

Original Paper

Relationship between Perceived Parenting Styles of Mothers and Emotional Intelligence Among Undergraduate Students

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Abstract

The objective of the study was to find out relationship between perceived parenting styles of mothers and emotional intelligence among undergraduate students. Correlational research was selected as research design. The population of the study was undergraduate students of education department of public and private universities of Lahore. The total population was 1760. Proportionate stratified random sampling technique was used to select the sample. The strata were formed on the basis of nature of the university. The total number of students selected was 528. The instrument consisted of three parts; first part consisted of demographic information (gender, nature of institution, education of mother and working status of mother). The second part consisted of Parenting Authority Questionnaire (PAQ), designed by Buri (1991) which was used to measure parenting styles and the third part consisted of Emotional Intelligence questionnaire (EI) by Schutte (1998) which was used to measure emotional intelligence. Data was collected individually from participants through questionnaires by survey method. Both inferential and descriptive statistics were applied to analyze the data. Multiple regression analysis was used to determine the relationship between the variables and Independent sample t-test was used to determine the difference between the demographic variables.

1. Introduction

Parenting practices as certain actions used by parents to socialize children and parenting styles are related to emotional settings in which parents involve their children. Parenting styles are a group/collection of actions and behaviors used towards the child and are transferred to the child and collectively, they form an emotional surrounding in which parents' attitudes are communicated (Darling

& Steinberg, 1993).

Parenting styles relate to the setting in which children are brought up and all practices employed by parents in child raising (Spera, 2005). Four key parenting styles have been recognized by the scholars that are authoritative, authoritarian, uninvolved and permissive (Jago et al., 2011). Along with these main parenting styles, researchers argument that parents from different beliefs and societies entertain males and females differently. Socialization not only helps children to learn morals and civilizations of the culture, they even learn how to face trials of everyday life in a better way (Barnhart, Raval, & Jansavari, 2013).

Authoritative parents are a combination of demandingness and openness. Parents make logical demands, draw boundaries and maintain child's obedience. Even so, they are honest/sincere, consent to child's point of view, involve children in decision making process and listen to child's point of view in family opinions and decisions. Parents control and discipline their children honestly while being helpful at the same time (Okeson, 2013).

Okeson (2013) described authoritarian parenting style as demandingness and insensitivity. Parents get engaged in very little common communication with their children and they anticipate them to agree to their demands without any queries. Forceful strategies of socialization like threats, orders, physical force, love and disowning are employed by authoritarian parents who hinder their children's self-expression and freedom. Such parents are encouraged to set high principles and rules to which compliance is demanded. Authoritarian parents relate love to achievement.

Permissive parenting includes some perfect and normal rules because compliance is not continuous and misbehavior is ignored. Neutral or unbiased tone is used. Children as a result gain high self-determination and do not restrict their behavior unless physical force is employed. Permissive parents are nurturing and submissive. They expect little or none from their children and take their children as friends with imposing very few limits on (Okeson, 2013).

Emotional intelligence is the capability to carry out correct perception of emotions and the competence to use emotions and emotional knowledge to advance thought. Its basic focus is on perception of emotions and usage of emotional intelligence to improve thought. So, emotional intelligence expresses capabilities that link intelligence and emotion and improve thought (Maheshwari & Tripathy, 2016).

Adekeye et al. (2015) struggled that parenting styles strongly affect the child's emotional development. They have been identified as crucial in affecting child's self-control, friendliness, social aptitude, peer pressure, depression's symptoms and coping tactics. Parenting styles affect many attitudes and behaviors of children. The expressions of parents especially mothers outspread the emotional learning of the child and using emotions in various settings. So, parenting aids the children to develop more pro-social skills and as a result, one is more adapted to the society, whereas incompetent parenting makes children un-socialized and unadjusted (Dutta & Joshi, 2015).

Keeping in mind the importance and role of mothers in the emotional upbringing of their children, this study focused on studying relationship between perceived parenting styles of mothers and emotional

intelligence among adolescents of undergraduate students of universities of Lahore.

2. Objectives

- 1) To explore the relationship between perceived parenting styles of mothers and emotional intelligence of undergraduate students.
- 2) To determine the differences of parenting styles of educated and uneducated mothers.
- 3) To find out the gender differences in perceptions of students about the parenting styles of their mothers.

Hypotheses

Ho: There is no relationship between perceived parenting styles of mothers and emotional intelligence among undergraduate students.

