

PARENTING STYLES AND EMOTIONAL INTELLIGENCE OF ADOLESCENTS

By

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THESIS SUBMITTED TO THE
ACHARYA N.G.RANGA AGRICULTURAL UNIVERSITY
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE DEGREE OF
MASTER OF SCIENCE
IN THE FACULTY OF HOME SCIENCE



**DEPARTMENT OF HUMAN DEVELOPMENT
AND FAMILY STUDIES
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FEBRUARY, 2004**

CERTIFICATE

This is to certify that the thesis entitled **“PARENTING STYLES AND EMOTIONAL INTELLIGENCE OF ADOLESCENTS”** submitted in partial fulfillment of the requirements for the degree of **MASTER OF SCIENCE IN HOME SCIENCE** of the Acharya N. G. Ranga Agricultural University, Hyderabad is a record of the bonafide research work carried out by **Ms. M. UMA** under my guidance and supervision. The subject of the thesis has been approved by the student’s Advisory Committee.

No part of the thesis has been submitted for any other degree or diploma has been published. All the assistance and help received during the course of investigation have been duly acknowledged by the author of the thesis.

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Ms. M. UMA has satisfactorily prosecuted the course of research and that the thesis entitled **"PARENTING STYLES AND EMOTIONAL INTELLIGENCE OF ADOLESCENTS"** submitted is the result of original research work and is of sufficiently high standard to warrant its presentation to the examination. I also certify that the thesis or part there of has not been previously submitted by her for a degree of any University.

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DECLARATION

I, Ms. M. Uma here by declare that the thesis entitled **“PARENTING STYLES AND EMOTIONAL INTELLIGENCE OF ADOLESCENTS”** submitted to Acharya N.G.Ranga Agricultural University for the Degree of **MASTER OF SCIENCE IN THE FACULTY OF HOME SCIENCE** is a result of original research work done by me. It is further declared that the thesis or any part there of has not been published earlier in any manner.

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ACKNOWLEDGEMENTS

It is by the lavish love and blessing of the Almighty, that I have been able to complete my studies successfully and present this piece of work for which I am eternally indebted.

Mere words are not sufficient to express my sincere appreciation, heartfelt gratitude and profound indebtedness to my major Advisor Dr(Mrs.) L.Uma Devi, Assistant Professor, Department of Human Development and Family studies, College of Home Science, Hyderabad. Her sincere help, valuable guidance, kind treatment and constructive suggestions helped me immensely in the successful completion of my research work.

My profound thanks are extended to Dr. (Mrs.) K. Mayuri, Senior Scientist, (AICRP – CD) Post Graduate Research Centre, Acharya N. G. Ranga Agricultural University, for her useful suggestions and timely help throughout this study.

I extend my sincere thanks to Dr. (Mrs.) V. Vijayalakshmi, Associate Professor, Department of Foods and Nutrition, College of Home Science for her precise and insightful guidance in the completion of this thesis work.

I wish to extend my sincere thanks to Dr.(Mrs.) T.R.Rayalu, Professor and Head of the Department of Human Development and Family Studies and all staff of this department for their timely help and cooperation in carrying out the study.

I would like to give my special thanks to all the respondents and principals of the selected schools and colleges for the help and cooperation rendered by them at the time of data collection.

I take this great pleasure to express my deep sense of honour, love and gratitude to my beloved parents, brothers and my husband for their love, affection, blessings, moral support and constant encouragement.

My loving thanks to all my friends for their help and cooperation.

A word of appreciation goes to Eeshwar Computers, Bhavani Colony, Rajendranagar, Hyderabad for their prompt and efficient typing in successful execution of the thesis.

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ABSTRACT

Parents occupy the most important place in the perceptual world of the child and generally feel ambivalent towards the adolescents' maturity and movement away from the family. They also want to steer their child away from the problem that they experienced in becoming adults.

Steinberg's (1990) research indicated that a majority of parents feel that the adolescent years are the most difficult ones for child rearing. 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.

In spite of rapid changes within the modern family, parental disciplining is very essential for building healthy emotionality and personality of the child. Emotional intelligence is essential for the success of an individual. So in the present study an attempt was made to examine the influence of parenting styles on the emotional intelligence of adolescents. It also examined the relationship between the demographic, social and personal variables and parenting styles and emotional intelligence.

The Parental Interactional Style Questionnaire developed by Vivekan Reddy (1996) was used to elicit information regarding selected demographic variables and also the parenting styles adopted by the parents. Emotional Intelligence Inventory developed by Uma Devi and Mayuri (2003) was used to find out the emotional intelligence of the adolescents. The sample comprised of 120 parents with equal number of parents in each parenting style and their children between the age range of 15-17 years from the city of Visakhapatnam. The data collected were subjected to correlation co-efficient and F test. Parts of the data was presented in frequencies and percentages.

In the authoritative parenting style most of the boys had above average scores on emotional intelligence. Coming to the sub scales and their dimensions, adolescents with authoritative parents were assertive, more socially responsible had more stress tolerance and impulse control, compared to the adolescents of authoritarian and permissive parenting styles.

The findings of the study indicate that education of the parents plays an important role in influencing the adolescents on dimensions like self-regard, problem solving, stress tolerance and impulse control. Adolescents from large families were good at problem solving and had happy disposition, adolescent boys were more socially responsible and had better impulse control than girls.

The results indicated were in congruence with Baumrind's findings that children of authoritative parents were cheerful, socially responsible; self-reliant achievement oriented, had excellent social skills and were co-operative with

adults and peers. By contrast children of authoritarian parents tended to be moody, easily annoyed and unfriendly. Children of permissive parents were often impulsive and aggressive; tend to be bossy and self-centered lacking in self control and quiet low in independence and achievement.

Findings of the present study helps us to understand the influence of parenting styles on the emotional intelligence of adolescents. It can create awareness among parents, educators and counsellors and help them to have a closer look at emotional intelligence and its role in making an individual successful.

CHAPTER I

INTRODUCTION

The secret of success is constancy of purpose-Benjamin Disraeli

Discipline is often considered as essential for the growth and development of a child. In the absence of discipline, the child's world remains too unstructured to permit adjustments. If there are no rules to the game of living, a child will not be able to learn to play it. 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 1978).

Discipline consists primarily of habit formation. The principles of learning involved in habit formation are essential in discipline, if it has to be successful. Regardless of the techniques of discipline used, the omission of any of the elements of learning may result in unfavourable attitudes on the part of the child and in a behaviour that will not be socially approved. The essentials of discipline include rules, consistency, punishment and reward. Maccoby and Martin (1983) classified the techniques of disciplining in a four fold scheme and Baumrind's research focused on three of them (1) Authoritarian (2) Authoritative and (3) Permissive.

AUTHORITARIAN

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 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.

It is reported by Baumrind (1967) that parents of unhappy and socially withdrawn nursery school children were authoritarian. High parental demand was associated with higher social assertiveness in girls, higher social responsibility in boys and cognitive competence in children of both sexes. The negative impact of authoritarian child rearing method was somewhat stronger for boys than girls. Pre-school children of authoritarian parents showed relatively little independence and obtained middle range scores on social responsibility. These relations were stronger for boys than girls. It was found that power assertive child rearing techniques were associated with low scores on the measures of consciences. It seems that the children of authoritarian parents tend to lack social initiative. Though they do not differ in behaviour from children of other types of parents.

In a number of studies authoritarian parenting is found to be associated with low esteem and external locus of control. Further, the parents of aggressive children tend to be authoritarian, but children of authoritarian parents are not necessarily aggressive. The aspects of family interaction is crucial in determining whether a child of authoritarian parents will be subdued or “Out of Control” have yet to be satisfactorily identified.

AUTHORITATIVE

According to Maccoby and Martin (1983) the 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. Reciprocity highlights a two way communication process between the parents and the child in which each is responsive to the others demands, but parents are expected to respond only to the reasonable demands from their children.

Comstock (1973) and Mc Eachern (1978) noted that children with high self-esteem tend to perceive their parents as exercising fairly high level of firm control. Moral development is another area in which reciprocal relationship enhances mature functioning in children. Hoffman and Saltzstein (1967) contended that parents of humanistic type did not only exercise firm control but at the same time showed a good deal of warmth and were not punitive.

Authoritative reciprocal pattern of child rearing is associated with such personality – characteristics in children as independence, social responsibility ability to control aggression, self-confidence and high self-esteem.

PERMISSIVE STYLE

Permissive discipline involves very little to no use of discipline. It does not usually guide the child into socially approved patterns of behaviour and does not employ punishment. The child often has no limits or boundaries set

on what (s) he is permitted to make his/her own decisions and act on them in practically any way (s) he wishes.

Baumrind (1967, 1971) characterized permissive parents as tolerant, having positive attitude towards the child's impulses including sexual and aggressive impulses, and using little punishment. It is possible that they hardly impose any control or restriction on asserting authority. Such parents make few maturity demands (eg. Manners or carrying out tasks) allow children to regulate their own behaviour and make their own decisions whenever possible and have few rules governing the child's time schedule.

According to Maccoby and Martin (1983) permissive parents use permissiveness as an act of indulgence. It seems that permissive child rearing practice has more negative than positive effects because it is related to children being aggressive impulsive and lacking independence in the ability to take responsibility.

Adolescence is a critical period in human development because it is during this period that the individual begins to develop a stance towards the world. It is a period of transition from a relatively dependent childhood to the psychological social and economic self-sufficiency of adulthood. It is a period of heightened emotionality. There are marked changes in the stimuli that give rise to emotions and the forms of emotional expression. As the adolescent's social horizon broadens they are confronted with many new feelings and emotions, which are mostly unpleasant due to rapid physical, psychological, cognitive and moral value changes. If the adolescents cannot perceive,

understand and regulate and function with their emotions, it will leave indelible marks on their behaviour and personality.

Emotions are the root of forces in the dynamics of human behaviour and personality. The history of humans is the history of emotions from womb to tomb. The extent to which an adult gives evidence of mastery over his emotions is rooted in his/her emotional development, emotional experiences, parental attitude, their stimulation and their treatment from early childhood through adolescence (Choudary and Bajaj 1995). So for an adolescent transition from childhood to adulthood was found to be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive family environments (Sinha and Singh 1998).

Emotions can be defined as gift, a guidance system and a feed back for call for action. If emotions are suppressed and driven out or if they are magnified and allowed to take over it is like squandering life's most precious resources. Disturbance to the physical body results in emotions and the depth of these emotions is relatively less and can be managed with some minimum effort. Disturbance of the mind results in ripples of emotions. Training the mind to handle these ripples is the key to manage emotions.

When psychologists, began to write and think about intelligence, they focused on cognitive aspects such as memory and problem solving. However there were researchers who recognized early on that the non-cognitive aspects (EI) were also important. Emotional intelligence includes as Aristotle puts as “the rare ability” to be angry with the right person to the right degree at the

right time for the right purpose and in the right way. Salovey defines emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and others emotions to discriminate among them and to use the information to guide one's thinking and actions.

Emotional intelligence, a relatively new concept mainly popularized by Goleman during the last decade can be defined as the ability to perceive emotions to access and generate emotions, so as to assist thought to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. To be emotionally intelligence is to have the personal skills that characterize a rich and balanced personality.

More and more scientific evidence being gathered show that emotional quotient plays much more role in success than intelligence quotient, Goleman (1995) in his book on emotional intelligence says ratio of IQ to EQ is 1 : 24. Managing emotions is a key factor, managing emotions requires understanding emotions, feelings and moods. Secondly one need to equip oneself in awareness i.e., self-awareness of emotions which is the real key to Emotional Quotient. Emotions are like flood water, once they come it becomes difficult to handle. Hence one should develop a, system to regulate emotions. Emotions are essential ingredients of motivating not only one self but also others. Empathizing is understanding people as they are and an ability to see their actions and behaviour. Decoding it is the aspect of intelligence which requires detecting, differentiating, distinguishing and directing. These are the steps to follow to enhance one's Emotional Quotient.

RATIONALE FOR THE STUDY

Adolescence is a period of potential stress as the adolescents experience many new feelings and emotions. Family life is the first school for emotional learning. The extent to which an adult gives evidence of mastery over his emotions is rooted in his/her emotional development, emotional experience, parental disciplining, their stimulation and their treatment from early childhood through adolescence.

Psychologists, educationists and sociologists, all agree that the family furnishes the basic environment for building healthy emotionality and personality of a child by satisfying their emotional need, to live and to be loved within the family bounded interpersonal relationship. In the recent times due to urbanization, modernization, industrialization and scientific, technical advancement the pattern of the life has changed, as both the parents are busy. The caring and concern of parents is diverted towards the financial development of the family rather than child development.

Family is viewed as the primary context in which children's emotional competencies or intelligence are developed. Parents directly or indirectly influence children's reaction to or way of coping with emotionality evocative situations. The influence of parental expressiveness on children's ability to interpret and understand other's emotional reactions has been observed (Dodge 1985).

Further, parental expression of emotions like hostility towards the child, and anger is related to the development of social-emotional competencies of

children as it shapes children's feelings about themselves and others (Eisenberg 1997). It has been demonstrated that parental practices and behaviours are linked to children's socio emotional responses (Dunn & Brown 1994, Eisenberg & Fabes 1994).

Recent conceptualizations of parent – child attachment endorse the view that children's emotionality and regulation of emotions are related to the quality of parent child relationships. Attachment styles and relationship have been viewed as reflecting strategies for regulating emotions, in interpersonal relationships. Specific emotion related parental practices are associated with children's expression of appropriate emotion. Parental discouragement of the expression of emotion is related to deficits in understanding other's emotions and is linked with lower levels of social competence and peer acceptance (Saarni 1997). In contrast, parental support and environment that afford opportunities to children influence emotional regulation. Thus, relative to emotion regulation and social efficacy, it appears that factors within the family like warmth, responsiveness and empathy with the child's emotional experience contribute to the development of competent self regulation.

In the Indian content there are hardly any studies on emotional intelligence, let alone on adolescence and parental contribution to their Emotional Quotient, hence the investigator felt the imperative need to study the influence of parenting styles on the emotional intelligence of adolescents.

OBJECTIVES

GENERAL OBJECTIVES

To study the relationship between parenting styles and emotional intelligence of adolescents.

SPECIFIC OBJECTIVES

1. To study the general profile of adolescents.
2. To assess the different parenting styles adopted on adolescents.
3. To find out the emotional intelligence levels of adolescents.
4. To find out the relationship if any between selected personal social variables and parenting styles and emotional intelligence levels of adolescents.
5. To see the differences between different parenting styles and emotional intelligence.

LIMITATION OF THE STUDY

As in the case of all social science research this study also had its own limitations.

The present study has the limitations of the time and resources available to a single investigator.

The study was restricted to 120 samples (60 boys and 60 girls) from the city of Visakhapatnam.

CHAPTER II

REVIEW OF LITERATURE

A comprehensive review of literature is essential in any research endeavour. The main function of the review of literature is to bring the investigator up to date with research in the field of investigation, and to determine the amount of theoretical and empirical framework that has already been done in the same area. The available literature is presented under the following headings.

2.1 Theoretical Perspectives

2.2 Studies on Demographic variables and parenting style

2.3 Studies on Parenting styles and children's behavioural/emotional outcomes

2.4 Studies on Emotional competencies

Research on emotional intelligence is still in its infancy through out the world as it is a new concept introduced only in 1995 and became popular there after. Experts like Goleman (1985), Mayer & Salovey (1993), Bar-On (1997) Stein & Book & Multi Health Systems (2000) a pioneering organization involved in emotional intelligence research through out the world. In Indian context, research carried out on emotional intelligence is very negligible. There is dearth of empirical studies on emotional intelligence in general and on parenting style and emotional intelligence of adolescents in particular.

The family has many functions in societies and its most widely recognised function as the care and socialization of new generations. Psychologists focus most heavily on parental handling of their children and on the effects of the family structure. Parents are in fact usually considered the primary agents of socialization because their influence begins so early in life. Among the many descriptions of the roles of mother and father in the family those offered by Badura (1977), Parsons (1955) are perhaps the most influential.

2.1 THEORETICAL PERSPECTIVES

There are various theoretical conceptions regarding non-cognitive intelligence which include Behaviourism and Social learning theory (Watson, Bandura). Psycho social approach (Erickson), Parsons Socialological analysis (Parsons).

BEHAVIOURISM AND SOCIAL LEARNING THEORY

Behaviourists point out that emotional reactions play a vital role in children's development. According to Watson emotional reactions to new stimuli are learned through classical conditioning. All the affective responses to objects and people can also be learned through classical conditioning. According to proponents of operant conditioning children's emotional reaction to stimuli could be changed through parents or caregivers with the use of reinforcement & punishment.

Social learning theory by Bandura (1986,1989) emphasizes that modelling of others emotional reactions and thinking about their own past emotional experience or what they have seen happening to others are important means through which adolescents associate feelings with the particular situation.

Parents intentionally or unintentionally set up a system of reward and punishment that may be directed towards shaping or modifying adolescent behaviour and personality. Through modelling or imitation adolescents incorporate the aspects of parents and sibling behaviour into their own behaviour pattern. In many studies parents are listed as the most significant adults in the lives of adolescents. When parents punish adolescents for aggressive behaviour they learn aggression by modelling the behaviour of the punishing parent.

PSYCHO SOCIAL APPROACH

Erickson (1963) emphasises that adolescence is the time when an individual must establish a sense of personal identity and avoid the dangers of role diffusion and identity diffusion. According to him adolescence becomes a period of standing back of analysing and of trying various roles without the responsibility for assuming any one role. Parents who show warmth and interest help their adolescents to build a healthy ego identity while parents who are inconsistent in expectations and discipline, restrictive and rejecting their children, experience self-doubts, role diffusion and role confusion. He or she

may indulge in a self-diffusion and develop destructive withdrawal and become immature in their attitude and behaviour towards others throughout adulthood.

PARSONS SOCIOLOGICAL ANALYSIS

Sociologist Parsons descriptions of parental figures focuses on the claim that all societies must work out roles for expressive and instrumental behaviours. Parsons and Bales (1955) expressive behaviour include nurturance, empathy, emotional support and mediation of personal relationship; instrumental behaviours include achievement, competence and the pursuits of society's goals. According to Parsons females are largely responsible for expressive functions and males for instrumental functions. Mothers thus help maintain smooth family interaction, guard family solidarity and provide emotional support fathers, more in tune to society as a whole, relate the family to societal concerns. They are expected to be disciplinarians, to introduce role prescriptions and to otherwise prepare the child for independence.

THEORITICAL PERSPECTIVES OF EMOTIONAL INTELLIGENCE

The conceptual development of emotional intelligence required relating it not only to IQ research but also to research on emotions, because emotions potentially contribute to thought. The concept of emotional intelligence is primarily focused on the complex potentially intelligent tapestry of emotional reasoning in every day life and emotions convey knowledge about a person's relationships with the world.

Studies on emotional intelligence initially appeared in academic articles beginning in early 1990's. By middle decade the concept had attracted considerable popular attention and powerful claims were made concerning its importance for predicting success.

Traditionally, psychologists exhibited an over whelming tendency to construe mind as consisting of 3 components; cognition (thought), affect (including emotions) and motivation (conation). The cognitive sphere includes such functions as memory, reasoning, judgement and abstract thought. The affective domain of mind comprises emotions such as moods and feelings. The conative part includes processes such as attitudes, values and motivation.

The IQ notion of intelligence has generated a plethora of research exploring mainly the cognitive domain. It is only recently that psychologists have realised that the cognitive and affective domains are not mutually exclusive but function in an interdependent fashion. Studies of cognitive development have increasingly highlighted the importance of socio-cultural processes and context in the shaping of cognition. This signifies a need to attend to the characteristic traits or skills valued in particular societal context.

