

Original Paper

A Review of the Relationship between Parenting Styles and Adolescents' Emotional Intelligence

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Received: April 15, 2022

Accepted: April 25, 2022

Online Published: April 27, 2022

doi:10.22158/wjer.v9n3p24

URL: <http://dx.doi.org/10.22158/wjer.v9n3p24>

Abstract

This article reviews the literature on the relationship between parenting styles and adolescents' emotional intelligence. The review of the empirical research indicates that authoritative parenting style is associated with higher levels of adolescents' general emotional intelligence, trait emotional intelligence, and decision-making emotional intelligence. Conversely, authoritarian parents are associated with lower level of adolescents' emotional intelligence, and self-regulatory emotional intelligence. However, further research is still needed to examine the relationship among cross culture, ethnicity, and socioeconomic status.

Keywords

parenting styles, emotional intelligence, adolescence, cross culture

1. Introduction

Early studies showed that children will have higher levels of competence and better social adaptive abilities if their parents provide responsive, democratic, and firm control during daily practices (Sears et al., 1957; Baldwin, 1948; cited in Spera, 2005). Researchers conducted several studies about parenting styles since the important role that plays among children.

Parenting styles refers to the emotional climate in which parents raise their children (Darling & Steinberh, 1993). Baumrind (1978) identified the most popular and influential parental typology through observations and interview among parents. They are authoritative, authoritarian, and permissive. Previous studies showed that parenting styles were related to adaptability, emotion regulation and impulsiveness, adolescents' self- esteem, and self-motivation; however, scarcity of empirical research about the relationship between parenting styles and emotional intelligence had been conducted.

Emotional intelligence is an ability to monitor individuals' feelings and emotions, to discriminate among them to manage their behaviors and thinking based on the beliefs and interpretations (Salovey & Mayer, 1990). Bar-On defined the concept of emotional intelligence as "an array of non-cognitive competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Van Rooyen, 2002). It is associated with adaptability, stress management, self-awareness, resiliency and interpersonal relationship (Bar-on, 2004; cited in Sung, 2010). And cross-cultural studies (Law, 2004; Schutte & Malouff, 1999; Sjoberg, 2001; cited in Sung) indicated that emotional intelligence is valid across cultures. Conducting a research about relationship between parenting styles and emotional intelligence across culture is necessarily important for enhancing quality of human being's lives at a global level.

Furthermore, adolescence is a special and essential period of human in the context of both school and home (Paulson, 1994; Steinberg & Silk, 2002). Specifically, adolescents begin to develop their self-concept (Harter, 1983) such as emotional intelligence and goal orientation. And then they eager to build up the connection between families, peers, and the external society (Simmons et al., 1987). In other words, the influence which happens during the period of adolescence might change their future lives as well as the whole family dynamics. Several theories and models have been discussed on the relationship between adolescents and family-school linkages (e.g., Bronfenbrenner, 1979; Grusec, 2002; & Wentzel, 1999; cited by Spera, 2005). However, few empirical research studied the antecedent factor, such as parenting styles, of children's emotional intelligence.

Thus, this study assumes that adolescents' emotional intelligence will be influenced by their parents' influence across different cultural values. Therefore, the purpose of this study is to review the relationship between parenting styles and adolescents' emotional intelligence across cultural background. The research question is: How do parenting styles influence adolescents' emotional intelligence?

The literature review identifies the historical and current literature on emotional intelligence, and parenting styles. Then, the article illustrates the relationship between parenting styles and emotional intelligence. Furthermore, the article will analyze the research findings focusing on the relationship between parenting styles and adolescents' emotional intelligence across families from diverse ethnic and cultural backgrounds. In the last section, limitations and recommendations which include additional contextual variables are provided.

