



PARENTING STYLES, LOCUS OF CONTROL IN RELATION WITH EMOTIONAL INTELLIGENCE AMONG YOUNG ADULTS

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ABSTRACT

The objective of the current study was to investigate the relationship between parenting styles, locus of control, and emotional intelligence among young adults. The categorization of parenting styles encompasses authoritative, authoritarian, and permissive approaches. The concept of locus of control can be classified into two distinct categories: internal and external. Emotional intelligence encompasses the ability to recognize, understand, and manage one's own emotions, as well as the ability to notice and influence the emotions of others. The study encompassed a cohort of 120 youthful participants, aged 18 to 25. The study employed a correlational research design, utilizing standardized questionnaires to evaluate parenting styles, locus of control, and emotional intelligence. The results indicated a significant and positive relationship between authoritative parenting style and both locus of control and emotional intelligence. Individuals raised in authoritative environments demonstrated a stronger internal

locus of control and heightened emotional intelligence. However, there was no observable connection between authoritarian or permissive parenting styles and locus of control. Authoritarian parenting showed a little negative link with emotional intelligence, while permissive parenting displayed a positive correlation. Moreover, a significant negative relationship was found between locus of control and emotional intelligence, indicating that individuals with a stronger internal locus of control had higher levels of emotional intelligence. The findings suggest that parenting styles, particularly authoritative parenting, strongly influence the development of locus of control and emotional intelligence in young adults. The study deepens our understanding of how parenting practices can influence the emotional and cognitive development of individuals, highlighting the importance of affectionate and supportive parenting behaviours in fostering positive emotional and cognitive outcomes in young adults.

Keywords: *Parenting styles, Locus of control and Emotional intelligence*

INTRODUCTION

PARENTING STYLES

Parenting styles encompass the comprehensive approaches that parents employ in the upbringing of their children (Baumrind, 1967). The styles are influenced by the attitudes, behaviours, and emotional atmosphere that parents establish when interacting with their children. Diana Baumrind, a developmental psychologist, categorized parenting styles into four separate groups by evaluating two aspects of parental behaviour: responsiveness and demandingness.

Authoritarian parenting is defined by “a strong emphasis on obedience and discipline, with little emphasis on warmth and responsiveness. These parents enforce strict rules and expect unflinching obedience” (Baumrind, 1967). While this method may enhance academic achievement due to its emphasis on self-regulation, it often results in reduced emotional intelligence. Children raised in authoritarian households may encounter challenges in understanding and managing their emotions due to a lack of opportunity to openly express them or learn good coping mechanisms.

Permissive parenting is characterized by a “significant degree of attentiveness and a minimal amount of demands.” These parents demonstrate loving and affectionate conduct towards their children, yet they may face challenges in establishing and maintaining explicit boundaries and regulations (Baumrind, 1967). While this strategy has the potential to cultivate profound emotional bonds between parents and children, it can also result in a lack of self-discipline and challenges in navigating relationships with authority people. Children may experience difficulties in managing their emotions and behaviours, which can influence their emotional intelligence.

LOCUS OF CONTROL

Locus of control pertains to an individual's perception of their capacity to exert influence over the occurrences that transpire in their life (Rotter, 1966). Rotter, a psychologist, first proposed this concept in the 1950s, and it has subsequently become a fundamental principle in the disciplines of personality psychology and social psychology.

Categories of Locus of control

Internal Locus of Control : Individuals with an internal locus of control believe that their actions and decisions have a significant influence on the consequences they encounter in their lives (Rotter, 1966). They have a strong feeling of responsibility for both their

achievements and failures, viewing themselves as proactive individuals with the potential to choose their own destiny. Individuals with an internal locus of control are more likely to take proactive action, persevere in the face of adversity, and show higher levels of motivation and self-assurance.

External Locus Of Control: An external locus of control refers to the notion that external circumstances, such as luck, fate, or influential individuals, have a substantial impact on the results of one's life (Rotter, 1966). They perceive themselves as relatively powerless to alter their circumstances and may have a more submissive or fatalistic outlook on life. Individuals with an external locus of control attribute outcomes to luck or other circumstances rather than their own actions.

