

# Chapter suggest that parenting styles and their

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Chapter 4 Discussion According to our hypothesis the parenting style affects the emotional intelligence of children in their adult life. Emotional intelligence is an interesting and growing concept which seems to be relevant to patient centered approach in the field of medicine. This study explored the level of emotional intelligence of undergraduate medical students and linked it to parenting style.

During study we focused on examining the relationship between perception of parenting style and perceived emotional intelligence & our findings provided important information about the role of parenting style in the development of emotional intelligence in children. The findings of the present study suggest that parenting styles and their dimensions are positively correlated with the development of emotional intelligence and are in accord with some past studies (Barber et al, 2005; Ryan et al, 2006; Saarni, 1997; Sillick & Schutte, 2006; Tsay et al, 2006). The results revealed that “perceived autonomy support” of father and then mother’s autonomy support is the most influential factor in the growth of emotional intelligence in children. These results are somehow opposing to previous findings, as those of Shun-Chi, 2006 who found that “perceived warmth” can predict the changes of “emotional intelligence”. Delale et al, 2007 of the opinion that supervision and control better predict emotional intelligence and regulation of emotions. The difference in results highlights the cultural variations and demand of time. The study in different cultural perspective ensures that different groups of people possess diverse beliefs and practice that may be normal in their own culture but may not be acceptable in another culture (Bornstein & Lansford, 2010; Harkness et al., 2007).

It is apparent that to have an appropriate understanding about the process of parenting it is necessary to study it in respective culture (Bornstein, 1995). Furthermore, fathers and mothers have different perception and practice, different parenting style for boys and girls, but the most of researches on parenting still focus on mothers. In the present study, mother's autonomy support is the second most influential predictor of emotional intelligence, whereas mother's involvement appeared as the third powerful factor in the development of emotional intelligence. According to Deci and Ryan (1985) as per self-determination theory, which is a motivational model, the achievement of satisfaction by parents for their basic needs increase the motivation and make them to follow parental values. Also promote their self-awareness and regulation of emotions and which ultimately lead to development of competencies and better social interactions.

Parental warmth is the parents' ability to generate and internalize values in their offspring. This develops a capacity of appraisal, to regulate and express the emotions. If parents' way of regulating the behaviour is not suitable then ultimately child will become incompatible.

(Asghari & Basharat, 2011). The concept of autonomy has emerged as to be an individual, different and self-competent (e. g.

, Emde & Buchsbaum, 1990; Matas, Arned & Sroufe, 1978), and the way it is inculcated termed as autonomy support. It is in fact parents' behaviour in context of their responsiveness, valuating child's opinions, and feelings.

In other words it is the adeptness of a person for another's perspective and to encourage self-initiated expression and action (Ryan & Solky, 1996). In an

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ideal situation, the autonomy support would lead to high independence in the behavior, cognition and emotions (Collins, Gleason & Sesma, 1997; Steinberg & Silverberg, 1986).

As opposed to it is dependence on parents for decisions making. In the recent researches it found that autonomy support is in 2 forms, one in terms of promotion of independence (PI) and second as promotion of volitional functioning (PVF). A number of authors have described parental autonomy support as promotion of adolescents' independent expression, their thinking and decision making by the parents (Gray & Steinberg, 1999; Silk et al., 2003; Steinberg, 2002).

According to the view of promotion of independence (PI), parents can react either by granting them freedom and independence or may decline and maintain dependence of adolescents (Steinberg & Silk, 2002). In later situation it leads to development of relations in which the adolescents remain dependent on parents. In contrast to the view of promotion of independence (PI), self-determination theory (SDT) suggests autonomy support is the development of more volitional functioning, and the adolescents' behaviour built up on internal values and interests (Ryan, Deci & Grolnick, 1995). This approach enables the parents to empathize with their children's perspective, and provide choices if possible.

There is minimum use of control and assertive attitude rather parents' help their children to find and act upon their true internal values and interests (Grolnick, 2003; Ryan et al., 1995). Thus autonomy support welcomes the other's views, feelings and favour self-initiated expressions and

actions (Ryan , 1996). However, PI and PVF both are strong predictors of children's well-being, adjustment (e. g., self-esteem) and academic excellence (e. g., Grolnick, 2003; Grolnick, Ryan & Deci, 1991).

xxxxxx            Although perceived warmth plays the key role in the growth of emotional intelligence, but experiencing the feeling of autonomy is crucial for the necessary energy for appraisal, utilization and regulation of emotions. So autonomy support by both parents is as much important as parent's warmth because autonomy support in adolescence cultivate the strength and motivation in children to achieve the necessary skills for self-regulations and achieving emotional intelligence. As adolescence begins, these warm relationships complemented by recognition of emotions, thoughts and choices and giving the child permission of autonomy, in order to lead to reinforcing the ability of self-confidence, self -initiation, self - regulation and to experiencing the feeling of emotional integrity.            Autonomy support is a critical component of parenting to manage children's behavior and crucial strategy to boost the effectiveness of their abilities. Control is the opposite to autonomy support that ruins the psychological needs of children and force them to think, feel and behave in a specific way, whereas autonomy support provides and helps to develop children's inner motivational resources. Parents who support autonomy, they accept children's perspective and appreciate their thoughts, feelings and actions.

They allow their children for autonomous self-regulation. Autonomy support nurture inner motivational resources by providing explanatory rationales. Parents giving autonomy support show patience to allow time for self-paced

learning and they acknowledge and accept the expressions of negative affect. Furthermore, adolescents high in self-knowledge are more likely to make wiser career choices (Gelso & Fretz, 2001) and of course, social competence will enhance the probability of career success in any field that involves relating to other people. The present study also analyzed demographic details of participants to see the relationship between emotional intelligence and demographic characteristics. The variables of sex, age, household income, fathers and mothers' level of education, number of siblings, marital status and location of residence were used as independent variables in a regression model with EI as the dependent variable.