1.1 Emotional Intelligence

Emotional intelligence has been identified by numerous researchers since 1960s while no one could provide a worldwide used definition of it (Mayer, Roberts, & Barsade, 2008). Bar-On defined the concept of emotional intelligence as "an array of non-cognitive competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Van Rooyen, 2002). According to Mayer and Salovey (1990), emotional intelligence is an ability to monitor individuals' feelings and emotions, to discriminate among them and to manage their behaviors and thinking based

on the emotions and interpretations. Furthermore, there are two separate constructs about emotional intelligence have been studied (Austin, Parker, Petrides, & Saklofske, 2008). The first one is ability emotional intelligence (ability EI), which is an emotional abilities and belonging to the domain of cognition, measured by problem-based tests. The other one is trait emotional intelligence (trait EI), which is belonging in the domain of personality and self-perceived abilities, measured by self-report questionnaires (Petrides, 2011). Emotional intelligence can be encapsulated more than the ability to perceive, understand, and regulate, but also includes personal and social functioning such as reflect a person's common sense and ability to get along with the world (Mayer, Caruso, & Salovey, 2000; Van Rooyen, 2002; cited in Maree & Fernandes, 2003).

There is another construct which is important to adolescent named self-regulatory emotional intelligence. Self-regulatory emotional intelligence concerns people's perceptions for relating their actions in accord with personal norms when they are faced with peer pressure for engaging in antisocial conduct. It measures children's perceived capability to resist peer pressure, and to resist pressure to engage in high risk activities (Carroll et al., 2009). Practically, students who has high self-regulatory emotional intelligence will use their own performances to guide their behavior and believe that they can manage their academic development (Bandura, Caprara, Barbaranelli, Gerbino, & Pastorelli, 2003; cited in Carroll et al., 2009).

The construct of emotional intelligence influence individuals' personal (cognitive, biological, and effective functions and behaviors in a specific environment). Additionally, personal beliefs of their own abilities to succeed will also influences the amount of effort expended, the extent of stress experienced, the action people choose to pursue, the degree of persistence when they encounter difficulties, their resilience to adversity, the level of depression and stress when they experience in coping with embarrassed environmental demands, and the level of accomplishments they realize before actions (Bandura, 1991, 1997; Bandura, Caprara et al., 2001; cited in Carroll et al., 2009; Amtmann et al., 2012).

According to the previous studies (Van Rooyen, 2002; Mayer & Salovey, 1997; Lam & Kirby, 2012; cited in Maree & Fernandes, 2003), emotional intelligence addressed the emotional, personal, social situations by perceiving, understanding, and regulating emotions among personal and others. Since emotional intelligence plays an essential role on human being's daily life beyond exploring the importance of cognitive intelligence, identified the antecedence of emotional intelligence could strengthen the relationship between emotional intelligence and well-being in the future. However, scarcity of empirical research study about the antecedence of the emotional intelligence has been mentioned though emotional intelligence has been emphasized by numerous researchers. The current study would like to explore the antecedent factor (parenting styles) of emotional intelligence in different cultural settings and compare their value of emotional intelligence according to cultural background.

1.2 Parenting Styles

Parenting style refers to the emotional climate in which parents raise their children (Darling & Steinberg, 1993). There are several types of parenting styles which includes: responsiveness and unresponsiveness, democratic and autocratic, emotionally involved and uninvolved, control and noncontrol, acceptance and rejection, dominance and submission, and restrictiveness and permissiveness (Baldwin, 1948; Becker, 1964; Schaefer, 1959; Symonds, 1939; cited in Spera, 2005).

Baumrind (1978) identified the most popular and influential parental typologies through observations and interview among parents. They are authoritative, authoritarian, and permissive. Authoritative parents use developmentally appropriate demands, maintain control of children when needed, yet they are responsive, affectionate, and communicate effectively with their children. Authoritarian parents are highly demanding, exercise strong control, and show little affection and do not communicate often. Permissive parents make few demands, exercise little control, and are very responsive and affectionate (Walker, 2008; Baumrind, 1978; 1971). After factor analyzed previous research data, Baumrind (1991) reduced parenting styles into demandingness and responsiveness. Demandingness refers to the demands parents make on their children to become integrated into the family and the society. And responsiveness refers to parental behaviors that intentionally foster individuality, self-regulation, and self-assertion in their children.