EMOTIONAL INTELLIGENCE

Emotional intelligence (EI), or emotional quotient (EQ), refers to a collection of abilities that influence how we perceive, understand, manage, and express our emotions, as well as how we perceive and respond to the emotions of others (Salovey & Mayer, 1990). Emotional intelligence goes beyond just being good at handling emotions. It encompasses using emotional intelligence to navigate the complexities of social interactions and personal well-being.

Emotional intelligence (EI) is a complex concept that includes several talents and abilities associated with the proficient comprehension, control, and utilization of emotions in oneself and others (Goleman, 1995). An essential aspect of Emotional Intelligence (EI) is the capacity to identify and comprehend one's own emotions, including their origins and outcomes. By being self-aware, individuals are able to effectively evaluate their own strengths and limitations, as well as understand how their emotions might influence their thoughts, decisions, and actions.

Another crucial component of emotional intelligence is empathy, which refers to the capacity to identify and comprehend the emotions of others (Goleman, 1995). Empathy allows individuals to establish a profound connection with others, comprehend their viewpoints, and address their needs with respect and compassion. Developing this skill is crucial for establishing and sustaining positive relationships, since it cultivates trust, comprehension, and reciprocal admiration.

Effectively regulating emotions is an essential aspect of Emotional Intelligence (EI) as stated by Goleman in 1995. Emotional self-regulation encompasses the capacity to effectively control and manage one's emotions in a positive and beneficial manner. This includes the ability to handle stress, restrain impulsive behaviours, and adapt to varying situations. Efficient emotion regulation enables humans to sustain emotional equilibrium and adaptively address problems.

Models of Emotional Intelligence

Ability model of Emotional Intelligence

The Ability Model of Emotional Intelligence, introduced by Mayer and Salovey in 1997, delineates emotional intelligence as the capacity to notice, comprehend, regulate, and employ emotions to enhance cognitive processes (Mayer & Salovey, 1997). This concept posits that emotional intelligence encompasses a collection of cognitive capacities that are separate from conventional measurements of intelligence (IQ) and are crucial for successful social functioning and emotional well-being.

- ***Emotion Perception:*** The initial aspect of the ability model focuses on the capacity to precisely recognize emotions in oneself and others (Mayer & Salovey, 1997). This encompasses the ability to identify and interpret facial expressions, vocal intonations, bodily movements, and other nonverbal signals that communicate emotional messages.

- ***Facilitating Thought***: It emphasizes the capacity to employ emotions in order to enhance cognitive processes, such as problem-solving and decision-making (Mayer & Salovey, 1997). Emotional intelligence enables individuals to utilize the insights offered by their emotions in order to make well-informed judgments and to engage in more imaginative and adaptable thinking.
- ***Emotion Comprehension***: The third aspect of the paradigm focuses on the capacity to comprehend the intricate connections between emotions, including their temporal evolution and their impact on behaviour (Mayer & Salovey, 1997).
- ***Emotional Regulation***: The fourth component of the paradigm emphasizes the capacity to effectively control and manage emotions, both in oneself and in others (Mayer & Salovey, 1997). This encompasses the tasks of handling stress, regulating impulses, and adjusting to dynamic situations.

Mixed model of Emotional Intelligence

Daniel Goleman's model of emotional intelligence (EI), as presented in his influential book "Emotional Intelligence: Why It Can Matter More Than IQ" (1995), has greatly influenced the comprehension and assessment of emotions in relation to individual and career achievements. Goleman's paradigm broadens the notion of intelligence beyond conventional cognitive capacities, emphasizing the crucial influence that emotions have on several facets of human existence. The concept delineates five fundamental constituents of Emotional Intelligence (EI), each of which plays a role in our total emotional well-being and social aptitude:

- ***Self-awareness***: This element entails the acknowledgment and comprehension of one's own emotions, encompassing the capacity to recognize various emotions as they manifest and comprehend their potential impact on one's ideas and actions. Self-awareness encompasses the ability to acknowledge and comprehend one's own

strengths and flaws, and to recognize the influence they have on both personal and professional interactions (Goleman, 1995).

