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The Relationship between Parenting Style and a Child's Emotional Intelligence

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Abstract

The relationship between a parents' parenting style, a child's emotional intelligence scores, and whether or not the child grew up in a household with two parents was measured in a sample of undergraduate students at Tyndale University. Results indicated that the authoritarian parenting style showed a positive relationship with emotional intelligence. However, the authoritarian and permissive parenting styles showed a partial negative correlation with emotional intelligence. The uninvolved parenting style was found to have a negative relationship with emotional intelligence. Those who reported having two parents in the home during adolescence and had parents who used the authoritative parenting style had higher emotional intelligence. Those who reported permissive or authoritarian parenting had lower emotional intelligence. Interestingly, those with only one parent in their adolescence and reported authoritative or uninvolved parenting styles had a stronger relationship with interpersonal emotional competence. Implications for how a parents' parenting style and the parental situation during a child's adolescence, and the relationship they have to a child's emotional intelligence scores were discussed. Further research should be conducted on the relationship between whether a child has one or two parents in the home during adolescence, parenting styles, and other factors that pertain to a child's development.

The Relationship between Parenting Style and a Child's Emotional Intelligence

One of the most important influences in our lives is the shaping guidance of a parent or caregiving figure. They play a major role in our healthy development and the regulation of our emotions. In the current study, emotional intelligence (EI) will be discussed. EI is defined as a person's ability to perceive, use, understand, and manage emotions and emotion-related information (Mayer et al., 2016). Three parenting styles will also be explored: authoritarian, authoritative, and permissive (defined in the subsequent section), with a fourth style, that of uninvolved parenting, being considered as well. The current study will explore the extent to which the emotional intelligence of young adults is predicted by the parenting style they experienced as children.

Parenting Styles

There is much discussion related to how parenting positively and negatively influences child development. To elucidate the interaction between parenting style and child development, Baumrind (1978, 1991) presented three parenting styles that characterize parents' attitudes towards their children: authoritarian, authoritative, and permissive parenting. The researcher found that parents who fall under the authoritarian style value having authority over their children and discourage communication to impose control over their children. Authoritative parents support their children while also maintaining firm discipline in a way that models verbal interaction and communication. Permissive parents fail to provide solicitation of their children's behaviour and have a neglectful attitude toward parenting. The parenting style a parent uses to raise their child can significantly impact their offspring's growth and development across multiple domains. The subsequent section will provide a scholarly examination of diverse factors, in conjunction with parenting, that contribute to a child's development.

Parenting Styles that Affect Factors for a Child

Parenting Styles and Self Esteem. A single parental style cannot be used to understand all the dimensions of parenting. Calders et al. (2018) developed a new technique using statistics, combining dimensional parenting and parental styles (authoritative, authoritarian, and permissive) approaches of understanding. Dimensional parenting relates to constructs that describe parental styles based on the parents' inclination to use them. Their study had four objectives: first, they used adolescent reports to group parenting behaviour; second, differences in the parenting groups were examined; third, parenting styles were assessed in light of adolescent attributes; and fourth, the study sought to explore how parenting styles changed over time by looking at parents who were similar and assigned them to groups based on that criterion. The parenting behaviours considered were support and proactive, punitive, psychological, and harsh control. The results of their study showed that adolescent development benefitted from authoritative parenting and that it led to higher self-esteem. However, the authoritarian approach led to decreased self-esteem. Authoritative parenting also led to less externalization of problem behaviour compared to authoritarian parenting (Calders et al., 2018). Numerous academic studies have shown that parenting styles play a crucial role in the development of adolescents. Research has linked parenting styles to various other aspects of adolescents' development, including valuing, children's moral behaviour, self-regulation, and self-esteem. The next section will cover the facets of emotional intelligence as they pertain to adolescent growth and development.

Parenting Styles and Valuing. Williams et al. (2012) explored the concept of valuing. Valuing is the process of judging the ability for a goal or action to enable human flourishing and therefore, "values" are the schemas derived from the process of valuing. For example, if a parent were to prioritize being honest with their children, it would become a value they must uphold to

have a sustainable relationship with their child. Williams et al. (2012) found that children who reported experiencing authoritarian parenting were found to internalize the values held by their parents more often than children who reported experiencing other parenting styles.

A variant longitudinal study was conducted by Williams and Ciarrochi (2020) to explore the correlation between parenting styles and a child's perspective of their own internalized values. In contrast to the findings of Williams et al. (2012), Williams and Ciarrochi (2020) did not find any significant increases in the child's values as influenced by parents; however, some non-significant changes were evident in children with authoritative parents. The researchers suggest that their lack of significant findings may be a result of their study being limited to one year and that as a result, the patterns in the data may not show significant change. Interestingly, they saw a universal pattern across both male and female participants, that reported authoritative and authoritarian parenting styles tended to decline, and reported permissive parenting styles tended to increase, from the 12th grade to the post-school phase. Despite their insignificant findings, their research sheds light on how parental behaviour shapes the internal values of children from a young age into adulthood. The authors propose that "structure provides a contingent, predictable environment. Together, responsiveness and structure create a secure base from which adolescents can begin to explore their world and come into contact with real environmental contingencies, with safe limits" (Williams & Ciarrochi, 2020, p. 555). In other words, children who have a secure home are also able to best experience real world situations safely. Moreover, research has demonstrated an association not only between parenting styles and valuing, but also between parenting styles and moral behavior.

Factors That Affect The Parenting Style of a Parent

Parenting Styles and Moral Behaviour. Leman (2005) explored reasons why parenting style impacted children's moral behaviour. The author examined the reasoning and justification presented by children that supported the establishment of parental rules in a series of scenarios. Leman (2005) used a method that asked questions pertaining to the three parenting styles and a fourth category: authoritative, authoritarian, permissive, and undifferentiated (scores that did not fit into the three main parenting styles). The reported prevalence of parenting styles among participants comprised of nine individuals reporting permissive parenting, 24 reporting authoritarian parenting, 29 reporting authoritative parenting, and 38 reporting undifferentiated parenting, thus accounting for a total of 100 participants (Leman, 2005). Their results showed a possible association between authoritative parenting and a child's perception of equal authority between themselves and their parents. Additionally, they presented findings that children of permissive parents provide significantly more reasoning behind their peers emotions compared to children of undifferentiated parenting (Leman, 2005). They propose that there may have been a benefit for authoritative parents to communicate the consequence of an action with their child to promote their full understanding of moral reasoning.

Parenting Styles and Self-Regulation. Like moral behavior, self-regulation encompasses a child's ability to exercise impulse control and postpone gratification, both of which are fundamental skills required for their healthy development. The bi-directional associations between parenting styles and resulting self-regulation in adolescents were explored by Moilanen et al. (2015) over a 1-year period. The term self-regulation is defined as the ability to be aware of personal emotions and to use them appropriately to achieve personal goals (Moilanen et al., 2015). Findings over the course of a year showed strong evidence that children have a greater influence in changing their parents' parenting style based on their self-regulation

than the child's method of self-regulation being influenced by their parents' parenting style. Moilanen et al. (2015) found that the authoritarian style of parenting has detrimental effects in the early to middle years of adolescence; parenting practices that are harsh have more dysregulating effects on children than supportive parenting practices (Moilanen et al., 2015). Furthermore, parents who experience multiple failures in trying to maintain control, may give up trying to manage their dysregulated children. In this situation, their parenting styles may shift to permissive or withdrawn to avoid conflict with their child in the household (Pardini et al., 2008). The ability to self-regulate is considered to be just as crucial as the ability to regulate one's own emotions.

Emotional Intelligence

According to Mayer et al. (2016), emotional intelligence is defined in terms of the perception, use, understanding, and management of emotions and emotion-related information. Emotional intelligence is a characteristic that is easily associated with other positive personality traits (McCann et al., 2020; Zheng et al., 2021).

Mikolajczak (2009) presents her research on the conflicting perceptions between the two forms of emotional intelligence; ability EI: emotional intelligence as an ability, and trait EI: emotional intelligence as a personality trait. Mikolajczak (2009) provided compelling evidence that there are more unifying qualities between ability EI and trait EI that make them complementary than qualities that make them incompatible. The first unifying argument is that they both measure knowledge and emotions that provided a person with the understanding of themselves, others, and how to navigate emotionally heavy situations. The knowledge of emotions could not be compiled into a list of characteristics; it depended on the persons past experiences and the obligations one felt regarding a particular situation (Mikolajczak, 2009). The

second unifying argument is that both ability EI and trait EI could apply one's knowledge and use the appropriate strategy in a given situation. Ability EI focuses on what a person can do with their emotions rather than what they know about emotions. The third unifying argument is that ability EI and trait EI share the quality of dispositions, the likelihood that one will behave in a certain manner during emotional situations. For example, if a person were to ask their friend to not think about a stressful situation because it was affecting the friend's emotions negatively and the friend was able to regulate their negative emotions, they would have a high level of disposition. Mikolajczak (2009) challenges the current literature by suggesting that the three aspects of emotional abilities presented should not be separated and seen as separate measures of one's trait EI or ability EI. Rather, each ability should be examined and applied based on its purpose to an appropriate context. In this regard, it is worth noting that Mikolajczak's (2009) research highlights the variability in individuals' emotional intelligence and emphasizes that this construct should not be perceived as a definitive measure of their intelligence or personality traits, but rather as a facet of the broader view of the person as a whole.

This notion is further supported by the study conducted by Zheng et al. (2021), which investigated the association between emotional intelligence and resilience in young adolescents during transitional phases of their lives. Their study showed that emotional intelligence and resilience were related; this is congruent with similar studies that showed that family conflicts and bullying could negatively affect emotional intelligence scores and cause maladjustment. If a student has the opportunity to strengthen their EI because of these factors, their resilience and coping skills will also become stronger and more evident. Clearly, resilience and EI can lead to a more fulfilling and enjoyable life.

McCann et al. (2020) explored how an individual's perceived emotional experiences can predict their EI. They distinguished the difference between emotion perception (the ability to recognize the presence of emotions in an environment) and emotional facilitation (the ability to generate the appropriate emotion for a specific context) in generating awareness of the emotion as well as subsequently being able to use it correctly. Overall, McCann et al. (2020) observed that individuals with higher EI scores tend to possess heightened sensitivity towards emotional outcomes, a greater recognition of the malleability of emotions, a more adept utilization of emotions, and a better understanding of the emotional states of others.