Authoritative parents have high maturity demands (e.g., expectations for achievement) for their children but foster these maturity demands through communication, induction (i.e., explanations of their behavior), and encouragement of independence. They will easily improve their children's emotional intelligence. For example, when communicating with their children, these parents might provide their children with a rationale for their actions and priorities (e.g., "it might allow you to succeed as a better students if you follow the similar pattern"). Authoritative parents score high on measures of warmth and responsiveness and high on measures of control and maturity demands (Maccoby & Martin, 1983). Conversely, authoritarian parents are neither warm nor responsive to their children. They have high maturity demands for their children primarily because they are intolerant of selfishness or inappropriate behaviors. These parents are strict, expect obedience, and assert power when their children misbehave. When socializing their children, authoritarian parents express their strict demands and expectations through rules and orders, and do not communicate to their children the rationale behind these rules. For example, authoritarian parents might insist, "you have to get all as in school because I said so". These parents score high on measures of maturity demands and control but low on measures of responsiveness, warmth, and bidirectional communication (Maccoby & Martin, 1983).

Furthermore, permissive parents are moderate in their children's needs. These parents might allow their children to do most things they want to do without the pre-permission. However, this kind of parents will provide their children with higher freedom and independence to be success, meanwhile, higher tolerance of taking risks of misbehavior. When socializing their children, permissive parents are usually

dismissive and unconcerned. Finally, Maccoby and Martin (1983) added a fourth dimension to the Baumrind's typology: indulgent. Indulgent parents as similar to permissive parents in their level of control and maturity demands but different than permissive parents in their level of responsiveness and warmth. Indulgent parents score low on measures of responsiveness, warmth, and control.

Even though parenting style is related to adaptability, emotional regulation and impulsiveness, adolescents' self-esteem, and self-motivation, scarcity of empirical research about the relationship between parenting styles and emotional intelligence has been conducted. As previously mentioned, the current study showed that adolescents' trait EI is significantly positive associate with their perceptions of their parents as authoritative, while Alegre's study (2012) displayed no significant association were found. By this moment, only two, to our knowledge, empirical research about parenting styles and emotional intelligence were conducted, we need to do some further researches in order to identify the relationship between parenting styles and emotional intelligence.

2. Methods

2.1 Data Collection

Relevant articles reflecting the methods used for relationship between parenting styles and adolescents' emotional intelligence were identified from two databases: PsycINFO and Education Research Complete. The research strategy used was to identify keywords with "parenting styles", "emotional intelligence", "adolescents", "family influence", "parenting practice" as main subject titles or text words in the title and keywords. And extended the related research to "cross-culture" studies.

2.2 Criteria for Inclusion and Exclusion

This literature research identified 50 articles with the related keywords or titles. The author excluded the outdated empirical articles but included a few theoretical articles before 1980s. Peer-reviewed articles published in English were included. During the selection process, any reference included all of "parenting styles", "emotional intelligence", and "cross-culture" in the title were selected. Articles referred to special groups such as disabilities, HIV, or talented children were excluded. The current literature review included quantitative and qualitative research articles, and theoretical references.

3. Results

A bunch of research studies have found a positive relationship between authoritative parenting styles and student performance (e.g., Spera, 2005). Research found that preschool children of authoritative parents were more confident, mature, independent, prosocial, active, and achievement-oriented than children of non-authoritative parents. On the other hand, preschool children of permissive parents scored lowest on measures of self-reliance, self-control, and competence. In another study, Steinberg et al. (1992) found that authoritative parenting was related to adolescents' academic emotional intelligence, Grade Point Average (GPA), and school engagement. These findings have led researchers to ask why authoritative parenting styles are associated with higher emotional intelligence. While

reviewing these findings, the current research assumes that there are several paths how parenting styles relate to emotional intelligence.

3.1 Authoritative Parents and Emotional Intelligence

Argyriou et al. (2016) indicated that trait EI was significantly positively correlated with authoritativeness. It was related to higher trait EI while controlling for authoritarianism, permissiveness, age, gender, education, and marital status of the parents. In other words, authoritative parenting style should be recommended when we need to cultivate children with higher trait EI.