- **Self-regulation:** Self-regulation is the capacity to efficiently manage and control one's emotions and impulses. It requires the ability to remain composed and level-headed in difficult situations, refrain from impulsive responses, and adjust to changing circumstances in a positive way. Self-regulation encompasses the capacity to postpone immediate satisfaction and sustain concentration on objectives that are oriented towards the future (Goleman, 1995).
- **Motivation:** Motivation, in the context of emotional intelligence (EI), pertains to the capacity to utilize emotions effectively in order to accomplish both personal and professional objectives. Determined persons are propelled by a strong aspiration to get exceptional results and are prepared to do the necessary endeavour to accomplish success. Additionally, they demonstrate resilience when confronted with failures and hurdles, exhibiting a positive perspective and a strong feeling of determination (Goleman, 1995).
- **Empathy:** Empathy refers to the capacity to comprehend and participate in the emotions experienced by others. Emotional intelligence entails the ability to notice and identify the emotions of others, comprehend their viewpoints, and react to them with sensitivity and empathy. Empathy is essential for the construction and sustenance of healthy relationships, as it enables individuals to form deeper connections with others and generate trust and rapport (Goleman, 1995).
- **Social Skills:** It encompasses the aptitude to proficiently handle interpersonal connections and effortlessly navigate social circumstances. This encompasses the capacity to effectively and convincingly convey information, skilfully address disagreements in a positive manner, and establish and sustain significant connections.

Individuals with strong social skills possess the ability to effectively influence others and engage in cooperative efforts to achieve shared objectives (Goleman, 1995).

REVIEW OF LITERATURE

Agbaria (2022) carried out a study in Israel to examine the correlation between parental styles, parental emotional intelligence, and challenging behaviour problems in children. The research's sample comprised 524 parents of children between the ages of 4 and 5 years. The parents completed questionnaires assessing their emotional intelligence, parenting strategies, and their child's behaviour. The teachers of these students also revealed particular habits and challenges to improve reliability. The study results demonstrate a clear link among authoritarian and uninvolved parenting styles, low parental emotional intelligence, and challenging behaviours displayed by both children and parents. Additionally, it was noted that the authoritative parenting style was linked to a decreased incidence of behavioural challenges in children.

Gandhi et al. (2022) conducted an analysis to investigate the impact of locus of control on emotional intelligence in undergraduates. This research population comprised 100 males and 100 females, aged 18 to 24, who were selected to participate from two bilingual colleges and two girls' institutions in Chandigarh. The data collection procedure included a random selection. The research utilized Rotter's locus of control and Emotional intelligence scale as the instruments. The results suggested that most girls had a greater level of external locus of control. Moreover, it was found that the Locus of control had no significant impact on empathy.

Ratanwati et al. (2022) conducted a study on The role of democratic parenting , school climate and internal locus of control as predictors of academic optimism. The sample of the study consisted of 335 students from junior schools . The data was selected using clustered random sampling technique. The tools employed in the study were democratic parenting,

school climate, internal locus of control and academic optimism. The results indicated a significant positive relationship between democratic parenting and academic optimism, school climate and academic optimism, internal locus of control and academic optimism. It was also revealed that democratic parenting, school climate, internal locus of control affected academic optimism among students.

Tahir and Jabeen (2022) did a research project investigating the relationship between parenting methods and psychological well-being, with a specific focus on the influence of emotional intelligence. The objective of the study was to examine whether emotional intelligence represented a more accurate indicator of psychological wellness among young adults compared to their perceived parenting style. The sample consisted of 240 undergraduate students aged between 18 and 26 years, with 59 being males and 181 being females from Lahore. The investigation employed the Parental Authority Questionnaire, Scutette's Self-report Emotional Intelligence Scale test, and Ryff's Psychological Well-Being Scale as tools. The findings indicated a direct and favourable relationship between maternal authoritativeness and psychological well-being. A notable correlation was discovered between emotional intelligence and psychological well-being, indicating a strong positive association.

Ghosh and Vohra (2021) investigated the relationship between procrastination and anxiety in Indian college students, specifically examining the influence of perceived parenting styles, locus of control, and self-efficacy. The objective of the investigation was to examine the correlation between Procrastination and anxiety among Indian college students, while also considering the influence of perceived parenting styles on this relationship. The study's population comprised 156 undergraduates. The data was gathered using online Google forms that included self-report surveys. The findings indicated a notable association between procrastination and both general and social self-efficacy, as well as locus of control.