Ho: There is no difference of parenting styles of educated and uneducated mothers.

Ho: There is no gender difference on the perceptions of students about the parenting styles of their mothers.

3. Review of the Literature

Parents have a decisive role in shaping kids' behavior and the influence of them is a vital part of parenting styles and practices. Baumrind (1971) suggested that parenting styles depict how parents deal or interconnect with their children. Literature has identified almost four parenting styles; authoritative (uses intellect and thinking), authoritarian (demand submission/compliance), permissive (comply with the needs and demands of children), and uninvolved. Parenting practices are a depiction of what parents decide for their children to aid in physical activity with reference to specific contexts (Gustafson & Rhodes, 2006).

Salovey and Mayer (1990) were the first to discuss the emotional intelligence component, gaining recognition for the original design of the concept. They concluded that emotional intelligence was a key to aiding kids in observing their own as well as others' emotions, differentiating among various emotions and employing information collected through observations, thinking and acting related to emotions.

Simons and Conger (2007) reported that adolescents for whom parents adopt different parenting styles, i.e., authoritarian or non-authoritarian, where children of non-authoritarian parents take on more stress than adolescents for whom parents adopt authoritarian parenting. This tolerance of tension can be associated with low emotional intelligence.

Ahmad, Bangash, and Khan (2009) expressed that many females and males do not differentiate in the capability to manage stress and exhibits identical levels of emotional intelligence rejecting the stereotype that females are less emotionally intelligent than males. Sandhu and Malhotra (1999) rejecting this said that as females are socialized different than males, they should score higher on emotional intelligence. They continued that females who are emotionally intelligent in show more

sympathy and sensitivity towards their relationship with their parents. This provided evidence to the effect of parenting styles on emotional intelligence.

Similarly, Naghavi, and Redzuan (2011) suggested that emotional intelligence helps children in recognizing positive or negative emotions which will enable them to properly assess, comprehend, exhibit and employ correct emotions in their thoughts and actions. Hence, it can be said that emotional intelligence has a significant role in protection against social damages.

Devi and Uma (2013) reported that adolescent whose parents used authoritative parenting styles showed higher emotional intelligence in contrast to adolescents whose parents used authoritarian or permissive parenting styles.

Cleveland (2014) studied 215 females showing a relationship between higher levels of violence and lower emotional intelligence. The research expressed positive relationship between violence and authoritarianism which expressed a relationship between emotional intelligence and authoritarianism.

Parents especially fathers adopt parenting styles as per the gender of their child. Boys tend to get more penalized and well-organized while girls are more tend to get emotionally involved with. Assadi, Smetana, Shahmansouri, and Mohammadi (2011) explained that mothers thought parents have power over rules. Customary Asian countries cheer their mothers to be fostering and fathers to have less contribution in bringing up the children. In Asian cultures, males reported ignorance from the family and less warmth as compared to girls who have reported more warmth from the family (Barnhart, Raval, Jansari, & Raval, 2013).

According to Bajgar, Chan, and Ciarrochi (2000), female adolescents showed high scores on emotional intelligence than male adolescents and showed positive relationship with abilities essential to recognize social support levels and emotional expressions.

Katyal and Awasthi (2005) added that as emotional intelligence belongs mainly to the controlling and manifestation of emotion where females tend to be more emotional and cherished in relationships. Manifestation of emotion is generated from variances in the ways boys and girls hang out.

Mawan et al. (2006) supported the opinion that mothers' work environments are likely to predict their child's development indirectly by its influence on the parenting styles or other features of family practices. His study on Arab countries reported that mothers who were highly educated showed less authoritarian behavior and controlling than parents who were less educated.

According to McIntosh (2006), working mothers view their children as confident on taking up new challenges without reluctance. On the other hand, children of housewives face more of the symptoms of anxiety and nervousness. Both the mothers have changing stress levels still working mothers tend to show higher stress levels that influence their daily lives. On the other hand, housewives show moderate levels.

Many women are capable of coping a secure and warm relationship with their children. Sultana and Zanariah (2012) supported the fact that in spite of not spending much time with their children, they still can succeed much secure and warm relationship with them. Tracey et al. (2003) did a similar study on

mother's job and family relationships. According to them, mothers' job had major positive influence on their relationships with their children as well as their partner. Mother's job is also taken as a help to children's emotional, developmental, social and material desires.

