



Emotional Competence of Secondary School Students in relation to Perceived Parenting Styles

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Abstract:

The study aims to find out the association between emotional competence and perceived parenting style of secondary school students. The cross-sectional study collected data from a stratified random sample of 866 students from the secondary schools of Ernakulam and Thrissur districts, representing the population of adolescents in the age range 13-15, studying in the secondary classes (Std. VIII to X) of schools affiliated to the Board of Public Examinations, Govt. of Kerala (India). Data were collected by administering the Emotional Competence Scale for Secondary School Pupils (Rekha & Salim Kumar, 2015) and the Scale of Parenting Style (Gafoor & Abidha, 2014). Chi-square test of association was employed to analyse the data inferentially. The result showed that emotional competence is associated significantly with both perceived fathering and perceived mothering styles.

Key words: Emotional competence, Perceived fathering style, Perceived mothering style.

1. INTRODUCTION

The significance of emotional competence in psychological stages of life has been demonstrated in various studies. A greater emotional competence is associated with better well-being, life satisfaction and higher self-esteem (Schutte, Malouf, Simunek, McKenley & Hollander, 2002; Gallagher & Vella-Brodrick, 2008) as well as fewer psychological disorders (Mikolajczak, Roy, Luminet, Fillee, & de Timary, 2007). In modern psychology, emotional competence understands as an ability to process information containing in emotions: to define value of emotions, their connections with each other, to use emotional information as a basis for thinking and decision-making (Mayer, Salovey & Caruzo, 2004); openness of the person to the emotional experiences (Andreyeva, 2006); emotional literacy; ability to distinguish emotions of other people, ability to express own emotions and to operate them; awareness of emotions and management of them in relation to itself and in relation to another (Shabanov & Alyoshina, 2014). Now emotional competence is studied as a necessary condition for balanced development of personality of children and successful schooling. Emotional Competence level in the family has significant impact on emotional development of the person. With the deficiency of emotional contacts the process of mental development hampers and distorted.

Parents play an influential role in molding and shaping the behavior of adolescents. The way parents discipline their children leads to deep and lasting consequences for the child's emotional life. Parents, by way of nurturing play a significant role in the developing emotional competence of the children. Dealing with emotions of children, thus, requires knowing how they were brought up by the parents. Perceived parenting style is described as the parenting style which in the opinion of the adolescents or children is received by them from their parents during their childhood. The link between parenting style and child's emotional development has been demonstrated throughout decades of research and that the parenting style has a primary role in children's social and emotional development (Mortazavizadeh, Gollner & Forstmeier, 2022; Froiland, Peterson & Davison, 2013; Aunola, Ruusunen, Viljaranta & Nurmi, 2015; Hart, Newell & Olsen, 2003; Bornstein, 2006), while other studies have also shown that there is an association between parental emotions and parenting behavior (Lovejoy, Graczyk, O'Hare & Neuman, 2000). This study is a modest attempt to explore the association between perceived parenting style and emotional competence of secondary school students of Kerala.

2. OBJECTIVE OF THE STUDY

The main objective of the study is to find out the relationship between perceived parenting style and emotional competence of secondary school students.

3. HYPOTHESIS OF THE STUDY

The null hypothesis formulated for the study is stated as follows: "the perceived parenting styles of secondary school students are not associated with their emotional competence".

4. METHODOLOGY

4.1 Method

The descriptive study followed normative survey method.

4.2 Population

Adolescents in the age range 13-15, studying in the secondary classes (Std. VIII to X) of schools which follow the state syllabus prescribed by the State Council for Educational Research and Training, Govt. of Kerala, constitute the population for the study.

4.3 Sample

A representative group of 866 secondary school students were selected using proportionate stratified random sampling technique constituted the sample for the study

4.4 Tools Used

- Emotional Competence Scale for Secondary School Pupils:** Emotional Competence of the participants was measured by administering the Emotional Competence Scale for Secondary School Pupils (ECSP) developed by Rekha & Salim Kumar (2015). It is a standardized, 80 item five-point Likert-type scale covering suggested four major domains, viz., Self-Awareness, Social Awareness, Self- management, and Relationship Management. The ECSP has a criterion validity of 0.74 and test-retest reliability of 0.76.
- Scale of Parenting style for Secondary School Students:** Perceived parenting style of the sample was measured by employing the Scale of Parenting Style (SPS) developed by Abdul Gafoor K. and Abidha Kurukkan, (2014). It is a Likert-type five-point scale measures the perceived parenting style of father and mother of which 19 are to measure parental responsiveness and 19 to measure parental control. The validity coefficient is found that 0.80 for responsiveness and 0.76 for control subscale. The test-retest coefficient of reliability of responsiveness variable in the scale is 0.81 and for control it is 0.83 (One week interval).

4.5 Procedure

The tools were administered on the sample in classroom situation under standardized conditions, their responses were collected in the response sheets, and the total scores on the ECSP and SPSS were found out separately. A personal data sheet was also attached with the tools, so as to collect the required demographic information. The data thus obtained were subjected to appropriate statistical techniques and interpreted accordingly. The data were analysed inferentially with the help of SPSS (Windows 16.0) by employing Chi-square test of association.

5. ANALYSIS AND INTERPRETATION

The data and result of the chi-square test of association between perceived fathering style and emotional competence of secondary school students is presented in Table 1.

Table 1: Chi-square test of association between perceived fathering style and emotional competence

Fathering Style	N	Emotional Competence			Pearson χ^2	df	Asymp. Sig. (2-sided)
		High	Average	Low			
Authoritative	283	76	173	34	37.464	6	.000
Indulgent	148	16	92	40			
Authoritarian	161	20	118	23			
Negligent	274	50	164	60			
Total	866	162	547	157			

The chi-square value estimated is significant ($\chi^2 = 37.464$; 6 df, $p < .001$) revealing that perceived fathering styles and emotional competence of secondary school students are associated.

The data and result of the chi-square test of association between perceived mothering styles and emotional competence of secondary school students is presented in Table 2.

Table 2: Chi-square test of association between perceived mothering style and emotional competence

Mothering Style	N	Emotional Competence			Pearson χ^2	df	Asymp. Sig. (2-sided)
		High	Average	Low			
Authoritative	380	92	228	60	26.908	6	.000
Indulgent	52	3	35	14			
Authoritarian	43	3	37	3			
Negligent	391	64	247	80			
Total	866	162	547	157			

The chi-square value obtained on associating the perceived mothering styles and emotional competence of secondary school students is statistically significant ($\chi^2 = 26.908$; 6 df, $p < .001$), showing that the variables are associated.

6. CONCLUSIONS

This study investigated secondary school students' emotional competence and its relationship to their perceived fathering styles and mothering styles. The results of the analysis showed emotional competence is significantly associated with the perceived parenting styles of both the father and the mother. The null hypothesis formulated in this context, (*the perceived parenting styles of secondary school*

students are not associated with their emotional competence), is, therefore, rejected. Positive associations were found between authoritative style of parenting and emotional competence, which suggests that authoritative parenting might have a crucial role in the development of emotions. This is consistent with research demonstrating that authoritative parenting is related to better emotion regulation (Haslam, Poniman, Filus, Sumargi, & Boediman, 2020). Also, our results align with prior studies that identified negative associations between a permissive style of parenting and parents' emotion regulation which argued that children of permissive parents have difficulties in emotion regulation (Jabeen, Anis-ul-Haque & Riaz, 2013).

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