RATIONALE

The motivation behind this study arises from the importance of understanding the intricate connection between parenting styles, locus of control, and emotional intelligence in young adults. The parenting style employed by parents has a profound effect on the formation of their children's character and behaviour, shaping their ability to manage emotions and navigate interpersonal interactions. The objective of this study is to examine the influence of several parenting styles (authoritative, authoritarian, permissive, and uninvolved) on the locus of control and emotional intelligence of young adults. Acquiring understanding of these associations can have significant consequences for mental health professionals, educators, and caretakers, as it can inform the application of therapies and strategies aimed at promoting good emotional development and social skills in young people. This research aims to improve the understanding of cultural constructions and their impact on the well-being of young individuals in Indian culture, focusing specifically on the Delhi-NCR region and notably in Haryana. The investigation especially concentrates on the Indian setting.

METHODOLOGY

AIM

The primary aim of this study is to investigate and understand the interplay between parenting styles, locus of control, and emotional intelligence among young adults.

RESEARCH OBJECTIVES

- To examine the relationship between Parenting styles (Authoritative , Authoritarian and Permissive) and Locus of control among young adults.

- To examine the relationship between Parenting styles (Authoritative, Authoritarian and Permissive) and Emotional Intelligence among young adults.
- To examine the relationship between Locus of Control and Emotional Intelligence among young adults.

HYPOTHESIS

- There will be a significant relationship between Parenting styles (Authoritative, Authoritarian and Permissive) and Locus of control among Indian young adults .
- There will be a significant relationship between Parenting styles (Authoritative, Authoritarian and Permissive) and Emotional intelligence among Indian young adults.
- There will be a significant relationship between Emotional intelligence and Locus of control among Indian young adults .

RESEARCH DESIGN

The analysis employed a correlational research design, which is a research strategy that seeks to investigate the correlations between two or more variables. The process entails quantifying the variables of interest and subsequently establishing the presence and nature of their interrelationships. The collection of quantitative data will involve administering questionnaires to persons who meet the inclusion criteria and express a voluntary desire to participate. The questionnaires to be utilized are standardized and culturally unbiased, and the subjects will be chosen by the method of snowball sampling. Participating in the study is optional, and informed consent is obtained to collect and analyse the data for research purposes.

VARIABLES

- **Independent:** Parenting styles and Locus of Control
- **Dependent:** Emotional Intelligence

SAMPLE

This study entailed the sampling of individuals from the Indian populace, with a particular emphasis on persons between the ages of 18 and 25, encompassing both males and females. The study has a sample size of 120 participants. A balanced ratio of 60 males and 60 females was maintained. The snowball sampling method was employed to ensure a diverse and comprehensive sample. This methodology allows for the inclusion of individuals from various demographic profiles, including different age groups, genders, socio-economic backgrounds, and cultural backgrounds. This study aims to comprehensively examine a wide range of perspectives and experiences related to parenting methods, locus of control, and emotional intelligence in young adults from India through the utilization of this methodology. It is crucial to adopt this strategy in order to gain a comprehensive and nuanced grasp of these psychological concepts in the Indian context. This will enhance the significance and utility of the study for the target population.

DESCRIPTION OF TOOLS EMPLOYED

For the given study, the tools to be utilized will be

- **PERCEIVED PARENTING STYLE SCALE :** The Perceived Parenting Style Scale, created by Divya and Manikandan (2013). The scale comprises 30 items, and participants were asked to provide replies using a five-point Likert scale. Each of the three perceived parenting styles is assessed and given a distinct score. Reliability and

validity: In order to assess the reliability of the scale, the Cronbach Alpha coefficient was calculated for each style. The results indicate that the authoritative style had a value of 0.79, the authoritarian style had a coefficient of 0.81, and the permissive style had a coefficient of 0.86. All the styles of the perceived parenting style scale demonstrate a satisfactory level of reliability. The authors assert that the scale possesses face validity.

- **EMOTIONAL INTELLIGENCE SCALE:** The Emotional Intelligence Scale was created by Wong and Law in 2002. The scale comprises 16 items that are evaluated using a 7-point Likert scale. Higher scores on the scale indicate greater levels of emotional intelligence. According to Wong & Law (2002), the four facets demonstrated internal dependability within the range of .76 to .89. The present study conducted a reliability check for this scale and obtained Cronbach's alpha values for the subscale factors as follows: self-emotion appraisal (0.72 at time one, 0.83 at time two), others emotion appraisal (0.77 at time one, 0.81 at time two), use of emotion (0.81 at time one, 0.80 at time two), and regulation of emotion (0.62 at time one, 0.87 at time two).
- **ROTTER'S LOCUS OF CONTROL SCALE :** The Rotter's locus of control scale was created by Dr. Anand Kumar and Dr. S.N. Srivastava in 1985. This scale comprises a total of 23 elements, including 6 filler items. This is a mandatory selection tool that has 29 sets of assertions, with 23 of them being evaluated. Each option is categorized based on the belief in either internal or external control of reinforcing events. The purpose of the filler pieces is to mitigate prejudice. The participant must select one of the two statements based on their personal beliefs. There is an absence of a time constraint. A high score suggests a belief in an external locus of control, meaning that one attributes their outcomes to factors such as luck, chance, or the actions of others.

