

“The Impact of Parenting Styles on Emotional Intelligence of Children: An Overview”

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Abstract

Since a family plays an important role in the formation of a childhood personality, it is very important to figure out the precise social and psychological family influences that are most important for the development of children's emotional intelligence (EI). The type and number of threats relative to previous years are growing with the need for globalization and social relationships are the central component in child growth and the bond between parents and children is a very significant one of all social relationships. While parents' interaction with child and their form of attachment affect the emotional intelligence of child, home environment can be seen as a natural environment for the constitution of emotions and emotional attachments. Parents' style of communication with the child, child's acceptance at home, the way they support the development and learning of child, signals they send to child, modelling, and physical environment are presumed as the indicator of sufficiency of home environment. A lot of parents believe that the most difficult ones for child rearing are the youth years in the child growth phase. Youth is a time of physical and psychological development where it is assumed that an person will develop his or her own personality and develop the skills required for socially responsible actions. It is often a time of elevated emotionality where, in a deeper and more persistent way, they sense the feelings.

This paper focuses on the effect of parental approaches on children's emotional intelligence. This article takes separate findings from other reports on the same subject and makes honest attempts to provide an analysis of the important effects of the effect of parenting styles on EI children.

Keywords: *Children, Emotional Intelligence, Environment Family, Parenting Style*

INTRODUCTION

The type and number of threats relative to previous years are growing with the need for globalisation. Family, which plays a major role in teenage personality development, undergoes systemic, emotional and interactional transformations. It is not necessary to overlook the contributions of mothers in defining the character of their children. But an enormous number of women are joining the labour force, especially mothers, either because of economic need or in pursuit of identity. This has contributed to a fundamental transition in the conventional position of the mother as a 'caretaker' to a 'bread earner' which has changed the priorities which traditions of child rearing. An effort is then made to see the impact of it on children's social intelligence. Before that, though, it is important to take a look at literature.

In the last ten years, the concept of emotional intelligence has aroused much interest in society and in academia. Indeed, research is confirming the relation between emotional intelligence and some positive developmental outcomes such as: subjective well-being (Gallagher & Vella-Brodrick, 2008), adaptive coping styles and mental health (Mavroveli, Petrides, Reiffe, & Baker, 2007), mental ability and positive personality traits (Van Rooy &

Viswesvaran, 2004), academic achievement (Schute, Malouff, Hall, Haggerty, Cooper, Golden, & Dornheim, 1998), school adjustment (Adeyemo, 2005), and physical and psychological health (Tsaousis & Nikolaou, 2005).

Parenting styles

The role of parental engagement in the general development of children has been increasingly recognised by researchers and theories. The parent child scheme is also linked to the sociometric status of the child (Barth and Parke, 1993; Putallaz and Heflin, 1990). Social relationships are the central component in child growth and the bond between parents and children is a very significant one of all social relationships.

A lot of parents believe that the most difficult ones for child rearing are the youth years in the child growth phase. Youth is a time of physical and psychological development where it is assumed that an person will develop his or her own personality and develop the skills required for socially responsible actions. It is often a time of elevated emotionality where, in a deeper and more persistent way, they sense the feelings. The transformation of young people to maturity will be a seamless process encouraged by advice to secure, nurture and understand parents in an atmosphere that is emotionally conducive. (Erickson, 1968). A family where emotional bonding and communication between youth and parents are adequate with clear behavioural standards, then youths can become emotionally competent, responsible, independent, confident and socially competent (Goleman, 1995).

In puberty, adolescence, early adulthood and adult life, social competence is essential for achieving and sustaining social and academic achievement and for mental wellbeing and personal adjustment. To develop social intelligence and social competence, the family provides the first context for recognising and communicating affective messages. Parents give the child affective signals, with growing hopes that they will be understood and replied to by the child. In the context of daily life, the emotional expressiveness of parents provides the infant with instructions for the use of expression in current social experiences. Emotional expressiveness is the type of parents or behavioural behaviours in the socialisation phase of the parent child relationship phase. Parents' expressiveness expands emotional learning beyond the development of language skills, such as coding and decoding, to the application of emotion laws in various contexts.

As Halberstadt (1991) argued, emotional expressiveness may involve a combination of emotion states, knowledge of display rules, and motivation and ability to control one's emotional express. He has conducted studies and identified that cross generational links in expressiveness, similarities between mothers and children's level of expressiveness (Denham, 1993; Eisenberg et al., 1992), similarities between fathers and children's levels of expressiveness (Halberstadt, Yok and Jones, 1993). The children learn expressiveness in the family and also they transfer their expressive style in their interactions with others.