Correlation tests showed no significant relationship between emotional intelligence and age, marital status, number of siblings and residential area. The mean score of males' emotional intelligence is 128.83 ± 13.43, ranging from 82.00 to 151.

00 and females' mean score is 130.50 ± 16.03, ranging from 87.00 to 162.

00, which is slightly higher than males. As other studies confirmed that females have a better level of emotional intelligence than males (Brackett, 2003; Mayer et al., 2002; Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim, 1998; Thingujam, 2000).

In general, findings suggest that females tend to favor social support, emotion-focused and avoidant coping strategies relative to males (e.g., Ptacek, Smith & Zanas, 1992; Stein & Nyamathi, 1999). Females have good

Interpersonalsocial skills, which are closely linked to emotional intelligence (Argyle, 1990). Further, Schutte et al.

, (1998) proposed and found gender differences in their measure of trait EI with females scoring higher than males. Although researches suggested that females have high effortful control and lower dispositional anger and frustration than do boys (Kochanska et al., 2000; Eisenberg, Zhou, et al., 2003). Parents also tend to be warmer with their girls as compare to boys (Eisenberg, Losoya, et al., 2001).

Girls have higher peer group acceptance, more mutual friendships and stronger prosocial orientation than boys (Coie, Dodge & Coppotelli 1982; Ladd, Kochenderfer & Coleman, 1996). Boys appear more competitive with friends (Berndt, 1981) and have more difficulty resolving conflicts with friends (Parker & Asher, 1993). Parents' education appeared as a strong predictor in the development of emotional intelligence. As parents' education increase, the level of emotional intelligence is also improves especially mother's education plays important role in this domain. The EI scores rose steadily with increasing education levels of mothers. Autonomy support is the crucial feature and dimension of authoritative parenting style. The present study indicated the authoritative style (especially autonomy support factor) is the powerful predictor of emotional intelligence.

Other two parenting styles: authoritarian parenting style (high control and less responsiveness) and permissive parenting style (less control and high responsiveness) have a negative association with EI. The most harmful

and non-recommended style is neglectful style that lack dimensions, control and warmth. The results show negative association between household income and emotional intelligence. As household income increases above 50,000 the emotional intelligence level decreases.

Those students have higher score in emotional intelligence who belong to middle class families. This difference maybe due to cultural values that are more appreciable and considerable in such families in our country. There are many potential, social and societal benefits of incorporating a focus on emotional intelligence, which has been shown to be moldable (Cohen, 1999; Goleman, 1995; Topping, Holmes & Bremmer, 2000) into higher education. As it has been recommended that the learning of emotional intelligence in primary and secondary school syllabus plays important role to improve emotional intelligence and reduce emotional and behavioral problems which can interfere with the education processes (Caplan et al., 1992; Cohen, 1991). There is need to develop structures that strengthen the emotional bonds between teachers and learners.

Many researches also advocate the teaching of positive strategies in order to promote optimism and positive thinking, and to produce resilient and confident students. Teachers should support this approach by creating classroom environment that promote optimism and by using positive and non-judgmental language. So findings of the study recommend that parents should have and show warmth during early relations with their children and gradually when child develops and gets maturity, he needs autonomy in order to gain self-confidence, self-initiation, self-regulation and



to experiencing the emotional integrity. At theoretical level, this finding can provide a better understanding of the role of the parent's parenting and the child's perception of it. At practical level, findings show the necessity to educate parents, students and also therapists to increase cognitive skills. 4.

1 Conclusions The present research supports the notion that authoritative parenting cultivates high emotional level in children that facilitate them throughout their academic and social life. The basic characteristic of authoritarian parents is autonomy support that has proved the most crucial quality of parenting through this study.

Students gained high scores in emotional intelligence test who have autonomy support from their parents, because it encourages them to become fully aware of and act upon their interests and personal values. This study also indicates the way an adolescent perceives his parent's parenting predicts changes in the amount of his emotional intelligence. This study has shown various statistically significant relationships, differences and predictive variables that may help guide future EI research in the area of adolescence and beyond. The results of this study also call for further exploration of the variables identified as predictors of emotional intelligence, such as female gender, household income and parents' education. Emotional intelligence is linked to success in life and everyday social interactions; therefore any environmental factor that has an effect upon EI development is important to take into consideration for personality and individual development. 4. 2 Limitations The first limitation of this study was related to the population of the research that was students of a medical college.

Second, this study was correlational, in which self-report measures were used because they provide an efficient, cost-effective method of collecting data. Although self-report measures are identified as the reliable resources but not ideal, because participants have to answer about long-ago information that may be inaccurate due to recall difficulties. The prospective and longitudinal studies provide the most thorough information but such studies are time-consuming and expensive. However for generalizing the findings, these should be taken into consideration. In addition, possible problems related to the validity of POPS should not be ignored. To get the most accurate and reliable data, future studies may wish to apply multiple measures of each variable.

There is scope to run similar projects using widespread samples from different colleges and universities of the country and from general public. 4. 3 Suggestions The present study is based upon a segment of population. While this study suggests the link between emotional intelligence and parenting may be worth pursuing, much work remains to be done to fully explore the relationship between parenting and emotional intelligence in students in various health professions. It is suggested a prospective study may be conducted involving wider a population may be from various colleges and universities or general public.