

**RELATIONSHIP BETWEEN PERCEIVED PARENTING STYLE AND EMOTIONAL  
INTELLIGENCE OF KHASI AND NON-KHASI ADOLESCENTS**

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**ABSTRACT**

The present paper aims at studying the relationship between emotional intelligence and perception of parenting style of the Khasi and non-Khasi adolescents. The participants comprising of 275 higher secondary school students age ranging between 15-18 years belonging to Khasi and non-Khasi community. Parental Authority Questionnaire (PAQ) of Buri and Mangal's Emotional Intelligence Inventory were administered on students in order to assess the perceived parenting style and emotional intelligence, respectively. The findings reveal that authoritative and authoritarian parenting style significantly correlated with emotional intelligence of the adolescents. Gender plays a crucial role in the perception parenting style among adolescents. Adolescent boys than girls perceive parents more authoritarian in nature whereas adolescent girls perceive their parents more authoritative in nature than boys. The study implies that teachers, administrators, parents must maintain a cordial relationship with adolescents which facilitates the emotional well-being.

Keywords: Adolescent, Culture, Emotional Intelligence, Parenting Style

## INTRODUCTION

Adolescence is a stage of heightened independence and emotionality and consequently emotional disequilibrium is common phenomenon among adolescents. They use unique and complex strategies to regulate their relationships and emotions of day-to-day life. Of late, emotional and adjustment problems of adolescents are increasing rapidly due to modernization and westernization. Adolescents become intolerant, indecisive, self-centered and aggressive. It is utmost important to develop good mental health among adolescents by providing conducive home environment and thereby to prevent such problems to the fullest possible extent.

Emotional intelligence, one of the important factors, plays an important role in mental health. Mayer, Salovey, and Caruso (2004) defined emotional intelligence as a kind of social intelligence that includes the capability of monitoring one's emotions and other's emotions and manipulating the information for managing one's thoughts and actions, and regulating emotion in self and others, and thereby, utilizing suitable emotions for solving difficulties and obstacles actively and effectively. Several studies have suggested that emotional intelligence is a powerful predictor of success in different aspects, such as life skills, mental health, academic achievement and maintaining good intra-personal and interpersonal relationship (Bastian, Burns, & Nettelbeck, 2005; Fernandez-Berrocal, Alcaide, Extremera, & Pizarro, 2006; Goldenberg, Matheson, & Mantler, 2006; Lloyd, Malek-Ahmadi, Barclay, Fernandez, & Chartrand, 2012). Bar-On (2000) stated that emotional intelligence may be developed through training by parents.

Baumrind (1971) defined parenting style as *a pattern of child rearing that is the result of parents' reactions to their child or children. She proposed three most common parenting styles or techniques: Authoritative, Permissive, and Authoritarian.* The authoritative parenting style

places limits and controls on children's behaviours and at the same time allows children to engage in extensive communication with their parents (Williams, 2013). The permissive parenting style enforces very few rules or boundaries, allowing children to dictate their own life affairs, make their own choices, and out rightly refuse compliance with the choices of others, without regard for consequences (Baumrind, 1971). The authoritarian parenting style, differs from that of the other styles, is characterized by the adoption of unusually high expectations of conformity and compliance with rules for children (Olowodunoye & Titus, 2011).

Studies suggested that a significant association existed between high level of emotional intelligence with perceived care and supportive parenting style (Lopes et al., 2004; Lopes, Salovey, & Straus, 2003). In another study, Fonte (2009) showed that a positive association existed between authoritative parenting style and high ability of emotional intelligence in children, and a negative association existed between permissive parenting style and emotional intelligence in children. Asghari and Besharat (2011) found that a significant association existed between perceived warmth parenting style and high ability of emotional intelligence in Iranian students.

A close inspection of the review of studies reveals that psychological literature is replete with studies regarding relationship between parenting style and emotional intelligence. But studies in North-East India, particularly on Khasi population, a distinct matrilineal tribe of Meghalaya is sparse. Therefore, the present study was undertaken to explore the relationship between parenting style and emotional intelligence among Khasi adolescents. For a comparative study, a group of adolescents (non-Khasi) from West Bengal was also selected.

The present study aims to investigate:

- ❖ The perception of different dimensions of parenting styles (authoritarian, authoritative and permissive) by Khasi (Matrilineal tribe belonging to North-Eastern India) and non-Khasi (belonging to Eastern India) adolescents.
- ❖ To determine the nature of emotional intelligence perceived by (Matrilineal tribe belonging to North-Eastern India) and non-Khasi (belonging to Eastern India) adolescents.
- ❖ The relationship between parenting style and emotional intelligence of adolescents.