Parenting Styles and Emotional Intelligence

Wang et al. (2019) explored the connection between parenting styles, communication ability with peers, and the emotional intelligence of young children by soliciting parental reports from those with children between the ages of three and six. Democratic parents take responsibility to encourage their children to develop and grow. In contrast, tolerant parents are loving and affectionate, though they do not assume responsibility for their child's behaviours and development. The four subscales of emotional intelligence consist of the ability for one to regulate and control their own emotions, regulate and control others' emotions, express and evaluate their own emotions, and appropriately understand and interact with others' emotions. Wang et al. (2019) found a significant positive correlation between the four parenting styles and the four factors of emotional intelligence in their children, with the democratic parenting style having the most significant impact on the emotional intelligence of the child. They also found a significant correlation between a child's emotional intelligence and their peer communication ability. For example, high school students who have strong relationships with their peers by

being able to understand and communicate their emotions were found to have higher emotional intelligence scores (Wang et al., 2019).

Alegre (2011) proposed four main dimensions of parenting with the aim of testing the relationship to a child's emotional intelligence scores: parental responsiveness, demandingness, parental negative demandingness, and parental emotion-related coaching. Parental responsiveness is defined as how warm and nurturing a parent is towards their child. On the other hand, parental demandingness is more complex and shows a correlation with more negative developmental outcomes. Based on prior research, the authors defined parental negative demandingness as "parenting practices such as psychological control, inconsistent and punitive discipline, and harsh disciplining" (Alegre, 2011, p. 57). Parental emotion-related coaching occurs when parents accept a child's display of emotion and helps them to understand and use their emotions to behave appropriately. The authors found that each of the parenting dimensions related to higher EI in children, with the exception of parental negative demandingness. They state that positive parenting practices such as parental warmth and parental emotion coaching elevates self-regulation in children and encourages positive psychological adjustment. Alternatively, they posited that negative parenting practices and harsh discipline resulted in the children experiencing lower emotional regulation and a negative perception of the self.

Contrastingly, Garcia Linares et al. (2018) focused their study on the influence of EI and tested some of the dimensions of EI, such as emotional attention, emotional clarity, emotional repair and their relation to parenting practices. Attention considers how much consideration a person devotes to their feelings; clarity measures how much a person understands their experience of their feelings; and repair assesses how well a person can recover from emotional injury. They recruited three hundred freshman students as participants in their study from the

University of Jaen. Students were asked to fill out an hour-long questionnaire that tested their experience with emotional intelligence and parenting practices (Garcia Linares et al., 2018). The results showed that higher scores in emotional attention was related to lower scores for repair. In addition, low scores in all three profiles also tended to result in fewer emotional skills in general. Lastly, those who had lower scores in attention had higher scores in clarity, leading to greater emotional skills.

Taking a different approach and focusing on the three parenting styles: authoritarian, authoritative, and permissive, Argyriou et al. (2016) studied the relationship between parenting styles and trait emotional intelligence in an adolescent sample. They found that parents who employ an authoritarian parenting style tend to have children with lower levels of trait EI (self-perception of one's emotional abilities) on average. Williams et al. (2012) provided a potential explanation for this result, suggesting that "harsh discipline and constant criticism of a child's emotional expression may lead children to a consistent effort to gain approval from or to avoid the disapproval of the parent, rather than to understand their own internal states and regulate them appropriately" (p. 47). Williams et al. (2012) also explained that children depend on their parents to model social and emotional skills and deficiencies in such skills can arise when basic emotional skills are not adequately represented in the child's upbringing (as often occurs with parents who employ the authoritarian parenting style).

Additional Developmental Experiences and Emotional Intelligence

Care and Protection. Debbarma and Bhattacharjee (2018) conducted a study which explored the impact of caring and overprotective parents on the adjustment of school aged students. Adjustment refers to an individual's ability to comfortably balance various aspects of their environment. Participants included one thousand and two hundred adolescent students who

reported on their parental bonding, emotional intelligence, and adjustment for a students' home, health, social, and emotional aspects of their lives. Debbarma and Bhattacharjee's (2018) findings showed a significant impact of caring and overprotective parents on the EI of their children. Additionally, all four areas of adjustment were confirmed as factors of influence on adolescent emotion.

Environment and Childhood Trauma. Gardner et al. (2011) looked at the interaction of the following factors: parental temperament, environmental factors including family environment and childhood trauma, ability EI (related to cognitive performance), and trait EI (related to personality). Temperament is defined as the parent's emotional reactivity and that in turn, affects the child's ability to adapt in society; the other factors show moderate correlations with parental temperament. They further state that childhood trauma and environmental factors do not significantly influence EI. Similarly, research carried out by Vernon et al. (2008) indicated that EI seemed to be caused primarily by heritability in contrast to the influence of environmental factors. Surprisingly, EI was less influenced by environmental factors and the research suggests that it is developed intrinsically and affected by temperament. To conclude, their findings show that trait EI is largely determined by intrinsic factors, while childhood trauma and family environment have little impact on either type of EI (Gardner et al., 2011).

Environment and Adolescent Mental Health. The mental health of children is largely influenced by the home environment in which they were raised. Deb et al. (2015) surveyed the relationship between home environment, adolescent mental health, and parent personality and its relation to adolescent need for guidance with personal and psychological issues. They measured adolescent need in the following categories: perception of disturbance, comfort level to share personal problems with parents, whether basic needs were met at home, and pressure related to

achieving high academic success. They describe their pursuit of understanding as exploring “how the familial environment [affects] the overall development of interpersonal, personality, outlook, and career choices for adolescents” (Deb et al., 2015, p. 5). The authors found a correlation between adolescent home environments that were perceived as disturbed, with higher rates of adolescent anxiety. In addition, more than half of adolescents felt as though they were unable to share their personal problems with their parents, and those adolescents had higher scores in anxiety, lower social adjustment, and lower self-esteem than adolescents who were able to share. Interestingly, those parents who were physically violent toward their adolescents were more likely to have had mental health challenges, and those parents who were abused were more likely to have been the victim of abuse themselves.

The Role of Fathers. Fathers who use an authoritative parenting style are more successful at raising young adults who are emotionally intelligent; Shalini and Acharya (2013) used a questionnaire that asked children to report on their perceived parenting style of their fathers. Children were asked to fill out a parental style assessment and took an additional survey where they reported their own EI scores. An interesting finding was that children with higher EI had fathers with authoritative and authoritarian parenting styles. It was also noted that daughters reported their fathers as being more authoritative compared to sons’ reports. The authors observed that families with stable family structures, such as whether they had a single parent or two parent home, and communication foster a good environment for communication and high EI scores. To conclude their study, Shalini and Acharya (2013) claim that emotional intelligence is highest in children with authoritative parents.

Body Perception. Gugliandolo et al. (2020) sought to understand how body uneasiness (dissatisfaction with body size and negative self-perception) can develop in adolescents. The

question of how parenting and EI play a role in adolescents' perceptions of their own body was examined. Trait EI is one aspect of overall EI, it makes up an individual's personal emotional understanding, perception, and regulation as well as others. Adolescents with greater support from their parents, but lower EI, indicated a higher level of body uneasiness. Accordingly, adolescents who have higher trait EI seem to be more mentally stable and suffer from less negative effects from their low body image.

Permissiveness. Wischerth et al. (2016) found that permissive parenting had a negative influence on EI, leading to inhibited personal growth in children. Permissive parenting includes low parental control, high positive regard towards the child, and frequently having the child as the centre of attention. The authors found that permissive parenting had a negative effect on children's EI. Wischerth et al. (2016) proposed the reason children's EI scores were high may be due to parents being involved in helping children work through their emotional growth. Additionally, EI is stunted by fewer difficult emotional experiences. Therefore, Wischerth et al., (2016) were the first to point out that permissive parenting allows for fewer negative feelings to be shared safely, causing children to bypass the development of healthy coping skills, which may contribute to lower EI. In addition, they were the first to show the negative impact on EI and personal growth.

Single and Two-Parent Households

In a study conducted by Chen et al. (2019), the impact of Chinese families' single parents' gender-role types, gender-role attitude, and socioeconomic status on a child's social adjustment was examined. They asked single parents to fill out questionnaires that measured their socio-economic status, sex role, gender-role attitude, and their socio-economic status. Their findings showed that single parents who were androgynous, showing both male and female traits

was most predominant in their study (Chen et al., 2019). Intriguingly, when examining the impact of a parents' gender-role type on a child's masculinity or femininity level, their results showed "children raised by single fathers were not significantly different, while upbringing by single mothers, there were more masculine boys than girls, and more feminine girls than boys. The gender-role types of the children raised by single mothers were more consistent with their physiological sex" (Chen et al., 2019, p. 321). Chen et al. (2019) also found that masculine traits were beneficial for the child's personal achievements, while feminine traits were beneficial for the child's ability to have harmonious relationships. The researchers note that in Chinese culture, the role of mothers serves as the main child-rearing figure, compared to fathers. Emphasis is placed on the importance of parental gender-role attitudes and the affect they have on a child's gender traits and social adjustment (Chen et al., 2019).

Previous research examining the correlation between childhood development and familial structure, including single and two-parent households, as well as childhood emotional intelligence (EI), has been scarce. The present study aims to address this knowledge gap by examining the potential influence of parenting style, emotional intelligence, and parental situation on children with respect to the number of parents present in the household. The parental situation of a child is an essential contextual variable to consider, as it encompasses financial and gender-related experiences, personal growth, as well as internal and external emotional competencies.

The Present Study

This study explored the relationship between parenting styles and the EI scores of their children. Parenting styles influence various aspects of a child such as their behaviour (Calders et al., 2020), self-regulation (Leman, 2005), and self-esteem (Moilanen et al., 2015). In addition,

parenting has been seen to impact emotional intelligence due to a variety of factors such as parenting dimensions (Alegre, 2011), parenting practices (Garcia Linares et al., 2018), and parenting styles (Wang et al., 2019). However, the research has failed to fully explore the relationship between the three common parenting styles and emotional intelligence from the child's perspective of reflecting on their most recent living situation with their parent(s) or guardian(s) as an adolescent. This approach will take into consideration the child's maturity and ability to reflect on the experience gained by withdrawing from the environment. In addition, the child's age, gender, ethnicity, and parental situation during adolescence, as well as their current relationship with their parents will be considered a factor in collecting demographic information. The present study will fill this gap in the literature. First, I hypothesize that authoritarian parenting will show a negative correlation with emotional intelligence. Second, I hypothesize that authoritative parenting will show a positive correlation with emotional intelligence. Third, I hypothesize that permissive parenting will show a negative correlation with emotional intelligence. Fourth, I hypothesize that uninvolved parenting will show a negative correlation with emotional intelligence. Fifth, I hypothesize that there will be a relationship between those who had two parental figures present in their life as a child, their parents parenting style as an adolescent, and their emotional competence scores.

