



Golden Research Thoughts

GRT

FATHERING PARENTING STYLE AND EMOTIONAL INTELLIGENCE



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ABSTRACT

The present paper analyzes relationship between the Fathering Parenting Style and Emotional Intelligence of school going students in Pachora Tahsil (Maharashtra). The sample size was 400 students (age from 13 to 17) are chosen by a random sampling method. For gathering data, students filled out Bharadwaj, Sharma and Garg (1998) Parenting scale is used to measure parenting status of the adolescent and Dr. Anita Soni and Ashok Sharma Emotional Intelligence scale is used to measure the Emotional Intelligence of the adolescent. To analyze the data, Pearson correlation is used. The findings reveal that was a significant correlation between Fathering Parenting Style and

Emotional Intelligence.

KEYWORDS : Emotional Intelligence, Fathering Parenting Style , random sampling method.

INTRODUCTION :

In recent years life is becoming more and more complex and full of problems. It is important for everyone to deal with the complex situation and to make life less



conflicting and more easy and happy.

Emotional intelligence is an important positive factor which influences on an individual's behavior. Three psychological dimensions are considered in emotional intelligence such as emotional competency; emotional maturity and emotional sensitivity which motivate an individual to recognize truthfully interpret honestly and handle tactfully the dynamics of human behavior.

Though emotional intelligence has received considerable attention recently, earlier psychologists and philosophers had already laid down the foundation. In the last decade or so, science has discovered a tremendous amount about the role emotions play in our lives. Researchers have

found that even more than IQ, your emotional awareness and ability to handle feelings will determine your success and happiness in all walks of life. Some of the characteristics of those with high EQ, as identified, are encompassed clarity in thoughts and expressions, high optimism, ability to read non-verbal communication, emotional resilience, moral autonomy and high levels of self-motivation. Those people having high emotional intelligence balance their feelings with reason, logic and reality. During stressful and terrible situations “emotionally intelligent” people manage their emotions better and react with clearer, more rational minds and make better decisions. In difficult situations, transmitting positive emotions can help people cope with negative circumstances. People with high EQ know the art of expressing emotions as much as controlling them whereas, people with lower EQ tend to blame others for their feelings and do not articulate their feelings and are more prone to criticize and judge others. When such is the importance of emotional intelligence and it is not inherited, then, how do we make our children emotionally intelligent so that they can handle the toughest situation with ease.

Children, who learn most lessons about emotion from their parents, it includes the ability to control impulses, delay gratification, motivate them, read other people's social clues, and cope with life's ups and downs. Normally, first lesson of expressing emotions is learnt by child in his family. This is being learnt through interaction between himself and his family members especially the parents.

Goleman reviewing hundred's of studies that how parents treat their children-whether with harsh discipline or empathic understanding, with indifference or warmth and so on has deep and lasting consequences for the child's emotional life. Parent healthy and warm relationships were found to develop social and emotional potentialities and get an advantage of getting parental suggestions, ideas and communication skills and critical sense of security. The emotional intelligence of the child depends on parental love and affection and depending on the child rearing practices, interactions with them.

Though early years of emotional coaching by parents help the child in the later stage of development but it is of more important that adolescence is the crucial age where there is a heightened level of emotions. Youth is a period of physical and psychological maturity, when an individual is expected to establish his or her own identity and to develop necessary skills for socially responsible behaviour. It is also a period of heightened emotionality that they feel the emotions in a stronger and more persistent manner. It is important that at this stage it is necessary that a children needs to control or regulate emotions. Adolescence need to be emotionally stabilized. The youth's transition to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive environ

CONCEPT OF FATHERING:

The role of a father or the style of individual's upbringing stands as a bridge by which the child comes into the contact of outside world encourages curiosity and a will to face the challenges of the world and appears as a symbol of assertive, independent, emotional and psychological support in the realization of truth. To love children is predominantly a feature of fathering in non-deviant families and relates to acceptance, satisfaction and differentiating experiences in the children (Khokhar, 1983) that can also be deemed as conditional one because it is acquired or earned by the child's performance of duty, obedience and fulfillment of father's expectations.

