

Perceived Parenting Style in Relation to Emotional Maturity among High School Teachers

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Abstract—The current study aims to assess the correlation of parenting styles on emotional instability of high school teachers. 160 high school teachers of ecology (rural and urban) and gender (male and female) of equal representation served as samples that were selected from different areas of Mizoram. The data was collected using Parental Authority Questionnaire by Buri (1991) and Emotional Maturity Scale by Singh and Bhargava (1991). The test was administered on 80 adults from rural and 80 adults from urban areas. Results showed (i) different level of emotional instability, permissive, authoritative and authoritarian parenting style; (ii) significant relationship between dependent variables- emotional instability, permissive, authoritative and authoritarian parenting style; (iii) independent effect of ecology and gender on emotional instability, permissive, authoritative and authoritarian parenting style.; (iv) significant interaction effect of 'gen x eco ; on the four dependent variables- emotional instability, permissive, authoritative and authoritarian parenting style; and prediction of EI(emotional instability) on permissive, authoritative and authoritarian parenting styles. The results suggest the need of psychological diagnosis and suggestion of appropriate intervention for high school teachers.

Keywords: Parenting, emotional instability, ecology, gender, permissive, authoritarian, authoritative.

Introduction

With the increase in technology parenting has becoming easier in terms of keeping a child engaged but rather creating a problem at the same time as it affects a child's emotional growth in different aspects. Parents play a vital role in the emotional development of their children. Parents can help their children learn how to express their feelings through instructing and guiding them in applying the skills of emotional management this can also help them feel better and reduce behavior problems. Children who are able to manage their emotions often experience more positive feedback from others and are more successful in everyday life. Parenting is a process of promoting and supporting physical, emotional, social intellectual and development of the child from infancy to adulthood. The quality of parent child relationship is at crucial importance of the personality development and also the development of the child[1-2]. A good parenting style

promotes to develop the emotional maturity of the children. Emotion is an affective experience that stirs up mental, social and psychological states of a person and shows itself in his or her overt behavior. Emotions have a strong connection with interests, needs and feelings. If these are fulfilled, an individual is said to be enjoying a happy, healthy and successful life.[3]

Emotional maturity is defined as how capable a person is to respond to situations, control his emotions and behave in a sophisticated manner when dealing with others. It is the ability to understand his or her emotions and of others around. The concept of emotional maturity means one must have a self-awareness that enables him or her to recognize feelings, manage and control their emotions.[4] Being emotionally mature does not necessarily mean it can resolved all conditions that aroused anxiety and possibility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, action and thought.[5]

Jersild, (1957) said that emotional maturity is not a state in which all problems are solved but instead, it is a continuous process of clarification and evaluation, an attempt to integrate feeling, thinking and behavior. Brad Hambrick, (2013) defined emotional maturity in terms of two features and according to him, emotional maturity is (i) the ability to differentiate and properly identify one's emotions (ii) granting yourself the freedom to experience whatever emotion is appropriate to a given situation.

Parenting Styles

Parenting style is conceptualized as a constellation of attitudes or a pattern of parental authority towards the child which are conveyed to the child, creating the emotional context for the expression of parent behavior. A good parenting consists of a psychological construct representing standard strategies that parents use in rearing their child and the quality and quantity of time spent with the child.[6] For instance, a parent can spend an entire afternoon with his or her child, yet the parent

may be engaging in a different activity and not demonstrating enough interest towards the child. Parenting styles are the representation of how parents respond to and make demands on their children. Parenting styles have been thoroughly studied and results consistently show that they have a significant impact on several, if not all, of a child's developmental domains (Cotton, 1992). Baumrind (1971) defines the three parenting styles: (i) Authoritarian parenting control a child's behaviour in order to uphold a certain absolute standard which at no point can be explained to or negotiated with the child, to the extent that forceful and punitive measures will be used to create obedience. On the other hand (ii) Permissive parenting involves affirmative practices which indulge the child's whims and desires. The parent makes few demands and does not establish themselves as a firm authority, but rather as a tool which the child can utilise. (iii) Authoritative parenting directs rather than controls the child's behaviour, and encourages negotiation while offering explanations of a parent's standard. The parent respects and does not restrict the child's individuality but still establishes him/herself as a firm authority when needed, however never with forceful measures but rather with reason. Parenting style is thought to provide the emotional climate for interaction between parent and children (Williams et al., 2009) and has significant impact on the family quality of life.

