

Comparative Analysis Of Emotional Intelligence And Resilience Between Authoritative And Authoritarian Parenting Styles

Sanna Jan¹, Chirmi Acharya², Pratibha Shekhawat³
and Nida Hasan⁴

¹ Research Scholar, AIBAS, Amity University Rajasthan, Jaipur, India, email: sannajan73136@gmail.com, ORCID: <https://orcid.org/0009-0001-9701-1472>

² Assistant Professor, Manipal University Jaipur, Faculty
of Arts, Department of Psychology, Jaipur, India,
email: chirmi.acharya@jaipur.manipal.edu,
ORCID: <https://orcid.org/0000-0002-9609-6144> (corresponding author)

³ Research Scholar, AIBAS, Amity University Rajasthan,
Jaipur, India, email: prati.ruhi@gmail.com

⁴ Independent Researcher and Educational Vocational
Guidance Counsellor, Directorate of Education, NCT,
New Delhi email: nidahasan.ns@gmail.com

ABSTRACT

Background: Parenting is an approach to raising children into healthy adults in terms of physical, psychological, and social aspects. Purpose: The present piece of study is aimed to measure the difference in various dimensions of emotional intelligence and resilience between children raised by authoritative and authoritarian parents. Methods: To achieve the objective of the study, a sample of children (N = 117) reared with authoritative (n = 69) and authoritarian parenting styles from (n = 48) were collected through Non-probability (Purposive) sampling method. Moreover, to obtain the data following psychological tools such as the Parenting Authority Questionnaire (Buri, 1991), Emotional Intelligence Scale and Resilience Scale were used. Results: The outcomes of the study revealed higher scores for children on emotional

intelligence viz., Managing their own emotions among children of authoritative parents when associated with authoritarian parenting style. Likewise, children raised with authoritative parenting styles scored higher on resilience viz., personal resilience when compared with authoritarian parenting style. Conclusion: It may be concluded that various approaches of parenting have a significant impact on emotional intelligence and resilience making them emotionally aware to manage one's emotions as well as others and also help them develop psychologically resilient to deal with the stressors of life.

Keywords: Emotional Intelligence, Resilience, Parenting Styles.

INTRODUCTION

A parenting style is a set of behaviours, attitudes, and approaches used by a parent when raising a child. Parenting styles differ from specific parenting practices in that they express wider patterns of behaviours and attitudes that foster an emotional environment for a child (Spera, 2005 a). How parents interact with their kids also includes parenting styles. The parenting styles adopted by parents are also influenced by how they were reared (Firestone, 2015). Early researchers looked at parenting from a variety of angles, such as responsiveness, democracy, emotional engagement, control, acceptance, dominance, and restrictiveness (Spera, 2005 b). Based on the parental attributes (1) Parental Control (the extent to which the behaviour of the children are regulated by the parents) and (2) Parental warmth (the degree to which the behaviour of the children are managed by providing friendly and healthy environment from the parents). When these two parental attributes are united in varied methods, formation of four parenting styles takes place: Authoritative parents set clear and firm restrictions while their approach to dealing with their child is characterized by warmth and friendliness. Less warmth and punitive attributes have been observed among authoritarian parents. Likewise, the Permissive parenting style demand nothing from their children but are friendly with their children while parents practising the uninvolved parenting style neither demand from them nor express warmth towards them (1971/1991 a).

Adolescence is a transitional period in which the parenting approach has a significant impact on physiological, mental and social functioning (Tanti et al., 2010; Baumrind, 1991). Similarly to this, as children enter adolescence, they start to leave their stamp on the world through friendships, academic success, and the development of their identities. Thus, according to most parents, the adolescent years are the most challenging for raising children because this stage of development is when individual, cognitive, social, emotional, and contextual changes all occur at once (Collins et al., 2000). During this time, children attempt to develop their own identities and establish the skills needed for acting in a socially acceptable way.