PERSPECTIVES ON EMOTION – COGNITION LINKAGE

The long held notion of mind-body dualism espoused by Descartes contributed to the traditional separation of emotion from the brain. This theory localised the origin of emotions in the body and the concern of “mind” was confined to rational and affective realms of behaviour. Historically emotion has

been viewed as a disorganising force that disrupts one's ability to reason. The "Valcano Theory" as a typical lay theory of emotion holds that feelings, unless vented or discharged from within the individual may accumulate and burst forth, impairing the individual's ability to reason and function adaptively. For long the tradition of viewing emotions as inimical to logical thinking welded considerable influence (Woodworth, 1940). It is considered emotions as disrupting misdirecting and interfering with attempts to function rationally in the world.

A competing tradition however viewed emotional thought as part of and as contributing to logical thought and to intelligence in general (Leeper 1948). The importance of emotion has been emphasised in the traditionally viewed domain of rational thought (Damasio 1994; Le Doux 1995). Emotions are recognised as one of the three or four fundamental classes of mental operations. These classes include motivation, emotion, cognition and consciousness. According to Salovey, Mayer & Caruso (1999) emotions are signals and provide information direct attention and facilitate the attainment of goals. In this emerging view, emotions are seen as organising processes that enable individuals to think and behave adaptively. It is held that the adaptive processing of emotionally relevant information is part of intelligence (Salovey & Mayer 1990). Emotions provide necessary guidance to one's overall assessment and experience of the world and organisms that ignore their own affective feedback are not well suited to behave adaptively.

In contrast to the lay theories of emotion, the functionalist perspective conceptualises emotions as responses that guide the individual's behaviour and provide information that help the individual to achieve goals.

EMOTIONAL INTELLIGENCE – THE INDIAN VIEW

The concept of emotional intelligence in the Indian context is embedded in its highly valued social concerns virtues, religious traditions and cultural practices. Social concerns such as well being of others and fulfilling one's duty constitute a dominant part of achievement goals, with social skills such as respecting elders or helping others constitute the salient means of achieving these goals. Research has demonstrated that social concern is one of the salient aspects of achievement concerns among Indians. Indians often treat individual inclination as consistent with duty or dharma and view of self is characterised more as interdependent. Indians developed “ a morality of caring which emphasizes broad and relatively non contingent interpersonal obligations, a familial view of inter personal relationships and contextual sensitivity. These moral values determine emotional responsivity which is culture specific.

The Indian tradition has from time to time and through different systems of beliefs and practices emphasized stress and suffering. The important one's are detachment, impulse control as well as suffering with equanimity. Not being involved in objects of pleasure and not being too concerned about avoidance of suffering is seen part of one's essential nature. This helps to minimise the emotional impact of success and failure (Parajpe 1996). This is

the basis for emotional stability a quality highly valued in modern mental health science.

The concept of jitendriya refers to a person who is able to manage and regulate his emotions, such a person has full control over his impulses and actions. Similarly the notion of nishkiam karma refers to the quality of non-attachment, which is emotional self-regulation. The tradition of yoga views regulation of mental activities as significant (Yodaschitta viritinirodhan) for sound health.

The Bhagvadgita combines these virtues of detachment and impulse control in a personality type called sthitapragna implying “one whose intellect is stable”. Transcendence means consideration of something beyond oneself, of other people other things and the world. Such a thinking takes one away from selfishness in the first place and is therefore consistent with the course of civilisation’s development from one’s own self to a large self and also with overall principles of dharma commenting on the nature of emotion as a experience of art found in the Indian treatises on dramatics.

The Indian view of Emotional Intelligence is context sensitive and focuses on the role of significant others including the guru, family and larger society in shaping one’s emotions, certain traits valued in the Indian culture like respecting elders, caring, kindness, benevolence, and non-violence involved typical emotional expressions. These are grounded in the cultural traditions and have been passed on from one generation to the next. These

moral values are characteristic ways of behaving, provide a frame within which emotional responses occur.

The above theoretical perspectives throw light on how parents play a significant role in shaping behaviour and emotional regulation of adolescents. So the investigator reviewed the literature to find out what the other researchers have discovered about the role of parenting styles on the personality and emotionality of adolescents.

2.2 STUDIES ON DEMOGRAPHIC VARIABLES AND PARENTING STYLES

The economically poor and working class parents tend to stress obedience and respect for authority. They are more restrictive and authoritarian, more frequently use power assertive discipline, show less warmth and affection for their children. Some middle class parents are also highly restrictive and power assertive (Kelley, Power & Wimbush, 1992). But on an average it appears that lower socio economic strata and working class parents are more critical, more punitive and more intolerant of disobedience than parents of middle & upper socio-economic strata.

Socio- Economic Status is the most important factor that affects the child's cognitive development (Sameroff 1983). Children from middle SES have higher social competence and children from low SES have higher emotional / behaviour problems. Children from larger cities showed higher problems in social and emotional areas, but study of Tiwari and Pal (1986)

showed that family size, socio-economic status and rural urban difference did not affect parental acceptance or rejection.

While studying personality development of children in relation to child-rearing practices among different socio-economic classes, Joshi and Tiwari (1977) found that although SES does not affect child rearing practices it influences the development of different personality traits in children. According to them, middle class mothers who use praise and reward to inculcate obedience and desirable behaviours are more punitive and less consistent in their threatening and punitive behaviours than mothers of upper social class. Extent of parental approval for disciplining techniques for children is greater in middle class homes than in upper class homes. Mostly mothers are disciplining agents for children in middle class homes.

Saraswathi and Sundaresan (1979) studied the relationship between parents disciplinary techniques and children's moral maturity and found class differences and gender differences in children's moral maturity. In the upper class group power assertion was negatively correlated and induction was positively correlated with moral maturity among boys, whereas only the first relationship was significant among girls. In the working class the relationship was low. The upper class subjects reported that love withdrawal was rarely used as a disciplinary technique by induction. In case of boys in the working class the use of power assertion was very frequent.

Usha Rani, Rao, Naidu, Reddy (1994) investigated the effects of socio-economic status, intelligence and anxiety, and the psycho social adjustment of rural pre-adolescents and found that, among the social variables educational status of the mother and child had positive influence on the intelligence and adjustment of the child. No gender differences were found in anxiety but girls were found to be socially maladjusted compared with boys.

The type of disciplinary techniques parents use in socializing their children also affects the personality development of these children. Studies in this regard show that as compared to maternal employment status, mother's education is a more influencing factor in child rearing (Suseela Devi & Devdas 1970). Educated mothers permitted greater independence, encouraged vocalization in their children, were more strict and suppressed children's aggression more and indicated greater use of reward and punishment (Singh & Sharma 1976; Seth & Saksena 1978; Rai 1979).

On the basis of his study on impact of parents on children's religious prejudice Hassan (1987) reported that highest degree of religious prejudice was shown by children having prejudiced parents brought up under restrictive and authoritarian parents discipline.

Singh & Singh (1987) found that there is no difference between higher caste and the schedule caste pupils as regards their educational and emotional adjustment. It was also found that backward and schedule caste pupils did not differ significantly from each other in respect to their emotional social and educational adjustments.

2.3 PARENTING STYLES AND CHILDREN'S BEHAVIOURAL / EMOTIONAL OUTCOMES

The following studies deal with the different parenting styles adopted by parents in relation to the behavioural / emotional outcome of adolescents.

The authoritarian parents are dominating, strict and punishing. They teach adolescents to be submissive to obey and to be dependent on them. Adolescents in such home environments are usually more hostile, rebellious and model aggressive behaviour of the parent and show emotional disturbances. Adolescents of authoritative parents scored highest on the measure of psychological competence and lowest on measure of psychological and behavioural dysfunction and this is reverse with the adolescents of neglectful parents. (Lamborn & Wood 1999).

Authoritarian child rearing has more negative long term outcomes for boys than girls. Sons of authoritarian parents were low in both cognitive and social competence. Their academic & intellectual performance was poor. In addition they were unfriendly and lacking in initiative, leadership, and self confidence in their relations with their peers (Maccoby & Martin 1983).

Adolescents subjected to high control, protectiveness, punishment, conformity, social isolation deprivation of privileges, nurturance rejection and permissiveness show more alienation as compared to their counterpart adolescents belonging to low control (Verma 1990a).

The combination of warm, nurturing parenting with clear behavioural standards results in the formation of children who are competent, responsible,

independent and confident (Maccoby & Martin 1983). Hence adolescents whose parents are warm, supportive and emotionally invested in child rearing are on an average more academically and socially competent and less inclined to display behavioural problems or delinquent conduct compared with age mates whose parents are less nurturing and less involved in their lives conversely the absence of parental nurturing has been found to impair child's emotional competence. Review of research concludes that children cope poorly with stress when mothers are emotionally unresponsive or express mostly negative emotions.

Studies showed that parenting styles impact on child's and adolescents social, emotional and intellectual development (Baumrind 1967, 1971, Gottman, Katz & Hooven 1996, 1997) Compared with teenagers raised by either permissive or authoritarian parent those raised by authoritative parents were relatively confident, socially skilled and they tended to stay clear of drug abuse & other problem behaviours.

Authoritarian / democratic and authoritarian / restrictive behaviour of parents appeared to be predictive of both the child's prosocial behaviour and his / her sociometric status (Dekovic & Janssens 1992). Fisher & Crawford (1992) examined the association between the parent child relationship and the adolescents co-dependency and found that daughters of authoritarian fathers had higher co-dependency scores than did daughters of permissive fathers. Whereas sons of authoritarian fathers reported higher levels of co-dependency

than did sons of uninvolved fathers. Parenting style of mothers was unrelated to co-dependency scores.

Anxiety in school children has been found to be positively related to authoritarianism, anxiety and rigidity in fathers and the use of strict discipline (Hassan, Enayatullah & Khalique 1977). Similarly restrictive and rejecting behaviour on the part of parents was associated with authoritarianism in children (Ojha 1977).

Passi (1998) has observed that if parents are authoritarian type in all likelihood, the children are going to develop into aggressive and hostile adults with feelings of frustration wrought over them. In a study on juvenile delinquency, Sanyal (1998) contemplated that parents must understand their moral responsibility in adopting adequate parental care such as continuous awareness of child's needs familiarity with his / her activities acquaintance with his / her friends and adequate overall supervision.

Sanyal (1998) further adds that parental treatment such as screaming at the child and excessively criticising or generally ignoring the child have harmful effect on the self – esteem of the child. While analysing the determinants of delinquent behaviour in children. Sanyal says that inconsistent and physically harsh discipline in the home may lead to more delinquency than consistent and adequate form of discipline. If a child receives severe punishment (s) he shows more resentment and aggression. She further says that if a child lives with hostility (s)he learns to fight. If (s)he lives with fear, (s)he learns to be apprehensive, if (s)he lives with jealousy, (s)he learns to feel guilty.

2.4 STUDIES ON EMOTIONAL COMPETENCIES

Emotions are important in peer relations and families are important context in which children learn about emotional experiences within an expressive family. Families provide young children with specific skills and characteristics that serve them well with their peer relations (Lewis & Saarni 1985; Denham 1986). Several aspects of emotions such as encoding, decoding, emotional regulation, emotional expressiveness has been suggested as antecedents of peer competence (Cassidy, Parke, Butkovsky and Braungest 1992). Children with more expressive parents have better peer relations.

Extensive review of past research indicated that parents play an important role in children's emotional socialization (Eisenberg, Cumberland & Spaniard 1998). Parents who are highly accepting and less controlling of their children's emotional display are likely to have children who are more accepted by peers. However the extent to which parents control the children's emotions is related to their emotional & social competence (Eisenberg, Guthrie, Fabes, Reiser, Murphy, Holgen, Moszk and Losoya, 1996; Gottman, Katz & Hooven 1997).

Several studies showed that parenting styles or disciplinary method adopted by parents determines the adolescents emotional competence (Belsky 1993; Dornbusch, Retter, Leiderman and Roberts 1987). The emotional and social adjustment of a child from home with favourable parent child

relationship is definitely superior to those of children from home where family relationship is less favourable.

Parents warmth and support predicted lower levels of depressive symptoms and lower levels of irritability hostility among the young adults (Aquilino & Supple 2001).

Baumarind (1971) has rightly said that supportive parenting combined with parental firmness with regard to setting limits, standards is associated with socially responsible behaviour in childhood. Consistent with this view Roberts and Strayer (1987) found that parental problem solving responses when their children were upset were related to children's social competence. In contrast parental demands that children control their own feelings and emotional display are likely to result in anxiety when experiencing negative emotions attempts to mask emotional display (Buck 1984) and the tendency to monitor one's expressivity and self-presentation.

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 emotions and their pattern of coping with emotions influenced their children's expression of emotions, understanding of emotions and coping with emotions (Denham Renwick & Holt 1991). Further, mothers who emphasize positive emotions in their parent – child interaction tend to have children who are better able to mask disappointment and other negative feelings. So parental socialization of emotions, their expressive style and emotional responses to child emotions

were important predictors of children's emotional competence and overall social competence.

Parental but not maternal encouragement of emotional expression was linked to social competence in children (Robert & Strayer 1987). Several earlier studies suggest that fathers play an important and unique role in the development of social understanding of emotional regulation. Fathers who were more controlling towards children's emotional expressiveness were most likely to have children who gave less complex responses about interpersonal consequences of emotional management (Saarni 1985) Father's influences on emotional expression are particularly notable for boys (Isley 1996) and even though father's express negative emotions less frequently than mothers they have impact on children's social competence.

Adolescent's perception of their parents influence suggests that parental modeling, encouragement, facilitation and rewarding have substantial effect on their emotional intelligence, task orientation and social functioning (Marinez, Pons, Manekel 1999).

Intellectual ability of adolescents of Korean and American adolescents was associated with adolescent's psychosocial maturity. Authoritative parenting was related to significantly higher means associated with lower psychosocial maturity, whereas permissive and mixed parenting styles were more advantageous than either authoritarian or neglectful parenting (Mantzicopooplos 1998).

Bar-On (1997) believes that emotional intelligence grows from childhood into late 50's and EQ reaches its peak from one's mid 40's to mid 50's. Emotional intelligence and cognitive ability play equally important roles in explaining differences in people's ability to influence and demonstrate interpersonal competence.

Assertiveness sometimes labeled as dominance is linked with high status, because women generally have lower status, it follows that they would also be lower in assertiveness (Eagly, 1987). Twenge (2001) analyzed the changes in women's assertiveness from 1931 to 1993 and found that women's assertiveness has increased over time. Assertiveness varied with their status and role and the changing socio cultural environment.

Self-regard among adolescents is of particular concern because of the dynamic nature of their experience at this state of life. An adolescent's self esteem therefore can be a useful indicator of the success within which he/she is proceeding through this important period. Parental supportive behaviour has been found to be positively related to self esteem and various types of negative controlling behaviours have been found to be negatively related to self esteem (Barber and Thomas, 1986; Barder, 1990).

Uma Devi (2003) in her research found that majority of the adolescents had average and above average emotional intelligence levels. Girls out performed boys in interpersonal component of emotional intelligence they also surpassed on dimensions like self - awareness, empathy, social responsibility and problem solving. In the family related variables it was found that

adolescents from joint families were highly emotionally intelligent, S had high self-regard, where good at interpersonal relationships. Adolescents from large families were more flexible. Adolescents with educating and well placed mothers were highly adaptable.

From the review of literature it is evident that research on emotional intelligence and its relationship to adolescents success is very meager as the concept of emotional intelligence is very new and research on emotional intelligence is still in its infancy and concentration is given only to adults success.

CHAPTER III

MATERIALS AND METHODS

The present study was undertaken with an objective to study the relationship between parenting styles and emotional intelligence of adolescents. The details of research design, locale of the study, sample and sampling procedures, variables and their empirical measurement, collection of data and analytical procedures used for analysis are furnished in this chapter and discussed under the following headings.

- 3.1 Research Design
- 3.2 Sample and Sampling Procedure
- 3.3 Variables and their empirical measurement
- 3.4 Conceptual frame work
- 3.5 Measurement Tools
- 3.6 Data collection procedure
- 3.7 Analysis Pattern

3.1 RESEARCH DESIGN

The present research is aimed to study the parenting style and its influence on the emotional intelligence of adolescents. Expost-facto research design was used for the study as the variables chosen have already resulted.

3.2 SAMPLING PROCEDURE

Stratified sampling procedure was used to collect sample for this study. To select the parents of different parenting styles the following procedure was followed.

1. The list of schools and colleges in the four zones of Visakhapatnam were obtained from the Mandal Revenue Office.
2. Of the total schools and colleges present in each zone, co-educational schools/colleges with classes at plus two level/junior and senior intermediate classes were short listed.
3. One school with plus two classes and one junior college which are co-educational institutions were selected from each zone.
4. Four hundred adolescents between the age range of 15-17 years from plus two and intermediate class were selected to find out the parenting styles adopted by their parents.
5. The parents were invited to the school/college and were required to answer the questionnaires.
6. The questionnaires were scored to identify the different parenting styles adopted by them.
7. Children of both the parents exhibiting the same parenting styles were selected in equal number for the final sample.

Thus, the sample consisted of 40 Authoritative parents 40 Authoritarian parents and 40 Permissive parents and their children who comprised of equal number of boys and girls as shown in Table 1.

Table 1: Distribution of sample

S. No.	Zone	Name of school/college	Authoritative Parents		Authoritarian Parents		Permissive Parents	
			Boys	Girls	Boys	Girls	Boys	Girls
1.	North	Gayathri Vidya Parishad	1	2	3	1	2	6
2.		Visakha Valley	4	5	3	3	2	1
3.	South	Kendriya Vidyalaya	1	1	1	4	3	2
4.		A. V. N. College	4	2	2	2	2	3
5.	East	Bethany School	2	3	2	1	3	3
6.		B.V.K. College	3	2	4	4	3	2
7.	West	Vignan Vidyalayam	2	3	2	2	2	3
8.		Pydah Junior college	3	2	3	3	1	2
		Total	20	20	20	20	20	20
Grand Total = 120								

3.3 VARIABLES AND THEIR EMPIRICAL MEASUREMENT

The details of independent and dependent variables selected to see the relationship between them is given below.

3.3.1 Operational definitions

According to Kerlinger (1995) operational definition means giving meaning to a variable by spelling out what the investigator must do to measure it.

3.3.2 Independent variables

The independent variable is the factor that is measured, manipulated or selected by the researcher to determine its relationship with observed phenomenon.

For the present investigation parenting style variable and demographic variables were selected as independent variables. The parenting styles include authoritative, authoritarian and permissive parenting styles.

The demographic variable comprises of 3 sets of variables viz., parent related factors-age, education, occupation and income of the parents, family related factors consisted of family type, family size, religion and caste, and the child related factors included, age, gender, education and birth order.

Gender: It is a scheme for categorization of individuals based on biological differences for assigning social differences as boys and girls.

Age: Age was taken as the number of years completed by the respondent at the time of investigation.

Birth order: It is the sequence of birth of the child (adolescent) in the family.

Family size: It is the composition of family based on the number of family members as.

- Small - If the number of family members range from 1-3
- Medium - If the number of family members range from 4-6
- High - If the number of family members are more than 6

Family type: Depending on the structure, there are two types of families.

Nuclear: Consists of husband, wife and their children.

Joint: Is a collection of more than the primary family, consists of grand parents, parents, uncles, aunts, cousins etc.,

Education of Parents: Educational level was taken on a quantified scale as illiterates, below 10th, Intermediate, Degree, Post Graduation and Professional Degree.

Occupation of the Parents: It is the job undertaken by parents and the jobs were classified as no occupation/housewife, technical working in private organization, government jobs, business and profession jobs.

Parent's Income: It is the amount the father/mother is earning per month.

Parenting Style: Parenting Style may be defined as the extent that parents are able to adjust to their parenting tasks and the approaches that they employ in their interactions with the adolescents.