Emotional Instability

Emotional instability is a one of the personality trait characterized by a lack of emotional control and emotional maturity and a tendency towards unpredictable emotions or moods. When a person's emotions are not stable, he or she has difficulty in controlling his or her emotions which could produce frustrations and hardship to the person. Scott (1968) opined that emotional stability as one of the seven important indicators of superior mental health. It also affects the learning of the pupils. Emotional control may impair performances in situations which require flexibility and adaptability on the part of the person or pupil. If the pupil have no very little emotion control it may lead to anxiety, inferiority feeling and guilt.

Teachers and Emotional Instability

Emotions are the central and vital part in a teaching learning process. Teachers are the source of knowledge, every child in a classroom looks up to a teacher. A successful and effective teacher is one who can handle his or her negative feelings in an objective way. Besides the subject knowledge and competency to develop the learning skills a teacher's emotional maturity may potentially strengthen a student's overall development by channelizing his or her hidden talents.[7] It is perceptible that regulating and controlling emotions are a key component of teachers' beliefs and major determinant in the way teachers teach. A sense of personal and professional, intellectual, social and emotional identity is at the core of being an effective teacher. To control one's emotions while teaching is a necessary factor to make the

teaching effective and operative. Emotional maturity can make the teachers not only able to deal with their students but with their colleagues and society as well. Teachers who manage to control their own emotional competencies experience more satisfaction with their work and are more effective in working with difficult students. They create a classroom culture that is both safe and inviting and are able to effectively manage their classrooms. As a result they foster a deep sense of stability which promotes greater student learning. Teaching is an emotionally charged situation and if not regulated appropriately may lead to anxiety, depression, and anger. Understanding the nature of emotions in educational settings is a key to successful educational experience for students, teachers and parents. The important on-going part of being a teacher is to experience strong contrasting emotions, and a teacher should be capable enough or should have ability of outweighing the negative emotions with positive ones.

Review of Literature:

Permissively raised children showed overall inability to regulate their emotions (Olowodunoye & Titus, 2011) associated with negative outcomes, including internalizing and externalizing problems, personality disorders, increased anxiety, decreased social behaviors, and lower emotional well-being.

Children of parents who employ permissive parenting tend to use emotional suppression at greater rates (Hardy et al., 1993), and maladaptive emotion regulation strategies (Misra & Shukla, 2010). Permissive style of parenting inculcates greater emotional imbalance and immaturity among children (Miller, DiIorio, & Dudley, 2002), emotionally dependent (Williams, 2013), leads to emotional disturbance and lack in regulating emotions among children (Jabeen, Haque, & Riaz, 2013)

Studies on authoritative parents reveal that their children are more likely become better articulators of their emotions (Olowodunoye & Titus, 2011) but children of authoritarian parents display very little responsiveness to their emotional needs and controlling over their emotion regulations (Contreras, Kerns, Weimer, Gentzler, & Tomich, 2000; Eisenberg et al., 2005), and has an effect on children's regulation of emotion (Eisenberg et al., 1999), will most likely learn inappropriate ways to regulate and express their negative emotions (Denham, 1993).

Authoritative characteristics of parents influences children's emotions positively (Melnick & Hinshaw, 2000), enhanced emotional adjustment than authoritarian method (Sartaj & Aslam, 2010).

Studies revealed male and female difference on emotional stability that males are found to be more emotionally stable than females (Aleem (2005), boys had more problems in the areas of emotions than girls (Mankad, 1982). Women usually experience more frequent and stronger negative emotions (Fernández & Bradley, 2012) as men are likely to assess emotions according to social expectations.

Some researcher elaborated that higher income family were seen to be significantly more emotionally mature in comparison to lower income family (Singh, &Dhyani, 2014);

Jisha K.V (2016) found correlation between authoritarian, authoritative, and permissive parenting style and emotional maturity.