## METHOD

Design of the study:

Correlational design was employed in the present study. The study was cross-sectional in nature.

Participants:

The sample consists of 275 adolescents (120 Khasi and 155 non-Khasi) aged between 15-18 years (mean = 16.89 and standard deviation = 2.08). Khasi adolescents (50 boys and 70 girls) were drawn randomly from different schools of North Khasi Hills district of Meghalaya and non-Khasi adolescents (85 boys and 70 girls) were randomly selected from different schools of Kolkata district of West Bengal. These districts were selected for convenience and the presence of capitals, thereby, inducing some variation in family background.

Materials used: Following measures were used in the present study:

Personal Data sheet: Certain personal and demographic information about respondents is useful and important for research. For collecting such important information, personal data sheet was prepared. With the help of this personal data sheet, the information about age, gender, total monthly income of family and state to which participants belong to, were collected.

Parental Authority Questionnaire (PAQ): It was developed by Leman (2005) to measure the parenting style as perceived by adolescents. The scale was based on the scale developed by Buri (1991), which adopted three parenting styles of Baumrind (1966). The PAQ scale consists of 21 items. There are four response options for each question. The Cronbach's alphas for authoritarian, authoritative and permissive parenting style subscales for the present study were calculated and were found to be 0.76, 0.72 and 0.73, respectively.

Mangal Emotional Intelligence Inventory (MEII): It was developed by Mangal and Mangal (2004). It measures four dimensions (Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, Interpersonal Management) of emotional intelligence . The possible range of score of each dimension is 0-25. Higher scores indicate the higher level of emotional intelligence. Cronbach's alphas for Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management, Interpersonal Management subscales are found to be 0.78, 0.80, 0.77 and 0.79, respectively.

Procedure: The subjects were contacted personally in their schools for data collection. The subjects were provided basic instructions to make them understand how to perform.

## RESULTS

Means, standard deviations (SD) and t-test of perceived parenting style and emotional intelligence of boys and girls belonging to Khasi and non-Khasi community were calculated separately and presented in Table 1 and 2.

Variable	Dimensions	Gender	Mean	SD	t- value
Parenting style	Authoritarian Parenting style	Boys (N=50)	25.21	2.27	9.69 **
		Girls (N=70)	20.08	3.21	
	Authoritative Parenting style	Boys (N=50)	19.86	2.56	7.99 **
		Girls (N=70)	24.90	3.90	
	Permissive Parenting style	Boys (N=50)	17.90	3.21	0.58
		Girls (N=70)	17.54	3.42	
Emotional Intelligence	Intrapersonal Awareness	Boys (N=50)	13.34	2.97	1.43
		Girls (N=70)	12.55	3.01	
	Interpersonal Awareness	Boys (N=50)	14.31	2.87	1.84
		Girls (N=70)	12.98	4.51	
	Intrapersonal Management	Boys (N=50)	14.11	2.12	0.20
		Girls (N=70)	13.99	3.76	
Interpersonal Management	Boys (N=50)	14.76	4.02	0.65	
	Girls (N=70)	14.30	3.66		

Table 1: Means, standard deviations (SDs) and t-test value different variables by Khasi adolescents

Notes: \*\* $p < 0.01$

Table 2: Means, standard deviations (SDs) and t-test value different variables by non- Khasi adolescents

Variable	Dimensions	Gender	Mean	SD	t- test
Parenting style	Authoritarian Parenting style	Boys (N=85)	23.65	2.98	10.05 **
		Girls (N=70)	19.21	2.41	
	Authoritative Parenting style	Boys (N=85)	23.68	2.42	3.01 *
		Girls	25.01	3.09	

		(N=70)			
	Permissive Parenting style	Boys (N=85)	19.72	2.06	0.73
		Girls (N=70)	20.02	3.01	
Emotional Intelligence	Intrapersonal Awareness	Boys (N=85)	17.21	3.81	0.90
		Girls (N=70)	16.75	2.10	
	Interpersonal Awareness	Boys (N=85)	16.19	3.71	7.81 **
		Girls (N=70)	21.04	4.01	
	Intrapersonal Management	Boys (N=85)	16.45	2.17	1.76
		Girls (N=70)	17.21	3.19	
	Interpersonal Management	Boys (N=85)	16.18	3.12	13.70 **
		Girls (N=70)	22.16	2.09	

Notes: \* $p < 0.05$ , \*\* $p < 0.01$

Table 1 revealed that for Khasi adolescent girls perceived their parents as authoritative [ $t(118) = 9.65, p < 0.01$ ] whereas Khasi boys perceived their parents as authoritarian [ $t(118) = 8.92, p < 0.01$ ]. For emotional intelligence, no significant gender differences was found with respect to different dimensions of emotional intelligence. Table 2 suggested that non-Khasi adolescents perceived their parents as authoritarian by adolescent boys than girls [ $t(153) = 8.20, p < 0.01$ ]. Adolescent girls reported significantly higher on interpersonal awareness [ $t(153) = 10.23, p < 0.01$ ] and interpersonal management [ $t(153) = 9.16, p < 0.01$ ] than adolescent boys.