Method

Participants

Most participants in my study were students who attended Tyndale University. Since Tyndale University is a school that is located in the culturally diverse city of Toronto, a wide variety of ethnicities, family backgrounds, parenting styles, and emotional intelligence scores

were represented. The number of participants in my study were 81 participants between the ages of 18-75 years. Considering that there was a higher ratio of female compared to male students enrolled at Tyndale, there was a slight gender bias. A total of 51 (63%) female participants and 30 (37%) male participants took part in the study. As compensation for their participation, students who participated were given the opportunity to choose between 1% extra credit in one psychology course they were enrolled in this past semester or enter in a draw to win a \$25.00 Amazon gift card. Those who chose not to complete the study or chose to withdraw from the study, were still eligible to receive compensation.

Materials

Informed Consent

At the beginning of my study, participants were required to read and sign an informed consent form electronically, indicating their agreement. All participants had to be at least 18 years of age. The purpose of the form was to inform participants of their rights, potential risks, and explained the opportunity of compensation for their participation at the end of the survey. All participants responses remained confidential. See Appendix A for a copy of the Informed Consent Form.

Profile of Emotional Competence (PEC)

The Profile of Emotional Competence (PEC) was used to assess emotional intelligence. The responses were evaluated based on 50 items on a Likert scale (1 = Never, 2 = Occasionally, 3 = Sometimes, 4 = Frequently, 5 = Always) that asked questions that prompt self-reflection on participants own emotional skills and observations. Items included questions that address both the self, and the social world around the participant such as “When I am touched by something, I immediately know what I feel” or “I am good at sensing what others are feeling.” Brasseur et al.

(2013) found the overall reliability to be between ($\alpha = 0.60$ to 0.83) and the Cronbach's alpha total score had good reliability with a score of 0.88 . See Appendix B for a copy of the Profile of Emotional Competence scale.

Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ)

The Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ) instrument was designed by Shyny (2017) to measure the perceived parenting style from the perspective of higher secondary school students. The four parenting styles that were outlined include: authoritarian parenting, authoritative parenting, permissive parenting, and uninvolved parenting. Participants were required to respond to 30 questions based on a 5-point Likert scale format (1 = "All of the time", 2 = "Most of the time", 3 = "Sometime", 4 = "Rarely", and 5 = "Never"). Questions vary from "My parents give me punishments according to their mood" (authoritarian parenting), "My parents provide me comfort and understanding when I am upset" (authoritative parenting), "I get no chance and freedom to explaining my wishes and needs in front of my parents" (permissive parenting) to "My parents ignore me when I am misbehaving" (uninvolved parenting). For the present study, the phrasing was revised to accommodate participants who may have a variety of parental experiences during their upbringing and include the wording to be both "parent(s)/guardians" to accommodate a more diverse parenting experience for children. For example, question 31 was originally "My parents threaten to punish me without actually doing it" and was revised to be "My parent(s)/guardian threatens to punish me without actually doing it." Shyny (2017) found strong reliability with a Cronbach's alpha 0.98 demonstrating strong internal consistency. See Appendix C for a copy of the Adolescent Parenting Attitude Four Factor Questionnaire Scale.

General Demographics Survey

The general survey was created to record participants general demographics. Participants characteristics such as their age, gender, ethnicity, and parental situation were gathered. Participants' parental situation data would be collected with reference to two different periods of time. First, participants were asked about their situation as an adolescent and second, based on their most recent living situation with their parental situation. See Appendix D for a copy of the general demographics survey.

Procedure

This study was approved by the Research Ethics Board at Tyndale University before participants were able to access and take part in it. Participants were recruited using word of mouth and digital media. Digital media methods included emails, social media posts, and posters on televisions around campus. Word of mouth methods included talking to students in common spaces and in-class announcements from professors to students enrolled in psychology classes. The questionnaires and instruments for this study could be accessed electronically using the platform SurveyMonkey.com, which allowed participants to take part on their own time, from any location. Participants were required to read the informed consent form as an agreement to its risks, conditions, and legal rights as well as be informed about what was to be expected. Once they had given their consent, they could fill out the Profile of Emotional Competence Scale, the Adolescent Parenting Attitude Four Factor Questionnaire Scale, and finally the General Demographics Survey. Then, Tyndale University participants were given the opportunity to be compensated for their time (no longer than 60 minutes total) by earning 1% extra credit in a psychology course of their choosing or entering themselves in a draw to win a \$25 Amazon gift card.

Results

Descriptive Statistics of Key Variables

In this study, the key variables included global EC, intrapersonal EC, and interpersonal EC and the four adolescent parenting attitudes measured by the APA-FFQ. Although the PEC could be divided into 10 subscales, only the three overall scales were used in this study, which include the global EC, intrapersonal EC, and interpersonal EC scales. Global EC relates to overall EC, intrapersonal EC relates to a person's perception of their own EC, and interpersonal EC relates to a person's perception of others' EC. See Table 1 for the descriptive statistics of the three global EC scores. The mean for all three EC scales was above the middle range (3.00). All three of the EC scores had excellent internal reliability, with a Cronbach's alpha ranging between 0.88 to 0.93.

Table 1

Descriptive Statistics of Global Emotional Competence Scores

	Mean	SD	Min.	Max.	N	α
Global EC	3.32	0.51	2.06	4.34	82	.93
Intrapersonal EC	3.21	0.62	1.75	4.60	82	.91
Interpersonal EC	3.42	0.51	2.16	4.36	82	.88

Note. Participant scores ranged between 1 and 5. 1 representing extremely low EC, 5 representing extremely high EC, and 3 representing the middle of the range EC.

The APA-FFQ scores measured participants scores based on their reported parenting attitude towards them as children. These attitudes were categorized into 1 of the 4 parenting styles: authoritarian, authoritative, permissive, and uninvolved. The sums for the parenting style

items ranged between 20.00 and 40.00, with permissive parenting showing the lowest total sum at 21.38 and authoritative parenting showing the highest sum at 31.60. The authoritarian and authoritative style showed excellent internal reliability, with a Cronbach's alpha of 0.91 and 0.86 respectively. The uninvolved style showed acceptable internal reliability with a Cronbach's alpha of 0.72. The permissive style showed only a 0.39 Cronbach's alpha, with an unacceptable internal reliability. See Table 2 for the descriptive statistics of the four adolescent parenting attitudes.

Table 2

Descriptive Statistics of Adolescent Parenting Attitude Scores

	Sum	SD	Min.	Max.	N	α
Authoritarian	23.17	8.84	9.00	49.00	81	.91
Authoritative	31.60	8.09	11.00	46.00	81	.86
Permissive	21.38	4.09	12.00	33.00	81	.39
Uninvolved	22.74	6.40	13.00	40.00	81	.72

Primary Hypothesis Testing

The first hypothesis predicted that authoritarian parenting would be negatively related to emotional competence. To test this hypothesis a series of Pearson correlations was computed between authoritarian parenting and each major emotional competence subscale. Table 3 shows the results which indicated that authoritarian parenting was negatively related to global emotional competence, interpersonal emotional competence, and intrapersonal emotional competence, showing that the hypothesis was supported.

Table 3

Correlation Statistics of Global Emotional Competence Scores and Authoritarian Adolescent Parenting Attitude Scores

Authoritarian	Global EC	Interpersonal EC	Intrapersonal EC
r	-.314**	-.214*	-.343**
n	81	81	81

Note.

** is significant at the 0.01 level (1-tailed)

* is significant at the 0.05 level (1-tailed)

Those with higher authoritarian parenting scores also had lower emotional competence. More specifically, authoritarian parenting had a significant negative relationship to global emotional competence scores $r(n=81)=-.314$, $p=.002$, intrapersonal competence scores $r(n=81)=-.343$, $p=.001$, and interpersonal competence scores, $r(n=81)=-.214$, $p=.011$. See Figures 1 through 3 for scatterplots of these relationships.

Figure 1

The Relationship between Global Emotional Competence and Authoritarian Parenting

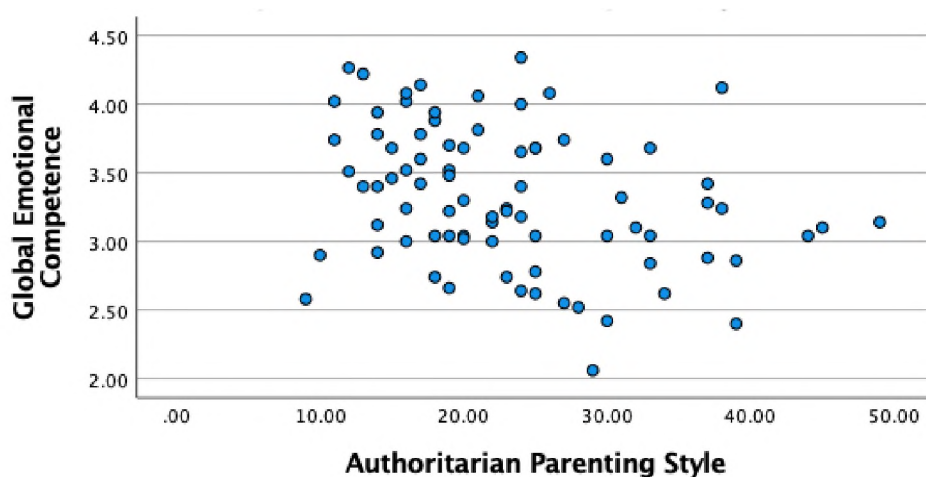


Figure 2

The Relationship between Intrapersonal Emotional Competence and Authoritarian Parenting