Multiple studies showed the impact of parenting approaches on their children does not diminish as they grow into adolescence (Steinberg et al., 1994; Astone & Mclanahan, 1991), although the way of dealing with the children may vary depending on the developmental stage (Shek, 2008).

Many researchers are of the view that when children enter the adolescent stage (turbulent and emotional stage) they feel unstable and out of balance (Alim, 1994; Rangaswamy, & Kamakshi, 1985). When children enter the adolescence period, they become increasingly prone to emotional difficulties, and the way they deal with the emotions has been also influenced by the various parenting approaches (Reyes-Wapano, 2021). However, if secure, caring, and understanding parents are present, together with a supportive environment (Erickson, 1968) not help children understand others' emotions but also help manage their emotion as well. According to Goleman (1995), family is considered our first institute for emotional management. Healthy-parent relationships along with clear behavioural expectations, can help adolescents become emotionally and socially skilled, confident, responsible, and independent." This underlines the significance of family, particularly the role of parents in raising emotionally aware children. Additionally, a healthy family environment (Sibi et al., 2004) and a positive school environment aid in developing and shaping emotional intelligence (Tiwari & Srivastava, 2004). The ability to motivate oneself, recognise emotions of oneself and those of others, and manage emotions in both personal and interpersonal situations refers to Emotional Intelligence (EI) (Shalini & Acharya, 2013) and act as a buffer against depression (Fernandez-

Berrocal & Extremera, 2016; McDougall, 2006) and stress (Davis & Humprey, 2012; Mikolajczak et al., 2007) enhancing overall health and satisfaction with life (Landa et al., 2006; Kong et., 2012) and improves social relationship (Furqani, 2020). According to World Health Organization (2020), emotional intelligence along with the various parenting approaches help deal with stressful life events. Moreover, it acts as a shield against mental health issues among adolescents. Moreover, positive results of various parenting approaches, specifically mothers have been reported on the emotional intelligence of children (Ulutas & Omeroglu, 2008; Joussemet et al., 2005; Pittman et al., 2001; Kaufmann et al., 2000). Similarly, Furnham and Cheng (2000) reported the development of self-esteem among children when a reasonable parenting approach is practised by mothers.

Among the various parenting practices, a healthy parent-child relationship has been attained by authoritative parenting practice (Darling & Steinberg, 1993). Doing so helped adolescents make their decisions objectively and also make them psychosocially competent when compared with children raised with non-authoritative parenting practices (Steinberg & Morris, 2001). Children of authoritative parents showed emotional awareness and show fewer behavioural issues (Eisenberg et al., 2009) when compared with non-authoritative parents (Simonsi & Conger, 2007).

A significantly positive correlation has been reported between children raised with authoritarian parenting styles with behavioural issues (externalizing and internalizing) (Braza et al., 2015) and depicting lower emotional intelligence (Downey et., 2010). Adolescents develop lower emotional intelligence when their parents ignore their needs and practice strict and negative parenting styles. This results in a lack of managing their emotions as well as the emotions of others (Alegre, 2010). Similarly, higher aggressive behaviour and lower emotional intelligence have been observed among children nurtured by authoritarian parents (Cleveland; 2014). On the contrary, those adolescents raised by authoritative parents demonstrated better emotional intelligence when associated with adolescents nurtured by permissive and authoritarian parents. This is due to the reason authoritative parents look at the pros and cons of their parenting approach (Devi & Uma, 2013; Batool & Bond 2015; Alegre; 2011; Argyriou et

al., 2016). Remarkably, lower internalizing distress has been observed among children reared with authoritarian parenting styles, leading to better emotional intelligence (Simonsi & Conger, 2007). In a controversial study, students of Iran showed no significant association has been observed between emotional intelligence and various parenting approaches (Amirabadi, 2011).