Generally, authoritative parents provide a high level of emotional security that provides their children with a sense of comfort and independence and helps them trust themselves and others. In this case, students could feel comfortable and relax when they start a new task since they are not afraid of failure. Then, children will feel confident and have higher general emotional intelligence when they need to do a task because they trust their abilities and support from parents.

Additionally, authoritative parents provide their children with rational explanations for their actions, which improve children's understanding of their behaviors. These explanations instruct children to have a sense of understanding of values of behaviors, morals of social norms, and know how to set up reasonable goals. The skills of setting goals and distinguishing values equip these students with higher efficiency, and better understanding abilities while doing different tasks. Thus, adolescents will feel more confident after they accomplish one task successfully, and gain higher emotional intelligence on this specific skill. Even though emotional intelligence is a dominant or specific area construct, children are able to build up their different fields of emotional intelligence because they feel comfortable and secure to explore a new environment under the support from their authoritative parents. These children have more opportunities to explore under the new environment and are allowed to experience several tasks. Even though they could not complete the task at first, they are able to ask assistance from their authoritative parents and try to do again with higher emotional intelligence.

Third, authoritative parents engage in bidirectional communication with their children. This communication style nurtures skills in interpersonal relations and produces better adjusted and more popular children. These interpersonal skills help children succeed in school, both socially and academically. During the period of adolescence, students are eager to gain respect from their peers and teachers. Then, better academic performance and making a lot of friends are popular ways to achieve their goals. Once students master the interpersonal skills from authoritative parents, they could interact with peers very well and understand the academic materials faster than others. Without doubt, students' academic emotional intelligence and social emotional intelligence will be fostered in this way.

3.2 Authoritarian Parents and Emotional Intelligence

While authoritativeness significantly positively associated with trait EI and general EI, authoritarianism was significantly negatively correlated with trait EI (Argyriou, Bakoyannis, & Tantaros, 2016). Authoritarian parents always force children to do a specific thing and do not allow them to do other things will influence children's encouragement. For example, if the children need to stay at home and

do their homework every day and could not go outside and play with their friends, how could they know how to communicate with others or how to socialize with coworkers in a working setting? Instead, they will feel fearful and uncertain when they need to do something by themselves. Thus, the general emotional intelligence will drop down because of their authoritarian parents.

Furthermore, authoritarian parents prefer to force children to do exactly what they ask to, which makes children have to follow a strict rule or pattern when they try to finish an activity. However, they might not be able to finish a new task by themselves due to the different rules and methods. In other words, these students have to follow the specific rules which are provided from their parents and complete the task every time. They might be not able to modify the methods when they face a new environment or task. Thus, how could they earn higher emotional intelligence if they do not even know whether they could finish a task by themselves?

3.3 Permissiveness and Emotional Intelligence

Even though both authoritativeness and authoritarianism significantly related to children's general emotional intelligence and trait EI, the relationship between permissiveness and trait EI was not statistically significant (Argyriou, Bakoyannis, & Tantaros, 2016). However, Wischerth et al. (2016) first indicated that perceived permissive parenting predicted lower emotional intelligence, which in turn predicted lower personal growth (cited in Spera, 2005).

3.4 Cross-Cultural Comparison

Research has also suggested that culture played a role in the relationship between parenting styles and adolescent emotional intelligence. For example, Leung et al. (1998) examined the influence of parenting styles on children's academic achievement in different countries (United States, China, and Australia). They found that authoritarian parenting was negatively related to academic emotional intelligence in all areas except Hong Kong. However, the authoritarian parenting style was related positively to academic achievement in China because of the collectivism cultural background and the habit of obedience in Asian culture.