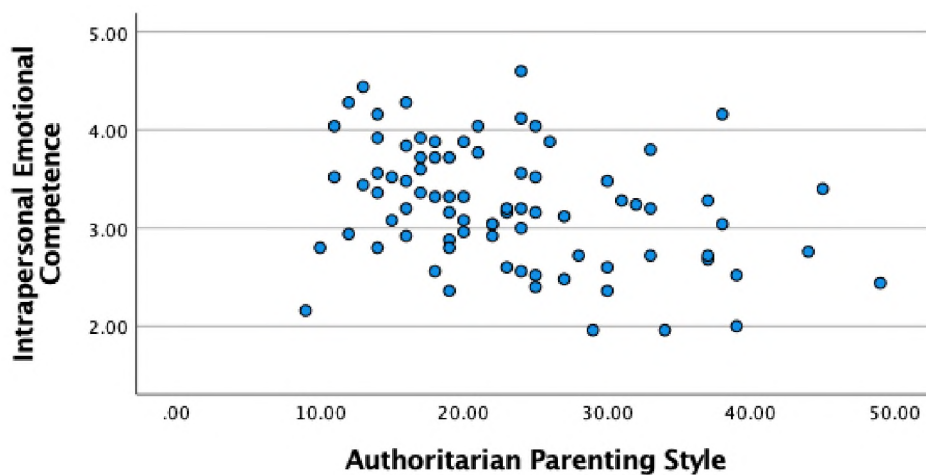
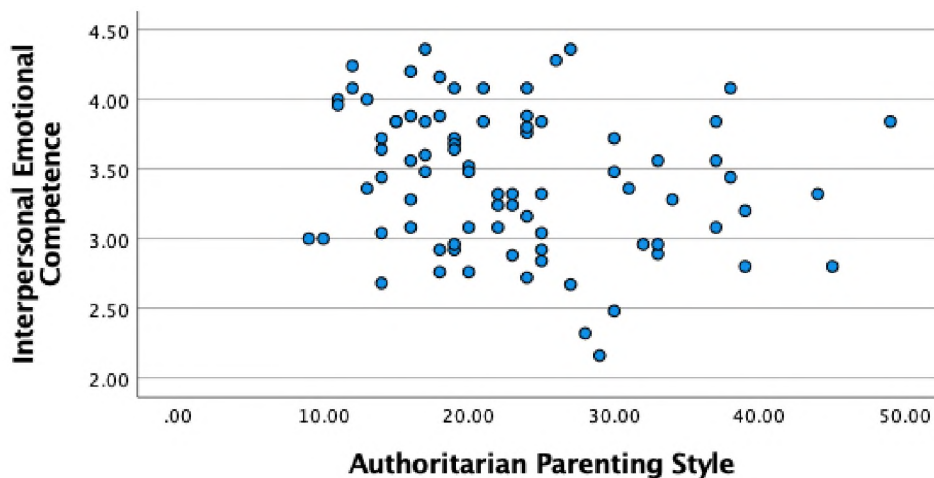


Figure 3

The Relationship between Interpersonal Emotional Competence and Authoritarian Parenting



The second hypothesis predicted that authoritative parenting would be positively related to emotional competence. To test this hypothesis a series of Pearson correlations were computed between authoritative parenting and each major emotional competence subscale. Table 4 shows the results which indicated that authoritative parenting was positively related to global emotional

competence, interpersonal emotional competence, and intrapersonal emotional competence, showing that the hypothesis was supported.

Table 4

Correlation Statistics of Global Emotional Competence Scores and Authoritative Adolescent Parenting Attitude Scores

Authoritative	Global EC	Interpersonal EC	Intrapersonal EC
r	.289**	.255*	.268**
n	81	81	81

Note.

** is significant at the 0.01 level (1-tailed)

* is significant at the 0.05 level (1-tailed)

Those with higher authoritative parenting scores also had higher emotional competence. More specifically, authoritative parenting was positively related to global emotional competence scores $r(n=81)=.289$, $p=.004$, as well as interpersonal competence scores, $r(n=81)=.255$, $p=.011$, and intrapersonal competence scores $r(n=81)=.268$, $p=.008$. See Figures 4 through 6 for scatterplots of these relationships.

Figure 4

The Relationship between Global Emotional Competence and Authoritative Parenting

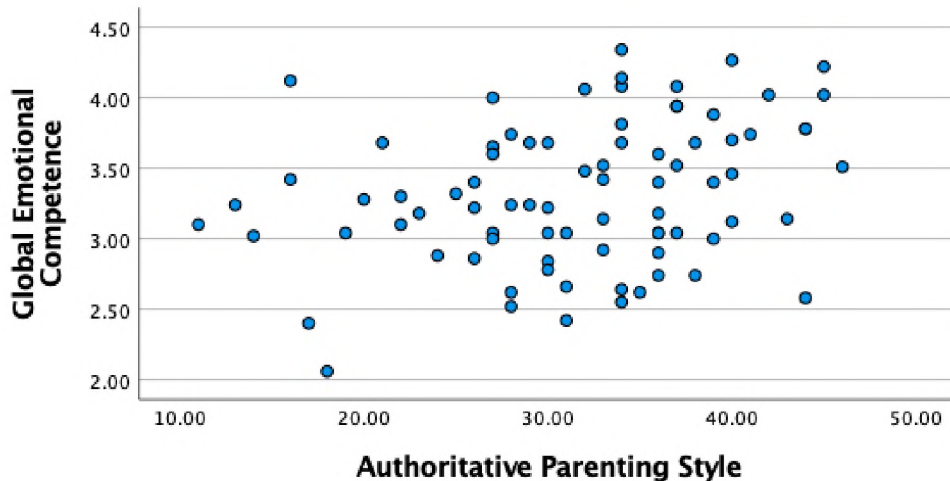


Figure 5

The Relationship between Interpersonal Emotional Competence and Authoritative Parenting

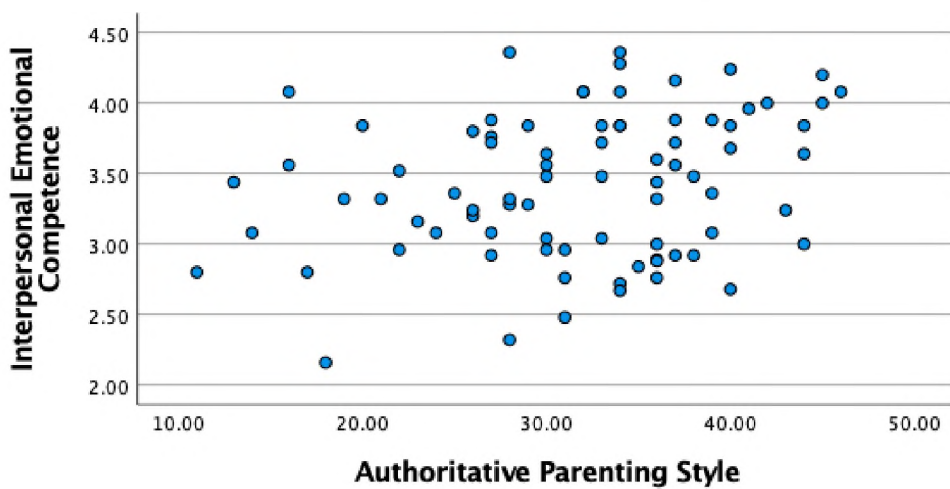
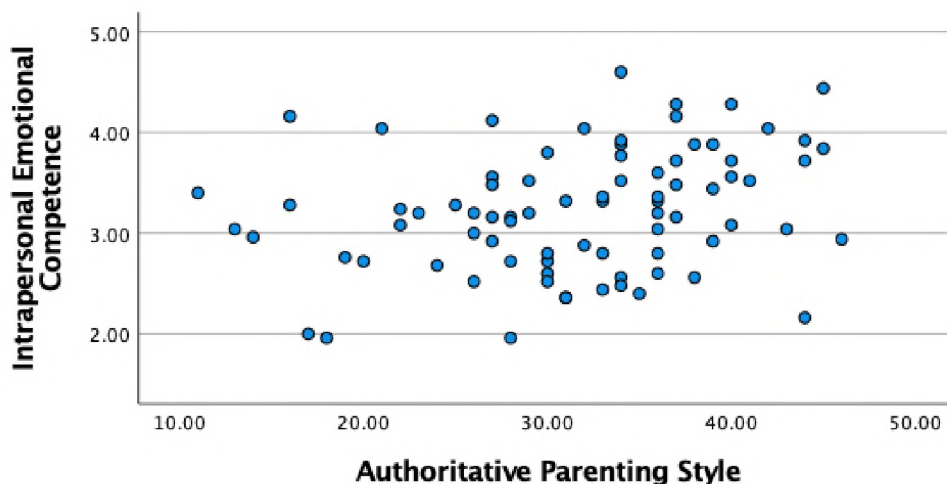


Figure 6

The Relationship between Intrapersonal Emotional Competence and Authoritative Parenting



The third hypothesis predicted that permissive parenting would be negatively related to emotional competence. To test this hypothesis a series of Pearson correlations were computed between permissive parenting and each major emotional competence subscale. Table 5 shows the results which indicated that permissive parenting was negatively related to global emotional competence, interpersonal emotional competence, and intrapersonal emotional competence, showing that the hypothesis was partially supported, as there was a small negative correlation, but it was not significant.

Table 5

Correlation Statistics of Global Emotional Competence Scores and Permissive Adolescent Parenting Attitude Scores

Permissive	Global EC	Interpersonal EC	Intrapersonal EC
r	-.114	-.136	-.076
n	81	81	81

Those with higher permissive parenting scores also had lower emotional competence. More specifically, permissive parenting was negatively, but insignificantly, related to global

emotional competence scores $r(n=81)=-.114$, $p=.155$, as well as interpersonal competence scores, $r(n=81)=-.136$, $p=.112$, and intrapersonal competence scores $r(n=81)=-.076$, $p=.250$. See Figures 7 through 9 for scatterplots of these relationships.