Parenting style not only helps in developing emotionally aware adolescents but also develops psychological resilience (the ability to bounce back the stressful life events objectively). To support this statement, Baumrind (1971 b) posited that adolescents of authoritarian parents are unable to understand the needs of others and also perceive that their needs are not taken into account. On the other hand, adolescents raised with permissive parenting practices tend to disregard authority figures and make them egocentric whereas impulsivity has been seeming among children reared with uninvolved parenting practices. Furthermore, children raised with an authoritative parenting style have been observed show psychologically resilient (Pranitha et al.,2022; Devi & Singh, 2021; Pillay, 2020; Firoze & Sathar, 2018) to deal with the hardships of life objectively when associated with the children raised with permissive or authoritarian parenting style (Ritchie & Buchanan, 2011). Moreover, higher resilience has been seen among adolescents whose parents are caring and show low parental overprotection contributes when experiencing trauma (Sun et al.,2012). Authoritative parenting and resilience are positively correlated. Moreover, children whose mothers are compassionate, supportive, and caring reported better resilience (Zakeri et al, 2010). An emotionally aware child has been found to deal with the hardships of life objectively (Steyn, 2006) and also decreases the likelihood of engaging in aggressive behaviour among adolescents (Choe et al., 2012) due to various parenting styles (Ritter, 2010).

RESEARCH OBJECTIVES

- 1) To examine difference in various dimensions of emotional intelligence between children raised by authoritative and authoritarian parents
- 2) To measure the difference in various dimensions of resilience between children raised by authoritative and authoritarian parents.

HYPOTHESES

- Ho1. There will be no significant difference in various dimensions of emotional intelligence between children raised by authoritative and authoritarian parents.
- Ho2. There will be no significant difference in various dimensions of resilience between children raised by authoritative and authoritarian parents.

METHODS

Sample

The present study comprised (N = 117) respondents from Jammu district, aged between (15-19) years. Based on the scores obtained on the parental authority questionnaire, the two parenting styles i.e., Authoritative parenting style (n= 69) and Authoritarian parenting style (n = 48) were observed. Moreover, the purposive sampling method was employed to collect the data.

INCLUSION CRITERIA

- 1) Children raised with Authoritative and Authoritarian parenting styles aged (18 and above) years were selected for the study.
- 2) Participants who did not give informed consent were not included in the study.
- 3) Children with psychological illnesses were excluded.

RESEARCH DESIGN

Between-group design was created, to attain the objectives of the study.

TOOLS USED

The psychological tools used to collect the data in the present study include:

Demographic Information Sheet

Demographic information including age, family type, socio-economic status, employment status, educational status, and the number of children was obtained on a separate sheet.

PARENTING AUTHORITY QUESTIONNAIRE (PAQ) (Buri, 1991)

The Parental Authority Questionnaire (PAQ) was used to evaluate the three major types of parenting styles of the parents (father and mother) proposed by Baumrind (authoritativeness, authoritarianism and permissiveness). The scale comprised 60 items based on each type of parenting style. Each item has been provided 5 options ranging from “strongly disagree to strongly agree”. The reliability (test-retest) of the scale has been found .81 (mother’s permissiveness), .86 (authoritarianism) & .78 (authoritativeness) respectively. Similarly, the Cronbach alpha value has been reported as .87 (fathers authoritarianism) and .85 (authoritativeness) .85 respectively.

EMOTIONAL INTELLIGENCE

RESILIENCE SCALE

PROCEDURE

A rapport-building was done before the administration of the test. Further respondents were assured about the confidentiality of their answers and asked to cooperate. After that great care has been taken to clear up all the misconceptions regarding the test. The instructions were often explained to the respondents to make the items much easier to understand. Each respondent took an average of 10 to 15 minutes to complete the questionnaires. Finally, the questionnaires were obtained, scored manually, and analyzed.

STATISTICAL ANALYSIS

Keeping in view the nature of the data, an independent sample t-test was used to find out the comparison in various dimensions of Emotional Intelligence and Resilience among two groups of respondents i.e., children raised by authoritative and authoritarian parents.