Concept of Emotional Intelligence:

“Emotional intelligence is 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 action”. - Peter

Salovey and John Mayer

2.0 REVIEW OF LITERATURE-

Parenting style and Emotional intelligence -Mithas, 1997 Emotional Competence is found to be greater in those early adolescents whose perceives mothering is associated with acceptance than that of rejection as well as protection as against carelessness dimension of parenting. Mithas, 1997 Emotional competence is found to be greater in those early adolescents whose perceives fathering is associated with moralist as against lenient standards and also mothering & Fathering as associated with realistic role expectation than that of faulty role expectations

3.0 METHODOLOGY

3.1 Statement of the problem:

Purpose of the present study is to measure the relationship between Fathering Parenting style and Emotional Intelligence of school going students in Pachora city and Tahsil, in Maharashtra. Hence the present study is entitled, "Fathering Parenting Style and Emotional Intelligence".

3.2 Aim of the Study:

The aim of present study examined the association between Fathering Parenting Styles and Emotional Intelligence among the school going students in Pachora city and Tahsil.

3.3 Objectives of the study:

The following objectives are formulated to carry out the study.

- + To find out the status of Fathering Parenting Style and Emotional Intelligence in school going male and female students in Pachora city and Tahsil.
- + To find out whether there is a significant correlation between Fathering parenting style and Emotional Intelligence of school going students in Pachora city and Tahsil.

3.4 Hypotheses of the Study:

In the present research work, following hypotheses are formulated,

1. Status of Fathering parenting style among male and female adolescent.
2. Status of Emotional Intelligence among male and female adolescents.
3. There is significant relationship between Fathering Parenting Style and Emotional Intelligence.

3.5 Sample:

The study is conducted in Pachora (Dist: Jalgaon of Maharashtra). The sample size is 400 students, boys and girls ratio is 1:1. Sample is chosen by random sampling method six secondary schools are selected randomly and 400 students have been enrolled from VIIIth to Xth standard in the sample. For gathering data, students are filled out Parenting scale, and Emotional Intelligence scale. To analyze the data, Pearson correlation coefficient analysis is used.

3.6 Tools:

For measuring the some independent variables and the dependent variable following standardized tests and scale are used.

1. Parenting scale: Parenting scale developed and standardized by Bharadwaj, Sharma and Garg (1998) consists of eight models of parenting, with mothering, fathering and parenting status.

2. Emotional Intelligence: Emotional Intelligence scale is developed and standardized by Dr. Anita Soni and Dr. Ashok Sharma.

4.0: RESULTS : The results and discussion of present study is as follows:

To identify the status of perceived model of parenting style among adolescents they are classified on the sten score. The sten scores range from 1-10. The sten score 1-5 indicates lower score and 6-10 indicates higher score. The lower score means undesirable and negative dimension and higher score means desirable and positive dimension of the model of parenting.

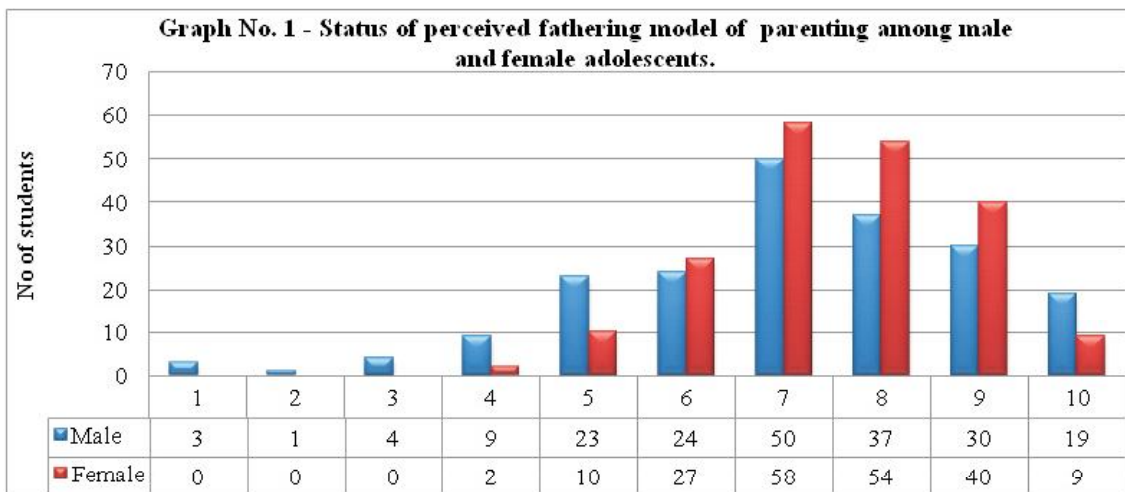
H-1: Status of Fathering perceived model of parenting among male and female adolescents