Figure 7

The Relationship between Global Emotional Competence and Permissive Parenting

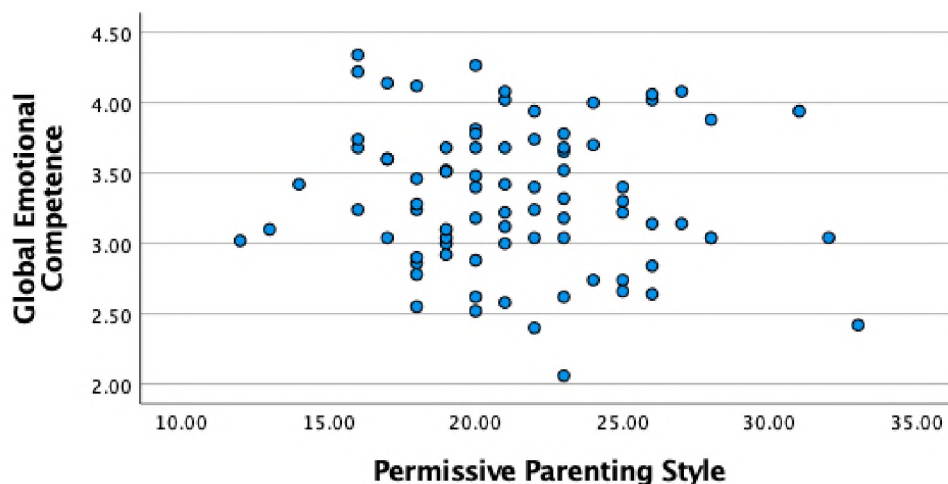


Figure 8

The Relationship between Interpersonal Emotional Competence and Permissive Parenting

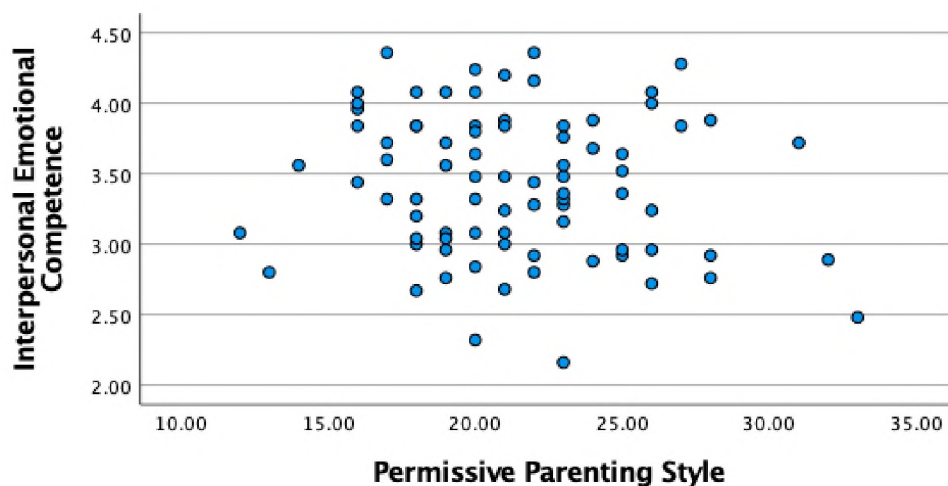
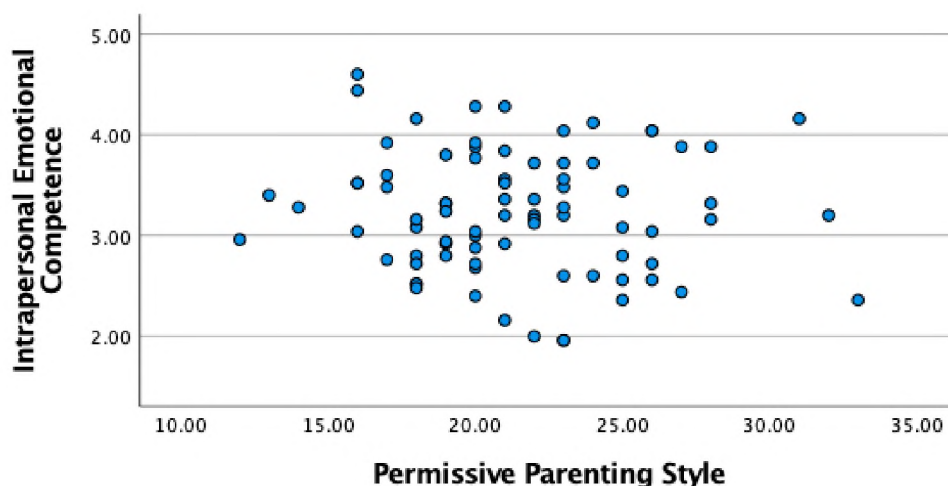


Figure 9

The Relationship between Intrapersonal Emotional Competence and Permissive Parenting



The fourth hypothesis predicted that uninvolved parenting would be negatively related to emotional competence. To test this hypothesis, a series of Pearson correlations were computed between uninvolved parenting and each major emotional competence subscale. Table 6 shows results which indicated that permissive parenting was negatively related to global emotional competence, interpersonal emotional competence, and intrapersonal emotional competence, showing that the hypothesis was supported.

Table 6

Correlation Statistics of Global Emotional Competence Scores and Uninvolved Adolescent Parenting Attitude Scores

Uninvolved	Global EC	Interpersonal EC	Intrapersonal EC
r	-.445**	-.397**	-.410**
n	81	81	81

Note.

** is significant at the 0.01 level (1-tailed)

* is significant at the 0.05 level (1-tailed)

Those with higher uninvolved parenting scores also had lower emotional competence. More specifically, uninvolved parenting was negatively related to global emotional competence scores $r(n=81)=-.445$, $p=.001$, as well as interpersonal competence scores, $r(n=81)=-.397$, $p=.001$,

and intrapersonal competence scores $r(n=81)=-.410, p=.001$. See Figures 10 through 12 for scatterplots of these relationships.

Figure 10

The Relationship between Global Emotional Competence and Uninvolved Parenting

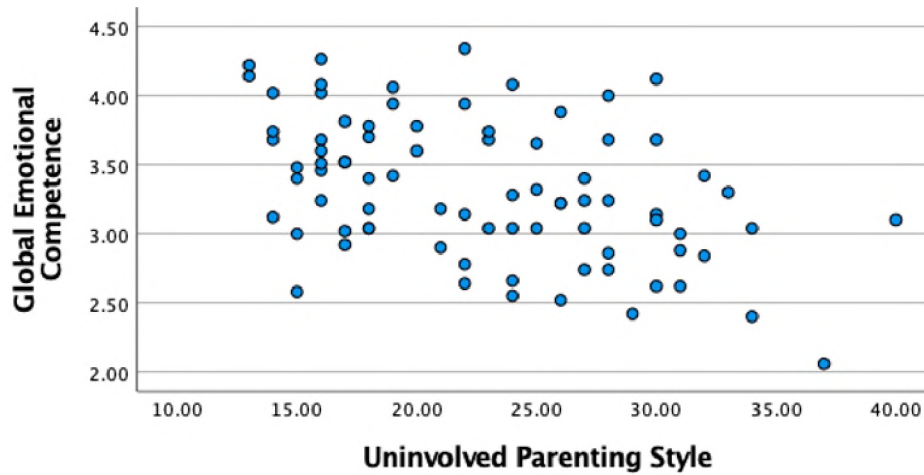


Figure 11

The Relationship between Intrapersonal Emotional Competence and Uninvolved Parenting

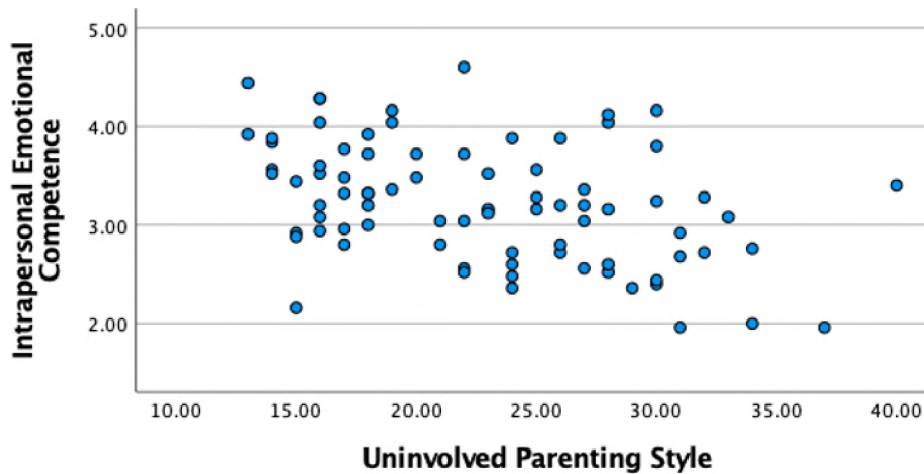
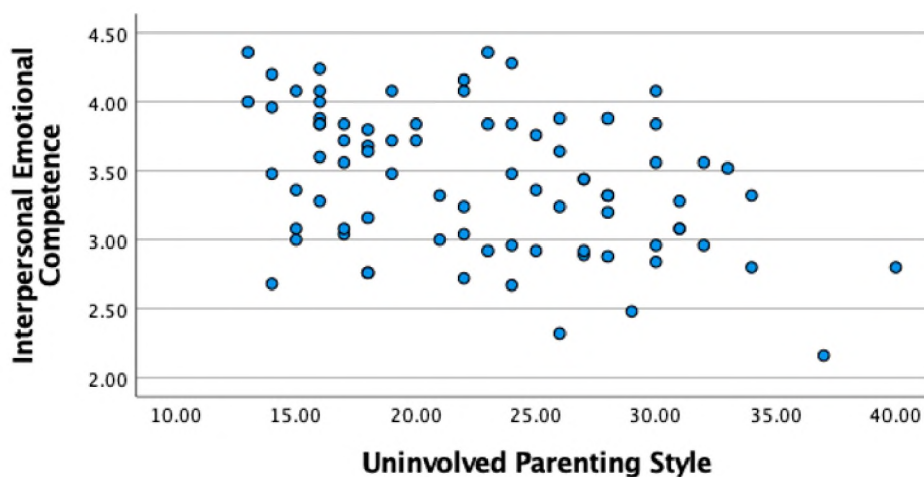


Figure 12

The Relationship between Interpersonal Emotional Competence and Uninvolved Parenting



The fifth hypothesis tested the correlation between emotional competence and parenting attitudes to see if they would vary based on whether the child had two parental figures who were present in their life or not during their adolescence. To test the fourth hypothesis, 81 participants were divided into two groups. One group of participants 61 (75%) had two biological parents at home while in adolescence, while the other group of participants 20 (25%) did not have two biological parents at home during those years. In order to test this hypothesis, a series of Pearson correlations were computed between parenting attitudes and each major emotional competence subscale separately for participants who had two biological parents at home during adolescence, in contrast to those who did not. Table 7 shows the results which indicated that those who had two biological parents at home followed the pattern described above, with authoritarian having a significant negative relationship to global EC $r(n=61)=-.283, p=.001$ and intrapersonal EC $r(n=61)=-.351, p=.005$, as well as uninvolved parenting having a significant negative relationship to global $r(n=61)=-.431, p=.005$, intrapersonal $r(n=61)=-.456, p=.005$, and interpersonal $r(n=61)=-.316, p=.001$, EC. Meanwhile, authoritative parenting had a significant positive relationship to intrapersonal EC $r(n=61)=.276, p=.001$, but not the other aspects of EC. Permissive parenting demonstrated negative, but ultimately insignificant relationships with EC.

