



INVESTIGATING THE RELATIONSHIP BETWEEN PERCEIVED PARENTING STYLES AND TRAIT EMOTIONAL INTELLIGENCE

¹**Khushi Rana**, Masters in Arts, Clinical Psychology, Amity Institute of Psychology
and Allied Sciences, Noida, India

ranakhushi1212@gmail.com

²**Dr. Siddharth Soni**, Amity Institute of Psychology and Allied Sciences, Noida, India

ssoni5@amity.edu

ABSTRACT

Parenting styles and emotional intelligence have been pivotal in shaping psychological development. The study examined the nuanced roles of perceived parenting styles (authoritative, authoritarian and permissive) in the cultivation of trait emotional intelligence and self-esteem. Employing a cross-sectional design, the study utilized standardized measures to evaluate the relationship between parenting styles, various dimensions of emotional intelligence (e.g., emotional regulation, empathy), and self-esteem across a diverse sample. Findings implied significant associations where certain

parenting styles correlated with higher levels of emotional intelligence and self-esteem. These relationships are expected to highlight the direct and mediated paths through which parenting styles impact psychological outcomes. Insights from this research may suggest that nurturing emotional intelligence through specific parenting practices significantly boosts self-esteem. Such findings could have profound implications for educational programs and therapeutic practices aimed at promoting psychological well-being.

Keywords: *Parenting styles, Trait emotional intelligence, Self-esteem, Psychological development, Emotional regulation*

INTRODUCTION

Perceived Parenting Style

Perceived Parenting Style can be described as the way in which a child or the adolescent views their parents and the opinions they form about them starting from childhood through adolescence to adulthood. Parenting style can be defined as “a cumulative model of the behaviors, attitudes, and values that the parents show during their interaction with their children and/or adolescents.”

Perceived parenting styles are majorly divided into 3 different types:

Authoritative Style: This style of parenting is based on open communication between the parents and their children, wherein there are clear guidelines and expectations that are placed upon the child or the adolescent and provides a lot of nurturing and love to the growing child.

Authoritarian Style: It involves setting high standards, encouraging discipline, comparing friends and children, and criticizing their child. It includes punishing if the rules are disobeyed.

Permissive Style: In this parenting style, very few limits and restrictions are imposed, there are little to no expectation and they view their children as friends while setting no guideline or rules.

Emotional Intelligence

According to the APA Dictionary of Psychology (2022), Emotional intelligence can be defined as “the type of intelligence that involved the ability to be able to process emotional information and to make its use in reasoning and various other cognitive activities.”

Trait Emotional Intelligence: Trait emotional intelligence, often referred to as trait EI or emotional self-efficacy, is a concept within the broader field of emotional intelligence that focuses on a person's self-perceptions of their emotional abilities. This construct differs from ability-based emotional intelligence, which measures actual abilities in processing emotional information.

Parenting Styles & Emotional Intelligence

Perceived parenting styles have a significant impact on the development of emotional intelligence in children, influencing how they manage emotions, interact socially, and navigate challenges.

Authoritative Parenting

Characteristics: This style is marked by a balance of responsiveness and demandingness. Authoritative parents set clear expectations and are emotionally supportive.

Impact on Emotional Intelligence: Children raised by authoritative parents tend to show higher emotional intelligence. They are typically more capable of understanding and managing their emotions, empathizing with others, and handling conflicts constructively. This results from consistent support and communication, allowing children to develop secure attachments and emotional skills.

Authoritarian Parenting

Characteristics: Authoritarian parents are highly demanding but less responsive. They enforce strict rules and expect obedience without question.

Impact on Emotional Intelligence: This parenting style can hinder the development of emotional intelligence. Children may struggle with emotional regulation and empathy, as authoritarian parenting emphasizes obedience and control over emotional nurturing. These children might experience higher levels of anxiety or depression, affecting their ability to process and express emotions healthily.

Permissive Parenting

Characteristics: Permissive parents are highly responsive but not demanding. They tend to be lenient, often acting more like friends than parental figures.

Impact on Emotional Intelligence: Children of permissive parents may develop certain emotional skills like expressing their feelings but might lack the ability to regulate emotions effectively. They may exhibit poor social skills and difficulties in settings that require discipline and structure, such as school environments.