PROCEDURE

The study utilized snowball sampling to choose participants, specifically targeting young adults aged 18-25. Obtained informed consent from all subjects. The objective of the investigation was elucidated. The questionnaires were distributed to the participants who met the specified requirements, and their responses were documented with their consent. The researcher conducted Pearson product moment coefficient of correlation and regression analyses using SPSS software. The data were examined to draw conclusions for the study.

DATA ANALYSIS

The objective of the present study is to examine and comprehend the relationship between parenting methods, locus of control, and emotional intelligence among young adults. Statistical methods, like correlation analysis, are used to investigate the connections between parenting styles, locus of control, and emotional intelligence.

RESULT

The following displays the Pearson product moment correlation results of the relationship among Parenting styles (Authoritative, Authoritarian and Permissive) , Locus of control and Emotional intelligence.

TABLE 1.1*Authoritative parenting style and locus of control***Correlations**

		AUTHORITATIVE PARENTING STYLE	LOCUS OF CONTROL
AUTHORITATIVE PARENTING STYLE	Pearson Correlation	1	.216*
	Sig. (2-tailed)		.018
	N	120	120
LOCUS OF CONTROL	Pearson Correlation	.216*	1
	Sig. (2-tailed)	.018	
	N	120	120

*. Correlation is significant at the 0.05 level (2-tailed).

A substantial association was observed between the authoritative parenting style and locus of control, with a correlation coefficient of $r(120) = .216$ and a p-value of .018. The data suggests a strong correlation between the authoritative parenting style and the participants' locus of control. More precisely, people who indicated greater degrees of authoritative parenting also displayed higher levels of internal locus of control. The connection exhibited statistical significance at the 0.05 level, indicating that the association is improbable to have arisen randomly. These findings indicate that authoritative parenting may be linked to the cultivation of an internal locus of control in individuals.

TABLE 1.2

*AUTHORITARIAN PARENTING STYLE AND LOCUS OF CONTROL***Correlations**

		AUTHORITARIAN PARENTING STYLE	LOCUS OF CONTROL
AUTHORITARIAN PARENTING STYLE	Pearson Correlation	1	-.114
	Sig. (2-tailed)		.216
	N	120	120
LOCUS OF CONTROL	Pearson Correlation	-.114	1
	Sig. (2-tailed)	.216	
	N	120	120

The correlation among authoritarian parenting style and locus of control was not statistically significant, with a Pearson correlation coefficient of $r(120) = -.114$, $p = .216$. This indicates that there is no substantial correlation between the authoritarian parenting style and locus of control among the subjects. The correlation coefficient reveals a weak negative link, although the p-value is not statistically significant ($p > .05$). Hence, these data indicate that there is no correlation between the authoritarian parenting style and locus of control in this particular population.

TABLE 1.3*PERMISSIVE PARENTING STYLE AND LOCUS OF CONTROL***Correlations**

		PERMISSIVE PARENTING STYLE	LOCUS OF CONTROL
PERMISSIVE PARENTING STYLE	Pearson Correlation	1	.051
	Sig. (2-tailed)		.576
	N	121	121
LOCUS OF CONTROL	Pearson Correlation	.051	1
	Sig. (2-tailed)	.576	
	N	121	121

The correlation among permissive parenting style and locus of control was not statistically significant, with a correlation coefficient of $r(120) = .054$ and a p-value of .556. The data suggests that there is no substantial correlation between the permissive parenting style and the locus of control among the participants. The correlation coefficient indicates a low positive correlation, but the p-value above the significance level ($p > .05$). Thus, these findings indicate that there is no correlation between permissive parenting style and locus of control in this particular group.