Cassidy et al. (1992) found links between family expressiveness and peer competence. Highly expressive parents had children who were higher in sociometric ratings of social acceptance. These studies demonstrate connection between parental expressiveness and child expressiveness and between parental expressiveness and children's social intelligence. Social competence refers to social intelligence. According to the greatest S-R theorist Thorndike (1920) social intelligence is one of the components of intelligence. He defined social intelligence as the ability to understand and manage men and women, boys and girls –to act wisely in human relations". As social intelligence was defined very broadly one can consider emotional intelligence as a type of social intelligence, but the difference is that compared with social intelligence, emotional intelligence may be more clearly distinguished from general intelligence as involving the manipulation of emotions and emotional content. Consequently, it may have better discriminate validity (Mayer and Salovey, 1993).

As a new perspective, Gardner (1983) proposed a theory of multiple intelligence which included intrapersonal intelligence and interpersonal (social) intelligence. He conceptualized interpersonal intelligence as the ability to understand other people: what motivates them, how they work, and how to work co-operatively with them. Intrapersonal intelligence is a correlative ability, turned inward. It is a capacity to form an accurate veridical model of oneself and to be able to use that model to operate effectively in life.

Goleman (1998) considered family and school are the places which can develop emotional and social competence i.e., emotional intelligence. He ascertained 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. However, hard data has only recently demonstrated that having emotionally intelligent parents is of immense value to an infant itself. In addition to their direct relations with a child, the way a couple treats the emotions between them imparts important lessons to their offspring, who are astute learners, tuned to the subtlest emotional recharges in the household. Therefore, in this personal cauldron, children learn how to feel about themselves and how people respond to their emotions, how to reason about these emotions and what options they have in responding, how to read and communicate hopes and fears. This emotional education works not only through the things parents say and do directly to kids, but also through the models they provide to cope with their own emotions and those that move between husband and wife.

Factors affecting children's emotional intelligence

Several factors affect the development of emotional intelligence in children. Child's character, neurophysiology and cognitive enhancement are the important factors (Eisenberg & Morris, 2002; Goldsmith & Davidson, 2004). However it has been seen that emotional intelligence may strengthen or dull with the effect of both these factors and social relationships like family and circle of friends. Family environment is especially the most important one among these (Cole, Martin, & Denis, 2004; Parke, 1994; Walden & Smith, 1997).

According to Morris et al. (2007) family environment affects children's emotional intelligence in three aspects. Firstly children learn emotions by observing the people around them. Secondly their experiences and behaviors related to parent's emotions ensure children to become appropriate to society's expectations. Thirdly factors reflecting the emotional status of family such as the quality of emotional attachment between the child and the parents, attitude of parents, emotional and social openness, and marital relationship have impacts on emotional intelligence.

Emotional Intelligence and Parenting Styles

Baumrind denotes ideal parents as "parents who manage child's activities in a rational way, promote verbal communication within the family, talk about their attitudes regarding child, raising with the child, support child to overcome the obstacles that the child faces when he cannot adjust" (Baumrind, 2005). As stated attitude of parents bring along with positive Maternal Attitudes, Emotional Intelligence and Home Environment and Their Relations with Emotional Intelligence of Sixth Years Old Children 169 results as self control of child, self adjustment, adaptation and friendly relations (Jewell et.al. 2008).

Alegre (2011) reported four main dimensions of parenting are identified that are relevant to the study of emotional intelligence: parental responsiveness, parental positive demandingness, parental negative demandingness, and parental emotion-related coaching. Parental responsiveness, parental emotion-related coaching, and parental positive demandingness are related to children's higher emotional intelligence, while parental negative demandingness is related to children's lower emotional intelligence. Thompson (1998) indicated that children, who have positive relations with parents and argue the emotions of others, have a better understanding of emotions when compared with others. Children learn emotions from their parents' speeches and enhance their emotional intelligence through the bond they attached with their parents (Raikes & Thompson 2006).