RESULTS

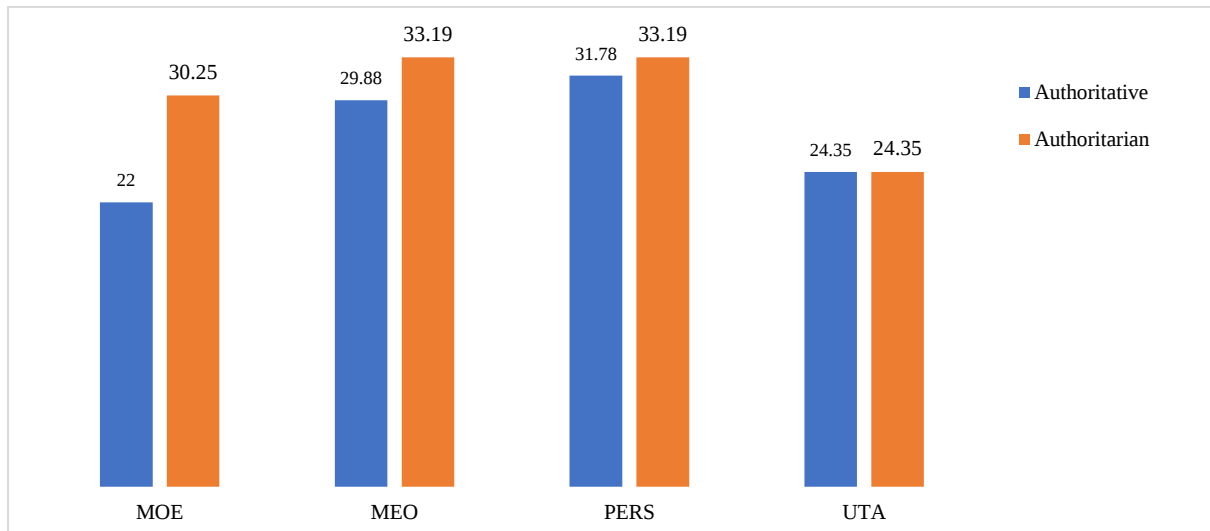
The analysis of the obtained data has been presented in the following tables provided below:

Table 1 : The mean difference in the various dimensions of Emotional Intelligence among children raised with Authoritative and Authoritarian Parenting styles

Variables	Parenting Styles (117)		t (df=115)	p
	Authoritative (69) M (SD)	Authoritarian (48) M (SD)		

MOE	33 (5.46)	30.25 (5.41)	2.68	.00***
MEO	29.88 (7.09)	33.19 (6.69)	1.15	.24(n.s)
PERS	31.78 (6.26)	33.19 (7.16)	1.12	.26(n.s)
UTA	24.35 (5)	23.19 (6.36)	1.10	.27(n.s)

Note :*** $p < .001$, n.s (not significant)