Table 7

Correlation Statistics of Global Emotional Competence Scores and Parenting Styles for those with two Biological Parents

	Global EC		Intrapersonal EC		Interpersonal EC	
	r	n	r	n	r	n
Authoritarian	-.283*	61	-.351**	61	-.147	61
Authoritative	.246	61	.276*	61	.162	61
Permissive	-.249	61	-.196	61	-.262	61
Uninvolved	-.431**	61	-.456**	61	-.316*	61

Note.

** is significant at the 0.01 level (1-tailed)

* is significant at the 0.05 level (1-tailed)

By contrast, Table 8 shows results which indicated that those without two biological parents followed a different pattern. Note that the smaller sample size here reduces likelihood of significant effects. A significant correlation was found between authoritative parenting and interpersonal EC scores $r(n=61)=.502$, $p=.024$. Furthermore, participants without two biological parents had a negative correlation between uninvolved parenting and global EC $r(n=20)=-.514$, $p=001$, and an even stronger negative correlation between uninvolved parenting and interpersonal EC $r(n=20)=-.627$, $p=005$. Thus, higher authoritative parenting and lower uninvolved parenting were related to higher emotional competence scores, demonstrating a partial support of the hypothesis.

Table 8

Correlation Statistics of Global Emotional Competence Scores and Parenting Styles for those without two Biological Parents

	Global EC		Intrapersonal EC		Interpersonal EC	
	r	n	r	n	r	n

Authoritarian	-.412	20	-.337	20	-.408	20
Authoritative	.424	20	.283	20	.502*	20
Permissive	.222	20	.219	20	.173	20
Uninvolved	-.514*	20	-.324	20	-.627**	20

Note.

** is significant at the 0.01 level (1-tailed)

* is significant at the 0.05 level (1-tailed)

Discussion

Overall Hypotheses

The research question addressed in this study explored the extent to which emotional competence was related to the parenting style experienced by participants in their youth. Findings within this study were based on participants reporting on their own emotional intelligence, in addition to their parent's parenting style during their adolescence. This question was addressed through five primary hypotheses. Hypothesis 1 proposed that parents who were authoritarian in parenting would be associated with lower emotional competence. Results in this study partially confirmed this hypothesis, with higher levels of authoritarian parenting being related to lower levels of the three emotional competence scales. Hypothesis 2 addressed whether there was a positive relationship between the authoritative parenting style and global emotional competence. This hypothesis was supported by findings within the study that suggested that individuals who experienced more authoritative parenting had higher levels of emotional competence. Hypothesis 3 proposed that permissive parenting would have a negative relationship with emotional competence. Results from this study partially supported this hypothesis, with

individuals who experienced more permissive parenting showed slightly less emotional competence. Hypothesis 4 proposed that uninvolved parenting would have a negative relationship with emotional competence. Results from this study confirm this hypothesis. Hypothesis 5 suggested that the relationship between parenting style and emotional competence would vary depending on whether the participant had two biological parents or not during their adolescence. Findings within this study suggested that those who had two biological parents in their adolescence showed the same patterns stated above. These patterns were that those who had authoritative parents had higher levels of emotional competency, and those with permissive or authoritarian parents showed less emotional competency. The most noteworthy findings discovered during the analyses of Hypothesis 5 was that the correlations between authoritative and uninvolved parenting styles and interpersonal emotional competence were stronger for those with only one biological parent active in their lives during adolescence.

Analysis of Results

Consistent with results by Moilanen et al. (2015), authoritarian parenting has a negative effect on adolescents. In the current study, authoritarian parenting showed a negative relationship with emotional competence scores. Parents whose approach is characterized as authoritarian are strict towards their child and do not exemplify support or open communication for their child. The finding that authoritarian parenting would be related to lower emotional competence is unsurprising because children rely on their parents as a model and provision for basic needs. When a parent places too high of expectations on their child, it causes the child to cope in unhealthy ways, and have a lower emotional awareness. Authoritarian parents fail to prioritize their child's emotional needs, and as a result their child does not get the opportunity to understand others' emotions or practice regulating their own emotions.

The association between authoritative parenting and emotional competence was consistent with findings by Shalini and Acharya (2013). They found that young adults had higher emotional intelligence when they were raised by fathers who used the authoritative parenting style. This evidence supports the proposition that parents who used the authoritarian style pursued a balance between allowing their child to practice individual autonomy while also setting firm boundaries to help structure their child's character and promote taking responsibility. Authoritative parenting holds a medium stance between the controlling nature of authoritarian parenting, and the laissez-faire attitude permissive parents hold towards their child. Parents who set structure and provide opportunities for their child to get involved in community activities, while also showing empathy and compassion towards their children, model a healthy perspective on emotions towards themselves, others, and especially their relationship with their child.

Participants who reported their parents as being permissive were more likely to have low emotional intelligence scores. This was consistent with the findings by Wischerth et al. (2016), who found that permissive parenting had a negative influence on emotional intelligence, a relationship which affected the child's growth negatively. Wischerth et al. (2016) argued that parents using the permissive style do not enforce control in the relationship with their child, and do not model negative feelings as safe emotions to share. As a result, children of permissive parents were more likely to develop unhealthy coping skills and show a low understanding of emotions for both themselves and those around them. The findings in the current study serve as further support that parents who use permissive parenting may have had lower emotional competence themselves, because that was what they had experienced as children. As a result, they may have modelled the same style and emotional attitude towards their children.

Uninvolved parenting also had a negative relationship with emotional competence scores. Parenting under this style do not play an active role in their children's lives outside of meeting basic needs or desires. The finding that uninvolved parenting would be related to lower emotional competence is unsurprising because children rely on their parents as a model and provision for basic needs. When a parent neglects their job to help their child understand and navigate emotional situations, they deprive their child of learning how to become independent, ask for help, and regulate their own emotions.

Interestingly, participants who reported living with two biological parents in their adolescence showed all these relationships, yet some were strongest for people with only one actively involved biological parent in their adolescence. These findings may have been an outcome of there being more stability in the home as result of both parents being able to share the responsibilities of being a parent in the home. Homes with two parents required the adults to be cooperative and work as a team to have raised their child and taught them how to emotionally regulate. To live in relationship with another parent and raise a child required skills to compromise, come to agreements, and make sacrifices for the well-being of the child. Thus, the parenting styles scores experienced by children in this study may reflect the fact that this style is a compromise of two potentially different approaches. In contrast, those who reported having only one biological parent in their adolescence and reported their parent as showing an uninvolved parenting style had significantly low emotional intelligence scores. Additionally, it is worth noting that there was a low number of participants who indicated they did not have two biological parents present during their adolescence. A larger number of participants in this category may have revealed more significant relationships between parenting styles and

emotional competence, or it may have altered the significance level of the ones that were identified.

The lack of relationship between participants with only one biological parent in their adolescence may be explained because participants with only one biological parent at home during adolescence have only one parent to report about when answering the parenting style portion of the study. On the other hand, participants with two biological parents at home are asked to consider both of their parents' styles and report based on their combined approach. As a result, it may be that correlations between parenting style and emotional competence were stronger for those with only one biological parent at home because parenting style was more precisely measured when only one parent was being evaluated.

Implications for Participants

Based on the relationships found in this study between parents and their children, some suggestions can be given to develop and promote healthy relationships between families. Participants who find themselves raised by a permissive or authoritarian parenting style may not have high emotional intelligence scores compared to participants raised by an authoritative parenting style. Although parenting style has a strong influence on a child's development of their emotional awareness and regulation, there are interventions that can progress a child's emotional competence. Children and adolescence who are still living in the home with a permissive or authoritative style parent may have the most difficulty altering their emotional perspective; individuals who are removed from the environment they are being influenced by have the best chance taking steady improvement towards having high emotional competence. For children who are presently living in the home with their permissive or authoritarian style parents, an open and honest conversation between the parent and child should be prioritized. Then, perspectives and

feelings can be shared. This conversation may require a professional mediation, where family counselling may be a more appropriate option because of the complicated relationship between a parent and child. Once an agreement for conversation has been reached, the child and parent can enter an honest discussion that outlines their own personal intention, perception, thoughts, feelings, and responses in their everyday interactions. This will deepen the emotional relationship between the child and their parent and diminish misunderstanding between them. Despite whether an individual holds a role as a parent or a child, the more frequently an individual ponders and exercises their interpersonal and intrapersonal emotional competence, the more improvement they will make on their scoring. However, if these children attempt to address emotional competence issues with parents who are weak in that area, an intervention may not be helpful. Alternatively, a child can equally benefit from seeking individual counselling, talking about it with trusted friends, getting involved in a local support group, joining a church community, or reading books on how to improve one's level of emotional competence.

As a society that is constantly adapting to relevant knowledge, the results in this study should draw an awareness to the lack of education that children receive regarding the effects of parenting and their child's emotional intelligence. Children grow up being parented by one of the four parenting styles and learn how to perceive and behave in the world around them as a result. By nature, children are helpless and rely on their parents to model a healthy emotional experience for them. Parents who were not modeled healthy emotional skills in their own childhood, show the same parenting attitudes to their own child. Further education on the impact of parenting styles on children's emotional intelligence should be given to young children outside the home. There, children are being influenced by people other than their parents, such as elementary school and high school teachers, peers, and others who become impressionable.

Providing more in-depth education allows the child to gather perspective on their parents' style of treatment towards them in contrast to the three other parenting styles. Children who are given the opportunity to learn the skill of awareness outside the home will have a greater chance at being able to increase their emotional competency if they value to learn the skill. As a result, participants who want to become more emotionally competent can access resources, mentoring, or join support groups to gain perspective and increase their knowledge on the styles of parenting and their benefit or detriment to their child's emotional regulation. More specifically, participants who are parents, or are interested in becoming parents themselves should be educated on the four parenting styles, and their impact on a child's development. Then, parents can make informed decisions on how they would like to raise their child for the benefit of the child, rather than ignorantly sustaining the patterns of their own parents' parenting style.

