pearson correlations showing the correlation coefficients for respective variables

Variables	Emotional Intelligence	
	p	r
Authoritative	.276**	0.00
Authoritarian	.905	0.33
Permissive	-.12	0.89

Note: N=105; **p<0.01

Table 2 findings revealed that there is a positive correlation between authoritative parenting style and emotional intelligence (p=.276**, r= 0.00), (p<0.01). The findings reported no significant relationship between permissive and authoritative parenting style. This further has accepted the hypothesis of the study which stated that there is a significant relationship between emotional intelligence and perceived parenting style. Findings are consistent with (Liau et al., 2003). In this research, they found a positive correlation between parental monitoring and EI. Measures of adjustment have shown that children of authoritative parents perform better than children of authoritarian, uninvolved, and permissive parents (Steinberg et al., 1994). Children who have parents that listen to them and let them participate in decision-making are better equipped to handle stress and have positive social connections. Adults who have more pleasant experiences with their parents and share those experiences with them more often have children who are more emotionally intelligent (Kochanska & Murray, 2000). Children of authoritative parents were found to do better than children of authoritarian, uninvolved, and permissive parents on a number of tests, including resilience (Kritzas & Grobler, 2005).

Table 3: Mean, SD and Analysis of Variance in Emotional Intelligence and Siblings of India

Dependent Variable	Elder		Middle		Younger		F	p	Post-hoc
	M	SD	M	SD	M	SD			
EI	146	7.41	149.	10.23	120	12.68	83.81**	0.00	2>1>3

Note N=105, ANOVA= Analysis of Variance, EI=emotional intelligence; **p<.01

Table 3 shows means, standard deviations and F ratio for Emotional Intelligence. Results indicated there is a mean difference in emotional intelligence of siblings (F=83.81, p<0.01). Therefore, the findings accept the hypothesis which states that “there is a significant mean difference in emotional intelligence and perceived parenting styles of elder, middle and younger siblings”

The findings of the study are in accordance with research findings by Viegas & Henriques (2014) that significant differences exist in emotional intelligence with regard to birth order. First born struggle to control both their own and other people's emotions. Middle-born people score highly on the interpersonal awareness component because they are sensitive to the feelings of others. The last born have least score on the component on Interpersonal awareness, thus the last born are not aware or reflective of their emotions (Mamatha & Shivakumara, 2022)

CONCLUSION

The focus of the current study examined the contributions of perceived parenting style in emotional intelligence and among siblings in India. The research analysis found that there is a relationship between perceived parenting style and emotional intelligence. The results also indicated that there is a mean difference in emotional intelligence among siblings.

Implications

The results of the study can also be used to a wider range of social issues to create a society that is healthy and more bearable. In terms of expressing oneself freely and respecting others' rights and opinions through good social interaction, parents will be aware of the best interactional techniques to use with their kids as a result, maximizing their potential.

The present study focused on the developmental tasks of building an identity, leaving the parental home, and establishing new social networks outside of the family as part of the transition to young adulthood. This also implies that parental practices and behaviors continue to have a significant influence on children as they become adults.

Although psychologists have long recognized the value of good parenting techniques for kids, the findings of this study expand our understanding of how adults' perceptions of parenting relate with them. It was shown that perceived authoritative parenting helped

children resolve conflicts to have a high emotional intelligence psychologically. By highlighting the connections between adaptive psychosocial development, this work may improve the linkage between theory and practice in counseling.

Limitations

The present research study had the following limitations. Firstly, the research study did not include the family size. Several researches (Murand, 1999) had concluded that the smaller the family size, greater will be the acknowledgement of different emotions of each other.

The gender difference was not included in this study. Previous research Fischer, Kret., & Broekens, J. (2018) has found that there is a gender difference in regulating emotions as women are more mature and possess high EI than males.

Furthermore, Socio-economic status has also been ignored. It has been found in previous research that people with low socio-economic status tend to be very stressful and lack peace and thus they fail to regulate and understand their emotions. Similarly, individuals with upper socio-economic status possess better understanding of emotions with adequate resources around them (Schmalor and Heine, 2022).

The sample size and the geographical location in the study were chosen conveniently, hence the generalization of the findings could be limited. Future research studies can accommodate the given factors in their research to bring more precision and depth in the field.

Scope for further research

This study only used quantitative analysis; future research may incorporate qualitative analysis of the sample to gain a deeper understanding of the factors influencing how parenting styles, emotional intelligence, and communication skills are perceived. Parenting therapies should incorporate psycho-education about the protective benefits of having an authoritative parenting style as it will improve the child's emotional intelligence. This research can provide better understanding for parents and act insightfully to the parenting style. Perceived parenting style plays an important and crucial role in the life of individuals. The focus of future research might be on examining several factors, including emotional intelligence, various age groups, self-esteem, and self-concept in relation to perceived parenting methods. Tests can be given to parents as part of various studies to investigate their perspectives. It is possible to undertake a longitudinal research to determine whether particular parenting philosophies were soon to be imitated by children. Studies on opinions of parental locus of control and the degree to which it affects children could also be done.

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