Variables

Independent Variable: Perceived Parenting Styles

Perceived parenting style refers to how individuals believe they were parented during their childhood. This perception encompasses the methods, attitudes, and behaviors that parents used while raising their children. Researchers often categorize these styles into several well-recognized types, each of which can have different impacts on children's development, including their emotional, social, and cognitive growth. The primary parenting styles commonly identified are authoritative, authoritarian, and permissive. The concept of parenting styles and their categorization into specific types was developed by developmental psychologist Baumrind in the 1960s. Baumrind conducted research on preschool children and their families, observing the parent-child interactions and assessing the consequences of different kinds of parental control. She initially identified three key styles of parenting: authoritative, authoritarian, and permissive.

Dependent Variable: Trait Emotional Intelligence

Trait Emotional Intelligence encompasses a range of emotional self-perceptions located at the lower levels of personality hierarchies. It involves how individuals perceive their emotional and social competencies, including aspects such as: self-awareness of their emotions, the ability to manage one's emotions, the ability to control impulses, the capacity to motivate oneself, social skills such as empathy, social awareness, and the ability to influence other people's emotions effectively

Trait emotional intelligence is measured using self-report as opposed to the performance-based measures used in assessing ability EI. Because it's based on an individual's own assessment of their emotional and social skills, it can be subject to

personal biases and inaccuracies. However, trait EI has been found to be predictive of various important life outcomes, such as psychological well-being, job performance, and academic achievement. The idea of emotional intelligence began to take shape with the work of psychologists like Salovey and Mayer, who introduced a model of emotional intelligence in 1990. Their model focused on the ability to perceive, assess, and manage the emotions of oneself and others. The concept of emotional intelligence was popularized by Daniel Goleman with his bestselling book "Emotional Intelligence." Goleman extended the idea beyond cognitive abilities, emphasizing its importance in personal and professional success.

Need for The Study

The need for a study investigating the relationship between perceived parenting styles, trait emotional intelligence, and self-esteem is multifaceted:

Understanding Developmental Influences: Parenting styles are foundational to emotional and social development. Understanding their impact on emotional intelligence helps clarify how early family dynamics shape long-term psychological outcomes.

Enhancing Educational Practices: Insights from this study could inform educators and psychologists about the importance of emotional intelligence in educational settings and how it can be nurtured through positive familial interactions.

Informing Therapeutic Approaches: Knowledge of how different parenting styles influence self-esteem and emotional regulation can guide therapeutic practices, helping professionals support clients in overcoming psychological difficulties rooted in childhood experiences.

REVIEW OF LITERATURE

Mancini et al. (2024) conducted a qualitative study on research titled “Trait emotional intelligence and adolescent psychological well-being: a systematic review.” The main aim of the study was to gather studies focusing on trait EI in adolescents who are between the age range of 13 to 20. The results indicated that among the reviewed literature, only one paper exclusively assessed gender differences in adolescent trait EI, concluding that there were no significant gender differences. While several studies expanded on this conclusion, other findings indicated that boys outscored girls, especially on the Self-Control factor of trait EI.

Rathakrishnan et al. (2023) conducted research titled “Emotional Intelligence as a Mediator between Parenting Style and Antisocial Behavior among Youth in Malaysia”. The main aim of the study was to investigate the mediation effect of emotional intelligence on the relationship between parenting style and antisocial behaviors among the youth in Malaysia. The sample size consisted of 400 young individuals and the tools used were Parental Authority Questionnaire, the Subtypes of Antisocial Behavior Questionnaire and the Wong and Law Emotional Intelligence Scale. The method of analysis used were Pearson’s correlation coefficients, simple linear regression analysis, and covariance-based structural equation modeling (CB-SEM). The results revealed a negative association between permissive and authoritative parenting styles and antisocial behavior among youth, while authoritarian parenting displays a positive association with antisocial behavior. The results also showed that emotional intelligence acts as a significant full mediator of the relationship between the permissive parenting style and antisocial behavior in Malaysia.

Study by Peng et al. (2021) analyzed the mediation effects of self-esteem and psychological inflexibility on the relationship between parenting style and mental health

in Chinese adolescents. Utilizing tools such as the Short Egna Minnen Barndoms Uppfostran, Rosenberg Self-esteem Scale, Avoidance and Fusion Questionnaire for Youth, Satisfaction with Life Scale, and the Depression Subscale of the Youth Self-Report, it was found that parental emotional warmth improves mental health through increased self-esteem and decreased psychological inflexibility. Conversely, parental rejection and over-protection harm mental health by lowering self-esteem and increasing psychological inflexibility.