The characteristics of parenting styles as summarized by Baumrind(1978)

Authoritative parenting style: The Authoritative parents attempts to direct the child's activities in a rational issue oriented manner. He or she encourages verbal give and take shares with the child the reasoning behind parental policy and solicits the child's objections when the child refuses to conform.

Authoritarian Parenting Style: The authoritarian parents values obedience as a virtue and favours punitive, forceful measures to curb self-will at points where the child's actions or beliefs conflict with what the parent thinks is right.

Permissive Parenting Style: The permissive parent sees him or herself as a resource for the child to use as he wishes but not as an active agent responsible for shaping and altering the child's ongoing and future behaviour.

3.3.3 DEPENDENT VARIABLES

The dependent variable is the factor that is measured to determine the effect of independent variables. In the present investigation emotional intelligence of adolescents was considered as dependent variable.

DEPENDENT VARIABLE

Definitions of emotional intelligence and its 5 subscales and 15 dimensions are taken from the Bar-On concept of Emotional Intelligence.

Emotional Intelligence: It is an array of personal, emotional and social abilities and skills that influence one's ability to succeed in coping with environmental demands and pressures.

I. INTRAPERSONAL SUB SCALE

It is defined as the assessment of one's own self in terms of touching of one's own feeling and ability to express feelings and convey ideas with confidence.

It consists of 5 sub dimensions

- 1. Self Awareness (SA):** The ability to be aware of and understand one's feelings.

2. **Assertiveness (AS):** The ability to express feelings, belief and thoughts and defends one's rights in a non-destructive manner.
3. **Self Regard (SR):** The ability to be aware of, understand, accept and respect one self.
4. **Self Actualisation (SAC):** The ability to realize one's potential capacities and to do what one can do, wants to do and enjoy doing.
5. **Independence (IN):** The ability to be self directed and self controlled in one's thinking and actions and to be free of emotional dependency.

II. INTER PERSONAL SUB SCALE

It is defined as social adeptness one's ability to understand others and to interact and relate well with people. The dimensions of the interpersonal sub scale includes.

6. **Empathy (EM):** The ability to be aware of, to understand and appreciate the feelings of others.
7. **Social Responsibility (SRS):** The ability to demonstrate oneself as a co-operative contributing and constructive member of one's social group.
8. **Inter personal Relationship (IR):** The ability to establish and maintain mutually satisfying relationships that are characterized by emotional closeness, intimacy and by giving and receiving affection.

III. ADAPTABILITY SUB SCALE

It is defined as one's ability to cope with environmental demands based on one's ability to effectively size up and deal with problematic situations and adapt easily to changing demands and priorities. The dimensions are:

- 9. Reality Testing (RT):** The ability to access the correspondence between what is emotionally experienced and what objectively exists.
- 10. Flexibility (FL):** The ability to adjust one's emotions, thoughts and behaviour to changing situations and conditions.
- 11. Problem Solving (PS):** The ability to identify and define problems as well as to generate and implement potentially effective solutions.

IV. STRESS MANAGEMENT SUB SCALE

It is defined as one's ability to overcome stress and withstand adverse events and stressful situations with calm disposition and without impulse. The dimensions are:

- 12. Stress Tolerance (ST):** The ability to withstand adverse events stressful situations and strong emotions without falling apart by activity and positively coping with stress.
- 13. Impulse Control (IC):** The ability to resist or delay an impulse drive or temptation to act and to control one's emotions.

V. GENERAL MOOD SUB SCALE

It is defined as one's own general feeling of contentment and overall outlook on life. The dimensions are:

14. Optimism (OP): The ability to look at the brighter side of life and to maintain positive attitude, even in the face of adversity and negative feelings.

15. Happiness (HA): The ability to feel satisfied with one's life to enjoy the self with others and to have fun, to express positive feelings.

3.5 MEASUREMENT TOOLS

Interview schedule, Parental Interactional Style Questionnaire and Emotional Intelligence Inventory were used to collect data from the sample (Appendix 1 & 2).

Interview Schedule: The interview schedule was developed for the study, which includes general profile of the respondents, both the adolescents and their parents. Details of the parents collected include their age, education, occupation, income levels, family type and family size. The child related information includes the age, gender, birth order and education.

3.5.1 Parental Interactional Style Questionnaire (PISQ)

The parental interactional style questionnaire was developed by Vivekan Reddy (1996) for his Ph.D. thesis from Osmania University. The questionnaire was developed to determine the interactional style of the parents with their children in day-to-day activities. A 41 items questionnaire was prepared based on the standard tools available on child rearing practices, parental orientations, parental interactional styles and related literature.

Each item consists of three alternatives namely A,B,C. These three represent three interactional styles i.e., Authoritative, Authoritarian and Permissive. The order of presentation of these styles are varied for different item, but asked to tick only one alternative, which is applicable to them.

Items in the questionnaire cover academic and non-academic area. Academic area includes study methods, choosing the options, attending to the

homework and supervision of children's activities which are directly connected with their education. Non-academic areas are social, cultural, religions, economic and political.

This list was given to twenty psychologists and educationists to judge each statement whether it represents Authoritative, Authoritarian or Permissive category and suggest modifications, if necessary. They were also requested to categorize the items into different areas i.e., academic and non-academic. Further they were also asked to categorize the non-academic area items into social, cultural, religious, economic and political aspects. After receiving the comments of the judges, ten items were dropped. The pilot study was conducted on a representative sample of 50 subjects, to find out the parenting styles adopted by them on their children. Thirty one items were retained for the final form of the tool (Appendix-1) out of these 31 items, 11 items pertain to academic and 20 items to non-academic areas.

The interactional style of a parent is determined according to the pattern of his responses both in the academic and non-academic areas separately. Of the 31 items 11 items belong to academic and the remaining 20 items belong to non-academic areas. Out of the 11 items in academic area, if a subject responded to 6 or more items in a particular interactional style (Authoritative, Authoritarian or Permissive) then the subject was treated as belonging to that particular interactional style. Similarly in the non-academic area if a subject responds to more than 10 items in a particular category that subject was treated

as belonging to that particular interactional style. The questionnaire included the schedule to gather the general information of the respondents.

3.5.2. Emotional intelligence inventory

The Emotional Intelligence Inventory is based on Bar-On (1997) concept of Emotional Intelligence. It was constructed and developed by Uma Devi and Mayuri (2003) with 148 items in the final form, under the indicators self awareness, assertiveness, self-actualization, self regard, independence, empathy, social responsibility, interpersonal relations, reality testing, flexibility, problem solving, stress tolerance, impulse control, optimism and happiness which were categorized under 5 sub scales intra personal component, inter personal component, adaptability component, stress management component and general mood component. The final scale has 109 positive statements and 39 negative statements. The selected 148 statements of the emotional intelligence inventory are presented in Appendix-2.

Each statement has a five point rating. The five point scale included strongly agree, agree, undecided, disagree and strongly disagree with weightage of 5, 4, 3 2 and 1 respectively for positive statements and with weightage of 1, 2. 3, 4 and 5 for negative statements. The range of total score on the 148 items scale was from 148-740. The scale was administered to the respondents and they were asked to respond to each one of the 148 statements based on their degree of agreement. After getting the responses, the scores for each dimension was calculated and also the total score for each individual was

worked out by summing up the weights of responses for all the indicators and statements.

RELIABILITY AND VALIDITY

Reliability of the test was determined by using ‘test-retest’ and ‘split half method’ and was reported 0.56 to 0.88 and 0.69 to 0.93 respectively. The validity co-efficient was found by using concurrent validity. The obtained correlation co-efficient was 0.89 which was found to be high and hence concurrent validity is high.

3.6 DATA COLLECTION PROCEDURE

Permissions from school and college principals were taken and the parents were gathered and told about the purpose of the study. The parental interactional style questionnaires were given to the parents, the filled questionnaires were collected from their children. The parents were categorized according to their disciplining style and from each style 40 respondent adolescent children were collected.

Adolescent of the selected parents were explained about the emotional intelligence inventory and with the permission of the principals they were asked to fill the questionnaires. The data was then scored, coded, tabulated and analysed by using appropriate statistical procedures.

Table 2: Analysis pattern

S. No.	Objective details	Variables under study	Measuring tools	Analysis pattern
1.	To study the general profile of adolescents	A. Child related 1. age 2. birth order 3. gender 4. Education B. Parent related 1. age 2. education 3. occupation 4. income of mother and father C. Family Related 1. family type 2. size 3. Religion 4. caste	Interview schedule developed by the investigator	Frequencies and Percentages
2.	To assess the different parenting styles adopted on adolescents	1. Authoritative 2. Authoritarian 3. Permissive	Parental Interactional Style Questionnaire developed by Vivekan Reddy (1996)	Frequencies and Percentages
3.	To find out the emotional Intelligence of adolescents	1. Intrapersonal 2. Interpersonal 3. Adaptability 4. Stress Management 5. General Mood	Emotional Intelligence Inventory Developed by Uma Devi (2003)	Frequencies and Percentages
4.	To find out the difference between different parenting styles and emotional intelligence levels of adolescents	All the above	All the above	Means, SD F-ratio
5.	To find out relationship if any between selected personal social variables and parenting styles emotional intelligence of adolescents	All the above	All the above	Correlations

Independent Variables

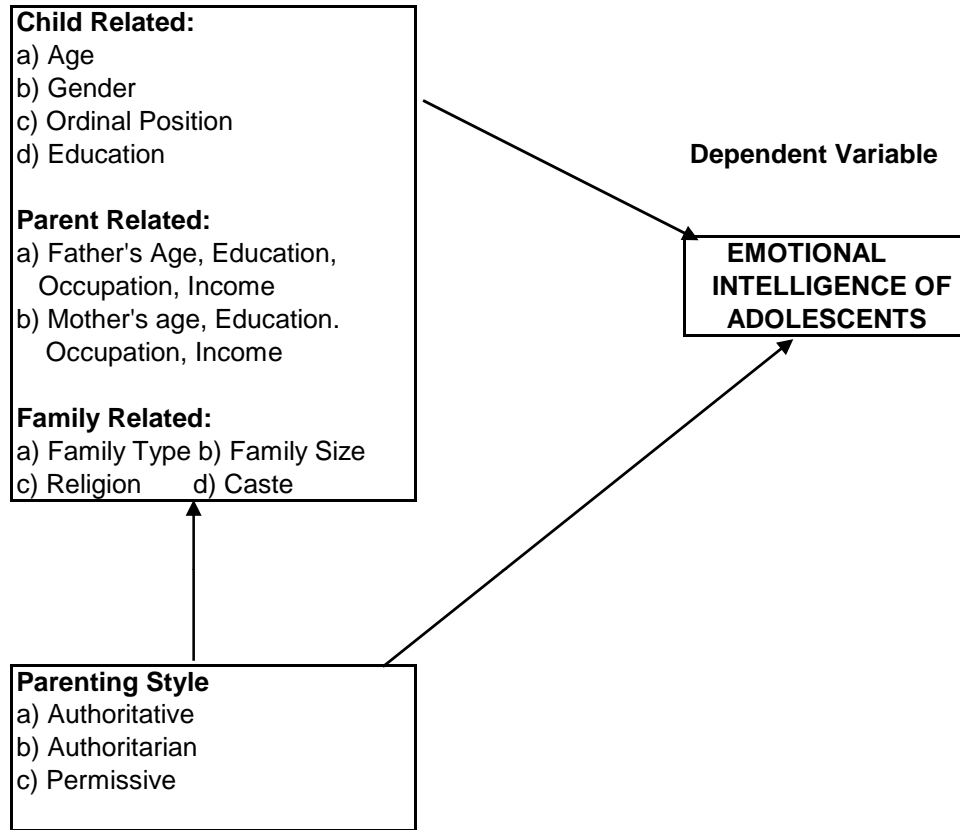


Fig. 1::CONCEPTUAL FRAME WORK

CHAPTER IV

RESULTS

This chapter presents the findings of the study under investigation. The raw data obtained were coded tabulated and analyzed by using appropriate statistical techniques and are interpreted under the following sections.

SECTION 1

This section deals with the profiles of the respondents both the parents and the adolescents.

- 4.1 Profile of the respondents which includes child related factors, family related and parent related factors.

SECTION II

The following section depicts the mean differences in E.I. scores of adolescents from the three different parenting style families.

- 4.2 Mean differences in Emotional Intelligence based on parenting style.

SECTION III

This section deals with relationships among emotional intelligence of adolescents and selected independent variables.

- 4.3 Relationship between the selected demographic variables and emotional intelligence of adolescents under different parenting styles.

SECTION 1

This section deals with the profiles of the respondents both the parents and the adolescents.

PROFILE OF THE RESPONDENTS

The profile of the respondents is based on the general information of the parents, children and family demographic factors

1. Child related factors: It includes gender, age, class and birth order.
2. Family related factors : Includes family type, family size, religion and caste.
3. Parent related factors: which include father's and mother's age, education, occupation and monthly income.

3. GENERAL PROFILE OF THE SAMPLE

3.1: Child Related

S. No.	Profile	Boys = 60		Girls = 60		Total =120	
		No	%	No	%	No	%
1.	Age in years 15	27	45	29	48.3	56	46.60
	16	29	48	26	43.3	55	45.80
	17	4	7	5	8.3	9	7.50
2.	Class of study 10 th	11	18.3	13	21.6	24	20.0
	Junior inter	34	56.6	39	65	73	60.80
	Senior inter	15	25	8	13.3	23	19.20
3.	Birth order 1 st born	33	55	33	55	66	55.00
	2 nd born	24	40	23	38.3	47	39.00
	3 rd born	3	5	4	7	7	5.80

It is seen from Table 3 that nearly half of the adolescents under study represented the 15 years age group (47%), forty six percent were in the 16 years age group (40%) and only eight percent were in 17 years age group.

Data regarding the class of study revealed that 61 percent of the adolescents were in their junior intermediate, 21 percent of them were in the 10th standard and the rest i.e. 19 percent were in their senior intermediate.

Regarding birth order 55 percent of the adolescents were 1st borns, 39 percent were 2nd borns and the remaining 6 per cent were 3rd borns.

3.2 Family related

S. No.	Profile	Boys = 60		Girls = 60		Total =120	
		No	%	No	%	No	%
1.	Family type						
	Joint	20	33	11	18	31	26
	Nuclear	40	67	49	82	89	74
2.	Family size						
	Small	26	43	27	45	53	44
	Medium	30	50	32	53	62	52
	Large	4	7	1	2	5	4
3.	Religion						
	Christian	5	8	7	12	12	10
	Hindu	50	84	46	77	96	80
	Muslim	5	8	3	5	8	3
	Others	-	-	4	7	4	7
4.	Caste						
	Open category	38	63	34	57	72	60
	Backward caste	15	25	18	3	033	27.5
	Scheduled caste	7	1	28	13	15	12.5
	Scheduled Tribe	-	-	-	-	-	-

It is interesting to note from the results (Table 3.2) that one fourth of the adolescents were from joint families and three fourth of them came from nuclear families. Regarding the family size 52 percent belong to medium size families followed by 44 percent from small size families and only 4 percent of them belonged to large families.

Data regarding the religion of the respondents showed that 80 percent were Hindus, followed by Christians (10%). Seven percent belonged to the others category and only 3 percent were Muslims.

As far as the caste was concerned 60 percent of the respondents belonged to open category 27 percent belonged to backward caste, twelve percent were from scheduled caste and there was no representation of scheduled tribes in the present sample.

Table 3.3 Parent related (Father's)

S. No.	Profile	Boys = 60		Girls = 60		Total =120	
		No	%	No	%	No	%
1.	Father age (in years)						
	Below 35 years	0	0	0	0	0	0
	35-44	21	35	23	38	44	37
	45-54	34	57	36	60	70	58
	55 and above	5	8	1	2	6	5
2.	Father's education						
	Illiterate	-	-	-	-	-	-
	Below 10 th	1	2	-	-	1	1
	10 th	3	5	-	-	3	2
	Inter	10	17	7	12	17	14
	Degree	18	30	23	38	41	34
	Post graduation	17	28	21	35	38	32
	Professional	11	18	9	15	20	17
3.	Occupation						
	No occupation	-	-	-	-	-	-
	Technical	4	7	6	10	10	8
	Private organizations	11	12	19	32	26	22
	Government	31	52	24	39	55	46
	Business	12	20	8	13	20	17
	Professional	6	10	3	5	9	7.5
4.	Income (In Rs.)						
	Below 3000	-	-	-	-	-	-
	3001-5000	1	2	1	2	2	2
	5001-10,000	29	48	25	42	54	45
	10,001-15,000	19	32	21	35	40	33
	Above 15, 0000	11	18	13	23	24	20

Table 3.3 explains the parent related factors of the adolescents studied.

From the table it is clearly seen that slightly more than half (58%) of the fathers were in the age range of 45-54 years followed by 37 percent in the age range of 35-44 years and 5 percent were above 55 years of age.

Nearly one third of the fathers were degree holders 32 percent were post graduates, 17 percent of the fathers had professional education, 14 percent had education upto intermediate 2 ½ percent had education upto SSC and 1 per cent were below SSC. There were no illiterates fathers in the sample.

Out of the total sample 46 per cent fathers were government employees, followed by 22 percent working in private organizations 17 percent of the sample were businessmen and there were equal percentage i.e. (8%) of technicians and professionals.

As far as income is concerned 45 percent of the fathers income ranged between Rs.5000 – 10,000. One third of the sample i.e. (33%) had income ranged between Rs. 10,000 – 15,000, 20 percent had income above Rs.15,000 and only 2 percent had income ranging between Rs. 3001 – 5000 per month.

Table 3.3.1 Parent related (Mother's)

S. No.	Profile	Boys = 60		Girls = 60		Total =120	
		No	%	No	%	No	%
1.	Mother age (in years)						
	Below 35 years	15	25	8	13	23	19
	35-44	43	72	45	75	88	73
	45-54	2	3	7	12	9	7
	55 and above	-	-	-	-	-	-
2.	Mother's education						
	Illiterate	-	-	-	2	1	1
	Below 10 th	10	17	14	23	24	20
	10 th	14	23	11	18	25	21
	Inter	11	18	9	15	20	17
	Degree	14	23	18	30	32	27
	Post graduation	11	18	5	8	16	13
	Professional	-	-	2	3	2	2
3.	Occupation						
	No occupation	43	72	57	85	94	78
	Technical	2	3	-	-	2	2
	Private organizations	8	13	2	3	10	8
	Government	4	6	2	3	6	5
	Business	3	5	4	6	7	6
	Professional	-	-	1	2	1	1
4.	Income (in Rs.)						
	No Income	43	72	51	85	94	78.3
	Below 3001	4	6	2	3	6	5.0
	3001-5001	3	5	2	3	5	4
	5001-10,000	6	10	1	2	7	6
	10,001-15,000	3	3	2	3	5	4
	Above 15, 0000	1	2	2	3	3	2

The table (3.3.1) gives the mother's age, education, occupation and income. In comparison with the father's nineteen percent of the mothers were below 35 years of age. Seventy three percent of the mothers were in the age range of 33-44 years and only 7.5 per cent were in the age range of 45-54 years.

Nearly twenty seven percent of the mothers were degree holders followed by equal number of mothers (20%) having education upto 10th standard and the same number of mothers had education below 10th standard. Seventeen percent of the mothers had education upto intermediate level and 13 percent of the sample had postgraduate education, very negligible percent were illiterates.

Majority (78%) of the mothers were housewives. The rest of the mothers (8.3%) were working in private organizations, 6 percent were doing business, 5 percent were working as government employees, 2 percent as technicians and 1 percent as professionals.

Since the majority of the mothers were housewives 78 per cent were without income, 6 percent of the mothers income ranged between Rs.5001-10,000, 5 percent of the mothers had below Rs.3000 income. Four percent of the mothers income ranged between Rs.3001-5000 Income per month. Only 2 percent of the mothers had income above Rs.15,000.