Objectives of the study

Based on the literature reviews, the following objectives were framed for the present study:

1. To examine the level of Authoritative, Authoritarian, Permissiveness and emotional instability among the samples.
2. To study the relationship between the dependent variables-Authoritative, Authoritarian, Permissiveness and Emotional among the samples.
3. To examine the independent effect of 'gender' and 'ecology' on the dependent variables among the samples.
4. To examine the interaction effect of 'gender and ecology' on the independent variables among the samples.
5. To study the prediction of parenting styles on emotional instability

Hypothesis

The following hypotheses were framed based on the objectives:

1. It is expected that there will be a different level of scores on Authoritative, Authoritarian, Permissiveness, and emotional instability among the samples.
2. It is expected that there will be a significant relationship between Authoritative, Authoritarian, Permissiveness and emotional instability among the samples.
3. It is expected that there will be a significant independent effect of 'gender' and 'ecology' on dependent variables among the samples.
4. It is expected that there will be a significant interaction effect of 'gender and ecology' on dependent variables among the samples.
5. It is expected that perceived parenting style will predict emotional instability among the samples.

Methods and Procedure

Sample

160 adults comprising of males and females with equal representation of 80 urban and 80 rural samples in both gender- male and female, selected by using multi-stage random sampling procedures from different parts of Mizoram.

Psychological Tools

Parental Authority Questionnaire (PAQ). Buri (1991), a self-report measure asking an adult to respond to how their parents acted toward them, from the point of view of the child (of any age). He proposed three parenting styles- Authoritarian, Authoritative, and Permissive parenting styles questions are embedded in the questionnaire in a random order. The measure consists of 30 items, 10 for each of the different styles of parenting in a five point Likert format ranging from strongly agree to disagree. The reliability of the PAQ was found to be .77 to .92 in a test re-test check over a two-week period of time (Buri, 1991). Validity for the PAQ was found to be .74 to .87 for the subscales (Buri, 1991). High score indicate high used of that parenting style.

Emotional Maturity Scale (EMS; Singh and Bhargava, 1991) measures a list of five broad factors of Emotional Immaturity- Emotional Instability, Emotional regression, Social Maladjustment, Personality Disintegration, Lack of Independence. It is a self-reporting five point scale. Items of the scale are in question form demanding information for each in any of the 5 options: Always, Mostly, Uncertain, Usually, Never. The items were scored as 5, 4, 3, 2, and 1 respectively. Therefore, the higher the score on the scale, greater the degree of the emotional immaturity and vice versa. The scale has total 47 items. Reliability of the scale was determined by test retest reliability which was 0.75 and internal consistency for various factors ranged from .42-.86.

Procedure

The appropriateness of the selected Psychological scales was checked for the target population by conducting pilot study. After building rapport and obtaining the necessary consents of the subject, require permission was procured from the identified samples. Then administration of the psychological test was conducted following APA code of ethics 2002, especially, the anonymity, confidentiality and ethics as cited/formulated. All the completed responses was carefully screened, cleaned, coded and tabulated for further analysis. The data cleaning process incorporates screening for incomplete responses, outliers and social desirability responses.

Statistical Analyses

Psychometric properties of each of the scale and subscales of the psychological measures was attempted to be ascertained to test the hypothesis set forth for the study of the-

i) Univariate, bivariate and multivariate assumptions was considered prior to advance statistical treatments, wherein required necessary transformation was done for the scales/subscales of the psychological measures.

ii) Univariate, bivariate and multivariate statistics was attempted to highlight the impact of socio-demographic variables on PAQ and EMS

Results and Discussions

Table-1: Showing Mean difference between four comparison groups on the dependent variables for gender.

Ecology	Gender	EI	PM	AN	AV
Urban	Female	35.48	33.10	24.85	36.73
	Male	29.13	33.03	30.30	32.95
Rural	Female	24.73	26.51	31.93	30.15
	Male	20.95	26.53	37.90	26.55

{Dependent Variables: EI=Emotional Instability, PM=Permissive, AN= Authoritarian, AV=Authoritative}

Results (table 1) highlight the mean differences of the four comparison groups on the dependent variables-emotional instability, permissive, authoritarian and authoritative for gender. Females in urban area scored the highest in Emotional Instability and Authoritative while males in rural area scored the highest in Authoritarian style of parenting.

Table-2: Showing Cronbach’s Alpha and Levene’s test of homogeneity of variance on the scales of dependent variables.

Statistics	EI	PM	AN	AV
α	.79	.66	.68	.68
Levene’s	.71	.66	.56	.16

{Dependent Variables: EI=Emotional Instability, PM=Permissive, AN= Authoritarian, AV=Authoritative}

Results (Table 2) show the Cronbach’s Alpha for emotional instability, permissive, authoritarian and authoritative which emerged to be acceptable. The Levene’s test of homogeneity of variance also shows that further parametric analysis is acceptable.