4. Methodology

4.1 Research Design

This research was quantitative in nature. Correlational research design was used in this study. Correlational research design encompasses collection of data to define if and to what level, a relationship is present between the variables (Gay, Mills, & Airasian, 2012).

4.2 Population

The population is a broad group of individuals, institutions and objects who have common attributes that are the concern of a researcher. The common attributes of the groups discriminate them from other individual, institutions and objects (Chaudhary & Bannerjee, 2010). The population for this research was the students of education department of universities of Lahore.

Table 1. Public Universities of Lahore

Sr. No.	Universities	Number of students
1	Kinnaird College for Women	150
2	Lahore College for Women University	450
3	University of Education	250
4	The University of the Punjab	200
Total		1050

Table 2. Private Universities of Lahore

Sr. No.	Universities	Number of students
1	Beaconhouse National University	100
2	Forman Christian College	180
3	University of Management and Technology	90
4	University of Lahore	150
5	Lahore Leads University	20
6	Minhaj University	100
7	University of South Asia	70
Total		710

4.3 Sampling

Proportionate stratified random sampling technique was used to select the sample. Stratified random sampling is a technique to assure required representation of related subgroups in the sample. Population is divided into subgroups known as strata (Gay, Mills, & Airasian, 2012). Strata were made by grouping the universities on the basis of their nature i.e. public and private.

Table 3. Sample Size

Universities	Population (N)	Sample (n)
Public Universities	1050	315
Private Universities	710	213
Total	1760	528

4.4 Instruments

Questionnaires were used to collect data from the participants. The first part of the questionnaire comprised of participants' demographical information (gender, nature of institution, education of their mothers and working status of their mothers). The second part comprised of parenting style scale and the third part comprised of emotional intelligence scale.

4.5 Parenting Authority Questionnaire

The Parenting Authority Questionnaire (PAQ) developed by Buri (1991) was used for studying mothers' parenting styles. It was comprised a total of thirty items. Buri (1991) described PAQ as having three subscales; permissive, authoritarian and authoritative types of parenting. Items were scored on a scale of 5 point Likert type varying from 1 to 5 where 1 was strongly disagree and 5 was strongly agree (Buri, 1999).

Table 4. Parenting Styles Questionnaire (PAQ)

Sr. No.	Subscales	Items
1	Permissive	1, 6, 10, 13, 14, 17, 19, 21, 24, 28
2	Authoritarian	2, 3, 7, 9, 12, 16, 18, 25, 26, 29
3	Authoritative or Flexible	4, 5, 8, 11, 15, 20, 22, 23, 27, 30

4.6 Emotional Intelligence Scale

Schutte (1998) developed emotional intelligence scale which was used to test the students' emotional intelligence. There were 33 items in the questionnaire. Items were graded on a 5-point Likert type scale ranging from 1 to 5, with 1 reflecting a strong disagreement and 5 agreeing strongly. Items 5, 28 and 33 were scored in reverse.

Table 5. Schutte Emotional Intelligence Scale

Sr. No.	Subscales	Items
1	Perception of emotion	5, 9, 15, 18, 19, 22, 25, 29, 32, 33
2	Managing own emotions	2, 3, 10, 12, 14, 21, 23, 28, 31
3	Managing others' emotions	1, 4, 11, 13, 16, 24, 26, 30
4	Utilization of emotion	6, 7, 8, 17, 20, 27

4.7 Data Analysis

The data were analyzed using both descriptive and inferential statistics: to determine the relation between the variables, multiple regression analysis was applied. One of the most widely used methods in science is regression analysis. Regression analysis helps researchers to evaluate the relationships between an independent and a dependent variable in the simplest possible way (Sarstedt & Mooi, 2014).

Independent sample t-test was used to identify the variations between variables such as mother's ethnicity, education and employment status. The t-test is used to equate a given value with one mean. T-tests of separate samples research two distinct classes, such as males vs. females or students vs. teachers (Sarstedt & Mooi, 2014).

4.8 Data Analysis

Ho: There is no relationship between perceived parenting styles of mothers and emotional intelligence among undergraduate students.

Table 6. Relationship between Perceived Parenting Styles and Emotional Intelligence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.860 ^a	.739	.738	3.97812

a. Predictors: (Constant), AU, PR, AN.