A Pearson correlation coefficient was computed to assess the relationship between perceived parenting style and emotional intelligence in adolescents and presented in Table 3.

Dimensions of Emotional Intelligence (EI)	Parenting style					
	Authoritarian (AN)		Authoritative (AV)		Permissive (PM)	
	Khasi (N=120)	Non-Khasi (N=155)	Khasi (N=120)	Non-Khasi (N=155)	Khasi (N=120)	Non-Khasi (N=155)
Intrapersonal Awareness	0.05	0.15	0.07	0.13	0.04	0.04
Interpersonal Awareness	0.04	-0.26**	0.02	0.29**	0.05	0.03
Intrapersonal Management	0.02	0.28**	-0.14	0.12	-0.29**	0.14
Interpersonal Management	0.06	-0.31**	-0.11	0.30**	-0.12	0.10

Table 3: Bivariate correlations among primary study variables

Notes: \*\* $p < 0.01$

Table 3 indicated a significant, positive correlation between the authoritarian parenting style and intrapersonal management skills and negative correlation between authoritarian parenting style and Interpersonal awareness and management. Authoritative parenting style is found to be significantly and positively correlated with interpersonal awareness and management. Intrapersonal management is significantly and negatively correlated with permissive parenting style.

Hierarchical regression analyses were conducted to assess links between parenting dimensions and emotional intelligence. Before conducting these analyses, interaction terms were created for the parenting dimensions by mean centring the parenting variables and then creating three product terms. In each regression analysis, the statistical control variable (adolescent gender) was entered in the first step, the three parenting dimensions (authoritarian, authoritative and permissive) were simultaneously entered as predictors in the second step and the three interaction terms were entered in the third step. Regression analyses were conducted separately



for Khasi and non-Khasi adolescents on each of the four forms of emotional intelligence and overall emotional intelligence and presented in Table 4.

*Table 4: Hierarchical regression analyses of parenting style and emotional intelligence*

	Dimensions of Emotional Intelligence (EI)							
	Intrapersonal Awareness		Intrapersonal Management		Interpersonal Awareness		Interpersonal Management	
Step 1	Khasi	Non-Khasi	Khasi	Non-Khasi	Khasi	Non-Khasi	Khasi	Non-Khasi
G	0.06	0.09	0.07	0.02	0.003	0.03	0.005	0.02
R <sup>2</sup>	0.02	0.04	0.05	0.03	0.04	0.05	0.03	0.05
Step 2								
G	0.08	0.05	0.05	0.03	0.002	0.04	0.03	0.002
AN	0.06	0.13	0.07	0.10	0.10	0.26**	0.09	-0.11
AV	0.07	0.12	0.19 *	0.32**	0.11	0.12	0.20*	0.36**
PM	0.09	0.05	0.04	0.07	0.06	0.10	0.13	-0.13
R <sup>2</sup>	0.07	0.17	0.05	0.19	0.17	0.22	0.18	0.16
Step 3								
G	0.08	0.06	0.04	0.003	0.05	0.04	0.004	0.03
AN	0.06	0.14	0.07	0.10	0.12	0.28**	0.09	-0.10
AV	0.08	0.11	0.05	0.28**	0.08	0.15	-0.11	0.46**
PM	0.09	0.05	0.10	-0.09	0.07	0.09	-0.12	0.08
AN X AV	0.10	-0.06	0.08	0.09	0.09	-0.09	-0.09	-0.10
AN X PM	0.05	0.03	0.07	0.003	0.10	0.08	-0.10	0.08

AV X PM	0.07	-0.15	0.11	0.29**	0.09	0.10	0.11	0.28**
R <sup>2</sup>	0.08	0.19	0.07	0.26	0.19	0.25	0.21	0.23

*G - Adolescent gender, AN - Authoritarian, AV - Authoritative, PM - Permissive*

*Notes: \*p<0.05, \*\*p<0.01*

Table 4 depicts that in case of intrapersonal awareness, none of the predictors is found to be significant for both Khasi and non-Khasi adolescents. For intrapersonal management, in step two of the regression analysis, authoritative dimension is positively associated for both Khasi and non-Khasi adolescents. Intriguingly, in step three, the interaction between authoritative and permissive parenting style is found to be significant for non-Khasi adolescents. For interpersonal awareness, authoritarian parenting style is found to be positively associated for non-Khasi adolescents. For interpersonal management, authoritative parenting style is significantly and positively associated for both Khasi and non-Khasi adolescents. Most interestingly, in step three, the interaction between authoritative and permissive parenting style is found to be significant for non-Khasi adolescents.