Study by Agraria (2020) explored the influence of parenting style and parental emotional intelligence on challenging behaviors among kindergarten children in Arab society in Israel. Data were gathered from 524 parents of 4 to 5-year-old children who completed questionnaires about their parenting practices and emotional intelligence, while teachers provided assessments of the children's behaviors. The results indicated that authoritarian and uninvolved parenting styles, along with low parental emotional intelligence, were linked to higher levels of challenging behaviors. Conversely, an authoritative parenting style was associated with fewer challenging behaviors, highlighting its potential as a protective factor. This aligns with similar findings across different cultural contexts.

Alvarez et al. (2020) investigated the influence of emotional intelligence (EI) on academic performance (AP), covering three major EI theoretical models. The analysis of 44 articles, selected from an initial 3,210, with 19,861 participants, revealed a significant yet variable effect of EI on AP. Results indicated that EI measured as an ability had a stronger correlation with AP compared to EI measured via self-report and mixed self-report methods, emphasizing the impact of measurement approaches on outcomes.

Rationale of The Study

A comprehensive study exploring the relationship between perceived parenting styles, trait emotional intelligence, and self-esteem would delve into the complex interplay of familial influences and individual psychological outcomes. Parenting styles—authoritative, authoritarian, permissive, and neglectful—profoundly shape a child's emotional and social development. By investigating these styles, researchers can assess how they influence the development of trait emotional intelligence, which includes skills such as empathy, emotional regulation, and interpersonal effectiveness. This study hopes to help future investigators in completing their research and contributing to help the society however possible.

METHODOLOGY

Aim

To find out the relationship between perceived parenting styles and emotional intelligence in individuals using the Parenting Style Four Factor Questionnaire and Trait Emotional Intelligence Questionnaire.

Research Objectives

- a) Investigate the variations in self-esteem and emotional intelligence based on gender and age of individuals within different parenting styles.
- b) Finding the difference in emotional intelligence levels between men and women.
- c) Examining the impact of parenting styles on the self-esteem of individuals.

Hypothesis

There is a significant relationship between perceived parenting styles and emotional intelligence among individuals.

Variables

Dependent Variable: Trait Emotional Intelligence

Independent Variable: Perceived Parenting Style

Control Variable: Participants' age group.

Sample

A total of 100 young adults belonging to the age group 16-30 years (school going and working and college students) was taken. The sample was selected randomly via an open questionnaire that was distributed online to school students and college students after asking for their consent. This was thought of thoroughly to make the study as inclusive as possible.

Selection steps of the sample

For the selection of the sample, the participants were sent an open questionnaire. The participants for this study had to fit 3 major criteria: (i) belonging to the age group of 16-30 years of age, (ii) school going students, (iii) working people and (iv) college students.

Sample technique: Simple random sampling.

Inclusion criteria

The participants had to fall under the 16-30 age group criteria and have to be living with their parents or have lived the first 15 years of their life with their parents.

Exclusion criteria

Participants outside the required age group were not selected.

Procedure of data collection: The data was collected face to face.

Description of tools:

Demographic data sheet: The demographic details of the participants were collected via online questionnaire and consisted of questions like name, age, gender and educational qualification.

a) Name of the tool used: Perceived Parenting Styles Scale (PPSS)

- i. **Author's name:** Dr. K. Manikandan
- ii. **Year of tool construction-** 2013
- iii. **Reliability:** 0.79
- iv. **Validity:** 0.68-0.77

b) Name of the tool used: Trait Emotional Intelligence Questionnaire- Short Form (TEIQue-SF)

- i. **Author's name:** K. V. Petrides
- ii. **Year of tool construction:** 2009
- iii. **Reliability:** 0.67-0.88
- iv. **Validity:** Good structural validity

Statistical Analysis

Pearson Correlation method and multiple regression analysis was used to analyze the data.

Expected Outcomes

The study will help in understanding the relationship between perceived parenting styles and trait emotional intelligence and their overall impact on the self-esteem of an individual.