In a research by Chen et al. (2005) on attitudes of parents and children's social adaptation, it has appeared that supportive parenting attitude is influential on development of children's social adaptation. Child raising attitudes of parents also affects the emotional environment of the family (Lopez, Bonenberger and Schneider; 2001), it was found that excessively authoritarian attitude of parents is associated with the low empathy level of child while inductive attitude is associated with high empathy level. It appears that authoritarian parents limit their child further (Marr & Ezeife, 2008). Parenting styles associated with poor child emotion regulation, dismissive and disapproving responses to displays of emotions (Gottman et al., 1997; Ramsden & Hubbard, 2002). Ramsden and Hubbard (2002) found dismissive parenting was associated with poorer emotion regulation and increased aggressive behaviour in preschoolers.

Denham and colleagues (2000) found a similar relationship, and concluded that dismissive parenting may be worse for children with more difficult temperaments. Also in several studies show that parents are influential on child's emotional reaction, motivation status, behaviours and emotional control (Eisenberg, Cumberland, & Spinrad, 1998; Gottman, Katz, & Hooven, 1997). Accordingly parents with warm and positive attitude will raise children who experience less anger and temper or who have fewer problems like aggressiveness stems from these emotions (Eisenberg et al., 2005).

Emotional Intelligence and Home Environment

While parents' interaction with child and their form of attachment affect the emotional intelligence of child, home environment can be seen as a natural environment for the constitution of emotions and emotional attachments (Raikes, & Thompson, 2006). Parents' style of communication with the child, child's acceptance at home, the way they support the development and learning of child, signals they send to child, modelling, and physical environment are presumed as the indicator of sufficiency of home environment (Caldwel & Bradley, 1984).

Home environment is important in terms of ensuring the child to overcome the emotional barriers (Parke, et al., 1992; Thompson, 1994). It has appeared that negative impacts in home environment; especially mother's angry and furious communication style lowers preschool children's understanding of emotions. Nixon and Watson (2001) observed that children with positive home environment animate spousal relations positively in puppet plays while children who are subject to negative impacts animate it negatively. According to the study by Chen et al., (2005) parents with supportive attitude arrange home environment in such a way that is enhances emotional sufficiency of children. These parents organize home environment based on the thoughts and suggestions of children, choose and place the furniture and materials the way that this provide emotional comfort in order that children see themselves as a member of the family.

Emotional Development and Parents' Reactions

In recent years, we have witnessed an increased focus on the developmental impact of parental socialization of children's emotions (e.g., Denham, 1998; Eisenberg, 1996; Goodnow, Knight, & Cashmore, 1986). From this, there is growing evidence to suggest a relation between a healthy parent-child 'emotional connection' and positive social and academic child outcomes (Gottman, 1997; Gottman & Declaire, 1997; Gottman, Fainsilber-Katz, & Hooven, 1996).

Research has been conducted on parents' reactions to children's negative emotions. For example, Plomin, DeFries, and Loehlin (1977) and Scarr and McCartney (1983) report that a child's mood and behavior may evoke particular reactions from others. A child with a temperamentally moody disposition will elicit moody reactions from peers and parents, whereas a child with a temperamentally easy disposition may not lead to the same outcomes (Plomin et al., 1977). In turn, these social reactions are likely to influence the child's development and the growth of personality attributes (Thompson, 1999). Cook, Kenny, and Goldstein (1991) and Fish, Stifter, and Belsky (1991) found that negative parental affect toward children might be a consequence of adolescents' and young children's expression of negative affect toward their parents.

Conclusion

"Family is the first environment where the child feels, observes and learns the emotional relationships" (Warhol 1998). "Parenthood contains the skills like struggling against the various dangers that children may face and guiding them in a good way" (Melmed 1998). "Children try to understand the emotions through the attachment and modeling with parents (Denham 2000, Liable & Thompson 1998). "Family life is our first school for emotional learning (Daniel Goleman). As stated by Eisenberg et al. (2005): "Mother's parenting attitudes and interactions with children have more powerful impact on their social and emotional development." From the above studies, It can be

concluded that children are more related than fathers to their mothers. And thus, different psychologists and scholars are seeking to see the influence of different influences linked to the mother on the mother's emotional intelligence.

The family's psychological environment is critical for the degree of emotional intelligence. Emotional awareness and management is the strongest in those families where warm emotions prevail among their members. The capacity to regulate other people's emotions is often connected to strong family relationships, but those who perceive their own family life as "natural" are the least likely to control other people's emotions. The weakest in knowing and managing their own emotions are subjects who grow up in homes where disputes were frequent; they are therefore the strongest manipulators capable of exploiting the vulnerabilities of those around them; the weakest manipulators are subjects raised in communities where ties are extremely good and pleasant shared feelings prevail.

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