Table 4.1: Distribution of the sample based on total emotional intelligence scores

S. No.	Emotional Intelligence score Range	Category Details	Boys = 60		Girls = 60		Total =120	
			No	%	No	%	No	%
1.	Below 266	Low	-	-	-	-	-	-
2.	267-385	Below Average	-	-	-	-	-	-
3.	386-504	Average	33	55	38	63	71	59
4.	505-623	Above Average	27	45	22	37	49	41
5.	624 and above	High	-	-	-	-	-	-

Table 4.2: Distribution of total Adolescents based on total emotional intelligence scores in the Authoritative Parenting Style

S. No.	Emotional Intelligence score Range	Category Details	Boys = 20		Girls = 20		Total = 40	
			No	%	No	%	No	%
1.	Below 266	Low	-	-	-	-	-	-
2.	267-385	Below Average	-	-	-	-	-	-
3.	386-504	Average	8	40	10	50	19	47.5
4.	505-623	Above Average	12	60	10	50	21	52.5
5.	624 and above	High						

Table 4.3: Distribution of total Adolescents based on total emotional intelligence scores in the Authoritarian Parenting Style

S. No.	Emotional Intelligence score Range	Category Details	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 4.4: Distribution of total Adolescents based on total emotional intelligence scores in the Permissive Parenting style

S. No.	Emotional Intelligence score Range	Category Details	Boys = 20		Girls = 20		Total = 40	
			No	%	No	%	No	%
1.	Below 266	Low	-	-	-	-	-	-
2.	267-385	Below Average	-	-	-	-	-	-
3.	386-504	Average	14	70	15	75	29	72.5
4.	505-623	Above Average	6	30	5	25	11	27.5
5.	624 and above	High	-	-	-	-	-	-

The emotional intelligence of adolescents was measured by using the Emotional Intelligence Inventory (Umadevi and Mayuri, 2003). The data collected was 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. From the table 4.1 it is evident that, slightly

more than half of the adolescents (59%) both boys and girls were average in emotional intelligence and the rest of them fell under the above average category (41%).

The emotional intelligence score range in Table 4.2 indicates that in the Authoritative type of parenting style 40 percent of the boys had average scores and 60 percent had above average scores on Emotional Intelligence. The scores of girls belonging to the above parenting style showed that half of them had average scores and the other half belonged to the above average groups in Emotional Intelligence levels.

In the Authoritarian style of parenting (Table 4.3) 55 percent of the boys fell under average category and the rest were above average category on Emotional Intelligence. Sixty five per cent of the girls scored average on Emotional Intelligence and 35 percent scored above average. Results on the whole indicate that 60 per cent of the adolescents who had authoritarian parents had average and 40 percent had above average levels on Emotional Intelligence. Table 4.4 represents the distribution of adolescents of the permissive parenting style on Emotional Intelligence scores, which indicates that 70 per cent of the boys belonged to the average category and 30 per cent had above average scores, whereas 75 per cent of the girls had average scores and the rest belonged to the above average level on Emotional Intelligence. The total scores indicated that 72 per cent of the adolescents belonging to permissive parenting style had average Emotional Intelligence levels and 28 per cent had above average Emotional Intelligence levels.

SECTION II

The following section depicts the mean differences in E.I. scores of adolescents from the three different parenting style families.

Table 5.1 depicts the analysis of variance results indicating differences in the mean scores of intra personal skills of adolescents belonging to parents of different parenting styles. Adolescents of different parenting styles differed significantly at 5% level in the dimensions of self-awareness, independence and in the total intra personal sub scale, where the adolescents of authoritative parents had higher scores compared to the authoritarian and permissive parents.

The mean differences between the interpersonal dimensions and parenting styles are reported in Table 5.2 which clearly indicates that F values are significant at 1% level in the dimensions of empathy, social responsibility and also on the total interpersonal component of emotional intelligence. In all the above three components adolescents of authoritative parents had better scores than adolescents with authoritarian and permissive parents.

Table 5.3 reveals that there is no significant differences between the different parenting styles and the adaptability of the adolescents. It is interesting to note that adolescents with authoritative parents had higher scores in the problem solving dimension than authoritarian or permissive parents. Whereas it is found that adolescents of permissive parents are more flexible followed by authoritative and permissive parents.

When we observe the mean scores of different dimensions in the stress management sub scale in different parenting styles (Table 5.4) no significant

differences between the different parenting styles in relation to the stress tolerance and impulse control dimensions or to the total stress management sub scale. But the mean difference indicate that adolescents with authoritarian parents had better stress tolerance and impulse control than children who had authoritative or permissive parents.

When we consider the mean scores of different dimensions of general mood sub scale (Table 5.5) of emotional intelligence it is found that the adolescents with authoritative parents had better happiness and their scores on the total general mood were higher than adolescents who had authoritarian or permissive parents.

SECTION III

This section deals with relationships among emotional intelligence of adolescents and selected independent variables.

**Table 6.1: Relationship between the selected demographic variables and the intrapersonal sub scale of Emotional Intelligence of the total sample
N = 120**

S. No.	Variables	SA	AS	SAC	SR	IN	TOTAL
1	Father's						
	Age	-0.0806	-0.0732	0.1744	-0.0922	0.0466	-0.0322
	Education	0.0685	0.0436	0.0522	0.1826*	0.0393	0.1328
	Occupation	0.0724	-0.0610	0.0150	0.0828	0.1314	0.0849
	Income	0.0877	-0.0440	0.0635	0.1042	-0.0010	0.4090
2	Mother's						
	Age	0.1083	-0.0552	0.0098	0.0695	0.1273	0.0919
	Education	0.0548	0.1404	0.0074	0.2562**	0.1362	0.2111*
	Occupation	0.0993	0.0831	0.0260	0.2264*	0.1416	0.2025*
	Income	0.0973	0.0947	0.0087	0.2170*	0.1681	0.2073*
3	Family						
	Type	0.0912	0.0217	0.0189	0.1459	0.0947	0.1311
	Size	-0.6150	0.0121	0.1723	-0.0737	-0.1212	-0.0546
	Religion	-0.0346	-0.0630	0.1316	0.0440	0.1207	0.0546
	Caste	-0.2200	0.0955	-0.0774	-0.1866*	-0.1623	0.1195
4	Child's						
	Gender	-0.0217	-0.0574	0.0593	0.1233	0.1428	0.0822
	Age	-0.1632	-0.1759	0.0657	0.0813	0.0330	-0.0593
	Education	0.0704	0.0744	0.0684	0.2244*	0.1799	0.2113
	Birth order	-0.1041	-0.0957	0.1206	-0.0745	-0.1551	-0.1226

* P, > .05; ** P, > .01

SA: Self Awareness; AS: Assertiveness; SAC: Self Actualization; SR: Self regard;
IN: Independence

Table 6.1 depicts the relationship between the demographic variables and the intra personal sub scale of emotional intelligence of the total sample. It is evident that there is significant relationship between social regard of the adolescents and the independent variables father's education, mother's education, occupation and income. In the family related variables, caste was significantly related at 5% level. Regarding the child related variables only the child's education had significant relationship with the self regard of the adolescents. In the parent related variables mother's education, occupation and income had significant correlation at 5% level with the adolescents total intrapersonal sub scale.

**Table 6.2: Relationship between the selected demographic variables and the interpersonal sub scale of Emotional Intelligence of the total sample
N = 120**

S. No.	Variables	EM	IR	SRS	TOTAL
1	Father's				
	Age	0.0812	-0.0270	0.1381	0.0937
	Education	0.0523	-0.0388	0.0224	0.0232
	Occupation	-0.0226	0.0631	0.0661	-0.0056
	Income	0.0171	0.0609	-0.1077	-0.0166
2	Mother's				
	Age	0.1273	0.0384	0.0827	0.0892
	Education	0.0975	0.1684	0.0159	0.1192
	Occupation	0.0392	0.1098	0.0013	0.0610
	Income	-0.0174	0.1283	-0.0067	0.0343
3	Family				
	Type	0.1226	0.0397	0.0558	0.1046
	Size	-0.0820	-0.1371	-0.0430	-0.1117
	Religion	0.0017	-0.0222	-0.0208	-0.0163
	Caste	-0.0871	0.1117	-0.0679	-0.0350
4	Child's				
	Gender	0.1046	0.1120	0.1899*	0.1794
	Age	-0.1496	-0.0540	-0.0411	-0.1161
	Education	-0.0584	-0.0709	0.0332	-0.0417
	Birth order	-0.2058*	-0.0258	-0.1289	-0.1741

* P, > .0 5; ** P, > .01

EM: Empathy; IR: Interpersonal relationship ; SRS: Social Responsibility

In the interpersonal sub scale (Table 6.2) of emotional intelligence of the total sample it is surprising to note that none of the parent related and family related variables had any significant relationship with any of the dimensions or to the total interpersonal sub scale. The child's gender has positive significant relationship with the social responsibility dimension and the child's birth order was negatively and significantly related to the empathy dimension, which

indicates that boys are more socially responsible than girls and first borns were more empathetic than later borns.

**Table 6.3: Relationship between the selected demographic variables and the Adaptability sub scale of Emotional Intelligence of the total sample
N = 120**

S. No.	Variables	PS	FL	RT	TOTAL
1	Father's				
	Age	-0.0550	-0.0983	0.1696	-0.0111
	Education	0.1960*	-0.1204	-0.0204	0.0558
	Occupation	0.0536	-0.0110	-0.0860	-0.0070
	Income	0.1649	0.0112	0.0473	0.1320
2	Mother's				
	Age	0.0629	-0.0465	-0.1014	-0.0274
	Education	0.0857	-0.1706	0.0150	-0.0249
	Occupation	0.0847	-0.0300	-0.0706	0.0083
	Income	0.1090	-0.0494	-0.0880	0.0065
3	Family				
	Type	0.0807	-0.0404	-0.0328	0.0170
	Size	-0.2113*	-0.0496	0.0518	-0.1381
	Religion	0.1334	-0.0449	0.0639	0.0906
	Caste	0.0449	0.0606	-0.0115	-0.0031
4	Child's				
	Gender	-0.3110	0.0523	-0.1474	-0.0587
	Age	-0.1244	-0.1036	0.0087	-0.1285
	Education	-0.0574	-0.1487	-0.0638	-0.1400
	Birth order	-0.1611	0.0296	-0.1892*	-0.1708

* P, > .05; ** P, > .01

PS: Problem solving

FL: Flexibility

RT: Reality testing

In the sub scale of adaptability (Table 6.3) it was found that the father's education is significantly related to the problem solving capacity of the adolescents. Adolescents hailing from large families were better at solving problems than adolescents from small families. The reality testing dimension

was found to be negatively but significantly related to the adolescents birth order indicating later borns were more imaginative than first borns.

Table 6.4: Relationship between the selected demographic variables and the Stress Management sub scale of Emotional Intelligence of the total sample N =120

S. No.	Variables	ST	IC	TOTAL
1	Father's			
	Age	0.0598	0.1008	0.1036
	Education	0.03040	0.1852*	0.1489
	Occupation	-0.1078	0.1908*	0.0809
	Income	0.0976	0.1825*	0.1820*
2	Mother's			
	Age	0.0798	0.0966	0.1109
	Education	0.0807	0.0684	0.0912
	Occupation	0.0268	0.0120	0.0226
	Income	0.0033	0.0211	0.0169
3	Family			
	Type	0.1291	0.0697	0.1173
	Size	-0.0599	-0.0468	-0.0649
	Religion	-0.0751	0.0376	-0.0124
	Caste	0.0424	-0.0347	-0.0028
4	Child's			
	Gender	-0.0151	0.2411**	0.1654
	Age	0.0536	0.1361	0.1257
	Education	0.2064*	0.1581	0.2212*
	Birth order	-0.2319*	-0.0755	-0.1751

* P, > .0 5; ** P, > .01

ST: Stress tolerance; IC : Impulse control

It is interesting to note that the father's education, occupation and income is positively and significantly related to the impulse control of the adolescents and the father's income is also related to the total stress management sub scale. In the child related variables the child's gender had positive relationship with impulse control indicating that boys have better

impulse control than girls. The child's education is positively and significantly related to the stress tolerance of the adolescents i.e. children in senior inter classes had more stress tolerance than children of 10th / Junior inter classes. The birth order indicates that later borns had less stress tolerance than first borns.

Table 6.5: Relationship between the selected demographic variables and the General mood sub scale of Emotional Intelligence of the total sample N =120

S. No.	Variables	HA	OP	TOTAL
1	Father's			
	Age	0.1213	0.1011	0.1407
	Education	0.0109	0.0531	0.0287
	Occupation	0.0195	0.1971*	0.1429
	Income	0.0206	0.0421	0.0404
2	Mother's			
	Age	0.0783	0.0360	0.0713
	Education	0.1409	0.1426	0.1801*
	Occupation	0.0069	0.1299	0.0905
	Income	0.0178	0.1072	0.0821
3	Family			
	Type	0.0217	0.0430	0.0418
	Size	-0.1831*	0.0587	-0.0717
	Religion	0.0281	0.0207	0.0308
	Caste	0.0510	0.0194	0.0438
4	Child's			
	Gender	-0.0038	0.1049	0.0674
	Age	0.0316	-0.757	-0.0312
	Education	0.2239*	0.0837	0.1911*
	Birth order	-0.0944	-0.300	-0.0770

* P, > .0 5; ** P, > .01

HA: Happiness; OP: Optimism

Table 6.5 portrays the relationship between the dimension of General Mood and the demographic variables of the total sample. It is seen that the

father's occupation is significantly related to the optimism dimension indicating that the father's occupation enhances the optimistic thinking of adolescents. The mother's education shows relationship to the total general mood component which indicates that if the mother is well educated the adolescent is likely to be more optimistic and happy. The results indicate that adolescents of large families are more happier than adolescents of smaller families. Among the child related variables the adolescents education is positively and significantly related to their happiness and also to the total general mood sub scale.

Tables 7.1 to 11.3 depicts the relationship between the demographic variables and the five components of Emotional Intelligence in the three parenting styles namely a) authoritative b) authoritarian and c) permissive.

Table 7.1: Relationship between the selected demographic variables and the dimensions of intra personal subscale of emotional intelligence in the Authoritative Parenting Style

S. No.	Variables	SA	AS	SAC	SR	IN	TOTAL
1	Father's						
	Age	0.0942	0.0000	0.2100	-0.2098	0.1292	0.0410
	Education	0.0693	0.2841	-0.1093	0.2780	0.0511	0.2227
	Occupation	0.0441	0.0000	-0.0912	0.2327	0.0333	0.1050
	Income	0.1986	0.1686	-0.0415	0.2610	0.0070	0.2193
2	Mother's						
	Age	0.0788	0.0792	0.0988	-0.1581	0.0000	0.0049
	Education	0.0919	0.4728**	-0.2034	0.4339**	0.2095	0.3944**
	Occupation	0.0416	0.3113	-0.0809	0.2718	0.1966	0.2840
	Income	0.1332	0.3464*	-0.0764	0.2911	0.2025	0.3351
3	Family						
	Type	0.0007	0.1365	0.0200	0.2027	0.2052	0.1290
	Size	0.0396	0.1131	0.1739	0.1003	-0.2045	0.0226
	Religion	0.2264	0.0695	0.2785	0.2854	0.1576	0.3462
	Caste	0.0080	0.0268	-0.0764	-0.3000	-0.2548	-0.2381
4	Child's						
	Gender	-0.1128	0.1134	-0.2740	0.1566	0.1561	0.0613
	Age	-0.1378	-0.0972	0.2820	-0.0624	0.0784	0.0008
	Education	0.0922	0.2215	0.0993	0.2221	0.0633	0.2427
	Birth order	-0.1211	-0.0961	0.3545	-0.0168	-0.3093	-0.1082

* P, > .05; ** P, > .01

The authoritative parents are democratic in their approach i.e. they give respect and consider the views and ideas of their children which helps the adolescent to develop a mere cooperative attitude.

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.

It was found that in the parent related variables, mother’s education is significantly related to the assertiveness, self regard and to the total intra personal component of emotional intelligence. This signifies that adolescents of authoritative educated mothers have good self regard and are assertive, i.e. they are to express their feelings without being aggressive or abusive and also stand for their rights. It is also seen that the mother’s income is significantly and positively related to the assertiveness of the adolescents.

The above dimensions i.e. self-awareness, self – actualization and independence did not show any significant relationship with any of the demographic variables be its parent related, family related or child related.

Table 7.2 Relationship between the selected demographic variables and the dimensions of intra personal subscale of emotional intelligence in the Authoritarian Parenting Style

S. No.	Variables	SA	AS	SAC	SR	IN	TOTAL
1	Father's						
	Age	-0.0582	0.0171	0.0134	-0.1987	-0.0630	-0.1088
	Education	0.0789	0.1553	0.1282	0.2021	-0.0566	0.0599
	Occupation	0.0789	-0.1553	0.1282	0.2021	-0.0566	0.0599
	Income	0.0336	-0.0744	-0.0293	0.0733	0.1970	0.0697
2	Mother's						
	Age	-0.0541	-0.2759	0.2161	0.2009	0.1334	0.4230
	Education	-0.0967	-0.2116	0.1919	0.1136	0.0977	-0.0003
	Occupation	0.1674	-0.1493	0.1540	0.2169	0.1916	0.1866
	Income	0.1328	-0.1205	0.1310	0.1857	0.0173	0.1609
3	Family						
	Type	0.1766	-0.3933*	0.2899	0.2346	0.1044	0.1807
	Size	-0.1919	-0.0209	0.0165	0.0236	-0.2050	-0.2333
	Religion	-0.2271	-0.2644	-0.1375	0.0112	0.2936	-0.1184
	Caste	-0.1315	0.2736	-0.3933*	-0.1802	-0.1343	-0.1463
4	Child's						
	Gender	0.0677	-0.0154	0.2020	0.2197	0.1313	0.1891
	Age	-0.0832	-0.1903	0.0740	0.1700	0.1103	0.0128
	Education	0.0981	0.0195	0.0999	0.2590	0.2237	0.2361
	Birth order	-0.3335	0.0688	-0.1265	0.0377	0.0819	-0.1427

* P, > .0 5; ** P, > .01

The authoritarian parents are more autocratic and ignore the views of children and impose their own views and make them do things according to their instructions. From table 7.2 its is evident that when the parents are

dominant in their disciplining there was no significant relationship with the dimensions like independence, self regard, self-awareness, family related variables like family type and caste were negatively related to the dimensions assertiveness and self actualization, 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 backward or scheduled caste families.

Table 7.3: Relationship between the selected demographic variables and the dimensions of intra personal subscale of emotional intelligence in the Permissive Parenting Style

S. No.	Variables	SA	AS	SAC	SR	IN	TOTAL
1	Father's						
	Age	-0.2670	-0.2621	0.2654	0.0609	-0.0181	-0.1014
	Education	-0.0548	0.0381	0.1384	-0.0728	0.0040	0.0038
	Occupation	0.1367	-0.0797	0.1352	-0.0583	0.2158	0.1061
	Income	0.1225	-0.1831	-0.0264	-0.0105	0.1776	0.0308
2	Mother's						
	Age	0.1226	-0.0534	-0.2135	-0.0297	0.0403	-0.0237
	Education	0.1112	0.1929	0.0224	0.1444	-0.0990	0.1244
	Occupation	0.0068	0.1630	-0.0142	0.1381	-0.1154	0.0618
	Income	-0.1487	0.1329	-0.0809	0.0518	-0.0749	-0.0339
3	Family						
	Type	-0.0770	0.2656	-0.1895	0.0809	-0.1709	-0.0133
	Size	0.1415	-0.0401	0.3810*	0.0083	0.0000	0.1304
	Religion	-0.0650	0.0128	0.1833	-0.1822	0.0013	-0.0355
	Caste	-0.0157	0.0872	0.1093	-0.1180	-0.0745	-0.0157
4	Child's						
	Gender	-0.0552	0.2444	0.2289	-0.0112	0.1527	0.0019
	Age	-0.2942	0.2081	-0.1414	0.1584	-0.0618	-0.1718
	Education	-0.2208	0.0835	0.0076	0.1873	0.3006	0.1879
	Birth order	0.1156	-0.0839	0.0++3	-0.3252	-0.1977	-0.1418

* P, > .0 5; ** P, > .01

Permissive parents pay little attention in the affairs of their children and assume that their development and adjustment are automatically taken care of as their children grow older. They are pre occupied with there own life.