TABLE 2.1

*AUTHORITATIVE PARENTING AND EMOTIONAL INTELLIGENCE***Correlations**

		AUTHORITATIVE PARENTING STYLE	EMOTIONAL INTELLIGENCE
AUTHORITATIVE PARENTING STYLE	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.000
	N	120	120
EMOTIONAL INTELLIGENCE	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.000	
	N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship between authoritative parenting style and emotional intelligence was found to be statistically significant, with a correlation coefficient of $r(120) = .473$, $p = .000$. The data suggests a robust correlation between the use of authoritative parenting style and the level of emotional intelligence exhibited by the participants. Individuals who reported having authoritative parenting exhibited elevated levels of emotional intelligence. The association exhibited statistical significance at the 0.01 level (2-tailed), suggesting that the observed link is highly improbable to have arisen by random chance. These findings indicate that authoritative parenting may be linked to the cultivation of elevated emotional intelligence in individuals.

TABLE 2.2

*AUTHORITARIAN AND EMOTIONAL INTELLIGENCE***Correlations**

		AUTHORITARIAN PARENTING STYLE	EMOTIONAL INTELLIGENCE
AUTHORITARIAN PARENTING STYLE	Pearson Correlation	1	-.180 [*]
	Sig. (2-tailed)		.049
	N	120	120
EMOTIONAL INTELLIGENCE	Pearson Correlation	-.180 [*]	1
	Sig. (2-tailed)	.049	
	N	120	120

*. Correlation is significant at the 0.05 level (2-tailed).

The correlation among authoritarian parenting style and emotional intelligence was statistically significant, with a correlation coefficient of $r(120) = -.180$, indicating a negative relationship. The p-value was .049, suggesting that the relationship is unlikely to have occurred by chance. The data suggests a tenuous inverse correlation between the authoritarian parenting style and the emotional intelligence of the individuals. Individuals who were subjected to higher levels of authoritarian parenting exhibited poorer levels of emotional intelligence. The association exhibited statistical significance at the 0.05 level (two-tailed), indicating that the observed link is highly unlikely to be a result of chance. The data indicate a potential link between authoritarian parenting and reduced emotional intelligence in individuals, albeit the impact is rather modest.

TABLE 2.3

*PERMISSIVE PARENTING AND EMOTIONAL INTELLIGENCE***Correlations**

		PERMISSIVE PARENTING STYLE	EMOTIONAL INTELLIGEN CE
PERMISSIVE PARENTING STYLE	Pearson Correlation	1	.226*
	Sig. (2-tailed)		.013
	N	120	120
EMOTIONAL INTELLIGENCE	Pearson Correlation	.226*	1
	Sig. (2-tailed)	.013	
	N	120	120

*. Correlation is significant at the 0.05 level (2-tailed).

The relationship between permissive parenting style and emotional intelligence was statistically significant, with a correlation coefficient of $r(120) = .226$, $p = .013$. The data suggests a moderate positive correlation between the permissive parenting style and the emotional intelligence of the individuals. Individuals who were exposed to greater degrees of permissive parenting exhibited correspondingly elevated levels of emotional intelligence. The association exhibited statistical significance at the 0.05 level (2-tailed), indicating that the observed link is unlikely to be a result of chance. These findings indicate that there may be a correlation between permissive parenting and elevated levels of emotional intelligence in individuals.

TABLE 3*EMOTIONAL INTELLIGENCE AND LOCUS OF CONTROL***Correlations**

		LOCUS OF CONTROL	EMOTIONAL INTELLIGENCE
LOCUS OF CONTROL	Pearson Correlation	1	-.239**
	Sig. (2-tailed)		.009
	N	120	120
EMOTIONAL INTELLIGENCE	Pearson Correlation	-.239**	1
	Sig. (2-tailed)	.009	
	N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship between locus of control and emotional intelligence was statistically significant, with a correlation coefficient of $r(120) = -.239$, $p = .009$. The data suggests that there is a moderate negative correlation between locus of control and emotional intelligence among the participants. Individuals who possess a greater internal locus of control generally exhibit elevated levels of emotional intelligence. The connection exhibited statistical significance at the 0.01 level. The findings indicate a significant correlation between locus of control and emotional intelligence, where persons who perceive greater control over their life have higher levels of emotional intelligence.