The results of the table No. 1.1 indicates that under fathering model of parenting among male adolescents, 03 (1.5 %) students, 01 (0.5%) students, 04 (2.0%) students, 09 (4.5%) students, 23 (11.5%) students, 24 (12.0%) students and 50 (25.0%) students 37 (18.5%) students, 30 (15.0%) students, 19 (9.5 %) students are under 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 sten scores, respectively. Among female adolescents 02 (1.0%) students, 10 (5.0%) students, 27 (13.5%) students, 58 (29.0%) students, 54 (27.0%) students, 40 (20.0%) students and 09 (4.5%) students are under 4, 5, 6, 7, 8, 9, and 10 sten scores, respectively. The combined results indicated that 03(0.75%) students, 01(0.25%) students, 04 (1.0%) students, 11 (2.75%) students, 33 (8.25%) students, 51 (12.75%) students, 108 (27%) students, 91 (22.75%) students, 70 (17.5) students, 28 (7.0%) students are under 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 sten scores, respectively. Correspondingly 40 (20.0%) male adolescents students and 12 (6.0%) female adolescents students are under low score dimension, but 160 (80.0%) male adolescents students and 188 (94.0%) female adolescents students are under high score dimension of fathering. On the basis of these results it can be concluded that majority of male and female adolescents have perceived acceptance fathering model of parenting in the interpersonal interaction with their fathers.

Table No.1.1:-Status of Fathering perceived models of parenting style among the adolescents.

Stean Score	1		2		3		4		5		6		7		8		9		10	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Fath ering	3	0	1	0	4	0	9	2	23	10	24	27	50	58	37	54	30	40	19	9
	1.5		0.5	0	2.0		4.5	1.0	11.5	5.0	12.0	13.5	25.0	29.0	18.5	27.0	15.0	20.0	9.5	4.5
	3		1		4		11		33		51		108		91		70		28	
	(0.75)		(0.25)		(1.00)		(2.75)		(8.25)		(12.75)		(27.00)		(22.75)		(17.5)		(7.00)	
	M. 40 (20.00) + F. 12 (6.00) = T 52 (13.00)										M. 160 (80.00) + F. 188 (94.00) = T 348 (87.00)									