In the permissive style of parenting it is seen that the parent related variables did not show any significant relationship with any of the dimensions of the intra personal subscale of emotional intelligence.(table 7.3)

Regarding the family related variables only family size is significantly related at 5% level to self actualization indicating that adolescents who belonged to small families strive towards the maximum development of their abilities and talents and try to improve themselves than adolescents coming from medium or large families.

Table 8.1: Relationship between the selected demographic variables and the dimensions of interpersonal subscale of Emotional Intelligence in the Authoritative Parenting Style

S. No.	Variables	EM	IR	SRS	TOTAL
1	Father's				
	Age	0.1200	-0.0354	-0.0486	0.0309
	Education	0.0658	0.0900	0.0217	0.0087
	Occupation	0.0643	0.0254	0.1077	0.0844
	Income	-0.1824	-0.0100	-0.2203	-0.1831
2	Mother's				
	Age	0.1588	-0.0587	-0.1765	-0.0056
	Education	0.0254	0.0147	-0.0353	0.0057
	Occupation	0.1573	-0.0308	0.0760	0.0994
	Income	0.1291	-0.0268	0.0785	0.0871
3	Family				
	Type	0.0372	-0.0477	0.0200	0.0085
	Size	-0.2219	0.0192	-0.0476	-0.1271
	Religion	-0.0389	-0.0771	-0.0379	-0.0648
	Caste	-0.0398	0.0424	0.0195	0.0030
4	Child's				

	Gender	0.2320	0.2750	0.1381	0.2811
	Age	-0.1186	-0.0877	-0.0068	-0.0990
	Education	-0.0707	-0.0434	0.0587	-0.0318
	Birth order	-0.2898	-0.0193	-0.1150	-0.2033

* P, > .05; ** P, > .01

Table 8.1 represents the correlation between the independent variables and the interpersonal sub scale of emotional intelligence in the authoritative style of parenting. It is surprising to note that there is no significant relationship between the child related variables, the family related variables or the parent related variables to any dimensions or to the total interpersonal scale of Emotional Intelligence of adolescents in the authoritative parenting style.

Table 8.2: Relationship between the selected demographic variables and the dimensions of interpersonal subscale of Emotional Intelligence in the Authoritarian Parenting Style

S. No.	Variables	EM	IR	SRS	TOTAL
1	Father's				
	Age	-0.2809	-0.1117	-0.0662	-0.2176
	Education	-0.0125	-0.1004	-0.1001	-0.0476
	Occupation	-0.2453	-0.0874	-0.0087	-0.1644
	Income	-0.0266	0.0039	-0.1040	-0.0616
2	Mother's				
	Age	-0.2630	-0.0316	0.0646	-0.1207
	Education	-0.0513	0.3345*	0.0579	0.1207
	Occupation	-0.2586	0.2888	-0.0061	-0.0332
	Income	-0.3395*	0.3274*	0.0917	-0.0996
3	Family				
	Type	0.2107	0.1411	-0.0231	0.1517
	Size	-0.0138	-0.0882	0.0271	-0.0297
	Religion	-0.0767	0.2683	0.1551	0.1265
	Caste	-0.1355	0.0860	-0.0501	-0.0621
4	Child's				
	Gender	-0.0588	-0.0988	0.3296*	0.0797
	Age	-0.1257	-0.0357	0.1972	0.0092

	Education	-0.0539	0.0661	0.2387	0.1020
	Birth order	-0.2057	-0.0968	-0.3054	-0.2787

* P, > .05; ** P, > .01

It is seen in Table 8.2 that in the authoritarian parenting style mother's income is significantly and positively correlated to interpersonal dimension of the adolescents at 1% level, which means that mothers of authoritarian parenting style whose income levels are high have adolescents who have more interpersonal relationship but are not empathetic towards others. Interestingly mother's education is also positively and significantly related to the interpersonal relationship of adolescents, higher the mother's education higher the interpersonal relationship of the adolescents.

It is interesting to note that in the child related variables only the child's sex 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 style of parenting.

Table 8.3: Relationship between the selected demographic variables and the dimensions of interpersonal subscale of Emotional Intelligence in the Authoritative Parenting Style

S. No.	Variables	EM	IR	SRS	TOTAL
1	Father's				
	Age	0.2705	0.0301	0.3985*	0.3560*
	Education	0.0892	-0.1599	0.0882	-0.0636
	Occupation	0.0965	-0.1375	0.1414	0.0473
	Income	0.3048	0.2243	-0.0522	0.2161
2	Mother's				
	Age	0.1577	-0.0769	0.0580	0.0797
	Education	0.0622	0.1330	-0.1760	-0.0073
	Occupation	0.2160	0.0177	-0.1714	0.0277
	Income	-0.0945	0.0374	-0.0469	-0.0575
3	Family				
	Type	-0.0209	-0.4084**	-0.0286	-0.1868
	Size	0.1856	-0.1831	-0.1069	-0.0336
	Religion	-0.1199	0.2327	-0.2095	-0.0776
	Caste	0.1633	0.1447	0.1266	0.2057
4	Child's				
	Gender	-0.1993	-0.0329	-0.3218*	-0.2811
	Age	-0.0594	-0.2210	-0.2001	-0.2213
	Education	0.0977	-0.0011	-0.1854	-0.0471
	Birth order	-0.1299	0.0576	-0.0284	-0.0603

* P, > .05; ** P, > .01

In the permissive style of parenting it is seen that among the parent related variables the father's age is significantly and positively related to the social responsibility and to the total interpersonal sub-scale of emotional

intelligence which indicates that higher the father's age higher the social responsibility of the adolescents and in all the dimensions of the inter-personal sub-scale.

It is surprising to note that among the family related variables, family type is negatively and significantly related at 5% level to the interpersonal dimension of the interpersonal subscale which indicates that adolescents from joint families have better interpersonal relationship than children coming from nuclear families.

Among the child related variables the child's gender is negatively and significantly related to the social responsibility of the adolescents indicating that boys have more social consciousness and basic concern for others and take community oriented responsibilities than girls in the permissive parenting style.

Table 9.1: Relationship between the selected demographic variables and the dimensions of Adaptability sub scale of emotional intelligence in the authoritative parenting style

S. No.	Variables	PS	FL	RT	TOTAL
1	Father's				
	Age	0.2367	-0.3019	0.3541*	0.1613
	Education	0.2646	-0.1691	0.2444	0.2004
	Occupation	0.0338	0.0688	0.0443	0.0772
	Income	0.2246	-0.0081	0.0546	0.1864
2	Mother's				
	Age	-0.0539	-0.0143	0.0170	-0.0368
	Education	0.0296	0.0793	0.0524	0.0832
	Occupation	-0.0871	0.3019	-0.1005	0.0507
	Income	-0.0018	0.2727	-0.0484	0.1165
3	Family				
	Type	-0.1277	-0.1295	-0.0932	-0.1934
	Size	-0.0689	0.0905	0.0437	0.0180
	Religion	0.0886	-0.1078	0.0883	0.0439
	Caste	-0.0700	0.0636	-0.0263	-0.0268
4	Child's				
	Gender	-0.0964	-0.0776	-0.3110	-0.2401
	Age	-0.1323	-0.1641	-0.0260	-0.1850
	Education	-0.1130	-0.0915	0.1170	-0.0729
	Birth order	-0.0436	-0.0955	-0.1944	-0.1626

* P, > .05; ** P, > .01

Table 9.1 depicts the 3rd subscale adaptability in relation to the demographic variables in the authoritative parenting style. It is strange to see that only the father's age is significantly and positively related to the reality testing of the adolescents. All other variables had no significant relationship with any of the dimensions of the adaptability sub scale or to the total adaptability sub scale of emotional intelligence. This indicates that adolescents of younger authoritative fathers are capable of seeing things objectively, the way they are rather than they wish or fear them to be, or in other words they have the ability to accurately “size up” the immediate situation.

Table 9.2: Relationship between the selected demographic variables and the dimensions of Adaptability sub scale of emotional intelligence in the authoritarian parenting style

S. No.	Variables	PS	FL	RT	TOTAL
1	Father's				
	Age	-0.3059	0.1883	-0.1687	-0.1618
	Education	0.0909	-0.1199	-0.1172	-0.0486
	Occupation	-0.1206	0.0108	-0.2381	-0.1511
	Income	0.076	-0.0434	0.0936	0.0623
2	Mother's				
	Age	0.0555	-0.1128	-0.4224	-0.1875
	Education	-0.0511	-0.2264	-0.0035	-0.1397
	Occupation	0.1092	-0.1962	-0.1407	-0.0831
	Income	0.0850	-0.2199	-0.1568	-0.1153
3	Family				
	Type	0.3278*	-0.2711	0.1680	0.0958
	Size	-0.3847*	-0.0512	0.0189	-0.2488
	Religion	0.1444	-0.2819	-0.0845	-0.0804
	Caste	0.0058	0.3517*	0.1081	0.2134
4	Child's				
	Gender	-0.0050	0.0378	-0.1134	-0.0299
	Age	-0.1326	-0.1439	0.0325	-0.1354

	Education	-0.2710	-0.0811	-0.0287	-0.2133
	Birth order	-0.3049	0.0157	-0.3266**	-0.3061

* P, > .05; ** P, > .01

In the Authoritarian Parenting style it is surprising to note that none of the parent related variables had any significant relationship with the dimensions of the adaptability sub scale. It is interesting to see that three of the family related variables i.e. family type is positively related and the family size is negatively related to the problem solving ability of the adolescents whereas caste is positively and significantly related to the flexibility of the adolescents.

The relationship indicates that adolescents from joint families are better at solving problems than adolescents hailing from nuclear families. It is seen that adolescents coming from large families are good at problem solving than adolescents coming from small families.

The caste of the adolescent is positively and significantly related to the flexibility dimension of the adaptability sub scale. Adolescents from forward castes are more flexible than adolescents belonging to backward or schedule caste. Interestingly birth order is negatively but significantly related to the reality testing dimension indicating that first borns are more clear in their perceptions and thought processes than later borns.

Table 9.3: Relationship between the selected demographic variables and the dimensions of Adaptability sub scale of emotional intelligence in the permissive parenting style

S. No.	Variables	PS	FL	RT	TOTAL
1	Father's				
	Age	-0.2146	-0.0731	0.3016	-0.0140
	Education	0.1621	0.0715	-0.1541	0.0564
	Occupation	0.2598	0.1583	-0.1076	0.0185
	Income	0.1871	0.1272	-0.0105	0.1731
2	Mother's				
	Age	0.0057	0.1915	0.1490	0.1787
	Education	0.2407	-0.1764	0.0957	0.1002
	Occupation	0.3047	-0.0951	0.1360	0.2013
	Income	0.3571*	-0.0809	0.0644	0.2042
3	Family				
	Type	-0.0737	0.4187**	0.0081	0.1785
	Size	-0.0764	-0.1272	0.1166	-0.0531
	Religion	0.2404	0.2138	0.1458	0.3294
	Caste	-0.1152	-0.2495	-0.0954	-0.2475
4	Child's				
	Gender	0.0199	0.0221	-0.0157	0.1192
	Age	-0.0875	-0.0233	0.0000	-0.0646
	Education	0.2055	-0.3696*	-0.2831	-0.2131
	Birth order	-0.2265	0.1687	-0.0502	-0.0730

* P, > .05; ** P, > .01

In this table (9.3) the mother's income is positively related to the problem solving dimension of the sub scale adaptability in the permissive parenting style and is significant at 1% level when the mother's income is high the adolescents capacity to solve problem is better. In the family related variables – family type is significantly related to flexibility at 5% level. . Adolescents from joint families are more flexible in comparison to adolescents who came from nuclear families.

Christians were found to be better in the total adoptability sub scale than adolescents belonging to the other religions. In the child related variables the child's education is negatively and significantly related to the flexibility dimension, which indicates that children in 10th classes are more flexible than children studying in higher classes.

Table 10.1: Relationship between the selected demographic variables and the dimensions of Stress Management sub scale of Emotional Intelligence In the Authoritative Parenting Style

S. No.	Variables	ST	IC	TOTAL
1	Father's			
	Age	0.1175	0.1065	0.1386
	Education	0.0177	0.2175	0.1682
	Occupation	-0.1591	0.3894*	0.2023
	Income	0.1389	0.4470**	0.3985*
2	Mother's			
	Age	0.0679	0.2885	0.2460
	Education	0.0979	0.1385	0.1519
	Occupation	-0.0007	0.0181	0.0129
	Income	0.0406	0.0188	0.0347
3	Family			
	Type	0.0547	0.0083	0.0344
	Size	0.0468	0.0957	0.0937

	Religion	-0.1313	0.1476	0.0399
	Caste	0.2006	0.0054	0.1077
4	Child's			
	Gender	-0.1641	0.3526*	0.1729
	Age	0.2043	-0.1032	0.0302
	Education	0.2932	0.0708	0.2034
	Birth order	0.0406	0.0951	0.0344

* P, > .05; ** P, > .01

Stress Management sub scale which consists of stress tolerance and impulse control did not show any significant relationship with the family related variables like family type, size, religion and caste. Even in the parent related variables only father's occupation and income showed positive and significant relationship with impulse control and total sub scale stress Management at 5% and 1% level respectively. It clearly indicates that if the father's are in good occupation and have high income their children have good control over their impulses and can manage stress better than children whose parents are in lower occupation with less income. With regard to the child related variables only the child's gender was positively and significantly related to the impulse control of the adolescents, which indicates that boys had more impulse control than girls in the authoritative style of parenting.

Table 10.2: Relationship between the selected demographic variables and the dimensions of Stress Management sub scale of Emotional Intelligence In the Authoritarian Parenting Style

S. No.	Variables	ST	IC	TOTAL
1	Father's			
	Age	0.0523	0.1681	0.1554
	Education	-0.0836	0.1326	0.0584
	Occupation	-0.2378	-0.0064	-0.1219
	Income	-0.0128	0.1696	0.1210
2	Mother's			

	Age	-0.0149	0.1658	0.1172
	Education	-0.0566	0.1823	0.1090
	Occupation	-0.0350	-0.0034	-0.0198
	Income	-0.0541	0.0392	0.0028
3	Family			
	Type	0.2528	0.2399	0.3046
	Size	-0.1641	-0.2725	-0.2855
	Religion	-0.2231	0.0098	-0.1025
	Caste	-0.1419	-0.307	-0.0929
4	Child's			
	Gender	0.0732	0.2443	0.2195
	Age	0.0040	0.4297**	0.3246*
	Education	0.2174	0.1617	0.2284
	Birth order	0.3582*	-0.1870	-0.3168*

* P, > .05; ** P, > .01

It is interesting to note that in the stress management sub scale in the authoritarian type of parenting style none of the parent related or family related variables had any significant relationship with the dimensions of stress management or to the total stress management sub scale.

In the child related variables the age and birth order of the child had significant relation to the dimensions of stress tolerance, impulse control and to the total stress management subscale. The results indicate that older children had better impulse control than younger children and this holds true to the total stress management sub scale also.

The birth order variable is found to be significantly and positively related to the stress tolerance dimension and negatively related to the total stress management subscale. First borns had more stress tolerance than later born children, but in the total sub scale of stress management it is seen that

younger children are better on the total stress management subscale than older children.

Table 10.3: Relationship between the selected demographic variables and the dimensions of Stress Management sub scale of Emotional Intelligence in the Permissive Parenting Style

S. No.	Variables	ST	IC	TOTAL
1	Father's			
	Age	-0.022	0.0412	0.0147
	Education	0.1799	0.2571	0.269
	Occupation	0.0642	0.1485	0.1332
	Income	0.1879	-0.1734	-0.0087
2	Mother's			
	Age	0.1595	-0.1487	-0.0084
	Education	0.1683	-0.1692	-0.0169
	Occupation	0.1283	0.0425	0.0995
	Income	-0.0115	-0.0035	-0.0087
3	Family			
	Type	0.1364	0.0121	0.0841
	Size	-0.1401	0.0912	-0.0185
	Religion	0.1199	-0.0952	0.0046
	Caste	0.0348	-0.0932	-0.0417
4	Child's			
	Gender	0.0617	0.0935	0.0958

	Age	0.0449	-0.0143	-0.0345
	Education	0.1619	0.2907	0.281
	Birth order	-0.0862	0.0064	-0.0439

* P, > .0 5; ** P, > .01

In the permissive type of parenting it is surprising to see that none of the demographic variables had significant relationship with any of the stress management dimensions or to the total stress management subscale.

Table 11.1: Relationship between the selected demographic variables and the dimensions of General Mood sub scale of Emotional Intelligence in the Authoritative Parenting Style

S. No.	Variables	HA	OP	TOTAL
1	Father's			
	Age	0.2042	0.0369	0.1485
	Education	0.1102	0.1821	0.1942
	Occupation	-0.1916	0.2314	0.0474
	Income	-0.1526	0.2129	0.0578
2	Mother's			
	Age	-0.4158**	0.0245	-0.2324
	Education	0.0934	0.1766	0.1801
	Occupation	-0.1660	0.1644	0.0158
	Income	-0.1217	0.1937	0.0629
3	Family			
	Type	-0.0494	-0.0866	-0.0905
	Size	-0.0827	0.1192	0.0341
	Religion	0.1572	0.138	0.1912
	Caste	0.0000	-0.0111	-0.0078
4	Child's			
	Gender	-0.1154	0.0877	-0.0077

	Age	-0.1540	-0.0414	-0.1215
	Education	0.1161	0.0108	0.0773
	Birth order	0.232	-0.1438	-0.2402

* P, > .05; ** P, > .01

The 5th and the last subscale of emotional intelligence is general mood which includes happiness and optimism dimensions. It is strange to see from the results (Table 11.1) that in the authoritative parenting style only the mother's age is significantly related to the happiness of the adolescents. Since it is negatively related it indicates that adolescents having older mothers are less happier than adolescent having younger mothers. Other family related child related or parent related variables did not show any significant relationship with the happiness, optimism dimensions and to the total general mood subscale.

11.2: Relationship between the selected demographic variables and the dimensions of General Mood sub scale of Emotional Intelligence in the Authoritarian Parenting Style

S. No.	Variables	HA	OP	TOTAL
1	Father's			
	Age	0.0287	0.1446	0.1133
	Education	0.0565	-0.0965	-0.0993
	Occupation	0.1881	0.1016	0.1861
	Income	0.1950	-0.0980	0.0593
2	Mother's			
	Age	0.2323	0.1067	0.2175
	Education	0.2157	0.0857	0.1924
	Occupation	0.1140	0.1535	0.1732
	Income	0.0648	0.0866	0.098
3	Family			
	Type	0.1608	.0859	0.1584
	Size	-0.3554*	0.1133	-0.1509
	Religion	0.1549	0.0213	0.1123
	Caste	0.1183	-0.1097	0.0029

4	Child's			
	Gender	0.1979	0.1718	0.2385
	Age	0.2586	0.0309	0.1843
	Education	0.2634	0.3421*	0.3919*
	Birth order	-0.1527	-0.1752	-0.212

* P, > .0 5; ** P, > .01

In the authoritarian styles of parenting, none of the parent related variables had any significant relationship with any dimensions or to the total of sub scale of general mood. In the family related variables only the size of the family is significantly and negatively related to the happiness dimension, which indicates that adolescents from larger families are more happier than adolescents from medium or small sized families.