RESULTS

Table 1

Mean and Standard Deviation

SCALES	DIMENSION	Minimum	Maximum	Mean	Std. Deviation
Perceived Parenting Styles Scale	AUTHORITATIVE	9	39	19.76	6.692
	AUTHORITARIAN	13	45	34.29	8.295
	PERMISSIVE	14	50	34.55	8.274
Trait Emotional Intelligence Questionnaire -Short Form	WELL-BEING	14	38	27.67	5.007
	SELF-CONTROL	17	36	24.53	3.926
	EMOTIONALITY	22	45	34.16	4.969

	SOCIABILIT Y	19	37	25.04	3.970
N(102)					

Table 2*Correlation between Perceived Parenting Styles and Trait Emotional Intelligence*

	Authoritative	Authoritarian	Permissive	Well-Being	Self-Control	Emotionality
Authoritarian	-.753**					
Permissive	-.473**	.527**				
Well-Being	-.337**	.278**	.250*			
Self-Control	.251*	-.275**	-.113	.242*		
Emotionality	.258**	-.416**	-.043	.165	.644**	
Sociability	.118	-.271**	-.100	.182	.540	.613**

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

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

Table 3*Regression Analysis predicting Trait Emotional Intelligence*

INDEPENDENT VARIABLES	DEPENDENT VARIABLES			
	Standardized Coefficients			
	Well-being	Self-Control	Emotionality	Sociability
Authoritative	-0.337**	0.251*	0.258**	0.118
Authoritarian	0.278**	0.275**	-0.416	-.271**
Permissive	0.250*	-0.113	-0.043	-0.100
R²	0.113	0.063	0.067	0.014
F	12.73	6.707	7.127	1.407

** $p < 0.01$; * $p < 0.05$

DISCUSSION

The study aimed at finding relationship between perceived parenting styles and trait emotional intelligence and their overall impact on the self-esteem of individuals. The hypothesis of the study is that there will be a negative relationship between authoritarian parenting style and trait emotional intelligence and a significant relationship between authoritative and permissive parenting styles with trait emotional intelligence. The type of parenting style was found out using the Perceived Parenting Styles Scale. The Trait Emotional Intelligence Questionnaire-SF was used to found out the Global Trait EI and Factorial Trait EI. The method of analysis used to analyze the collected data and statistics was Pearson Correlation and Regression Analysis.

It was found out that there is a positive relationship between Authoritarian parenting style and the well-being factor of Trait Emotional Intelligence and a negative relationship with the other 3 factors-well-being, self-control, emotionality, and sociability. This means that individuals whose parents have adapted authoritarian parenting styles have scored high on overall Trait Emotional Intelligence. It was also observed that the relationship between authoritarian style of parenting and the emotionality and sociability factor of trait EI is negative, meaning that this parenting style leads to low emotionality and sociability individuals, while also having a positive relationship with well-being and self-control.

The participants who scored high on authoritative style of parenting showed a positive relationship with all the 3 factors of Trait EI, except well-being, meaning that these participants have high emotionality, sociability, and self-control.

Participants with permissive style of parenting showed a positive relationship with well-being and a negative relationship with self-control, emotionality, and sociability. This means that because of such parenting style, children have low emotionality, difficulty controlling self and socializing.

The hypothesis stating that there exists a negative relationship between authoritarian parenting style and trait EI and that there exists a positive relationship between authoritative style of parenting and overall trait emotional intelligence was proved. It was also proved that permissive parenting style has a negative relationship with overall emotional intelligence. The literature provided above regarding the same significant relationship relate directly to this study as this relationship between the dependent and independent variables were proved. The gaps in literature regarding there being a positive relationship between authoritarian style of parenting and overall Trait EI

can be filled using this study as it shows that despite having authoritarian parents, children still grow up to show average or higher emotional intelligence. This means that this style of parenting does not necessarily affect emotional intelligence among individuals negatively. But this also does not mean that people who grow up under authoritarian parents will necessarily have better or high or low or average emotional intelligence. It also depends on the kind of social environment they possess.

CONCLUSION

The purpose of the research study was to find the relationship between perceived parenting styles and trait emotional intelligence among individuals and how the two affect each other. The results indicated that authoritative and permissive parenting style has an overall positive relationship with global trait EI. The results indicated that the participants who received high scores on authoritarian style of parenting have a negative relationship with global trait EI and a positive relationship with well-being factor of trait EI. Participants with authoritative style of parenting have a positive relationship with trait EI and permissive parenting style has a negative relationship with trait emotional intelligence.

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