Limitations of the Study

Although four of the five hypotheses were supported, there were limitations that diminished the study's generalizability. First, the ratio of male to female participants were not equal, with there being less than half male participants compared to female students. This may have created a gender bias in the results of the present study. The perception of the parenting style of their parents may have been perceived differently by females when compared to males, a perception which may have affected the results of the study.

Second, a lack of previous research was presented on the effects on children who had less than two biological parents in the home. As a result, the current study does not have a foundation of prior research to add credibility to these findings. This could have been helpful for the findings of the study because it would give perspective on whether there is a significant impact on a children's emotional competence based on if they had one or two parents in the home as an

adolescent. Further research is needed on the relationship between having two biological parents and a child's emotional intelligence scores.

Third, there were significantly less participants who did not have two biological parents compared to those who did. When conducting a study, it is important that the smaller group is at least large enough to make a comparison to the overall population of the study. As a result, there was less statistical confidence in the findings of the group that had participants without two biological parents in the home. Children who come from a home with only one parent may have a stronger emotional bond with their parent, yet they also may have difficulty interacting with those of the opposite gender of their parent and have lower reported self-esteem. The results of the study may have also had additional significant correlations with the authoritative and authoritarian parenting style if the sample size had been larger. More specifically, a larger sample size may have shown more generalizable findings on whether there is a negative correlation between children without two biological parents being under the permissive or authoritarian parenting style and emotional competence.

The fourth limitation is that the study was primarily advertised towards students at Tyndale University. Some recruitment was done on social media, yet not enough participants were recruited using that method for the minority of participants to have been students, creating a bias in the research results. If participants were recruited outside of an educational institution, participants may have been found to have overall lower emotional competence scores because they may not have high school, post-secondary, or graduate level education to challenge their level of emotional competence. Rather, if those who participated made up an equal number of participants who were students and non-students there would be an equal comparison.

To expand on the fourth limitation, seeking to include other aspects of participant diversity that were not previously included in this study could have caused a different outcome for my results. Considering that most participants were undergraduate students at Tyndale University, there is a high chance that there was an age bias, and the majority was made up of participants whose ages ranged between 18-25 years old. As a result, the implication of having a younger demographic is that older generations are not considered in the findings of this study. The culture of parenting has changed drastically within the past century, and what was appropriate 50 years ago, may not be appropriate today. In the past, there was little awareness regarding the impact physical and verbal assault had on children in the home. In the western world today, it is not acceptable, and interventions are made if assault by a parent towards their child is reported. Having participants who are older in age may have increased the mean of the reported authoritarian parenting style.

Recommendations for Future Research

Further research could benefit from adding a question that asks participants whether they were currently living with their parents/guardians or not. Then, the relationship between participants' parents' parenting style and their emotional competence could be examined from a perspective that is current. The questions answered in this study contribute to a more thorough understanding of the importance parenting style has on their child's development of emotional intelligence and how to healthily navigate emotional situations. The importance of the relationship between a parent and child should be recognized, and therefore, priority should be put on education systems to teach students the profound effect parenting styles can have on a child's emotional competence. Then, children could develop a personal understanding and would be able to develop a deeper self-awareness and prioritize a deeper knowledge of their emotional

competence in contrast to the relationship they have with their parent. As a result, children who recognize the benefit of effective parenting styles have the potential to grow up and become educated and intentional parents themselves. Moreover, a deeper understanding of this topic could be derived from conducting this research directed towards a wider group of participants.

Those who took part in this study were most likely students who had recently left living with their parents and to become independent individuals living on in a residence community or renting an apartment with other peers. During the first few years of post-secondary, students begin to form and develop their own ideas and moral code separate from the influence of their parents. Participants who are living separately from their parents could reflect higher emotional competence scores compared to those who live with their parents currently.

It would also be interesting to conduct the same study as the one above and include a larger proportion of individuals who had reached a more mature stage in their lives. As an example, future researchers might ask a group of new parents to reflect on their own experience with their parents while they were an adolescent and compare that relationship with their current parenting style. Because new parents are more intentional about their parenting style and raising their child, their reported parenting style and emotional intelligence scores may transpire to be more closely related to other parents' parenting styles because of the relevance during that time in their lives.

In respect of children, further study could be investigated to test the relationship between their parents' parenting style and how that affects the child's experience with other close personal relationships later in life. Children who have authoritarian and permissive parents may have more difficulty making and maintaining friends in elementary and high school. This may be because children who are not modeled high emotional skills by their parents are unable to

understand the purpose behind their own thoughts and actions or implications of their actions towards others, and how that will affect others' perception of them. Further, children under a certain parenting style may be relationally attracted to other children who have been raised using a similar parenting style by their parents. As humans, we are drawn to what is most familiar to our current understanding and find comfort in people who understand us and are like us.

Since parenting style has proven to have a significant impact on a child's emotional intelligence, follow up study should be done to explore the relationship between their perception of their relationship with their parent and their relationship with their significant other as an adult. Children who report their parent as having the authoritative style of parenting have been found to be more emotionally intelligent. Thus, individuals who are more emotionally competent as children may have a better chance of improving their emotional competence skills later in life, due to their personal awareness. These emotionally competent individuals are more likely to have a more authoritative style relationship with their partner because of the feeling of familiarity in their childhood, and they are more self-aware and strive towards growth and improvement.

If there was a greater number of participants who had less than two biological parents in their adolescence, specific parental situations could be examined. This could include participants who have an adoptive parent, a divorced parent, a separated parent, a stepparent, a single parent, a grandparent as a parent, or a guardian. Participants in the current study of students at Tyndale University did not show a diversity of parental situations. Perhaps a setting that would be more appropriate to recruit a diverse group of participants who fit these criteria may be found in a high school setting, where students share proximity in their community, yet come from an

arrangement of parental situations. relationship between parenting style and emotional intelligence could.

Additionally, if this study were to be oriented towards recruiting participants who have an adoptive parent or adoptive parents, the relationship between their parents' parenting style and their emotional competence scores may show different results compared to the findings of the current study. It would be interesting to test whether shared genetic and biological traits between a parent and child affect the emotional intelligence scores of a child. Alternatively, is a parents' parenting style as influential on a child who is biologically related to their parent in comparison to a child who has been adopted and is not biologically related to their parent. Parents who are looking to adopt a child are required to complete and pass assessments and fill out necessary screenings, there is less likelihood that a parent would have low emotional intelligence scores and would be more likely to display authoritative parenting. Adoptive parents are intentional in their desire to become parents and recognize that they must sacrifice their own routine of living to adopt, making them less likely to show the authoritarian style of parenting. On the other hand, parents seeking to adopt choose to pursue the process of adoption and are less likely to show the permissive style of parenting towards their prospective child.

Lastly, one's parental situation is a diverse experience, and no two families share the same parental circumstance in their upbringing. Additional research could be beneficial by gathering more data on the different experiences a child may have had. More specifically, children who lost a parent due to death or absence during an early development stage may experience negative emotional intelligence scores later in life. It is possible that a young child who lost a parent, may also lose their trust in authority figures. This may be because their experience with the most trusted individual in their life was broken and causes the child to

question other close relationships and question whether they will be left again. In addition, because they lose one parent, and are dependent on the care of only one of their parents, children may also receive a low amount of emotional support. It would be worth note what age a child can overcome the detrimental effects of emotional absence from one or two parents and how that affects their emotional competence. Also, whether parenting style plays a role in the absence of one or both parents in a child's developmental stages, or adolescence.

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Appendix A

Consent Form

You have been invited to participate in a research study. Please read this consent form so that you are aware of the implications to your participation.

Relationships Between Parenting and Their Child's Perception and Emotional Intelligence

INVESTIGATORS: This research study is being conducted by Shawna Mills and will be supervised by the Department Head of Psychology at Tyndale University, Dr. Nancy Ross.

PURPOSE OF THE STUDY: The purpose of this study is to explore the relationship between a child's perception of their parents parenting and the child's emotional intelligence. As a participant you will be asked questions on your parents parenting style, and questions pertaining to your emotional intelligence. Participants must be at least 18 years of age to take part in the study.

WHAT PARTICIPATION MEANS: If you decide to participate in this study, you will be invited to complete the following four inventories:

First, you will be asked to complete a Parenting Attitude questionnaire from your perspective of your parents.

Next, you will be asked to complete two inventories to measure your psychological position (PEC; Brasseur & Mikolajczak., 2013), profile of emotional competence and (APA-FFQ; Shyny, 2017) adolescent parenting attitude four factor questionnaire. You will then be invited to complete a brief General Demographics Survey.

Overall, your participation is estimated to take approximately 40 to 90 minutes.

POTENTIAL BENEFITS: This study is designed to make you think introspectively, which may help you to understand yourself in regard to your personality in correlation to your parents

personality. In addition, you may learn more about yourself through questions that prompt personal growth in emotional intelligence.

POTENTIAL RISKS: There is minimal risk associated with this study. While it is possible that you might not be comfortable with what you learn about yourself or with the childhood experiences you may recall, the measures used in this study should not cause any more distress than what is experienced during a simple psychological examination.

COMPENSATION: Tyndale University participants will be compensated with their choice of 1% of extra credit in a Psychology course of their choosing or entry in a draw for a \$25 Amazon gift card.

CONFIDENTIALITY: Your data will be kept confidential and will not be used outside of professional research context. Your responses will be attached to a randomly assigned number for organizational purposes, and your name will not be associated with any of the data you provide. Your information will only be utilized for data collection purposes along with other participants.

VOLUNTARY PARTICIPATION AND WITHDRAWAL: While you have been invited to participate, you are not required to do so. Your participation is voluntary, and you are not obligated to answer every or any question. You are free to withdrawal from the study at any time, and you may choose whether your data will be used in the study up until its conclusion. Should you choose to withdrawal, you will not be penalized and your relationship with your institution and the investigators will not be affected.

LEGAL RIGHTS: You are not waiving any legal rights by consenting to participate in this study.

