

**THE STUDY OF RELATIONSHIP BETWEEN PARENTING STYLE  
AND EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS**

*Dissertation submitted to Christ College (Autonomous) in partial fulfilment of  
the requirements for the award of the degree of Bachelors of Science in  
Psychology*

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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**DEPARTMENT OF PSYCHOLOGY**

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**CERTIFICATE**

This is to certify that this dissertation entitled, **“THE STUDY OF RELATIONSHIP BETWEEN PARENTING STYLE AND EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS”** is a bona-fide record of research work carried out by **Ms MELNA PAUL, Reg. No: CCASSPY026**, during the sixth semester of B.Sc. Psychology for the academic year 2018-2021

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**Submitted for the examination held on -----**

**Examiners**

**1.**

**2.**

## **DECLARATION**

I hereby declare that the dissertation work entitled “**THE STUDY OF RELATIONSHIP BETWEEN PARENTING STYLE AND EMOTIONAL INTELLIGENCE AMONG ADOLESCENTS**” is submitted to the University of Calicut, in partial fulfilment of the requirement for the award of the Degree of Bachelors of Science in Psychology is the record work done by me under the supervision of Ms Renya C V, Assistant professor, Department of Psychology, Christ College (Autonomous) Irinjalakuda. This is not formed as the basis for the award of any degree/diploma (Associate ship) fellowship or other similar title to any candidate of any university.

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**-MELNA PAUL**

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## **ABSTRACT**

The present study explores the relation between parenting style and emotional intelligence among adolescents. This is a quantitative study and is administered to 100 participants (50 boys and 50 girls). Convenience sampling technique was used to draw the samples from the population. Instruments such as parenting style scale [Abdul Gafoor,k& Abhita kurukkan ,2014) and emotional intelligence scale (Dr Arun Kumar Singh and Dr Shruti Narayan , 2014) were used for the correlation of data. Carl pearson correlation and independent t- test were used for the Analysis of data. The result showed a positive correlation between emotional intelligence and parenting style. It also showed that there is no significant difference in parental style and emotional intelligence among adolescent girls and boys.

**CHAPTER-1**  
**INTRODUCTION**

## ADOLESCENCE

Adolescence is a period of time between childhood and adulthood. This is considered as the crucial stage of human development. This is a period beginning with the onset of puberty and ending when individuals assume adult roles and responsibilities. Adolescence includes children between the age of 12 and 18. Adolescence is the period of physical growth and also it is the time for the maturation of the mind and behavior. The length of the time for the period of development varies according to sex, culture, lifestyle ect.

The term adolescence comes from the Latin word 'adolescere' which means "to grow" or "to grow to maturity". Maturity means both physical and mental maturity. This period is also termed as "youth". According to A.T Jersild,"adolescence is a span of years during which boys and girls move from childhood to adult mentally, emotionally, socially and physically". In India adolescence is a phase that is more difficult, particularly in terms of age. This period involves physiological changes in an individual height, weight, body composition, sex characteristics, circulatory system etc. Early adolescence, middle adolescence, late adolescence are three stages of adolescence development.

Jean piaget describes adolescence as the stage of life in which the individuals thoughts start taking more of an abstract form and egocentric thoughts decreases. This allows the adolescent to think and reason with a wider perspective. The most important psychological and psychosocial changes in puberty and early adolescence are the emergence of abstract thinking, the growing ability of observing the perspective or viewpoints of others, and increased ability of introspection, the establishment of a system of values, the development of personal and sexual identity, increasing autonomy.

Adolescence is also considered as a period of heightened emotional tension. Emotional balance at end towards the close of childhood is once again distributed in adolescence. Heightened emotionality during adolescence is evident from nail biting, tension, conflicts, quarrels with parents, siblings, classmates etc. The main causes of heightened emotionality during adolescence are the changes of roles of the adolescent in home, school and society, from total dependence to independent role with great responsibility. Inconsistency in parental attitude, conflict between parent and norms of behavior, peer norms, failure to meet social expectations, difficulty to adjust with members of opposite sex, to strict discipline also results in emotional disturbances in adolescents.

Teenagers often have difficulties in maintaining their relationship with their parents. It is because in their social development, adolescents are more easily influenced by their friends. Teenagers also experience physical changes in both growth and sexuality. Changes in emotions make teens have high confidence, making it difficult to receive advice from parents

## EMOTIONAL INTELLIGENCE

Peter Salovey and John Mayer were the first researchers who coined the term "Emotional intelligence" in 1990.They defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"(1990).