DISCUSSION

The objective of the present study was to examine the correlation between parenting methods, locus of control, and emotional intelligence in young adults. Parenting styles seek to elucidate the level of parental engagement in their children's lives and the manner in which they interact with their child. These interactions have a profound impact on the child's development of cognitive frameworks and overall personality as they transition into adulthood. It can also be referred to as the emotional atmosphere in which children are brought up. It is widely recognized that the behaviour of our parents has a profound impact on our perspective of the world, our capacity to form social relationships, and our level of confidence in others. Parenting styles consist of various types, such as authoritative parenting style, authoritarian parenting style, and permissive parenting style.

The initial hypothesis of the study posits that there would be a notable correlation between different parenting styles (namely authoritative, authoritarian, and permissive) and the locus of control exhibited by young adults. The findings indicated a direct correlation between authoritative parenting style and locus of control. This indicates a favourable correlation between authoritative parenting style and locus of control in individuals. Participants who reported higher levels of authoritative parenting exhibited a stronger internal locus of control. This discovery is based on the idea of authoritative parenting, which is characterized by high levels of warmth, responsiveness, and support, together with appropriate levels of control and expectations for maturity.

The results of the study support previous research that has shown a positive relationship between the authoritative parenting style and internal locus of control and life satisfaction. This parenting style encourages adolescents to develop a sense of autonomy and responsibility

(Salavati et al., 2016). The inverse correlations between authoritarian and permissive parenting styles highlight the potential negative impacts of both approaches on teenagers' sense of autonomy and overall well-being.

There was no correlation observed between the permissive parenting style and locus of control. Consequently, these findings suggest that there is no correlation between permissive parenting style and locus of control in this particular group. Consequently, individuals who grew up in liberal parental contexts do not automatically acquire an inclination towards controlling attitudes in their personal lives. The correlation coefficient indicates a small positive connection, suggesting that those raised in permissive households have a somewhat greater internal locus of control. However, it should be noted that this link is not statistically significant. These findings indicate that factors beyond parenting style may exert a more significant impact on individuals' opinions regarding their capacity to control their life.

A study conducted by Valke and Fernandes (2021) supports these findings. The findings indicate a positive association between permissive parenting style and external locus of control. However, it is important to note that this link is not considered statistically significant. Additionally, it was discovered that there is a notable inverse relationship between authoritative parenting style and external locus control.

The study's second hypothesis posits that there will be a notable correlation between different parenting styles (authoritative, authoritarian, and permissive) and the emotional intelligence of young adults. There is a significant and favourable correlation between the authoritative parenting style and emotional intelligence. Participants who reported practicing authoritative parenting demonstrated elevated levels of emotional intelligence. The provided data suggest that authoritative parenting may be linked to the development of higher emotional

intelligence in individuals. Authoritative parenting, which involves warmth, attentiveness, and clear communication, can enhance the development of emotional intelligence in individuals.

Kumari and Sreelekha (2019) found evidence that confirms prior research suggesting a clear link between authoritative parenting style and emotional intelligence (EI) among students in higher secondary school. The results indicate that teenagers who experience authoritative parenting, which is marked by warmth, responsiveness, and clearly defined boundaries, are more inclined to exhibit heightened levels of emotional intelligence (EI). This finding is consistent with the theoretical framework that proposes that authoritative parenting fosters the growth of emotional intelligence (EI) by emphasizing emotional regulation, empathy, and social skills (Baumrind, 1967).

An inverse correlation was observed between the authoritarian parenting style and the emotional intelligence of individuals. Individuals who were subjected to a higher degree of authoritarian parenting showed a correlation with poorer levels of emotional intelligence. The findings suggest a correlation between authoritarian parenting and diminished emotional intelligence in individuals. Authoritarian parenting is characterized by a significant focus on control and discipline, with an emphasis on obedience and deference to authority.

Zargar and Rajabi (2017) conducted a study that emphasizes the detrimental impact of authoritarian parenting on the emotional development of Iranian school kids. This is evident through the negative association observed between authoritarian parenting style and emotional intelligence. This finding aligns with previous research suggesting that authoritarian parenting, characterized by stringent control and limited affection, can hinder the growth of emotional intelligence by suppressing the open expression of emotions and limiting opportunities for emotional exploration and understanding.