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 component, which indicates the higher the child's education the more optimistic he is and it is the same with the total general mood conditions.

Table 11.3: Relationship between the selected demographic variables and the dimensions of General Mood sub scale of Emotional Intelligence in the Permissive Parenting Style

S. No.	Variables	HP	DP	TOTAL
1	Father's			
	Age	0.1185	0.1532	0.1059
	Education	0.0415	-0.1069	0.0368
	Occupation	0.2712	0.2234	0.1613
	Income	0.0383	-0.0284	0.1224
2	Mother's			
	Age	-0.1745	-0.0341	0.0484
	Education	0.1307	0.0592	0.095
	Occupation	0.0131	-0.0238	0.1095
	Income	-0.0926	-0.0726	-0.0028

3	Family			
	Type	0.0000	-0.1562	0.0015
	Size	0.0377	0.0638	0.0004
	Religion	-0.0972	-0.2004	0.0045
	Caste	0.1226	0.0895	-0.0838
4	Child's			
	Gender	0.0478	-0.0654	0.1087
	Age	-0.2649	-0.2529	-0.2673
	Education	-0.1796	0.037	0.0483
	Birth order	0.2575	0.2399	-0.646

* P, > .05; ** P, > .01

None of the demographic variables be it parent related, family related or child related had any significant relationship with optimism or happiness dimensions and also to the total general mood sub scale in the permissive parenting style.

Table 5.1: Mean differences of different dimensions of Intrapersonal subscale of Emotional Intelligence of adolescents in different parenting styles

S. No.	Intrapersonal Dimensions	Authoritative		Authoritarian		Permissive		F Value
		Mean	S. D.	Mean	S. D.	Mean	S. D.	
1.	Self Awareness	36.350	3.592	34.700	5.234	33.500	4.585	3.7989*
2.	Assertiveness	31.000	3.573	32.175	4.924	30.575	4.454	1.4469
3.	Self Actualization	32.725	2.864	32.525	2.882	32.625	3.208	0.0462
4.	Self Regard	35.425	5.012	34.350	5.072	32.800	4.525	2.9317
5.	Independence	36.700	4.542	36.000	4.243	33.625	4.476	3.4085*
6.	Total	171.200	11.570	169.750	13.387	163.175	13.272	4.4331*

* P, > .05; ** P, > .01

Table 5.2: Mean differences of different dimensions of Inter personal subscale of Emotional Intelligence of adolescents in different parenting styles

S. No.	Inter personal Dimensions	Authoritative		Authoritarian		Permissive		F Value
		Mean	S. D.	Mean	S. D.	Mean	S. D.	
1.	Empathy	40.025	5.347	39.650	5.167	36.125	4.496	7.3816**
2.	Interpersonal Relationships	35.375	3.959	35.500	3.588	35.100	3.499	0.1249
3.	Social Responsibility	36.525	3.850	35.175	4.379	33.325	4.599	5.7545**
4.	Total	111.925	10.176	110.325	9.846	104.550	8.861	6.5934**

* P, > .05; ** P, > .01

Table 5.3: Mean differences of different dimensions in the Adaptability subscale of Emotional Intelligence of adolescents in different parenting styles

S. No.	Adaptability Dimensions	Authoritative		Authoritarian		Permissive		F Value
		Mean	S. D.	Mean	S. D.	Mean	S. D.	
1.	Problem solving	37.750	5.257	36.425	5.098	35.175	3.816	2.8567
2.	Flexibility	31.200	3.917	30.350	4.016	32.375	3.326	2.8867
3.	Reality Testing	31.875	3.337	31.825	3.350	30.500	3.226	0.5244
4.	Total	100.825	7.699	98.600	8.4544	98.050	6.373	0.8917

* P, > .05; ** P, > .01

Table 5.4: Mean differences of different dimensions in the Stress Management subscale of Emotional Intelligence of adolescents in different parenting styles

S. No.	Stress Management Dimensions	Authoritative		Authoritarian		Permissive		F Value
		Mean	S. D.	Mean	S. D.	Mean	S. D.	
1.	Stress Tolerance	32.825	4.166	33.025	3.806	32.375	3.691	0.4711
2.	Impulse Control	32.000	5.888	32.250	5.803	31.400	4.331	0.0592
3.	Total	64.225	8.056	65.275	7.729	63.775	6.608	0.1981

* P, > .05; ** P, > .01

Table 5.5: Mean differences of different dimensions in the General Mood subscale of Emotional Intelligence of adolescents in different parenting styles

S. No.	General Mood Dimensions	Authoritative		Authoritarian		Permissive		F Value
		Mean	S. D.	Mean	S. D.	Mean	S. D.	
1.	Happiness	35.000	3.948	33.750	5.118	32.500	3.588	3.4437*
2.	Optimism	33.600	4.618	32.150	5.304	31.400	4.241	2.2023
3.	Total	68.600	6.578	65.900	8.070	63.900	6.193	4.5531*

* P, > .05; ** P, > .01

CHAPTER V

DISCUSSION

The aim of this study is to find out the relationship between parenting styles and emotional intelligence of adolescents. The sample comprised of 120 parents and their adolescent's children in the age range of 15-17 years. Equal number of authoritative, authoritarian and permissive parents were selected. Under each parenting style there were equal number of boys and girls from intact families studying 10, 11 or 12 standard were selected

This chapter deals with detailed discussion about results presented in the previous chapter under the following sections.

- 5.1 Profile of the respondents
- 5.2 Emotional Intelligence levels of total adolescents under different parenting styles
- 5.3 Mean differences in Emotional Intelligence levels (subscale wise) of adolescents under different parenting styles
- 5.4 Relationship between the selected demographic variables and the subscales of emotional intelligence of the total sample
- 5.5 Relationship between the selected demographic variables and the dimensions of intra personal subscale of emotional intelligence in different parenting styles

- 5.6 Relationship between the selected demographic variables and the dimensions of interpersonal subscale emotional intelligence in different parenting styles
- 5.7 Relationship between the selected demographic variables and the dimensions of Adaptability subscale of emotional intelligence of adolescents in different parenting styles
- 5.8 Relationship between the selected demographic variables and the dimensions of stress management subscale of emotional intelligence of adolescents in different parenting styles
- 5.9 Relationship between the selected demographic variables and the dimensions of general mood subscale of emotional intelligence of adolescents in different parenting styles

5.1 PROFILE OF THE RESPONDENTS

The respondents of the present study include two groups adolescents and their parents.

5.1.1 Child Related

In the present study the child related factors revealed that there were nearly equal number of adolescents in the age group of 15 and 16 years (46% & 47%) and the rest were in the age group of 17 years. Regarding their education 60 percent of them were studying 1st intermediate class and equal number of students were doing their SSC and senior intermediate class.

Majority of the students were first borns followed by 39 percent of 2nd born and a small percent represented 3rd borns.

5.1.2 Family Related

Regarding the family related variables it was found three fourth of the adolescents came from nuclear families. This could be because of urbanization, modernization and industrialization, for better job prospects their parents could have migrated to other places. Since this generation belongs to the early eighties 52 percent belonged to medium size families, 44 per cent came from small families and very few came from large families.

It was found that 80 percent of the respondents were Hindus, it could be because of the location, as the sample was from Visakhapatnam which is not a cosmopolitan city and comprises of Telugu speaking population who are mostly Hindus. The sample has representation of other religions, which include Christians, Muslims and Sikhs.

Nearly 60 percent of the sample belonged to the forward caste 27 percent were from backward caste and 13 percent from scheduled caste there was no representation of scheduled tribes.

5.1.3 Parent Related

Table 3.1 and 3.1.1 deals with the parent related variables namely the father's and mother's age, education, income and occupation. It is seen that 58

percent of the father's were in the age range of 45-54 years. In comparison it is seen that three fourth of the mothers were in the age range of 35-44 years.

Regarding the education one third of the father's were degree holders and one third of them were post-graduates 17 percent of them were professionals. In comparison 27 percent of the mothers were graduates. Nearly 50 percent of the fathers were government employees and 80 percent of the mothers were housewives.

Thus when the profile of the respondents was studied it throws more light on the similarities of the adolescents in their age, family type ,family size religion and caste.

5.2 EMOTIONAL INTELLIGENCE LEVELS OF TOTAL ADOLESCENTS UNDER DIFFERENT PARENTING STYLES

Emotional healthy children are better learners, have fewer behavioral problems, feel better about themselves and are able to resist peer pressure and are less violent, more empathetic are better at solving conflicts, are less likely to engage in self destructive behaviour, have more friends, have better impulse control, are able to delay gratification are happier, healthier and more successful. (Goleman,1998).

In Tables (4.1 to 4.4) the emotional intelligence scores of all the adolescents and also under different parenting styles are depicted. The total sample's emotional intelligence score levels indicate that 55 percent of the boys had average emotional intelligence and 45 percent have scored above average intelligence levels. Sixty three percent of the girls had average

emotional intelligence and 37 per cent had above average emotional intelligence levels. It is evident that sixty percent of the adolescents were in the average score levels and forty percent in the above average category (Fig 2).

When comparing total emotional intelligence levels of adolescent boys and girls it was observed that there is no significant gender difference in emotional intelligence levels. This is in line with the findings of Uma Devi (2003) who also reported that there was no gender difference found in the emotional intelligence levels of adolescents in her study. However the total scores of emotional intelligence in each parenting style had significant difference. It is seen in (Fig. 3) that in the authoritative type of parenting style 52 per cent children had above average intelligence score levels compared to authoritarian and permissive type of parenting. This shows that democratic/authoritative parents have more emotionally intelligent children compared to authoritarian or permissive parents. This is because authoritative parents direct the child in a reasonable manner that is oriented to issues rather than formal aspects of behaviour. The child is shown the reasoning behind parental policies and demands. On the other hand authoritarian parents attempt to shape, control and evaluate the child's behaviour according to some fixed or absolute standard of behaviour. Where else the permissive parents permit the child to regulate his own activities and is not controlled or encouraged to obey externally defined standards.

5.4 MEAN DIFFERENCES OF EMOTIONAL INTELLIGENCE LEVEL OF ADOLESCENTS UNDER DIFFERENT PARENTING STYLES

Intra personal skills: The intra personal subscale of emotional intelligence concerns with “inner –self”. It determines how in touch one is with one’s feelings, how good one feels about oneself and about what one is doing in life.

In the intra personal subscale of emotional intelligence of adolescents studied it is seen (Table 5.1) that the mean differences between parenting styles and the dimensions self-awareness and independence and the total intra personal subscale were significant. Adolescents with authoritative parents have higher scores when compared to the authoritarian and permissive type of parents (Fig 4).

In the authoritative or democratic homes parents exercise authority but encourage individual responsibility, decision-making, initiative and autonomy through guidance. Hence, the adolescents of authoritative parenting style scored high on assertiveness, by processing qualities like the ability to express their feelings and defend their rights and stand up for their belief. It is found that children with democratic parents were forthright and confident and can openly express thoughts, beliefs and feelings in a constructive manner.

Interpersonal Skills: People with interpersonal skills tend to be responsible and dependable. They understand, interact with and relate well to others in a variety of situations.

It is seen in the present study (Table 5.2) that in the interpersonal subscale adolescents coming from democratic homes had the ability to understanding the feelings of others and to give proper consideration to others. It is also seen that they were socially responsible. Authoritative reciprocal pattern of childrearing is associated with personality characteristics of children as independent, socially responsible, have ability to control aggression with high self confidence and self-esteem. The effect is also seen on the total interpersonal sub scale, were the adolescents studied were not only empathetic, they are also socially responsible and they also give importance to inter personal relationship in general.

General Mood: This subscale of emotional intelligence concerns one's outlook on life, one's ability to enjoy oneself and others and one's overall feeling of contentment or dissatisfaction. From the results (Table 5.5) it is observed that there is significant difference between the three types of parenting styles favouring again the authoritative parenting style. When the parents are democratic in their approach their children were found to be well satisfied with life most of the time, and they usually enjoy the company of others, are able to derive a great deal of pleasure and fun from life and have an optimistic outlook.

From the above results it can be inferred that the parenting styles or disciplinary practices has significant effect on the emotional intelligence of the adolescents. Of the five sub scales except for adaptability and stress management the other sub scales like intra personal, inter personal and general

mood show that the adolescents with authoritative parents had higher scores on emotional intelligence level and were well adjusted in the society. They had empathy for others, they were assertive, socially responsible and were happy. Hence, measures should be taken to enhance the authoritative parenting styles through parent education programme as supports of authoritative parenting style produce emotional intelligence in children which is an important tool for success in life.

5.4 RELATIONSHIP BETWEEN THE SELECTED DEMOGRAPHIC VARIABLES AND THE SUB SCALE OF EMOTIONAL INTELLIGENCE OF THE TOTAL SAMPLE

Correlation was carried to see the significant relationship if any between the subscales of emotional intelligence of the total sample and the selected parent related, family related and child related variables (Tables 6.1 – 6.5)

5.4.1 Intra personal Skills

In the intra personal subscale of emotional intelligence the dimension self regard has significant relation with the father's, mother's and child's education. With education we have a broader view of people and society which gives us a feeling of security, inner strength and confidence. It helps us to perceive positive aspects and possibilities as well as to accept one's negative aspects and limitation and feel good about one self. When the parents are well educated when the mother is educated, has a good occupation and income, the child feels sure of himself, he is independent and has a well developed sense of

identity. It has also been reported by Uma Devi (2003) that father's education is related to adolescents emotional intelligence, higher the father's education , higher the self confidence of the adolescents.

5.4.2 Inter personal Skills

The second component of emotional intelligence is the interpersonal sub scale, which include the dimensions empathy, interpersonal relations and social responsibility. It was found that the child's gender has positive and significant relation to the social responsibility dimension and the child's birth order was negatively and significantly related the dimension empathy which indicates boys are more socially responsible than girls and first born are more empathetic than later borns.

Social responsibility involves basic concern for others, which is manifested by being able to take on community oriented responsibilities, use their talents for the good of others. Boys tend to involve in such responsibilities where else girls are more oriented towards the family responsibilities.

5.4.3 Adaptability

In the adaptability sub scale it was found that father's education is significantly related to the problem- solving dimension. This indicates that when the father is highly educated then his children have better problem solving capacity. If the father is highly educated the child who is guided by him develops the skill to tackle problems by first understanding the problems,

generating as many solutions as possible and making a decision to implement the best solutions. In her study Uma Devi (2003) has found that children of working mothers are good at solving problems.

Family type is negatively and significantly related to the problem-solving dimension in the component adaptability. This indicates that children from joint families are better at problem solving than children from nuclear families. In large families a lot of members of different age and gender co-exist. There will be a myriad of problems and which will be discussed at large and arrive at solutions. In such atmosphere the children will also learn to think analytically and solve problems.

5.4.4 Stress Management

It is seen that stress tolerance dimension in the stress management subscale (Table 6.4) is negatively related to the child's birth order which indicates that later born children are less tolerant than first borns. Usually first borns play the role of parent substitute they are more socialized, more responsible, hence they have more tolerance than later born children. It was found that the child's education is positively and significantly and negatively related to the stress management dimension indicating that children in senior inter classes have more tolerance than children in tenth and junior inter classes. It may be due to years of study they learn to management their stress and cope up with their work load better than adolescents with lesser years of study. Interestingly the second dimension impulse control is significantly related to

the parent related variables like father's education occupation and income and also to the child's gender. If the father is highly educated, has good occupation and income the father will inculcate good behaviour and also train his children to control their impulses. Hence, children with highly educated fathers have more impulse control. Regarding the gender of the child girls have less impulse control than boys because girls by nature are sensitive and become emotional for trivial things when compared to boys.

5.4.5 General Mood

In the general mood component it was found that family size has negative and significant relation with the happiness of the adolescent and the child's education has positive and significant relation with the child's happiness. From this we can infer that adolescents from large families are more happy than small families and adolescents with higher education were more happy than those in the lower classes.

Children from small families may have many facilities but when it comes to joy and happiness which is increased in sharing, when you share your joy with more people you are more happy. Adolescents in higher classes will be happier because those in higher classes are closer to their goal in life and within the short period they are likely to achieve it.

In the optimism dimension it was found that the father's occupation was significantly related to the optimism of adolescent which indicates that children who have fathers in good occupation are more optimistic, which gives them a

feeling of security and well being and they feel that like their fathers they will also be successful and they will also pursue good jobs.

It is interesting to note from the results that parent related variables like parental education, occupation and income have significant relationship with the emotional intelligence of the adolescents. Similarly children from joint families were more flexible and adaptable. It is further observed that first borns and older children had more stress tolerance than young and later borns.

5.5 RELATIONSHIP BETWEEN SELECTED DEMOGRAPHIC VARIABLES AND THE DIMENSIONS OF INTRA PERSONAL SUB SCALE OF EMOTIONAL INTELLIGENCE OF ADOLESCENTS IN DIFFERENT PARENTING STYLES

5.5.1 Authoritative Parenting Style

Table 7.1 indicates that in the authoritative style of parenting there is significant correlation between mother's education and income to the child's assertiveness. It is also seen that the mother's education is significantly related to the self regard of the child and also to the total intra personal subscale. This has been seen in a study conducted by Eagly (1986) which says that assertiveness is linked with status. Twenge (2001) analysed the changes in women's assertiveness from 1931 to 1993 and found that women's assertiveness varies with their status and role and the changing socio cultural environment. Interestingly mother's education is significantly related to the self-regard of the child. It is in line with the studies of Barber & Thomas

(1986), Barder (1990) who found that parental supportive behaviour has been positively related to self-esteem.

The above two dimensions and also the total intra personal sub scale is significantly related to the mother's education. An educated mother will adopt good disciplining techniques on her children, to be clear in thought which will enable them to express their feelings without being aggressive or abusive. When the mother is democratic the adolescent develops a more cooperative attitude, a sense of identity hence, he is assertive and has good self regard.

5.5.2 Authoritarian Parenting style

The relationship between the demographic variables and the dimensions of intra personal subscale of emotional intelligence of authoritarian parenting style is depicted in table 7.2. The authoritarian parents set inflexible standards and dominate the child allowing little of any freedom of expression. The results of the study indicate that the type of family is negatively related to the assertiveness of the child. This could be due to the dominant style of parenting where the child is asked to do what he is told to do and he has no choice but to be submissive. When the child is in a joint family he will never learn to be assertive, as there are lot of members in the family and the child has no chance to stand up for personal rights.

The other significant relationship was the caste of the respondent. It was related to self-regard. People belonging to high caste have a status, which gives

them power and position, where as people from lower caste have a low opinion of themselves hence their self regard is low.

5.5.3 Permissive parenting style

In the permissive type of parenting the adolescent is permitted to do what he thinks is right. Table 7.3 which potrays the permissive type of parenting style, the family size is related to the dimension of self –actualization of the intra personal subscale.

The other significant relation seen is the birth order the adolescent which is negatively related to the self regard dimension. In the permissive parenting style first borns are more likely to have high self-regard than later borns. The reasons for such relation ships should be probed further to have clear understanding of the role of permissive parents on self-actualization and self-regard of adolescents.

5.6 RELATIONSHIP BETWEEN SELECTED DEMOGRAPHIC VARIABLES AND THE DIMENSIONS OF INTERPERSONAL SUB SCALE OF EMOTIONAL INTELLIGENCE OF ADOLESCENTS IN DIFFERENT PARENTING STYLES

5.6.2 Authoritarian Parenting Style

In Table 8.2 the authoritarian type of parenting in relation to the dimensions of the interpersonal subscale of emotional intelligence is seen. It is revealed that the mother's education and income are related to the inter personal relations of the adolescents, indicating that when the mother is

educated and has good income her children maintain better inter personal relations.

It is seen that the mother's income is negatively related to the empathy of the child. In an authoritarian home where there is no display of love and warmth the child is also not empathetic toward others. When the mother has good income children could be getting all their wants satisfied, they show little interest in the emotional needs of others.