The term emotional intelligence gained popularity in 1995 through the book 'Emotional intelligence: why it can matter more than more IQ' by Daniel Goleman. Goleman defined emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship. According to Daniel Goleman, there were 5 key elements or components to emotional intelligence. They are 1.self-awareness 2.Self-regulation 3.Motivation 4.Empathy 5.Social skills. Emotional intelligence includes traits like self-awareness, social deftness, and the ability to delay gratification, to be very optimistic in the face of adversities, to channel strong emotion properly, and to show empathy towards others.

Emotional intelligence plays important role in academic success, mental and physical health, as well as attainment in professional domains. Bar- on (1997) suggested that people with high emotional intelligence perform better in their life than those with lower emotional intelligence. The first step in realizing your true potential is ability to understand and manage your emotions. Emotional Intelligence also plays a drastic role in forming and developing meaningful human relationships. People with high emotional intelligence are able to develop more successful interpersonal relations. They also showed a greater propensity for empathic perspective taking, cooperation with others, and more satisfying relationship as well as greater social skill in general.

Many psychologists are agreeing that a person's level of emotional intelligence is more important than their IQ. Experts are discovering that a person's EQ is not only a predictor of quality off potential relationships, but also and effective predictor for success and overall happiness. Emotions are reflected in everything people do: every action, decision and judgment. Emotional intelligence helps a person to build stronger relationships, succeed at school and work, achieve career and personal goals, decision meeting and leadership.

## PARENTING STYLE

A parenting style is a psychological construct representing standard strategies that parents use in their child rearing. Parenting style refers to the broad overall or normative patterns of parental actions or behavior and tactics that parents use to socialize and control their children, rather than to a single act. Parenting styles describe the way parents react and respond to their children.

Parenting styles have been characterized by dimensions of parental responsiveness and demandingness (Baird, 1991).

Parental responsiveness also referred to as parental warmth or supportiveness is the extent to which parents intentionally Foster individually self-regulation and self-assertion by being attuned, supportive to the children special needs and demands. Parental control is defined as the amount of supervision parent exercise, the decisions parents make about their children's activities and friends, and the rules parents hold for their children.

Based on this, four types of parenting styles are there. They are Authoritarian, permissive, authoritative and negligent.

|  |              |             |
|--|--------------|-------------|
|  | High control | Low control |
|--|--------------|-------------|

|                     |               |            |
|---------------------|---------------|------------|
| High responsiveness | Authoritative | permissive |
| Low responsiveness  | Authoritarian | Negligent  |

Authoritarian parenting style is also known as autocratic style, strict parenting, has an evident rigid structure "limits without freedom". They use strict discipline style with punishments. Authoritarian parenting follows low parental responsiveness and high parental demands. The authoritarian parent attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority. (Diana Baurmind (1996)) This is considered as the most unproductive and closed way of parenting. Authoritarian parenting, which emphasizes blind obedience, stern discipline and controlling children through punishments- such as withdrawal of parental affection. According to Baurmind, these parents "are obedience-and status-oriented, are expect their orders to be Obeyed without explanation" tend to control their children through shaming, the withdrawal of love, or other punishments. Don't usually attempt to explain the reasons of the rules. (1991).

Authoritative parenting style is also referred to as democratic. This type of parents attempt to direct the child's activities but in a rational and issue oriented manner. Authoritative parent encourages variable give-and-take, explain the child the reasoning behind the policy, and request his objections when he refuses to conform. Authoritative parents communicate in a warm, accepting and nurturing manner. They also maintained firm expectations and restrictions on their children's behavior. The Authoritative parenting style is characterized by a high degree of responsiveness to children and modulate levels of demandingness and warmth. These parents believe that they are responsible for pleasing their children, but within limits. Authoritative parents also tend to grand their children more freedom than parents using the Authoritarian styles.

Permissive parenting or indulgent parenting is a type of parenting style characterized by low demands with high responsiveness. Permissive parents tend to be very loving and friendly, yet provide few guidelines and rules. This type of parents mostly let their children to do what they want, and offer limited guidance or direction. These parents let children decide for themselves rather than give directions. Permissive parenting have limited or no rules and mostly let children figure problems out on their own. Permissive parents do not monitor or regulate their children. Studies have found that children of permissive parents are worse in academic performance, less able to self-regulate, more aggressive, less able to self-regulate, more likely to be overweight.

