

THE RELATIONSHIP BETWEEN MOTHER'S PERCEIVED PARENTING STYLE AND ADOLESCENT'S EMOTIONAL INTELLIGENCE AND SELF-ESTEEM

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Abstract: *This study aims to identify the level of emotional intelligence and self-esteem in adolescents and correlations between these characteristics and perceived parenting styles mother. The sample consists of 187 adolescents in grades XI and XII, aged between 17 and 18 years old, studying in schools in Romania, the counties Timiș, Caraș - Severin, Hunedoara. The working tools used in the study are intended to identify the scale Rosenberg self-esteem, parenting educational inventory models Embu and emotional intelligence assessment questionnaire (adapted by Mihaela Roco Bar-On and D. Goleman). Analysis and interpretation of statistical data illustrated the existence of positive and negative correlations, statistically significant between certain parenting styles perceived by adolescents their self-esteem and their emotional intelligence.*

Key words: *parenting style, emotional intelligence, self-esteem, adolescents.*

1. Theoretic frame

Complicating social life and the challenges of the modern world imply a series of questions and answers calls on educational influences on adolescents and their importance on teenagers. All this illustrates more clearly education should be based on an educational partnership made in favor of adolescents, in order to complete their personality.

School education is extremely important, but it needs the family, the community, the whole society to support and guide the pupils properly. However, the family plays a primary role, because it is the home office of the child and its support almost entire life. The pupils completes their first experiences of family life.

The study of family relationships, affective climate and its socio-cultural model, adopted and exercised parenting style is crucial in social integration and social formation of adolescent behavior, but also for becoming his personality.

Various studies and researches have shown that adolescent personality development can not be achieved within the matrix of family, where both educational models and affective quality of family environment and tool creates preconditions for the orderly development of adolescents. Considering that personality development is a topical issue because more and more adolescents develop a weak personality, in this study we want to discover and highlight some of the reasons for which this happens.

Through this paper we wish to emphasize the important roles of mother parental style and the way in which they are perceived by adolescents in developing self-esteem and emotional intelligence.

In literature we find writers who have made valuable contributions on the relationship between parenting styles and adolescent self-esteem. Among them we can mention: Buri, 1989; Park et al., 2002; Zakeri & Karimpour, 2011.

Numerous studies (Žukauskienė, Malinauskienė, Erentaitė, 2011; Asghari, & Beshara, 2011; Fonte, 2009; Abdollahi, Talib, Motalebi, 2013; Joshi, Dutta, 2015) highlight the correlation position, respectively negative correlation between different parenting styles and emotional intelligence at adolescents.

In the study we propose we will focus on the relationship between mother's parenting styles (tolerant, loving, overprotective, over-involved) self-esteem and emotional intelligence of teenagers involved.

2. Research design

The study focuses on adolescents with ages between 17 and 18 years, studying at schools within the Counties of Timis, Caras - Severin, Hunedoara.

2.1 Objectives of research

The proposed objectives target:

1. The evaluation of the level of adolescents' emotional intelligence and self-esteem;
2. The identification of the correlations between the mother's parental style and self-esteem, respectively adolescents' emotional intelligence.

2.2 Hypothesis of research

1. We assume the existence of a positive correlation, statistically significant between the mother's perceived parenting style (tolerant and affectionate) and adolescents' self-esteem;
2. We assume the existence of a positive correlation, statistically significant between the mother's perceived parenting style (tolerant and affectionate) and adolescents' emotional intelligence;

3. We assume the existence of a negative correlation, statistically significant between the mother's perceived parenting style (over-protective and over-involved) and adolescents' emotional intelligence;

4. We assume the existence of a negative correlation, statistically significant between the mother's perceived parenting style (over-protective and over-involved) and adolescents' self-esteem

2.3 Methodology of research

The work intends to be a study which traces the perception of certain relations between parenting styles perceived by adolescents their self-esteem and their emotional intelligence.

In order to verify the formulated hypothesis the following instruments were used:

1. The Rosenberg self-esteem evaluation scale. The scale contains 10 items with 4 answering possibilities between totally disagree(1 point) and totally agree (4 points). Items 2, 5, 6, 8, 9 are rated reversely. The scores can be included between 10 and 40; high scores indicate a low self-esteem.

2. Evaluation questionnaire for emotional intelligence adapted by Mihaela Roco after Bar-On and Goleman. Regarding the evaluation questionnaire for emotional intelligence, the applying instructions target the check off of the answer which fits best by the teenagers, for each individual item.

The quotation possibility of answers is performed according to the following data:

| Item no (question) | Answer notation | | Item no (question) | Answer notation | |
|--------------------|-----------------|-----------|--------------------|-----------------|-----------|
| 1 | a,b,c | 20 points | 6 | b, c | 5 points |
| | | | | d | 20 points |
| 2 | b | 20 points | 7 | a | 20 points |
| 3 | a | 20 points | 8 | b | 20 points |
| 4 | c | 20 points | 9 | b | 5 points |
| | | | | d | 20 points |
| 5 | c | 20 points | 10 | b | 20 points |

The points of the 10 answers are summed up.