## DISCUSSION

The present study intends to determine the link between the perception of parenting style (authoritarian, authoritative and permissive) and emotional intelligence of adolescents. Bivariate correlations reveal that adolescents who perceive their parents high on authoritative dimension also score higher on interpersonal awareness and management. This finding is partially favoured by the findings of Fonte (2009) which suggested positive association existed between authoritative parenting style and high ability of emotional intelligence in children. The probable reason is that authoritative parenting style motivate adolescents to enhance autonomy for growing self-confidence, self-regulation and emotional integrity and thereby better handling

relationship. Adolescents who perceive their parents as authoritarian tend to be higher on intrapersonal management. The possible reason is that self-management is better regulated by parental control and conformity to parental requests. This finding is a reflection of Indian culture where adolescents perceive parents' strictness and demand for obedience as parental warmth and concern. Intrapersonal management is significantly and negatively correlated with permissive parenting style. This finding is partially supported by the finding of Fonte (2009) which revealed negative association existed between permissive parenting style and emotional intelligence in children. Permissive parenting style enforces very few rules or boundaries, allowing children to dictate their own life affair and make their own choices, which are regarded as parental neglect and rejection.

Regression analyses reveal similar results of bivariate correlations; with the exception that permissive parenting style does not remain a significant predictor of adolescent's emotional intelligence. This may be due to the presence of other predictors in the regression analyses. In the case of intrapersonal and interpersonal management, the perception of authoritative and permissive interacted significantly. This means that the relationship between permissive parenting style and intra and interpersonal management is dependent upon the level of perception of authoritative parenting style. Intriguingly, it is found that at higher levels of perception of authoritative parenting style, permissive parenting style is positively linked to intra and interpersonal management and this relation becomes negative at lower levels of authoritative parenting style. This result supports the notion that the importance and explicit role of various dimensions of parenting style may be contextual in nature and dependent on each other (Barber et al. 2005). It may be due to the fact that providing freedom in a context with low parental concern may not be adaptive.

## LIMITATIONS

In spite of having some interesting findings regarding the relations between parenting and emotional intelligence among adolescents, there are several limitations of the present study. First, the study is a cross-sectional design, thus preventing us to draw causal inferences from the results. Longitudinal study would be of useful. The second limitation is that responses are based on self-report. Future research should replicate this findings using parent reports as well as other methodologies (e.g., observations). The third limitation of this study is relatively small sample size and location specific (Kolkata). Further study based on samples selected from wider regional/cultural backgrounds such as traditional rural families or urban middle class families would be useful in providing insight into cultural variation in parenting and its impact on moral value internalization as a function of modernization.

## IMPLICATIONS

The findings of this study have several implications. The present study suggests that authoritarian parenting style teaches self-management. This shows the importance of parental control and restriction in our culture even for adolescents. This study also intriguingly reveals effective blend between parental control and freedom to share opinion may be beneficial to interpersonal awareness and management. With the help of technology and media, parents and teachers should be educated to improve the quality of their relationships with adolescents by adopting a new parenting style, which contains some components of all three parenting styles, namely authoritarian, authoritative and permissive parenting style.

## CONCLUSION

The present study determines the relationship between parenting style and emotional intelligence of adolescents. Irrespective of culture, adolescent girls perceived their parents as authoritative whereas boys perceived their parents as authoritarian. Non-Khasi adolescent girls reported significantly higher score on interpersonal awareness and interpersonal management than non-Khasi adolescent boys. The results provide important insights into the role of different parenting dimensions in terms of predicting different forms of emotional intelligence. The results of the study indicate that interpersonal awareness and management are negatively influenced by authoritarian parenting style that put excessive pressure, surveillance and focus on compliance. Interpersonal awareness and management is positively influenced by authoritative parenting style in which parents set standards and rules for children but also allow children to express their feelings and opinion and thereby help their children to become aware of themselves as well as others. The results provide important insight into the role of different parenting dimensions in terms of predicting different dimensions of emotional intelligence. Effective combination of freedom and control creates a balanced emotional environment at home where children learn to deal with their feelings as well as with that of others and thereby effective management of self and others. In conclusion, it may be said that India is going through a transitional phase of modernity and traditionalism where a mixed approach of parenting style needs to be adopted to produce emotionally competent citizen.

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