Negligent parenting style or uninvolved parenting style is a style characterized by a lack of responsiveness to a child's needs. Negligent Parents have little emotional involvement with their kids. They are low on parent responsiveness and parental demandingness. They do not respond to the needs of their children and provide a little affection, support and love. Negligent parents rarely set rules and do not offer guidance or expectations for behavior. They always show inattentive behavior. Adolescents of negligent parents are emotionally

withdrawn, have an increased risk of substance abuse, or stress due to lack of family support, tend to exhibit more delinquency during adolescence.

## NEED AND SIGNIFICANCE

Adolescence period is a crucial stage of human development. Many physical and mental changes during this period. Emotional intelligence of adolescence have very important in this time. And the emotionally intelligence is highly influenced by parenting style. So the parenting style and emotional intelligence have an important role in adolescence behavior and their emotional state. Many researchers had been conducted study on this topic. Their study helps to understand the importance of emotional intelligence and parenting style during adolescence period.

I am conducting this study in order to find the relationship between parenting style with emotional intelligence among adolescents. This study demonstrates the impact of parenting style on emotional intelligence also the relationship between parenting style and emotional intelligence. Need of the study is to clarify how parenting style effect adolescence emotional intelligence. Parenting styles directly influence adolescent emotional intelligence. This study also help parents to adopt appropriate parenting style to increase emotional intelligence of their children. This study also explains different type of parenting style and how it influence emotional intelligence of adolescent. By analyzing results of the study parents can adopt appropriate parenting style.

## PROBLEM

The study of relationship between parenting style and emotional intelligence among adolescents.

## OBJECTIVES

- To understand the relationship between emotional intelligence and parenting style
- To understand the relationship between emotional intelligence and parenting styles among boys.
- To understand the relationship between emotional intelligence and parenting styles among girls.

## KEY TERMS

**PARENTING STYLE:** Parenting style is a psychological constructs preceding standard strategies that parents use in their child rearing.

**EMOTIONAL INTELLIGENCE:** Emotional intelligence is defined as a capacity for recognizing our or feelings and those of others, for motivating ourselves, and for managing emotions well in our success and in our relationship.

**ADOLESCENCE:** Adolescence is a span of feels during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically.

## HYPOTHESIS

- There will be no significant difference between parenting style and emotional intelligence among boys.

- There will be no significant difference between parenting style and emotional intelligence among girls.
- There will be no significant relationship between parenting style and emotional intelligence

**CHAPTER-2**  
**REVIEW OF LITERATURE**

Abadi A.A.M Conducted study on relationship between parenting style and emotional intelligence with academic achievement of high school girls students in Anar City. sample include 248 high school students. Emotional intelligence and parenting style questionnaire were the tools used in data collection. Result showed that there is a meaningful relation between parenting style and academic achievement of high school girls students.

Adekeye O A et al. conducted a study on correlation between parenting styles and the emotional intelligence: A Study of senior secondary school students in Lagos state . For the purpose of study 250 students were selected with age ranging from 15 to 19 years. Trait emotional intelligence questionnaire and parenting style inventory were the tools used for the study. Results shows that fathers authoritative parenting style and mothers authoritative parenting style contributed to the prediction of emotional intelligence.

Argyriou E, Bakoyannis G and Tantaros S conducted a study on parenting style and trait emotional intelligence in adolescence. The sample of the study consists of 127 adolescents. Tools used for the study were Parental authority questionnaire and trait emotional intelligence questionnaire. Result shows that Association between parenting style and trait emotional intelligence statistical significance for authoritative and marginally significant for authoritarianism.

Dr Chaudhari G.B and Ahire Sahebrao U conducted study on “Parenting relationship and emotional intelligence among college students”. For the purpose of study 150 college students were selected. Tools used for the study were family relationship inventory and emotional intelligence inventory. Result of the study shows that relationships are carried forward to all subsequent relationships be with friends or peers.

Dr Habib S conducted’ A correlational study of family relationship and emotional intelligence among the college going girls’. 100 college going girls between the age range of 18 to 22 years were selected for the study. Tools used for the study were, family relationship scale and emotional intelligence scale. Results shows that those college going girls having average level of family relationships were found to have average level of emotional intelligence while girls having poor range of family relationship have low level of emotional intelligence.

Nastas L.E and Sala K conducted study on” Adolescents emotional intelligence and parenting styles. For the purpose of study, 90 adolescents and their parents were selected. Tools used for study were Emotional intelligence scale, Battery of emotional intelligence profile and parent styles questionnaire. The results show the fact that the development level of emotional intelligence is influenced by the 5 parental styles: authoritarian, dictatorial, permissive, democratic and rejecting/neglecting.