Additionally, the differences of perception of parenting styles in cross-cultural level and emphasizing the importance of improving the emotional intelligence under the globalization situation should be identified. Despite the reasons mentioned above, research has shown that the relationship between parenting styles and emotional intelligence is not consistent across families from diverse ethnics and cultural backgrounds. Several studies have found different values of controlling parenting styles among African American, Hispanic, European, and Asian children. Specifically, Baumrind (1971) found that authoritarian parenting, although eliciting fear and compliance in White children, elicited assertiveness in African American females. Dornbusch et al. (1987) found that authoritative parenting was associated with academic emotional intelligence for White families but not for Asian, Black, or Hispanic families. Additionally, Chinese and Korean adolescents reported that they were close to their parents who applied authoritarian parenting styles, while the report of European American children indicated a negative relationship between authoritarian parenting and closeness (Chao, 2001; cited in Sung, 2010).

4. Discussions

Argyriou et al. (2016) conducted the study in Greece and reported that trait EI was positively correlated with authoritativeness, negatively correlated with authoritarianism, and no significant relationship with permissiveness. While Alegre's (2012) research demonstrated the relationship between parenting styles and trait emotional intelligence in western culture indicated that emotional intelligence was seen as a group of abilities unaffected by parental behaviors. In this case, the author assumes that the different research finding might be influenced by several cultural background beyond the study design. Additionally, Alegre explained that as the trait EI was shaped with age, the different age population of participants would influence the results in each study as well as the conclusion of the research. Moreover, Argyriou's (2016) research asked children to report their parents' parenting styles while Alegre's study used mothers' ratings, and this difference in the measurement might influence the emerged relationship of the results. Thus, further research should be conducted to explore the relationship between permissive parenting styles and trait EI under an experimental setting or a longitudinal study design. Due to the study conducted by Argyriou et al., was based on self-report questionnaires which might lead to some response bias, further studies could balance the responses from both parents and children in a more objective way.

Additionally, the common form of discipline is punitive, directive in their communication, seeks approval of others, and uses shame and guilt words when parental pressure is present. In this case, the component interdependent plays an important role in the vicious cycle of parenting practices and emotional intelligence. For example, the children who have poor ability of decision-making will reinforce parents' beliefs of making decisions for children rather than providing opportunities for them to learn from mistakes. Reciprocally, children could not build up their emotional intelligence of solving problems and lose confidence under the over-protective and discipline parents. Over time, children with low emotional intelligence will shape their world in a negative way and then interpret incidents with narrow perspectives which lead to depression and low self-esteem. In contrary, individuals' with high emotional intelligence are able to identify problems and solve problems by being aware of and manage their emotional responses.

Research has also suggested that socioeconomic status might play a role in the relationship between parenting styles and adolescents' emotional intelligence. The researchers found that parental education and number of parents in the home were related to parental disciplinary support. Specifically, younger, less educated mothers, who were raising their child alone, were more likely to emphasize obedience (i.e., authoritarian) than parents who were older, educated, and raising their child in a two-parent family. These results suggest that socioeconomic factors play a role in parental disciplinary styles. And it will influence children's emotional intelligence because of the lower self-esteem.

Research indicated that parental support may interact with children's career decision-making emotional intelligence (Garcia et al., 2015). Authoritative parents will encourage children to pursuit the fields in what they are interested in and what they are good at. For example, an authoritative parent might guide

the child to learn more basic knowledge about the world and find out which areas the child might be interested in or has talent on. After that, the authoritative parent will encourage the child to pursue the future dream with fully enthusiasm and appropriate methods. Since the students figure out her/his future career path based on individual interests and abilities, he/she will set up a reasonable career goal and follow the path gradually. If every step includes the basic ability and resource the child might need from parents and knowledge, and the child achieves it pretty well, there is no surprise that the child will have high level of career decision-making emotional intelligence.

5. Conclusion

This reviewed article indicates that parenting styles influence their children's emotional intelligence and future in a significant way. In terms of parenting styles, the current research indicates that authoritative parenting styles are associated with higher levels of adolescent emotional intelligence. In addition, researchers and parents should recommend authoritative parenting styles. However, several studies have not done related investigations across ethnicity, culture, and socioeconomic status. Future researchers might do it. In addition, the cultural background will influence parents' value and beliefs of parenting styles, and then the effect of children's emotional intelligence in several phases and levels. In order to develop a better environment of around the international level, emphasizing the importance of enhancing emotional intelligence is essentially valuable.

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