Note-.M–Male, F–Female, T-Total Figures in the parent, () = percentage



H-2:-Status of Emotional Intelligence among the male and female adolescents

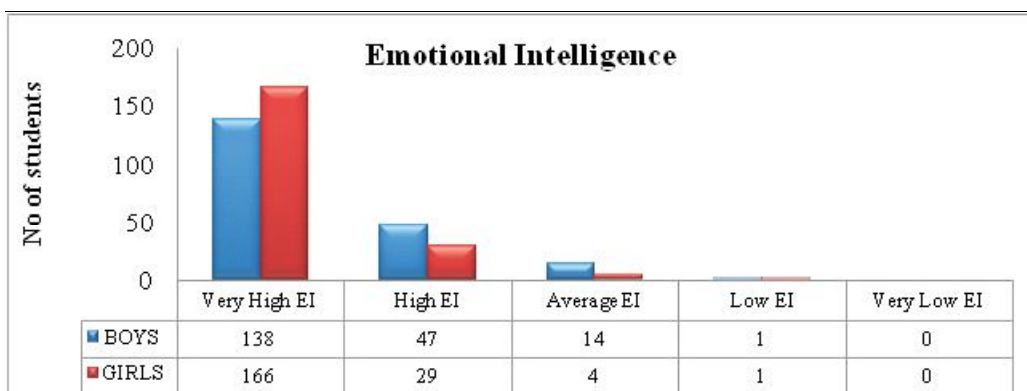
The nature of emotional intelligence is such that it is possible to enhance the overall success in one’s life. Results indicate the table no. 1.2 shows that 138 male students have Very High Emotional Intelligence, 47 male have High Emotional Intelligence, 14 male have Average Emotional Intelligence, 1 male have Low Emotional Intelligence and 0 male have Very Low Emotional Intelligence. It means most of the male adolescent’s emotional intelligence is very high.

Results indicate the table no. 1.2 shows that 166 female students have very high Emotional Intelligence, 29 female have high Emotional Intelligence, 04 female have average Emotional Intelligence, 01 female have low Emotional Intelligence, 0 female have very low Emotional Intelligence. It means most of the female adolescent’s emotional intelligence is very high.

Table No. 1.2: Status of Emotional Intelligence among the male and female adolescents.

	Gender	Very high EQ	High EQ	Average EQ	Low EQ	Very low EQ
1	Boys	138	47	14	1	0
2	Girls	166	29	4	1	0

Graph No. 2:- Status of Emotional Intelligence among the male and female adolescents.



H-3 There is significant relationship between Fathering parenting style and Emotional Intelligence.

The analysis of correlation between Fathering models of parenting and emotional intelligence clearly reveals that the significant relationship between fathering parenting style and emotional intelligence is 0.296 ($p > 0.01$). So the hypothesis that there is significant relationship between mothering parenting style and emotional intelligence is accepted.

Table No 1.3: Relationship between Fathering Parenting Style and Emotional intelligence.

SL NO.	Model of parenting	Emotional Intelligence	Level of significance
1	Fathering parenting style	0.296**	Sig

**Correlation is significant at the 0.01 level

5.0 DISCUSSION AND CONCLUSION:

Father plays a key role in the family and development of adolescents. More specifically father identity hierarchy is quite likely to be affected by the views and attitudes of his partner. Maternal and co parental can directly influence parental identity (Rane and McBride, 2000) and perhaps even moderate link between identity and father involvement (Ihinger-Tallman et al., 1993). In particular fathering identity and family cohesion appears to be influenced by mothering (Maurer et al., 2001). The adolescent’s perception of father is inevitably developed in their interpersonal relationships. The results of this study reveal that (Table No. 1.1) about 40 of male and 12 of female adolescents perceived that their fathers’ role in their activities is not as expected by the adolescents, but 160 of male and 188 of female adolescents perceived that their fathers involvement in their life is perceived as expected by the adolescents. It means that both the male and female adolescents are similar in their perception on fathering. These results mean that almost all the adolescents are perceived that their father involvement with them is high. Therefore the hypothesis that the majority of the adolescents have perceived high involvement of fathering is accepted.

On the basis of overall results of emotional intelligence it can be concluded that among the adolescents about 76, 19, 4.5, 0.5 and 0 per cent of them have developed very high, high, average, low and very low level of emotional intelligence, respectively. It means that many of the adolescents have developed higher level of emotional intelligence therefore the hypothesis that the majority of adolescents have developed higher level of emotional intelligence.

Present research indicates Fathering parenting is correlated with emotional intelligence. When Fathering model of parenting increases; emotional intelligence also increases and vice-versa. So, the hypothesis that there is significant relationship between Fathering models of parenting and emotional intelligence is accepted.

The findings of this study have several important implications for parents, educators, teacher and clinicians, counselors in schools, universities, and mental health centers for training emotional intelligence in adolescences. Additionally, the findings from this study can be fruitful for parents and family members to nurture a generation with better parenting style and greater emotional intelligence.

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