Nguyen Q.A.N et al. conducted a study on “Perceived parenting styles and emotional intelligence among adolescence in Vietnam”. For the purpose of study 1593 students was selected. Trait emotional intelligence questionnaire and parental bonding instrument were applied to data collection. Results revealed that boys had significantly higher overall emotional intelligence, well-being and self-control subscale scores than girls.

Parveen S and Imam N conducted study on ‘Impact of parenting style on emotional intelligence of Muslim female adolescent students of Ranchi district’. 80 samples between age range 14 to 18 was selected for this study. General Health questionnaire, multi-dimensional

parenting style and emotional intelligence inventory were used for data collection. Result shows that student who received authoritarian parenting style had low emotional intelligence whereas student who received liberal parenting style had better emotional intelligence.

Priya D and Jaswanti V.P conducted study on "Relationship between parenting styles and emotional intelligence among late adolescents in Chennai". A purposive sampling was done among 89 adolescents in Chennai using the Parental Authority Questionnaire-Revised and emotional intelligence self-assessment. The results indicate that there is a positive correlation between parenting styles and emotional intelligence.

Shalini, A & Balakrishna Acharya, Y. T conducted study on the topic "Perceived paternal parenting style on emotional intelligence of adolescents". The participants comprising of 973 pre-university college students ranging in age between 16 to 18 years were administered Buri parenting style questionnaire and Emotional intelligence inventory. Results indicated that fathers' authoritative and authoritarian parenting style significantly correlated with emotional intelligence and fathers were perceived to be more authoritative towards girls than boys.

# **CHAPTER 3**

## **METHOD**

This chapter describes Research Design, the sample and the sampling procedure employed, the tools used in the study, the procedure adopted for the data collection, and the statistical methods employed for analysis of the collected data.

### **Sample**

The sample of study contains 100 students with age ranging from 13 to 19 years were randomly selected from Kerala.

**Table 3.1**

#### **Breakup of the sample**

| Sample | Number | Percentage |
|--------|--------|------------|
| Boys   | 50     | 50         |
| Girls  | 50     | 50         |
| Total  | 100    | 100        |

### **3.2 Inclusion criteria and exclusion criteria for adolescents**

#### **Inclusion criteria**

- Adolescents belonging to age group of 13 to 18 years of age
- Adolescents from Kerala
- Adolescents belonging to rural area
- Adolescents in the care of both mother and father

#### **Exclusion criteria**

- Adolescents below 13 and above 18 years of age
- Adolescents not from Kerala
- Adolescents not belonging to rural area

- Adolescents whose parents are separated or have died 6 months prior the study

### **3.4 Measures**

Emotional intelligence scale, parenting style scale were used in this study. Both are self-report questionnaires. To gather information on relevant socio-demographic characteristics of the participants, a personal data sheet were included.

#### **Personal data sheet**

This was prepared by the researcher in order to obtain the socio-demographic profile of the respondent. This include following information such as -Name, Age, Gender, Class.

##### **1. Emotional intelligence scale**

The emotional intelligence scale used in this study was developed by Dr. Arun Kumar Singh and Dr Shruti Narayan in 1971. It is a self-reporting scale consisting of 31 items. The scale is written in English language and the respondent was asked to answer the statements as either 'yes' or 'no'.

##### **Scoring**

The raw score are summed up in order to get emotional intelligence score. Higher the score, higher is the emotional intelligence of the individual and vice-versa. The factors of the scale are understanding emotions, understanding motivation, empathy and leading relations.

##### **Reliability and validity**

The test retest reliability was calculated by administrating the test on the same sample (N=100) with a gap of fortnight. It was found to be 0.86 alpha Coefficients, which was significant at .01 level. The present scale was correlated against the scale developed by Hyde, pethe and dhar (2001). The concurrent validity was found to be 0.86, which was significant at 0.1 level. For this purpose both scales had been administrator on the same sample (N=100).

##### **2. parenting styles scale**

Parenting styles scale used in this study was developed by Abdul Gafoor, k and Abidha kurkkan. It is a self-report scale consists of 38 item. The scale is written in English language and subject is asked to respond on the 5 point scale 'very wrong', 'mostly wrong', 'sometimes right or sometimes wrong', 'mostly right',

‘very right’. Each statement of the questionnaire describes how the sample perceives their mother and father while dealing with children.