Table 4.9 shows the results of predictor variables in the multiple regression analysis. Seventy four percent variance is described in the predictor of the variables ($R^2 = .739 \times 100 = 73.9$). The R^2 in multiple regression indicated variance that can be contributed to all the predictor in a progression. The R^2 gives explanatory power. In this table the value of R^2 of .739 displays the variance in the dependent variable (emotional intelligence).

The study was designed to determine the relationship between each individual predictor variable and dependent variable. Using the multiple regression, the following predicting variables were investigated: permissive parenting style, authoritarian parenting style and authoritative parenting style. Analysis was conducted to test the unique contribution of variable by assigning coefficient to each predictor variable.

Table 7. Dependent Variable: EI

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. error	Beta		
1 Constant	26.567	3.41		7.792	.000
PR	0.169	0.071	0.054	2.386	.017
AN	-1.101	0.145	-0.339	-7.565	.000
AU	1.620	0.134	0.544	12.096	.000

Table 4.10 analyzed and examined the beta weight and statistical significance. Beta weights for three predictive variables were: permissive parenting style = 0.054 ($p=.017$), authoritarian parenting style = -0.339 ($p=.000$) and authoritative parenting style = 0.544 ($p=.000$). The value of beta indicates that one authoritarian is negatively related while the rest two are positively related to emotional intelligence. The value of significance shows that authoritarian parenting style is significantly related to emotional intelligence while permissive and authoritative parenting styles are significantly and positively related to emotional intelligence.

Table 8. Models

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23443.368	3	7814.456	493.791	.000 ^a
	Residual	8260.870	522	15.825		
	Total	31704.238	525			

The F ratio is employed to check how credible the measures are in forming a good fit of the model. The significance (p) value is 0.000 which is less than .05 which indicates a good fit of the model.

Ho: There is no difference of parenting styles between educated and uneducated mothers.

Table 9. Difference in Parenting Styles of Educated and Uneducated Mothers

	Educational Status	N	Mean	SD	t	df	Sig. (2-tailed)
Permissive	Educated	440	29.975	5.40369	2.627	526	.000
	Uneducated	88	28.3182	5.40018		124.346	
Authoritarian	Educated	440	36.0523	5.32322	3.287	526	.000
	Uneducated	88	35.2386	5.83094		117.772	
Authoritative	Educated	440	36.0364	6.03736	3.379	526	.000
	Uneducated	88	35.3409	5.43908		133.552	

Table 12 shows the result of independent sample t-test to test the hypothesis; there is significant difference between parenting styles of mothers on the basis of educational status. For permissive parenting style, the t-value is 2.626. The p-value is $.000 < .05$ at level of significance which shows that there is significant difference of educated and uneducated mothers. So, the null hypothesis is rejected. Mean values shows that educated mothers tend to be more permissive than uneducated mothers. For authoritarian parenting style, the t-value is 3.288. The p-value is $.000 < .05$ at level of significance which shows that there is significant difference in authoritarian parenting style of educated and uneducated mothers. So, the null hypothesis is rejected. Mean values show that uneducated mothers tend to be more authoritarian than educated mothers.

For authoritative parenting style, the t-value is 3.380. The p-value is $.000 < .05$ at level of significance which shows that there is significant difference of educated and uneducated mothers. So, the null hypothesis is rejected. Mean values show that educated mothers tend to be more authoritative than uneducated mothers.

Ho: There is no gender difference in the perceptions of students about the parenting styles of their mothers.

Table 10. Difference in Gender in Perceptions of Parenting Styles of Mothers

	Gender	N	Mean	SD	t	df	Sig. (2-tailed)
Permissive	Male	227	29.3216	5.24258	3.398	526	.000
	Female	301	30.9834	5.56445		500.819	
Authoritarian	Male	227	36.2775	5.14804	4.347	526	.000
	Female	301	35.6455	5.59910		505.828	
Authoritative	Male	227	33.7489	5.78780	3.672	526	.000

Female	301	34.8804	6.06402	497.976
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Table 13 shows the result of independent sample t-test to test the hypothesis; there is significant difference between genders on the perception of parenting styles of mothers. For permissive parenting style, the t-value is 3.398. The p-value is $.000 < .05$ at level of significance which shows that there is significant difference of males and female perceptions. So, the null hypothesis is rejected. Mean values shows that females tend to perceive more permissive parenting style than males.

For authoritarian parenting style, the t-value is 4.347. The p-value is $.000 < .05$ at level of significance which shows that there is significant difference in authoritarian parenting style of male and female perceptions. So, the null hypothesis is rejected. Mean values show that males tend to perceive more authoritarian parenting style than females.