The other relationship found in the authoritarian parenting style is child's gender, which is correlated to the social responsibility. It is found that girls are less socially responsible than boys. In this type of disciplining the parents are strict and would not like their daughters to take part in community or social work. They expect the daughters to show responsibility in the house. The boys are allowed to take on community-oriented responsibilities and use their talent for the good of others.

5.6.3 Permissive Parenting Style

In the permissive type of parenting the family is negatively correlated to the inter personal relationship of the adolescents, the child's gender also is negatively correlated to the social responsibility and father's age is significantly and positively related to the social responsibility of the adolescents.

The permissive parents behave in a non-punitive, accepting and affirmative ways with respect to children's impulses. The parents avoid roles as

active agents in shaping the child's behaviour. The child is permitted to regulate his own activities and is not controlled or encouraged to obey externally defined standards.

The results indicate that the interpersonal relationships are less in nuclear families compared to joint families. In the permissive disciplining style parents do not encourage the give and take hence these children from nuclear families have less interaction with others in nuclear families. Children in joint families interact with the other family members who encourage interactions with other members of the family and by giving and receiving affection. Regarding the gender of the child boys are more out going in nature and since they are given the freedom to regulate his own activities, he may participate in community oriented tasks.

5.7 RELATIONSHIP BETWEEN SELECTED DEMOGRAPHIC VARIABLE AND THE DIMENSIONS OF ADAPTABILITY SUBSCALE OF EMOTIONAL INTELLIGENCE OF ADOLESCENTS IN DIFFERENT PARENTING STYLES

5.7.1 Authoritative Parenting style

In the sub scale of adaptability there was significant relation between fathers age and reality testing of the adolescent in the authoritative parenting style. The authoritative parent directs the child in a reasonable manner that is oriented to issue, rather than to the formal aspects of behaviour. An older authoritative father is more experienced hence he has the capacity to see things

objectively and teach his children to see things the way they are rather than the way they imagine or fear them to be.

5.7.2 Authoritarian Parenting style

In the dominant type of parenting the family type is correlated to the problem solving ability of the adolescent. In this style of parenting obedience is regarded as a prime virtue. They do not encourage verbal give and take with the child, insisting that the child not question parental demands but accept them as final. These children are not allowed to make decisions, or solve their problems. In large and joint families many issues arise and the elders of the family discuss and solve problems and in this environment the adolescent learns to analyze problems and solve them.

It is seen that caste has been related to the flexibility of the adolescent. As these children are used to the dictates of their parents, they are generally open to and Tolerant of different ideas projected by their parents. In cities people of different communities, live and work together, people are no more rigid in their ideas, they have become more flexible. Hence we find the correlation between the independent family related variable caste and dependent variable flexibility a dimension of the sub scale of adaptability of emotional intelligence of adolescent in the authoritarian parenting style.

The correlation between birth order and reality testing can be explained as first born children are pragmatic, they are more clear in their perceptions and thought process, compared to later born children. First borns are paid more

attention not only by the parents, but also by grand parents, uncles, aunts etc., with this type of interaction their behaviour is not whimsical, but rather in concert with shifting feedback they are getting from their environment. The later born are comparatively less exposed to such environment hence they are likely to be more rigid and obstinate.

5.7.3 Permissive Parenting Style

The permissive parents make few demands for responsibility for household routines or orderliness and avoid roles as active agents in shaping the child's behaviour. Table 9.3 shows the relation between the demographic variables and the dimensions of adaptability subscale of emotional intelligence in the permissive parenting style.

It is evident that the mother's income is related to the problem solving capacity of the adolescent. This could be because if the mother is working and is not always at home, the child learns to take decisions and solve problems which he confronts during the mother's absence.

The next dimension flexibility is significantly related to the family type. Children coming from joint families are more flexible than children coming from nuclear families. In joint families the number of people are more, belonging to different age groups. A child coming from such background will adjust to the changing circumstances more easily than adolescents from nuclear families. In nuclear families and with permissive parents the child usually does as he pleases and there is less scope for adjustment.

It is also evident that religion is significantly related to the total adaptability dimension of emotional intelligence. Religion is a powerful macro system and people who attend religious meetings always hear about human values, how to elevate oneself in life, all three the dimensions i.e. problem – solving, reality –testing and flexibility are covered in such discourses.

The higher the child's education the more flexible and adjusting he becomes, because with education they are more matured and have better control over their behaviour and emotions and depending on the situation they are likely to be flexible.

5.8 RELATIONSHIP BETWEEN THE SELECTED DEMOGRAPHIC VARIABLE AND THE DIMENSIONS OF STRESS MANAGEMENT SUBSCALE OF EMOTIONAL INTELLIGENCE OF ADOLESCENTS OF DIFFERENT PARENTING STYLES

5.8.1 Authoritative parenting style

In the democratic style of parenting it was found that the occupation and income of the father are correlated significantly and positively to the impulse control of the adolescent and also to the subscale stress tolerance.

Under authoritative parental guidance children learn to be self controlled and clear in their goals as this parenting style is associated with warmth combined with moderate and rational parental control. If the authoritative father is in a good occupation and has high income the home environment is influenced by his occupational status which calls for the impulse control of the children.

The child related variables – age and birth order have significant and positive relationship with the adolescent stress tolerance, impulse control and to the total stress management subscale in the dominant parenting style. It is the general practice for parents to give responsibility to an older child than to a younger one. Parents also tend to give better guidance to the older child so that they in turn can teach their younger siblings. Hence the older children have more control over their impulses than younger children. Similarly the stress tolerance level is higher in first born than later borns.

5.9 RELATION BETWEEN THE SELECTED DEMOGRAPHIC VARIABLE AND THE DIMENSION OF GENERAL MOOD SUB SCALE OF EMOTIONAL INTELLIGENCE OF ADOLESCENTS OF DIFFERENT PARENTING STYLES

Authoritative Parenting Style

In the authoritative parenting style the results (Table 11.1) reveal that mother's age is significantly and negatively related to the child's happiness. Adolescents who have young mothers are happier than adolescents who have older mothers. This could be because of the generation gap. If the age difference between the adolescents and the mother is less, then they are likely to understand each other better and take active part in social activities like picnics, parties etc., which develops closeness and creates a pleasant and happy atmosphere. There are less idea clashes, less tension, more freedom and happiness, when compared to adolescents with older mothers.

Authoritarian Parenting Style

The size of the family is significantly related to the happiness of the adolescent in the authoritarian parenting style. Adolescents from joint families are happier than adolescents coming from nuclear families. This could be because in joint families adolescents have cousins, uncles, aunts and grandparents to show attention and share their achievements which is a cause of joy and happiness. Even during festivals there will be a lot of gaiety. In joint families the responsibilities are shared by all members of the family, which gives satisfaction and contentment.

The results indicate that there is significant and a positive relationship between the child's education and his optimism and to the general mood subscale. When the child is in higher classes he gains self – confidence, content with this achievement and is optimistic about his future. He is well informed hence he will have broader perspective about his career options. Hence he will be optimistic regarding his future education and job prospectives.

From the above results we can conclude that authoritative parenting style is the best style of parenting. When the parents are warm and accepting, they communicate a sense of care and concern that may motivate their children to comply with the directives.

Under democratic parenting style adolescents develop a more cooperative attitude, which is reflected in better relationships with members of the family, peers as well as with those in authority. They were found to have high self esteem excellent social skills strong moral values and are optimistic

and have happy outlook. Hence, emotional intelligence of adolescents should be enhanced through democratic parenting style by organizing parent education classes and make the parents realize the value of democratic parenting in shaping the child's future.

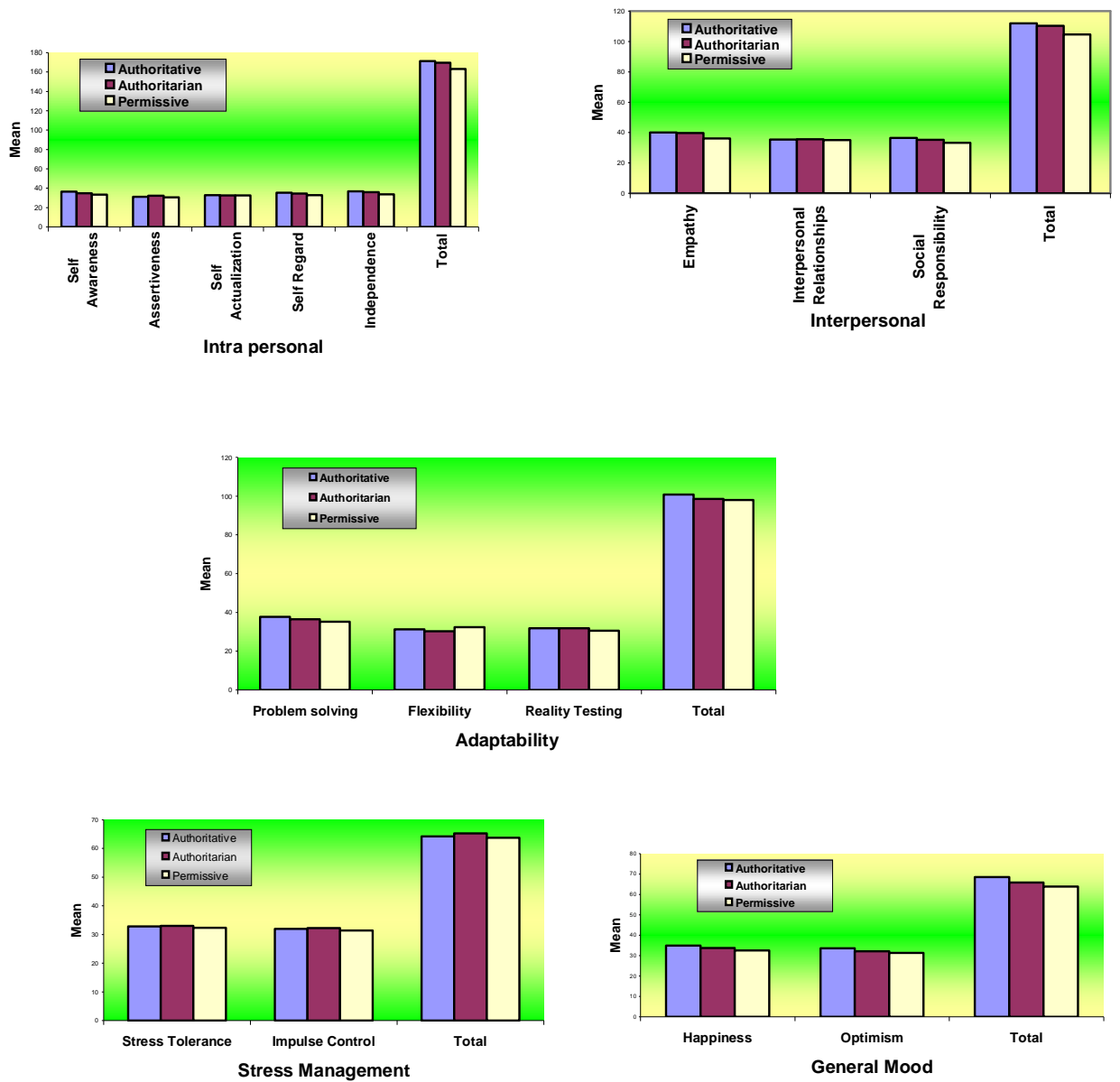


Fig. 4: COMPONENT WISE COMPARISON OF EMOTIONAL INTELLIGENCE LEVELS OF ADOLESCENTS OF DIFFERENT PARENTING STYLES

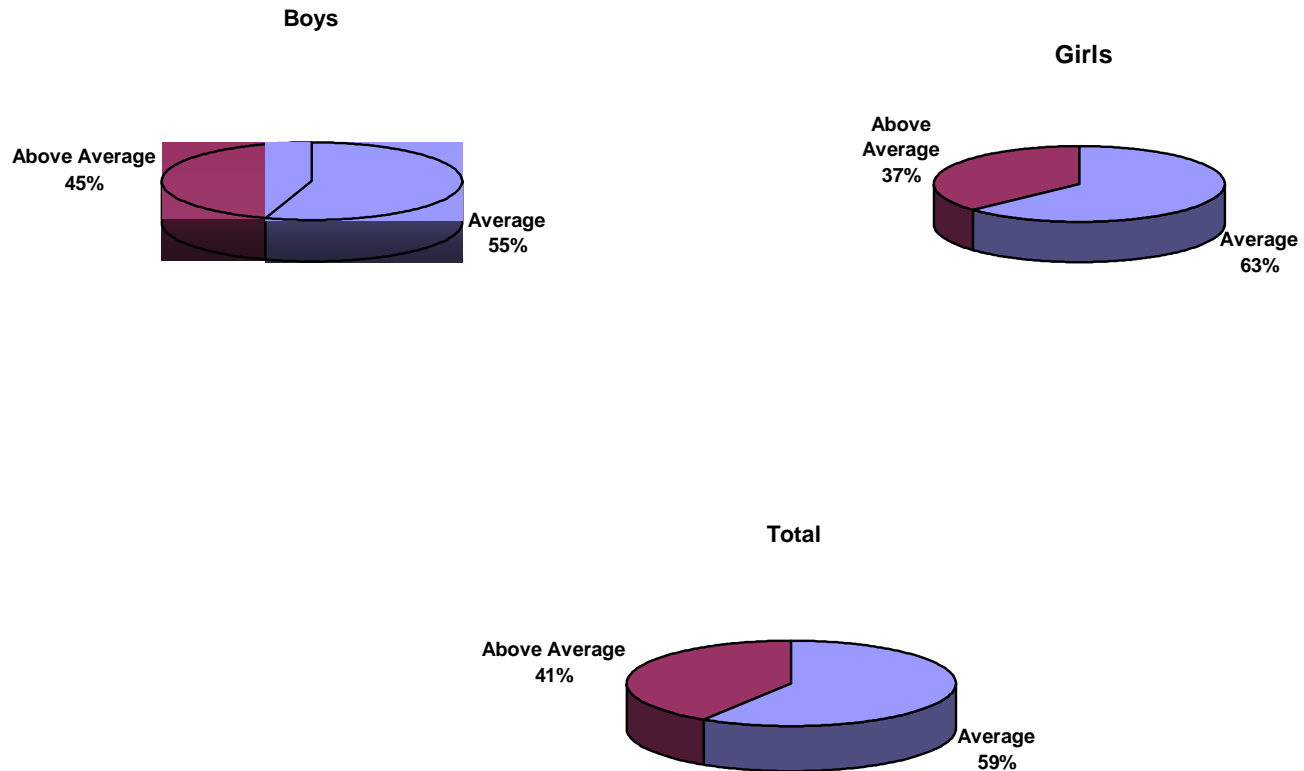
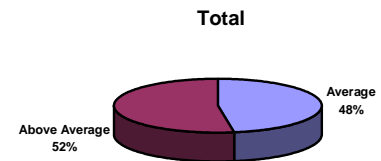
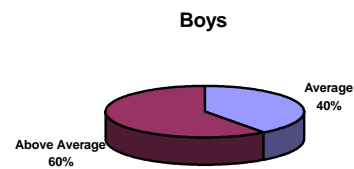
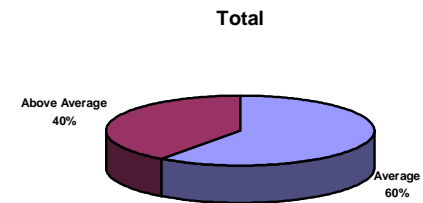
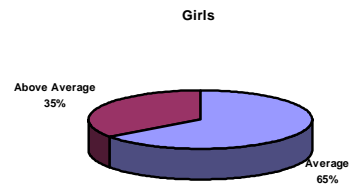


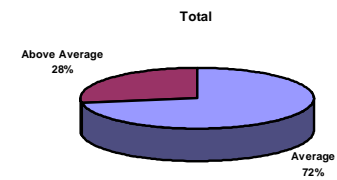
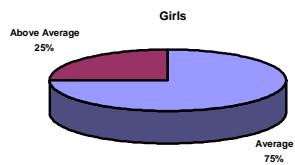
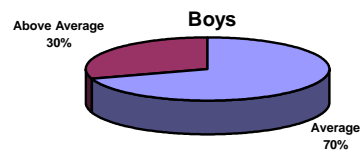
Fig.2: Distribution of sample based on Emotional intelligence Scores – Total Sample



Authoritative Parenting Style



Authoritarian Parenting Style



Permissive Parenting Style

Fig.3: Distribution of sample based on Emotional intelligence Scores

CHAPTER VI

SUMMARY AND CONCLUSION

Emotions are the central, organizational and motivational force underlying personality. Emotional intelligence is to be dynamically aware of one's own emotions and ability to recognize the emotions of others and use these emotions for a constructive and productive purpose.

The parent child unit is so closely interrelated any thing that affects the child affects the parents and vice versa. For this reason it does not matter whether an exceptional state exists in the child's condition or in the parents perception. In either case the child's experiences will be affected. A child's behaviour at any given time has its antecedents in his earlier interaction with his parents. Methods of punitive control may produce child's hostility and aggression, which may in turn eventuate in sterner attempts at control and so on for an ever-widening circle of mutual frustration. It is the interaction effect that makes it very difficult to identify the variables of child training that are associated with given patterns of child behaviour.

One of the most crucial periods in the life span of every individual is adolescence. Adolescence is a period of physical and psychological maturity, when an individual is expected to establish his/her own identity and to develop necessary skills for socially responsible behaviour. It is also a period of heightened emotionality that they feel the emotions in a stronger and more persistent manner. The adolescent's transition from childhood to adulthood can

be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive family environment. A family where emotional bonding and communication between adolescents and parents are adequate with clear behavioural standards has adolescents who are emotionally competent, responsible, independent and confident.

The study was conducted on 120 adolescents comprising equal number of boys and girls. Equal number of respondents were taken from each parenting styles i.e., Authoritative, Authoritarian and Permissive. Adolescents in the age range of 15-17 years studying SSC, junior and senior intermediate were selected as sample. The data was collected by using Parental Interactional Style Questionnaire developed by Vivekan Reddy (1996) and Emotional Intelligence Inventory developed by Uma Devi and Mayuri (2003) to find out the parenting styles adopted by parents and emotional intelligence of adolescents respectively. The data collected was scored tabulated, analyzed and interpreted with the help of appropriate statistical procedures.

The present study entitled "Parenting Styles and Emotional Intelligence of adolescents" was undertaken with the following objectives.

GENERAL OBJECTIVE

To study the relationship between parenting styles and emotional intelligence of adolescents.

SPECIFIC OBJECTIVES

1. To study the general profile of adolescents.
2. To assess the different parenting styles adopted on adolescents
3. To find out the emotional intelligence levels of adolescents
4. To find out the relationship if any between selected personal, social variables and parenting style and emotional intelligence levels of adolescents.
5. To see the differences between different parenting style and emotional intelligence levels of adolescents

The major general inferences drawn from the study were as follows

- Majority of the adolescents were from nuclear families and most of them were first borns coming from medium size families.
- Majority of the adolescents were studying junior intermediate.
- Most of the respondents were Hindus belonging to the forward caste.
- Most of the fathers were graduates and postgraduates and were holding government jobs.
- Majority of the mothers were housewives.

In the total sample the inferences drawn were as follows:

Educated adolescents with educated fathers & mothers has had good self regard.

- Working mothers with good income had children with good self regard.

- Older children were more empathetic than younger children.
- Boys were more socially responsible and had high impulse control.
- Adolescents from large families were good at problem solving and were happy.
- Adolescents with educated fathers were good at solving problems and controlling their impulses. First born adolescents who were in higher class of study had more stress tolerance.
- Adolescents whose fathers had good occupational status were optimistic.

Authoritative Parenting Style

Majority of the boys had above average emotional intelligence scores, and half the girls studied had above average scores on emotional intelligence level.