A strong correlation was seen between the permissive parenting style and emotional intelligence. Individuals who were raised with more permissive parenting styles exhibited higher levels of emotional intelligence. These data indicate a potential correlation between permissive parenting and heightened emotional intelligence in individuals. Permissive parents create a secure setting where children are able to freely and openly communicate their emotions. Children who are not consistently exposed to criticism or control may have a greater capacity to recognize their own and others' emotions

The study conducted by Alghamdi et al. (2020) demonstrated a significant and positive link between permissive parenting style and emotional intelligence in teenagers. Adolescents who experienced permissive parenting methods demonstrated elevated levels of emotional intelligence. This discovery emphasizes the importance of parenting methods in influencing the development of emotional intelligence during adolescence.

The third hypothesis of the study posits that there exists a noteworthy correlation between locus of control and emotional intelligence in young people. The findings indicate a negative association between locus of control and emotional intelligence. Individuals who possess a more pronounced internal locus of control have higher levels of emotional intelligence. The results demonstrate a correlation between locus of control and emotional intelligence, implying that persons who have a greater sense of control over their lives tend to have higher levels of emotional intelligence. Individuals who possess a strong internal locus of control, which means they believe that their actions have a direct impact on their results, typically demonstrate elevated levels of emotional intelligence.

In a study conducted by Lee and Kim (2016), the researchers examined the relationship between locus of control and emotional intelligence in adolescents. The study results revealed a negative relationship between locus of control and emotional intelligence in teenagers. Adolescents who held the belief that their lives were governed by external circumstances often had lower scores in emotional intelligence in comparison to those who believed they had agency over their own lives. This suggests that the development of emotional intelligence during adolescence can be affected by beliefs about one's ability to regulate life events.

The study's weaknesses stem from its limited sample size of 120 persons, primarily from Delhi-NCR. This reduces the generalizability of the findings to other demographic groups, highlighting the need for a more diverse geographical representation. While snowball sampling can be useful for accessing hard-to-reach areas, it also has the potential to add bias and restrict the diversity of participants. Hence, it is crucial to show prudence when interpreting the data. Self-report surveys are vulnerable to answer bias, emphasizing the importance of both participant veracity and social desirability. The utilization of a correlational design in the study hinders the capacity to establish causal conclusions, underscoring the significance of forthcoming experimental research to establish causality. Moreover, cross-sectional study, like the one cited, offers a brief snapshot of a certain moment in time. This emphasizes the significance of carrying out longitudinal studies in order to precisely capture alterations and trends over a period of time.

Future study in this topic could be improved by employing longitudinal designs to observe the development of parenting styles, locus of control, and emotional intelligence over an extended duration. Engaging in such study would yield a deeper comprehension of the intricate connections between these characteristics and how they mutually influence each other

across the span of individuals' lives. Expanding the pool of participants to include individuals from diverse geographic regions and cultural backgrounds would enhance the relevance of the findings and provide a more comprehensive understanding of the relationship between these concepts.

Qualitative data provides valuable insights into individuals' subjective experiences, as well as their perceptions and encounters with these concepts in their lives. Performing intervention studies to evaluate the effectiveness of parenting interventions on locus of control and emotional intelligence could provide valuable insights into methods for promoting positive results in both areas. In order to fully understand parenting styles, locus of control, and emotional intelligence, it is important to consider the broader social, cultural, and environmental factors that can influence them.

CONCLUSION

The study investigated the correlation between parenting techniques, locus of control, and emotional intelligence in young adults from India. The findings revealed significant associations between authoritative parenting style and both locus of control and emotional intelligence. The study discovered a positive correlation between authoritative parenting and both internal locus of control and emotional intelligence. This suggests that the parenting style characterized by warmth, responsiveness, and straightforward communication may contribute to the development of these important psychological characteristics.

Conversely, there was an inverse relationship observed between the authoritarian parenting style and emotional intelligence. This implies that individuals who grew up in authoritarian environments, marked by stringent control and discipline, may exhibit diminished

levels of emotional intelligence. The permissive parenting style showed a positive correlation with emotional intelligence, suggesting that embracing a more lenient approach that allows for increased emotional expression may improve an individual's emotional intelligence.

The study also found a significant association between locus of control and emotional intelligence, suggesting that individuals who viewed themselves as having more control over their lives demonstrated higher levels of emotional intelligence. Having a sense of internal control can contribute to the development of emotional intelligence by pushing individuals to take responsibility for their emotions and actively seek effective techniques to manage them.

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