### **Scoring**

Half of the items in scale are responsiveness item and half of them are control item. The scale yields six separate scores for each participant, namely mothers responsiveness, fathers responsiveness, mothers control, fathers control, parental responsiveness and Parental Control. A parent who rated as high in both responsiveness and control, he is categorised as authoritative parent. Parent who rated low in both responsiveness and controlled, he is categorised as negligent parent. Parent who rated as high in responsiveness and low in control, he is considered as indulgent parent. Parent who rated as low in responsiveness and high in control, he is categorised as authoritarian parent. Based on these scores, find out parenting styles of each parent.

### **Reliability and validity**

Reliability of the scale was established by test-retest method after an interval of one week. The test retest coefficient of reliability of responsiveness variable in the scale is 0.81 and for control it is 0.83.

Items in the scale are prepared on the basis of studies of Diana Baumrind. So the scale has construct validity in relation to parenting scale. Criterion related validity of the scale was found out by correlating the scores of scale of parenting styles with scale of parenting style developed by Usha and Manjusha in a sample of 30 students. The validity Coefficient is found that 0.80 for responsiveness and 0.76 for control subscale.

### **Administration**

For the purpose of Data Collection, boys and girls from Kerala were selected purposively and Google Forms were provided. The students were asked to answer each item according to the response format provided in the questionnaire. The purpose of the present study and instructions regarding how to fill up the given questionnaire was clearly explained in the Google Forms.

### **Statistical analysis**

The following statistical techniques were employed to test the hypothesis of the study.

## **t- test**

The ratio of the deviation of scores from the mean or other parameters in a distribution of sample statistics, to the standard error of that distribution is designed as 't' (Guilford,1956). Usually a t-test is used for comparison of differences between the mean of two groups. It is suitable for testing whether the mean of two set of scores are significantly different or not.

The t-test is based on t-distribution and is considered as an appropriate test for finding the significance of difference between the means of two samples in case of small sample when population variance is not known. If the value exceeds a cut-off point depending on degree of freedom, the difference in mean is considered significant, when the t value is below the cut-off point, the difference is said to be not significant.

## **Correlation analysis**

Of all the measures of correlation the Pearson 'r', named after prof. Karl Pearson, is one of the most common methods of assessing the association between two variables under study.

The Pearson correlation measures the degree and direction of linear relationship between two interval- level variables. Pearson r represents the extent to which the same individuals, events, ect., occupy the same relative position on two variables. The size of Pearson r varies from +1 through 0 to -1. All correlation coefficients have the limit of + 1 and -1. A coefficient of +1 indicate perfect positive correlation, and a coefficient of -1 indicates perfect negative correlation.

The sign of correlation indicates the direction of relationship. If the both variable tend to be increase or decrease together, the coefficient is positive. if one variable tends to increase as the other decreases, the coefficient is negative.

**CHAPTER-4**  
**Result and discussion**

The differences among the different group of students categorized on the basis of relevant variables were tested for significance and the results are discussed below.

The mean and standard deviation of the scores obtained by boys and girls in emotional intelligence and corresponding ‘t’ value are presented in table.

**Table 4.1**

Mean and SD, t-value, level of significance obtained by boys and girls in parental responsiveness.

| Variable                | Group | Number | Mean   | SD     | t-value | significance |
|-------------------------|-------|--------|--------|--------|---------|--------------|
| Parental responsiveness | Boys  | 50     | 142.16 | 22.539 | -1.237  | 0.2          |
|                         | Girls | 50     | 148.20 | 26.146 |         |              |

Table 4.1 indicates the mean, standard deviation, t-value and level of significance among boys and girls. From the table it is seen that there is no significant difference ( $t = -1.237$ ;  $P > 0.5$ ) between boys (mean 142.16;  $SD=22.534$ ) and girls (mean=148.20;  $SD=26.146$ ). There for null hypothesis stands accepted.

Parental responsiveness is an important socialization means in a family, which is especially important for adolescents, because adolescents are at a stage of seeking independence from their parents. Parental responsiveness is positively associated with adolescent responsibility. So parents show equal responsibility to both girls and boys.

**Table 4.2**

Mean and SD, t-value, level of significance obtained by boys and girls in parental responsiveness.

| Variable         | Group | Number | Mean   | SD     | t-value | significance |
|------------------|-------|--------|--------|--------|---------|--------------|
| Parental control | Boys  | 50     | 139.34 | 20.840 | -1.38   | 0.171        |
|                  | Girls | 50     | 145.62 | 24.528 |         |              |

Table 4.2 indicates the mean, standard deviation, t value and level of significance among boys and girls. From the table, It is seen that there is no significant difference ( $t = -1.38$ ;  $P > 0.5$ ) between boys (mean=139.34; SD=20.840) and girls (mean=145.62; SD=24.528). Null hypothesis stands accepted.