For authoritative parenting style, the t-value is 3.672. The p-value is $.000 < .05$ at level of significance which shows that there is significant difference of male and female perceptions. So, the null hypothesis is rejected. Mean values show that females tend to perceive more authoritative parenting style than males.

5. Discussion

The aim of this study was to find out the relationship between perceived mothers' parenting styles and Lahore's undergraduate students' emotional intelligence. The findings showed that there was a significant relationship between the parenting styles and the emotional intelligence of the undergraduate students. Research conducted by Salovey and Mayer (1990) concluded that emotional intelligence was vital in helping young children where this research reported same results as mentioned in the other studies.

Stack, Enns, Serbin, and Ruttle (2010) evaluated the long term relationship between emotional intelligence and parenting styles. It was concluded that parenting styles have a vital role in competent and problematic emotional functioning in children as they grow through emotions. Salimynezhad, Poor and Valizade (2015) presented positive relationship between emotional intelligence and all the parenting styles.

The results showed that authoritarian parenting style was negatively related to emotional intelligence while permissive and authoritative parenting style were positively related to emotional intelligence. Batool and Bond (2015) conducted a research on youngsters and concluded that parents who have higher emotional intelligence use authoritarian parenting styles and as a result, their children showed low on violence, while parents who used authoritative or permissive parenting styles, their children showed higher violence.

Devi and Uma (2013) reported that adolescent whose parents used authoritative parenting styles showed higher emotional intelligence in contrast to adolescents whose parents used authoritarian or

permissive parenting styles.

The results indicated that a significant difference exists between parenting styles of educated and uneducated mothers where educated mothers tend to be more permissive and authoritative while uneducated mothers tend to be more authoritarian. According to Eccles (2005), parental education affects multiple features of parenting and family working which is intensely related to child's cognitive achievement, social and emotional development and behavioral modification.

Highly educated mothers also express higher levels of friendliness and emotional support in parent-child interaction (Bradley et al., 1989; Klebanov et al., 1994) and lesser levels of strictness and inconsistent self-control.

Moreover, Hernandez, and Napierala (2014) expressed that mothers' educational achievements have significant consequences for children as for women with less education, their children have lower cognitive functioning, lower social and emotional functioning and lower grades in academic achievement than children with mothers who are highly educated.

There was a significant difference between perceptions of parenting styles among gender. It was shown that females tend to perceive more permissive and authoritative parenting style while males tend to perceive more authoritarian parenting style. In Asian cultures, males reported ignorance from the family and less warmth as compared to girls who have reported more warmth from the family (Barnhart, Raval, Sansari, & Raval, 2013).

Moreover, according to Naghavi and Redzuan (2011), parents guide girls more about emotions rather than boys and hence girls have more familiarity with feeling and expressing emotions. Girls are more aware of the vocabulary of emotions as compared to boys who have no knowledge about their own emotions as well as of others.

6. Conclusion

This research was an attempt to find out the relationship between perceived mothers' parenting styles and undergraduate students' emotional intelligence. Results showed a significant relationship between perceived parenting styles and undergraduate emotional intelligence. The influences of parenting styles (permissive, authoritarian, and authoritative) were also shown to be strongly related to the emotional intelligence of undergraduate students.

There was a noteworthy difference between parenting styles of educated and uneducated mothers where educated mothers tend to be more permissive and authoritative while uneducated mothers tend to be more authoritarian. There was also a significant difference in perception of parenting styles between genders, where females tend to perceive more permissive and authoritative parenting styles while males tend to perceive more authoritarian parenting style used by their mothers.

7. Recommendations

Trainings on effective parenting should be provided that highlight the element that parents should guide optimistic upbringing of children all through their experience with aggressive or stressing situations by helping to provide their children with emotional and behavioural support, while problem solving skills should be taught to children by their parents, teachers and caregivers. Institutes should play a role by framing educational programs meant for authorizing youngsters with emotional development need to be framed. They should reflect establishing an association with the Department of Education to integrate programs that help with the improvement of emotional intelligence

Psychologists or professionals working with students must think on framing intervention approaches that help both the students and parents.. Future research would review a diverse student sample to allow the results to be generalised. Studies on comparison between parenting styles of mothers and fathers can also be done. Qualitative studies conducting interviews of mothers can also be done.

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