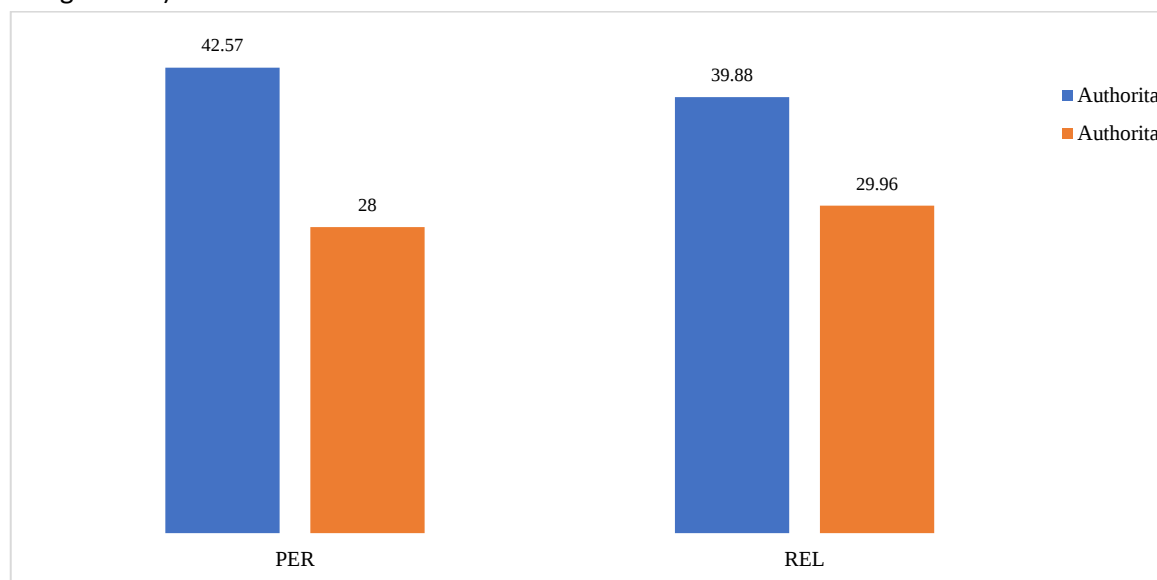
Note: MOE = Managing own Emotions; MEO= Managing other's Emotions; Pers = Perspective of Emotions; UTA = Utilization of Emotions

The result table 1 demonstrates higher Mean scores on Managing their own emotions among children raised by the Authoritative parenting style is higher ($M = 33.19$, $SD = 5.46$) when compared with children raised with the Authoritarian parenting style ($M = 30.25$, $SD = 5.41$), $t(115) = 2.68$, $p < .001$. However, the children raised with Authoritative parenting style and Authoritarian parenting style scored more or less similar Mean scores on Managing other's emotions ($M = 29.88$; $SD = 7.09$) vs ($M = 33.19$; $SD = 6.69$), $t(115) = 1.15$, $p > .05$. Likewise, no significant Mean score has been observed on Perspective of emotions among children reared with Authoritative parenting style ($M = 31.78$, $SD = 6.26$) vs Authoritarian parenting style ($M = 33.19$, $SD = 5.46$), $t(115) = 1.15$, $p > .05$. Lastly, Mean scores on Utilization of emotions scored by children raised with Authoritative and Authoritarian parenting style scored more or less similar Mean scores ($M = 24.35$; $SD = 5$) vs ($M = 23.19$; $SD = 6.36$), $t(115) = 1.10$, $p > .05$.

Table 2: The mean difference in the various dimensions of Resilience among children raised with Authoritative and Authoritarian Parenting styles

Variables	Parenting Styles (117)		t (df=115)	p
	Authoritative (69) M (SD)	Authoritarian (48) M (SD)		
PER	42.57 (8.66)	39.38 (7.48)	2.06	.04*
REL	28 (7.15)	26.96 (6.47)	.80	.42(n.s)

Note : * $p < 0.05$, n.s (not significant)



Note: PER = Personal Resilience ;REL = Relational Resilience

The result table 2 shows that the Mean score on Personal Resilience among children raised by permissive parenting is higher ($M = 42.57$, $SD = 8.66$) when compared with children raised with Authoritarian parenting style ($M = 39.38$, $SD = 7.48$), $t(115) = 2.06$, $p < .05$. However, the children raised with Permissive parenting style and Authoritarian parenting style scored more or less similar Mean scores on Relational Resilience ($M = 28$; $SD = 7.15$) vs ($M = 26.96$; $SD = 6.47$, $t(115) = .80$, $p > 0.05$).

DISCUSSION

The present piece of study aimed to assess the differences in various dimensions of emotional intelligence and resilience among children raised by authoritative and authoritarian parents. To attain the objective of the study, a Between-group research design was created.

There are two central hypotheses of the present investigation.