QUESTIONS PERTAINING TO THE STUDY: If you have any questions or further concerns about the study, you may contact the investigators here:

Shawna Mills:

Nancy Ross:

This study is pending approval by Tyndale University's Research Ethics Board. If you have additional questions pertaining to your rights as a participant in this study, please contact:

Tyndale University Research Ethics Board: reb@tyndale.ca

SECONDARY USE OF DATA: With your consent, your data may be reanalyzed by other researchers for other data collection purposes. However, your results will remain anonymous and confidential. Do you consent to future secondary use of your data?

Yes No

CONFIRMATION OF AGREEMENT: Please indicate that you have read and understood the information in this consent form, that you agree to participate in this study, that you feel comfortable to ask questions should you have them, that you are not waiving any legal rights by signing below, that you are at least 18 years old, and that you recognize that you may change your mind and withdraw your consent to participate at any time during this survey.

I agree (and am at least 18 years old) I do not agree (or am not at least 18 years old)

Appendix B

Profile Of Emotional Competence

The questions below are designed to provide a better understanding of how you deal with your emotions in daily life. Answer each question spontaneously, considering the way you would typically respond. There are no right or wrong answers as we are all unique on this level.

For each question, you will have to give a score on a scale from 1 to 5, with 1 meaning that the statement does not describe you at all or you never respond like this, and 5 meaning that the statement describes you very well or that you experience this particular response very often.

	Never	Occasionally	Sometimes	Frequently	Always
As my emotions arise I don't understand where they come from.	1	2	3	4	5
I don't always understand why I respond in the way I do.	1	2	3	4	5
If I wanted, I could easily influence other people's emotions to achieve what I want.	1	2	3	4	5
I know what to do to win people over to my cause.	1	2	3	4	5
I am often at a loss to understand other people's emotional responses.	1	2	3	4	5
When I feel good, I can easily tell whether it is due to being proud of myself, happy or relaxed.	1	2	3	4	5
I can tell whether a person is angry, sad, or happy even if they don't talk to me.	1	2	3	4	5
I am good at describing my feelings.	1	2	3	4	5
I never base my personal life choices on my emotions.	1	2	3	4	5

	Never	Occasionally	Sometimes	Frequently	Always
When I am feeling low, I easily make a link between my feelings and a situation that affected me.	1	2	3	4	5
I can easily get what I want from others.	1	2	3	4	5
I easily manage to calm myself down after a difficult experience.	1	2	3	4	5
I can easily explain the emotional responses of the people around me.	1	2	3	4	5
Most of the time I understand why people feel the way they do.	1	2	3	4	5
When I am sad, I find it easy to cheer myself up.	1	2	3	4	5
When I am touched by something, I immediately know what I feel.	1	2	3	4	5
If I dislike something, I manage to say so in a calm manner.	1	2	3	4	5
I do not understand why the people around me respond the way they do.	1	2	3	4	5
When I see someone who is stressed or anxious, I can easily calm them down.	1	2	3	4	5
During an argument I do not know whether I am angry or sad.	1	2	3	4	5
I use my feelings to improve my choices in life.	1	2	3	4	5
I try to learn from difficult situations or emotions.	1	2	3	4	5
Other people tend to confide in me about personal issues.	1	2	3	4	5
My emotions inform me about changes I should make in my life.	1	2	3	4	5

	Never	Occasionally	Sometimes	Frequently	Always
I find it difficult to explain my feelings to others even if I want to.	1	2	3	4	5
I don't always understand why I am stressed.	1	2	3	4	5
If someone came to me in tears, I would not know what to do.	1	2	3	4	5
I find it difficult to listen to people who are complaining.	1	2	3	4	5
I often take the wrong attitude to people because I was not aware of their emotional state.	1	2	3	4	5
I am good at sensing what others are feeling.	1	2	3	4	5
I feel uncomfortable if people tell me about their problems, so I avoid it.	1	2	3	4	5
I know what to do to motivate people.	1	2	3	4	5
I am good at lifting other people's spirits.	1	2	3	4	5
I find it difficult to establish a link between a person's response and their personal circumstances.	1	2	3	4	5
I am usually able to influence the way other people feel.	1	2	3	4	5
If I wanted, I could easily make someone feel uneasy.	1	2	3	4	5
I find it difficult to handle my emotions.	1	2	3	4	5
The people around me tell me I don't express my feelings openly.	1	2	3	4	5
When I am angry, I find it easy to calm myself down.	1	2	3	4	5

	Never	Occasionally	Sometimes	Frequently	Always
I am often surprised by people's responses because I was not aware they were in a bad mood.	1	2	3	4	5
My feelings help me to focus on what is important to me.	1	2	3	4	5
Others don't accept the way I express my emotions.	1	2	3	4	5
When I am sad, I often don't know why.	1	2	3	4	5
Quite often I am not aware of people's emotional state.	1	2	3	4	5
Other people tell me I make a good confidant.	1	2	3	4	5
I feel uneasy when other people tell me about something that is difficult for them.	1	2	3	4	5
When I am confronted with an angry person, I can easily calm them down.	1	2	3	4	5
I am aware of my emotions as soon as they arise.	1	2	3	4	5
When I am feeling low, I find it difficult to know exactly what kind of emotion it is I am feeling.	1	2	3	4	5
In a stressful situation I usually think in a way that helps me stay calm.	1	2	3	4	5

Appendix C

APA-FFQ

Adolescent Parenting Attitude Four Factor Questionnaire (Shyny, 2017)

Instructions: Read the following statements carefully and answer based on your reflection of your most recent situation living with your parent or guardian as an adolescent. Indicate your single response by putting a “tick” mark in the appropriate box.

Sl No	Statements	All of the time	Most of the time	Some time	Rarely	Never
1	My parents like to set up and enforce many inappropriate rules on me without understanding my strength and weakness.					
2	My parents respect my opinions and also encourage me to express all my feelings and problems like my friends.					
3	Though my parents have definite goals and planning for my future, they are not able to follow it strictly because of their leniency.					
4	My parents do not tell me where they are going or why they are coming too late.					
5	My parents give me punishments according to their mood.					
6	My parents provide me comfort and understanding when I am upset.					
7	Since my parents are very loving and affectionate I know they will forgive me even if I do not come to their expectations.					
8	My parents ignore me when I am misbehaving.					
9	My parents are disciplinarians rather than friends.					
10	My parents take into consideration my wishes before they make plans for my future or buy something for me.					
11	My parents are scared to scold me because they have a fear that I will disappoint them by committing any serious mistakes.					
12	My parents find less time to look into my needs, interest and progress in studies.					

13	I get no chance and freedom to explaining my wishes and needs in front of my parents.					
14	My parents, compliment me when I have done something well.					
15	Even though my parents have high expectations from me they have little patience and time to hearing me.					
16	I feel my parents are least concerned about me and my future.					
17	I am usually bound to receive punishments from my parents with no justification if any failure occurs from my side.					
18	I am usually very proud of my parents who spent their warm and intimate time together with me.					
19	Because of my parents lenient attitude I have no self discipline in my daily activities.					
20	Even if I fall sick, my parents find it difficult to take leave and look after me.					
21	My parents never seek my opinion before purchasing anything for me.					
22	My parents set up some kind of appropriate rules for me regarding my study, play and other activities and are very keen to enforce it.					
23	A conflict situation will not occur between me and my parents because they will always try to avoid such a situation.					
24	My parents have no idea regarding my friends and teachers or my life outside the home.					
25	Whenever I show disobedience towards my parents they scold and criticize me with bursting anger or taking away some privileges from me with no explanations.					
26	Whenever I fail to follow the timetable given to me, my parents remind me the consequences with a touch of love and affection.					
27	I used to get expensive gifts from my parents as rewards to any of my progress.					
28	I am always sad and depressed because of lack of love and care I receive from my parents.					
29	As my parents have very rough & explosive behaviour I have a feeling that they do not					

	know to express love and affection towards me.					
30	In the middle of their busy life, my parents always find time to visit my teachers at school and know about my welfare.					
31	My parents threaten to punish me but do not actually doing it.					
32	I am highly scared and shy to interact with others in social gatherings.					
33	I am usually trying to hide all my failure and mistakes in the fear of threats and punishments which I will receive from my parents.					
34	My parents are not over ambitious and I feel their ambitious and I feel their expectations on me are quite reasonable and also I try to fulfill it.					
35	Others blaming my parents by saying that they are spoiling me by showing excessive love of sympathy.					
36	I have never received an emotional support or positive feedback from my parents and so I am not an ambitious student.					
37	I am rebellious and usually quarrelling with my friends as well as teachers and also creating many other problems.					
38	All my good values in life are as a result of proper socialization from my parents.					
39	I know that my parents have always struggling to discipline me because of broad concession and consideration I have receiving from them.					
40	My parents grant me high autonomy with no disciplinary rules.					

Appendix D

General Demographics Survey

1. What is your age?

- 18-24 years old
- 25-34 years old
- 35-44 years old
- 45-54 years old
- 55-64 years old
- 65-74 years old
- 75 years +

2. What gender do you identify as?

- Male
- Female
- Other (Please specify): _____

3. Please specify your ethnic origins.

- **Yes/No** European
- **Yes/No** Asian
- **Yes/No** South or Central American
- **Yes/No** North American (Indigenous)
- **Yes/No** African
- **Yes/No** Caribbean
- **Yes/No** Australian/Oceanic
- Other (Please specify): _____

4. Which of the following best describes the parents in your life right now?

- I have two biological parents who are married or living together.
- My parents are separated or divorced and do not have new partners.
- My parents are separated or divorced and at least one of them has a new partner.
- Only one of my biological parents is living and is single.
- Only one of my biological parents is living and has a parent that is not my biological parent.
- Only one of my biological parents is in my life right now, and has a partner that is not my biological parent.
- Neither of my biological parents is present in my life right now, and I have one or two legal guardian(s) who serve in a parental role.
- Other (Please specify): _____

5. Which of the following best describes the parents in your life during your adolescence?

- I had two biological parents who are married or living together.
- My parents were separated or divorced and did not have new partners.
- My parents were separated or divorced and at least one of them had a new partner.
- Only one of my biological parents was living and was single.
- Only one of my biological parents was present in my life at that time and I had a partner that is not my biological parent.

- Only one of my biological parents was present in my life at the time, and was single.
- Only one of my biological parents was present in my life at that time, and had a partner that is not my biological parent.
- Neither of my biological parents was present in my life at that time, and I had one or two legal guardian(s) who served in a parental role.
- Other (Please specify): _____