- Boys had more impulse control than girls.
- Adolescents whose father's are in good occupation with high income had more impulse control.
- Adolescents with older fathers had good social responsibility and reality testing.
- Adolescents with young mothers are happier.
- Adolescents with educated mothers with good occupation and income were assertive having high self-regard.

Authoritarian Parenting Style

In the dominant parenting style forty five percent of the boys had above average scores and thirty five percent of the girls had above average scores on emotional intelligence levels.

- Adolescents from joint families were more assertive.
- Adolescents whose mothers were educated had more interpersonal relations.
- Adolescents with working mothers were less empathetic and had more interpersonal relations.
- Adolescents hailing from large and joints families were good at problem solving.
- Adolescents from forward castes were more flexible.
- First born adolescents were good at reality testing and stress tolerance
- Adolescents from nuclear families were more happy.
- Adolescents in higher class of study were more optimistic.

Permissive Parenting Style

Thirty percent of the boys and 25 per cent of the girls had above average scores on emotional intelligence.

- Adolescents hailing from small families were good at self actualization.
- Later born adolescents had more self regard.
- Boys had more social responsibility than that of girls.
- Adolescents who are from joint families are more flexible

- Adolescent from joint families have more interpersonal relations.
- Adolescents who have working mothers are good at problem solving.

IMPLICATION OF THE PRESENT STUDY

The present study helps us to know the influence of parenting style on emotional intelligence.

The study will create awareness among parents, educators and counselors about emotional intelligence and its role in being successful.

The results of the present study can create awareness among parents to concentrate more on how to discipline their children which will not only reduce emotional disturbance but built emotional competence in adolescents the key to future success.

The empirical results contribute to the theoretical framework on emotional intelligence and success, parental contribution to the child's emotional intelligence, so as to make their children emotionally intelligent.

These findings can be used to guide parents and educators as they attempt to develop programmes specifically for parents, which aim at helping parents to be more democratic in their discipline.

The study brings out different parenting styles and the family related, parent related and child related variables influence on emotional intelligence.

SUGGESTIONS

The findings of the present study points towards future directions for epidemiological research to identify the trends and correlates of emotional intelligence among Indian adolescents.

- ❖ The present study can be tested under different geographical settings like rural, tribal areas to assess the validity of the results.
- ❖ A lot of importance is given to emotional intelligence and success, additional research as such in various dimensions of the child's life is clearly warranted.
- ❖ Planning educational programmes for parents and developing treatment strategies for parents, teachers and adolescents to enhance their emotional intelligence should be carried out.

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APPENDIX-1

Dear Parents,

I am carrying out research in connection with my M.Sc. on “Parenting Styles and Emotional Intelligence of Adolescents” under the supervision of Dr.L.Uma Devi, Assistant Professor, Department of Human Development and Family Studies, Acharya N.G.Ranga Agricultural University, Hyderabad. The information provided by you will be used for research purpose only and kept strictly confidential. Hence kindly express your opinion freely and frankly.

Thanking You

Yours Sincerely

(M. Uma)

GENERAL PROFILE OF THE RESPONDENTS

Name:

Address:

- | | | |
|-----------------------|--|---|
| 1. Age | 1. Below 35 yrs
3. 45-54 yrs | 2. 35-44 yrs
4. 55yrs and above |
| 2. Sex | 1. Male | 2. Female |
| 3. Religion | 1. Christian
3. Muslim | 2. Hindu
4. Other |
| 4. Caste back-ground | 1. O.C.
3. S. C. | 2. B.C
4. S. T. |
| 5. Educational status | 1. No Education
3. SSC
5. Degree
7. Professional Course | 2. Below SSC
4. Intermediate
6. Post Graduation
8. Any Other |
| | 1. House wife
2. Any Other occupation
3. Working in a Private Organisation
4. Government/Quasi Government
5. Business
6. Professional | |

- | | | |
|---|-------------------------|-------------------------|
| 7. Monthly Income | 1. No income | 2. Below Rs. 3,000/- |
| | 3. Rs. 3,001- 5,000 | 4. Rs. 5001-10,000 |
| | 5. Rs.10001-15,000 | 6. Rs. 15,000 and above |
| 8. Birth order of this Particular child | 1. 1 st born | 2. 2 nd born |
| | 3. 3 rd born | 4. 4 th born |
| 9. Family type | 1. Joint | 2. Nuclear |
| 10. Family size | 1. Large | 2. Medium 3. Small |

PARENTAL INTERACTIONAL STYLE QUESTIONNAIRE

INSTRUCTIONS

The statement given below indicate different types of interactions of the parents with their children in day-today life. Each statement contains three alternatives (i.e. a,b,c), read them carefully and put a tick (✓) mark against the one which is applicable to you. There are no right or wrong answers. Kindly answer all the items.

1.

- a) I wake up my children very early in the morning and ask them to study.
- b) I do not bother in selecting the study hours of my children as it is their concern.
- c) I give freedom to my children in selecting the study hours as per their convenience.

2.

- a) My children can plan about the allotment of time to different subjects, I do not bother.
- b) I tell my children to spare more time to certain subjects as I feel these subjects are important.
- c) I advise my children to spend more time on the subjects in which their performance is low.

3.

- a) My children can listen to music or not while studying. I do not bother.
- b) I do not permit my children to listen to music while studying.
- c) I do not mind if my children listen to music while studying for some times.

4.

- a) I advise my children to read either silently or loudly whichever suits them.
- b) I insist my children to read aloud.
- c) My children can read silently or loudly, I do not bother.

5.

- a) I encourage my children to secure atleast 5% more marks than what they are getting now.
- b) I insist my children again and again to secure atleast 80% of marks.
- c) I feel that my children get marks, they deserve. Hence I do not bother.

6.

- a) My children choose and study the course of their choice, I do not bother.

- b) I help my children to decide which courses they should go for.
- c) I know which courses have better opportunities. Hence, I ask my children to take up such course.

7.

- a) I ask my children to sit properly and read.
- b) I ask my children to study by sitting or lying whichever suits them best.
- c) I don't mind if my children study lying or roaming.

8.

- a) I punish my children if they do not fulfil their task of studies.
- b) If my children fail to fulfil the task of their studies, I will find out the reasons and encourage them to overcome the difficulties.
- c) I do not show any interest with regard to the task of my children studies.

9.

- a) I do not bother whether my children read wholly or in parts.
- b) I ask my children to read the lesson in parts so that they can easily understand it.
- c) I advise my children to read either in parts or in whole depending upon the nature and difficulty of the lesson.

10.

- a) Children get marks according to their efforts and ability, I do not bother much about it.

- b) If my children fail to secure marks as I expect. I will find out the reasons and suggest steps that they have to take to overcome those difficulties.
- c) If my children fail to secure marks as I expect. I insist that they should spare more time for studies.

11.

- a) I help my children in the preparation and implementation of daily schedule.
- b) My children can decide their schedule by themselves.
- c) I prepare my children's daily schedule and ask them to follow it strictly.

12.

- a) I help my children in planning their leisure time activity.
- b) I decide how my children should spend their leisure time.
- c) Children can utilize their leisure time as they wish.

13.

- a) I ask my children to read text books even during holidays.
- b) I advise children to spare time for other activities of their interest along with studies during holidays.
- c) My children can spend their holidays as they wish, I do not bother.

14.

- a) Taking into consideration children's interest, I provide an opportunity for them to participate in student organization.

- b) I do not allow my children to participate in student organizations as it serves as an obstacle of their studies.
- c) The decision whether to participate or not in student organization is left to my children.

15.

- a) If children contest in student union elections their studies will be affected therefore, I do not permit them.
- b) Taking into consideration children's interest, I discuss the advantages and disadvantages in detail to contest in the student union election. Therefore, I help them in taking decision whether to contest or not.
- c) To contest or not to contest in the student union elections is left to their own decision.

16.

- a) Depending upon children's aptitude and interest in cultural activities, I help them in taking the decision whether to participate or not.
- b) I leave it to my children's choice whether to take part or not in the cultural activities.
- c) I ask my children not to participate in the cultural activities as it interferes with studies.

17.

- a) I buy the clothes for my children.
- b) My children select and buy the clothes according to their choice, I do not show any interest in it.

c) I go along with my children and help them in buying suitable clothes.

18.

a) I see that children wear traditional clothes only.

b) I do not interfere in my children's way of dressing.

c) I permit my children to wear suitable clothes keeping in view the occasion.

19.

a) My children can see as many pictures as they wish.

b) I do not impose any ceiling on the number of pictures they see in a month. But, I advice my children to do so without affecting their studies.

c) I allow children to see only one picture in a month.

20.

a) Whether my children offer prayer or not, I do not bother.

b) I do not insist my children to offer prayer early in the morning. But I convince them to offer prayer as per convenience.

c) I insist my children to offer prayer every morning.

21.

a) I do not permit my children to attend functions of relatives and friends as it is a waste of study time.

b) Children can decide whether they should attend or not to attend the functions of relatives and friends.

- c) Attending the functions of relatives and friends will help the children to socialize. Hence, I provide an opportunity to attend atleast some functions without affecting their studies.

22.

- a) I will explain about the voluntary organizations and I help them in taking a decision whether to participate or not.
- b) My children themselves will decide whether to participate in voluntary organizations or not.
- c) Children don't get sufficient time for studies if they participate in voluntary organizations. Hence, I do not allow them to do so.

23.

- a) N.S.S./N.C.C/Scouting are helpful for all-round development of the children. So, I will explain these to my children and I help them in taking a decision whether to participate in such activities or not.
- b) I tell my children to participate compulsory in N.C.C./N.S.S./Scout as these organizations inculcate discipline, loyalty and dignity of labour and a sense of service through practical experience.
- c) I leave it to my children whether to participate in N.S.S./N.C.C/Scouting or not.

24.

- a) I advise my children to allot some time to read important items in the newspaper everyday along with the class text books.

- b) If my children read newspaper every day they do not get sufficient time for studies. Hence, I ask them not to do so.
- c) I leave it to my children whether to read newspaper every day or not.

25.

- a) Depending upon children's interest and aptitude about essay writing/elocution/quiz competitions, I help them in taking a decision to participate.
- b) There are lot of benefits if children participate in essay writing/elocution/quiz competitions. Therefore, I ask them to participate in such competitions.
- c) I leave it to my children to decide.

26.

- a) I provide an opportunity to my children to watch T.V. for a little more time than the usual, if the programmes are good and when they do not have exams.
- b) Children can watch T.V. as long as they wish.
- c) Each day, I allow my children to watch T.V. for one hour only.

27.

- a) Games do not provide much opportunity to earn their livelihood. Therefore, I tell my children not to waste time by playing games.
- b) My children decide themselves how much time they should spend on studies and games.

- c) Taking into consideration my children's interest, I advise them to allot time for games as well as studies.

28.

- a) My children can take food whenever they like.
- b) I relax the food timings taking into account my children's involvement in studies and other activities.
- c) I ask children to take food only during specific time which I allot to them.

29.

- a) Children can take any sort of food as they wish.
- b) I advise my children to take a balanced diet.
- c) I tell my children to take vegetarian/non-vegetarian diet only as I am a vegetarian/non-vegetarian.

30.

- a) I leave it to my children whether to do exercise or not.
- b) If children do exercise everyday their health will be in a good condition.
Therefore, I ask them to do exercise without fail.
- c) I encourage children to take exercise to keep themselves physically fit without affecting studies.

31.

- a) I allot some money to children per month and if they run short of money I will inquire the cause and I will supplement the money again if I felt it is justified.

- b) I do not allot any particular amount to my children per month, but I inform them to ask for money whenever they need it.
- c) I give money whenever my children ask for it.

APPENDIX-2

EMOTIONAL INTELLIGENCE-INVENTORY

Name:	Gender:
Age:	Date of birth:
Class of Study:	Name of College/School
Date:	Birth Order:

INSTRUCTIONS

All persons are not equal or same. Every person has some characteristic which differentiate him from others and forms the basis of different nature of persons. Here are some statements regarding these characteristics. You might have these qualities in varying quantities. I want to know how these qualities affect different aspects of your life. The success of this objective depends on your cooperation.

On the following pages there are some statements and their possible range of response. You read each statement carefully and mark the tick (✓) in any one of the alternative response modes to indicate your level of agreement with the particular content of the statement. You have to mark only one answer. There is no time limit but you should answer it as soon as possible. Do not think too much while answering. What ever you feel may be indicated. Following the same way you have to reply all the statements of the inventory.

Only after reading and reply one statement proceed to the next. At the end please check that you have expressed your opinion about every statement.

This is not an examination. You give views on all traits without hesitation. Your answers shall be kept strictly confidential. Their use is meant for research purpose. There are not right or wrong answers. Please respond in a way you believe. An illustration is given below.

		Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (DA)	Strongly Disagree (SDA)
1.	I often don't finish the work I start				✓	
2.	I do obey my duties faithfully		✓			
3.	I do consider myself as intelligent	✓				

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I am able to identify my feelings					
2.	If I am unfairly criticized I will express it boldly					
3.	I always work hard to achieve what I want					
4.	I know very well which situations arouse emotions in me					
5.	It is easy for me to tell others if they violate the rules					
6.	I maintain close relationship only with few people					
7.	I understand the reasons for my feelings.					
8.	If others unnecessarily shout at me I will tell it out politely					
9.	I give high value for accomplishing what I want to achieve					
10.	I clearly know how my feelings impact my performance					
11.	I don't hesitate to tell people what I feel					
12.	I generally do things which are interesting to me					
13.	I have control over my feelings					
14.	It is difficult for me to exercise my rights					
15.	I know that I have the capacity to lead a satisfactory life					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
16.	Even when I am upset I can deeply understand my feelings					
17.	I am generally outspoken about my ideas					
18.	My interests in the tasks has helped me to achieve success					
19.	I find it easier to express negative emotions					
20.	I will insist that others should listen to me when I express my feelings.					
21.	I put my best effort to in what ever task is assigned to me					
22.	My emotions always interfere with the way I interact with others					
23.	I do not express my ideas when I feel others do not agree with me					
24.	I believe in the abilities and strengths of my self and others					
25.	I find it difficult to put into words my feelings					
26.	It is difficult for me to stand up for my rights					
27.	I am satisfied with what I am					
28.	It is not easy for me to understand the way I feel					
29.	I can clearly express the mistakes of elders in a humble way					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
30.	I am very clear about my goals					
31.	I like myself					
32.	I prefer to be leader than a follower					
33.	I can understand the feelings of others					
34.	I feel sure about myself in most situations					
35.	I do not like others to interfere in my activities					
36.	I enjoy other people's happiness					
37.	I feel I can achieve the things I want					
38.	I think through problems and arrive at solutions all by myself					
39.	It gives me pleasure to cheer up some one who is in a sad mood					
40.	I am happy with the way I am					
41.	Others can easily influence me in decision making					
42.	I would like to do something, when some one is unhappy					
43.	I am not confident about my self					
44.	I give importance to my own feelings than feelings of others in evaluating the situation					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
45.	If some body is in trouble I will help him/her though I have urgent work to attend					
46.	I can convince others easily					
47.	I do not like to be under someone's control					
48.	My friends share their inner feelings with me					
49.	I feel ignored					
50.	Others approach me in decision making					
51.	I get upset when I see my friend being shouted by others					
52.	I like to please every one					
53.	When depressed I recover by myself					
54.	I get upset when I see a person being hurt					
55.	No one seems to understand me					
56.	I take the responsibility for my behaviour					
57.	I dislike listening to other's problems					
58.	I feel that I am a person of worth, at least on an equal plane with others					
59.	I prefers others to help me to carry out the work					
60.	I take care not to hurt the feelings of others					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
61.	I maintain good relations with others					
62.	I can-not keep quite when someone needs my help					
63.	I collect relevant information about the problem before actually solving it					
64.	My friends eagerly wait for me to discuss their personal problems					
65.	I give importance to doing things for other people					
66.	I enjoy using new approaches in solving problems					
67.	My family confides in me					
68.	I take initiative in a group work					
69.	I think in different ways of solving the problem					
70.	My friends rely on me for emotional support					
71.	I go out of the way to help others					
72.	I take it as a challenge to solve the problem					
73.	I can make friends easily					
74.	I am considered as cooperative person in group activities					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
75.	While dealing with the problem I always divide complex problem into a series of smaller bits and solve it					
76.	I prefer to be alone than with others					
77.	I get along well with the other members of a group					
78.	I handle problems effectively					
79.	My friends prefer my company					
80.	I am preferred to be the leader of the group as I give importance to other's views					
81.	I have the ability to identify what went wrong in a situation					
82.	It is important for me to maintain my relationship rather than win an argument					
83.	I accept the responsibility for the welfare of others					
84.	I handle the problem with-out thinking about its consequences					
85.	I enjoy being with friends					
86.	I am successful at handling social interactions					
87.	I frame mental picture of what to be done step wise before solving any problem					
88.	I share my feelings easily with others					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
89.	I like taking on more responsibility than my share					
90.	I can generate a wide range of potential solutions for a given problem					
91.	Io adjust very well in a strange situation					
92.	I can face the reality boldly					
93.	I plan clearly even when many jobs are to be done					
94.	I act according to the situation					
95.	I prefer to solve a conflict in a planned manner					
96.	When faced with stress I consider it as part of life and try to overcome it					
97.	I do not mind changing my routine to suit to a particular situation					
98.	I can think clearly even in a state of unhappiness					
99.	I get full information before dealing with the stressful situation					
100.	It is difficult for me to change my routine					
101.	I imagine things which are relevant only to the real life					
102.	My temper goes out of control when I have to do many things					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
103.	I find it easy to change my stand when necessary					
104.	I believe that we must accept the facts and learn to live with them					
105.	I become nervous when too much work is pending					
106.	It is difficult for me to leave my old habits					
107.	It take a long time for me to come down to earth after an emotional outburst					
108.	I cope up with stress through relaxation technique					
109.	I like to work with a planned schedule under any circumstances					
110.	Though the reality is unpleasant, I face it normally/in a dignified manner					
111.	I alter the environment which cause stress					
112.	I wish I could change myself so that others will like me better					
113.	I like fantasizing events and get enjoyment					
114.	When ever I am stressful, I get relief by talking about it with others					
115.	It is difficult for me to change my way of doing things					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
116.	I get disappointed when my fantasies do not turn true					
117.	I can not concentrate on routine work under stress					
118.	I feel uncomfortable in a strange situation					
119.	I imagine the worst possible consequences when I am faced with the problem					
120.	I feel depressed when faced with stress					
121.	I can resist myself from saying unpleasant things even when I am angry					
122.	I face problems with courage and optimism					
123.	I am satisfied with my interactions with others					
124.	I react quickly to the situations					
125.	I take up work with positive expectations					
126.	I derive pleasure by involving in social oriented activities					
127.	I think about the consequences, before I react to the situation					
128.	I can achieve anything through hard work					
129.	I am happy with the way I am working					
130.	I have no control over my reactions					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
131.	I have strong faith to succeed in future though I face failure at present					
132.	I am happy with the recognition I get in the group					
133.	I say things which I feel like saying					
134.	When I face failures, I take it as an opportunity to find and rectify the mistakes I have committed					
135.	I am not at all happy with the way I am leading my life					
136.	I respond based on my past experience with out thinking of consequences					
137.	I feel helpless in an unpleasant situation					
138.	I am satisfied with my achievement in life					
139.	I am ready to fight with others if my way is blocked					
140.	I start any work with firm determination to complete it					
141.	Little things make me happy					
142.	I disclose my inner most feelings to others under stress					
143.	I am confident that I do work effectively					
144.	I derive happiness by engaging in my hobbies					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
145.	My friends do not prefer me in any discussion because I get irritated easily					
146.	I will not get depressed even when I face failures					
147.	I get distracted easily					
148.	I hesitate to begin work to avoid failure					