The signification of the global sense is:

- At 100: below average;
- 100 – 150: average;
- Over 150: above average;
- 200: exceptional

3. Embu Inventory was designed by Professor Carlo Perris et al. University in Umea

(Sweden) and calibrated on a novel group (152 healthy subjects) by Radu Vradi et al. Psychiatric Hospital Jebel. The inventory contains 81 questions that are answered by scores of 1-4 (never = 1, rarely = 2, often = 3, always = 4). The interpretation of the 81 questions are grouped into 14 subscales corresponding to 14 educational practices: abuse, deprivation, punitive, humiliating, rejection, overprotection, over-involved, tolerant, affectionate, directing performance, generator of guilt.

The sample involved in this research is formed of 187 adolescents, students in schools within the county of Timiș, Caraș-Severin and Hunedoara. Within the sample we find 82 male adolescents, 43.9%, respectively 105 female adolescents, 56.1%. (Table 1)

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------|-----------|---------|---------------|--------------------|
| Valid male | 82 | 43,9 | 43,9 | 43,9 |
| female | 105 | 56,1 | 56,1 | 100,0 |
| Total | 187 | 100,0 | 100,0 | |

(Table 1 Frequency within the sample regarding gender)

Regards to the allocation on ages at the level of the sample, the data are: 57.2% are 17 years old, 42.8% are 18 years old. (Table 2)

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Valid 17 yars | 107 | 57,2 | 57,2 | 57,2 |
| 18 yars | 80 | 42,8 | 42,8 | 100,0 |
| Total | 187 | 100,0 | 100,0 | |

(Table 2 Frequency within the sample regarding age)

Interpretation of the research results

In order to test the proposed hypothesis a program named SPSS was used performing correlations by means of the Person test.

The following step is the analysis the obtained results.

Regarding the first hypothesis, the data presented in table 3 illustrate the fact that between the two involved variables, self-esteem of students and mother's perceived parenting style (tolerant and affectionate) there is a positive correlation with statistical significance ($r = .247, p = .001, r = .229, p = .002$). Thus, we can

state that at level of the sample of adolescents involved, a high level of self-esteem is associated to a high level of mother's perceived parenting style (tolerant and affectionate).

The second hypothesis is also confirmed. The statistical data ($r = .184, p = .012, r = .214, p = .003$) reveal positive correlations with statistical significance between the mother's perceived parenting style (tolerant and affectionate) and adolescents' emotional intelligence.

These correlation coefficient confirm the fact that tolerant and affectionate a mother parental style determines a higher degree of emotional intelligence.

Regarding hypothesis 3, the data presented in table 4 illustrate the fact that between the two involved variables, emotional intelligence of students and mother's perceived parenting style (Over-protective, Over-involved), there are no significant correlations from statistical point of view.

Regarding hypothesis 4, the data presented in table 3 illustrates the fact that between the two involved variables, self-esteem of students and mother's perceived parenting style (Over-protective, Over-involved) there is a negative correlation with statistical significance ($r = -.156, p = .033, (r = -.223, p = .002)$).

Hypotheses 1, 2, 4 of this study are confirmed and they support some of the data presented in previous studies mentioned in this paper.

| | | Over-protective | Over-involved | Tolerant | Affectionate |
|------------------------|---------------------|-----------------|---------------|----------|--------------|
| Self-esteem | Pearson Correlation | -.156(*) | -.223(**) | .247(**) | .229(**) |
| | Sig. (2-tailed) | .033 | .002 | .001 | .002 |
| | N | 187 | 187 | 187 | 187 |
| Emotional intelligence | Pearson Correlation | -.025 | .011 | .184(*) | .214(**) |
| | Sig. (2-tailed) | .735 | .877 | .012 | .003 |
| | N | 187 | 187 | 187 | 187 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

(Table 3 Value of the correlation coefficient)

Conclusions and proposals

Due to the obtained data we observe the existence of positive correlation, highly significant statistically between the adolescents' self esteem and the mother's perceived parenting style (affectionate, tolerant). We also observe positive correlations, statistically significant, between the adolescents'

emotional intelligence and the mother's perceived parenting style (affectionate, tolerant). We observe statistically significant, negative correlations between adolescents' self esteem and the mother's perceived parenting style (over-protective, over-involved).

Taking into account the data obtained in our research on adolescents, in the investigation of parental style influences on the self-esteem levels and emotional intelligence, it is necessary to implement a program of psychopedagogical consoling to the pupils involved in this study and to their parents. This program should focus on improving the level of self-esteem and of emotional intelligence, and should develop capacities of self-closure, supporting the parents to improve educational style.

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