Parental control plays an important role in the lives of adolescents. Parents in Kerala control boys and girls equally because they are aware that adolescence is the period of transaction for both boys and girls. When parents are not controlling, they will show misbehaviors. So there were no difference between boys and girls.

### Table 4.3

The mean and SD, t value and level of significance obtained by boys and girls in emotional intelligence.

| Variable               | Group | Number | Mean  | SD    | t-value | significance |
|------------------------|-------|--------|-------|-------|---------|--------------|
| Emotional intelligence | Boys  | 50     | 22.74 | 4.444 | -0.579  | 0.564        |
|                        | Girls | 50     | 23.20 | 3.440 |         |              |

Table 4.3 indicates the mean, standard deviation, t value and level of significance among boys and girls. From the table, it is seen that there is no significance ( $t = -0.579 = p > 0.05$ ) between boys (mean=22.74; SD=4.444) and girls (mean=23.20, SD=3.440). There for the null hypothesis stands accepted.

This result reveals that both boys and girls have almost equal level of emotional intelligence. Now a day's students are going through challenging situations so that they can handle their emotions so they were no difference between both boys and girls.

### Table 4.4

Correlation between the variables:-such as parental responsiveness, parental control and emotional intelligence.

| Variables |                     | PR     | PC     | EI     |
|-----------|---------------------|--------|--------|--------|
| PR        | Pearson correlation | 1      | .829** | .223*  |
|           | Sig(2 tailed)       |        | .001   | .025   |
|           | N                   | 100    | 100    | 100    |
| PC        | Pearson correlation | .829** | 1      | .286** |
|           | Sig(2 tailed)       | .001   |        | .004   |
|           | N                   | 100    | 100    | 100    |
| EI        | Pearson correlation | .223*  | .286** | 1      |
|           | Sig(2 tailed)       | .025   | .004   |        |
|           | N                   | 100    | 100    | 100    |

The table shows positive correlation between parental responsiveness, parent control and emotional intelligence. So there will be a significant relationship with each other.so the null hypotheses rejected. Here we can understand that there is a relationship between three variables especially parenting style positively influences the emotional intelligence of adolescence.

**CHAPTER-5**  
**SUMMARY AND CONCLUSION**

There were many studies conducted in this area. The present study was conducted to find out emotional intelligence, parent responsiveness and Parental Control of adolescence. The sample for the present study consists of hundred adolescents from Kerala. The sample consists of 50 boys and 50 girls and their age ranged from 13 to 18 years. Emotional intelligence scale, parenting style scale and personal data sheet were the measures used in the study. The collected data were analyzed using appropriate statistical technique such as T test and pearson's correlation coefficient.

### **Tenability of the hypothesis**

| Tenability   | Accept or reject |
|--|------------------|
| • There will be no significant difference between parenting style and emotional intelligence among boys. | Accepted         |
| • There will be no significant difference between parenting style and emotional intelligence among girls | Accepted         |
| correlation  |                  |
| • There will be no significant relationship between parenting style and emotional intelligence           | Reject           |

### **Implications of the study**

The present study provides insight on how parenting styles influence emotional intelligence among adolescence. Proper parenting style with appropriate responsiveness and control help to increase emotional intelligence of the adolescence. Further researcher's should explore the relationship of the variables among diverse sample of adolescence in order to develop generalization ability of findings .It help the parents to understand the positive and negative effects of parenting styles can help to increase motivation and application of parenting styles that are more likely to contribute to their children's overall wellbeing.

### **Limitations of the study**

Major limitation of this study is that it was conducted via Google forms due to the Corona pandemic. Lack of interest from the participants due to increased number of questions. Lack of understanding questions may be effect the study.

Sample size of the study was comparatively small and so cannot be generalized. Variables can be influenced by other factors that culture socioeconomic status and individual characteristics. Parenting styles were rated on the perception of the parts when and data collection born limited to Kerala.

### **Scope for further research**

The present study will help to identify the relationship between emotional intelligence and parenting style among adolescence. The studies can be conducted by large number of samples. Instead of study about emotional intelligence alone can be developed by comparing other variables like social anxiety, aggression, self-esteem, intelligence with parenting style. Studies can also be carried out to understand the various demographic variables and its impact on the emotional intelligence and parenting style.

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