Table-3: Showing Product-moment correlation coefficients between the dependent variables.

DV	EI	PM	AN	AV
EI	1	.52**	-.69**	.62**
PM		1	-.52**	.57**
AN			1	-.66**
AV				1

** is significant at .01 level

{Dependent Variables: EI=Emotional Instability, PM=Permissive, AN= Authoritarian, AV=Authoritative}

The result (table 3) reveals the product moment correlation coefficients between the dependent variables. Positive significant relationship emerged between Emotional instability and Permissive parenting ($r=.52^{**}$; $p<.01$ level), Emotional Instability and Authoritative parenting ($r=.62^{**}$; $p<.01$ level). Permissive parenting also shows significant positive relationship with Authoritative parenting ($r=.57^{**}$; $p<.01$ level). Negative significant relationship emerged between Emotional Instability and Authoritarian parenting ($r=-.69^{**}$; $p<.01$ level), Permissive parenting and Authoritarian ($r=-.52^{**}$

$p<.01$ level) and Authoritarian and Authoritative parenting ($r=-.66^{**}$ $p<.01$ level).

Table-4: Showing Analysis of variance (ANOVA) between four comparison groups on the dependent variables

DV	IV	F	Sig.	Eta sq.
Emotional Instability	Gender	26.43	.00	.14
	Ecology	155.91	.00	.49
	GxE	95.73	.00	.64
Permissive	Gender	0.01	.93	.02
	Ecology	197.31	.00	.55
	GxE	64.95	.00	.55
Authoritarian	Gender	73.43	.00	.32
	Ecology	148.05	.00	.48
	GxE	183.41	.00	.77
Authoritative	Gender	27.17	.00	.15
	Ecology	27.17	.00	.43
	GxE	72.27	.00	.58

Results (Table-4) show that in Emotional Instability, gender has significant independent effect with effect size of 14%. ($F=26.43$; $p<.01$; $\eta^2=.14$), ecology with effect size of 49%; ($F=155.919$; $p<.01$; $\eta^2=.49$) and interaction effect of gender and ecology with effect size of 64%. ($F=95.73$; $p<.01$; $\eta^2=.64$) In Permissive parenting, gender has independent effect with effect size of 2% ($F=0.01$; $p<.01$; $\eta^2=.02$), ecology with effect size of 55% ($F=197.313$; $p<.000$; $\eta^2=.55$) and interaction effect of gender and ecology with effect size of 55% ($F=64.95$; $p<.000$; $\eta^2=.55$). In Authoritarian parenting, gender has significant independent effect with effect size of 32%. ($F=73.43$; $p<.00$; $\eta^2=.32$), ecology with effect size of 48%; ($F=148.059$; $p<.000$; $\eta^2=.48$) and interaction effect of gender and ecology with effect size of 77% ($F=183.41$; $p<.00$; $\eta^2=.67$). In Authoritative parenting, gender has significant independent effect with effect size of 15%. ($F=27.17$; $p<.00$; $\eta^2=.15$), ecology with effect size of 43%; ($F=27.17$; $p<.000$; $\eta^2=.43$) and interaction effect of gender and ecology with effect size of 58%. ($F=72.27$; $p<.000$; $\eta^2=.58$).

Table 5: Showing prediction of EI on the Permissive, Authoritarian and Authoritative.

Predictor	Criterion	R Square
Permissive	Emotional Instability	.48
Authoritarian		.54
Authoritative		.53

Results (table 5) shows that prediction of Emotional Instability on Permissive parenting was 48%, Authoritarian parenting was 54%, and Authoritative parenting was 53%

Conclusion

The findings of the study revealed that-

- i) There was a different level of scores on Authoritative, Authoritarian, Permissiveness, and emotional instability among four groups of the samples.

- ii) There was a positive significant relationship between Emotional Instability, Authoritarian and Permissive parenting style but Authoritative parenting style showed negative significant relation with Emotional Instability, Authoritarian and Permissive among the samples.
- iii) Results found that there was a significant independent effect of 'ecology' and 'gender' on dependent variables- Emotional Instability, Authoritative, Authoritarian and Permissive parenting.
- iv) It was also found that a significant interaction effect of 'gender x ecology' on dependent variables among the samples.
- v) Results revealed that perceived parenting style (Permissive - 48%, Authoritarian - 54% and Authoritative - 53%) prediction on emotional instability among the samples.

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