Ho1. There will be no significant difference in various dimensions of emotional intelligence between children raised by authoritative and authoritarian parents.

Ho2. There will be no significant difference in various dimensions of resilience between children raised by authoritative and authoritarian parents.

To investigate all the above-stated hypotheses, a sample size for the present study comprised of (N = 117) respondents from the Jammu district, aged between (15-19) years. Based on the scores obtained on the parental authority questionnaire, the two parenting styles i.e., Authoritative parenting style (n= 69) and Authoritarian Parenting style (n = 48) were observed. Moreover, to collect the data, a purposive sampling method was employed.

Results can be summarized as follows to examine the above-mentioned hypotheses

On the grounds of outcomes of the study, diverse results have been observed among children raised by authoritative and authoritarian parents.

The findings of the study can be briefed as follows, to examine the below hypotheses:

Ho1. There will be no significant difference in various dimensions of emotional intelligence between children raised by authoritative and authoritarian parents.

On the Emotional intelligence scale, the children raised with an authoritative parenting style reported higher scores on Managing their own emotions when compared with children reared with an Authoritarian parenting style. This demonstrates that children raised by authoritative parents are self-aware, empathetic, and present-focused, have a strong sense of self, can build strong interpersonal relationships, are self-driven, and can manage other's emotions as well as their emotions well (Mayer & Salovey, 1997). Among the various parenting practices, a healthy parent-child relationship has been attained by authoritative parenting practice (Darling & Steinberg, 1993). Children of authoritative parents have been found emotionally aware and show fewer behavioural issues (Eisenberg et al., 2009) when compared with non-authoritative parents (Simonsi & Conger, 2007). On the contrary, those adolescents raised by authoritative parents demonstrated better emotional intelligence when associated with the adolescents raised by authoritarian and permissive parents. This is due to the reason that authoritative parents look at the pros and cons of their parenting approach (Devi & Uma, 2013; Batool and Bond 2015; Alegre; 2011; Argyriou et al., 2016). Remarkably, lower internalizing distress has been observed among

children reared with authoritarian parenting styles, leading to better emotional intelligence (Simonsi & Conger (2007). Hence, on the grounds of the results of the study, the first hypothesis is unaccepted.

Ho2. There will be no significant difference in various dimensions of resilience between children raised by authoritative and authoritarian parents.

The results of the study depict higher scores on Personal Resilience among children reared by authoritative parents when compared with the authoritarian parents. This indicates that children raised with an Authoritarian parenting style solve problems skillfully, practice emotional intelligence, hold positive self-esteem oneself, show a good sense of humour, know their creative potential, are optimistic and are empathetic. Furthermore, children raised with an authoritative parenting style have been observed showing psychologically healthy which in turn makes them resilient to deal with the hardships of life objectively when associated with children raised with a permissive or authoritarian parenting style (Ritchie & Buchanan, 2011). Doing so will help adolescents make their decisions objectively and also make them psychosocially competent when compared with children raised with non-authoritative parenting practices (Steinberg & Morris, 2001).

A positive correlation has been also reported between Authoritative Parenting Style and Resilience among adolescents (Pranitha et al. 2022; Devi & Singh, 2021; Pillay, 2020; Firoze & Sathar, 2018). Moreover, children whose mothers are compassionate, supportive, and caring reported better resilience (Zakeri et al, 2010). An emotionally aware child has been found to deal with the hardships of life objectively (Steyn, 2006) and also decreases the likelihood of engaging in aggressive behaviour among adolescents (Choe et al., 2012) due to various parenting styles (Ritter, 2010).

Thus, given the outcomes of the study, the second hypothesis is unaccepted.

Conclusion

In the light of the findings of the study, it may be inferred that the authoritative parenting style plays a significant role in bringing up emotionally intelligent and resilient children. This depicts that the children raised with authoritative parenting are socially active, self-knowledgeable and

resilient in dealing with the stressors of life (Klein & Ballantine, 2001).

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