

# **Parental Involvement And Their Relationship To Emotion Well-being Of Adolescent**

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## **ABSTACT**

The quality of parent - child relationship is often associated with children's behavior. Parenting style, family environment, education, morals and discipline an important factor in building a healthy adolescent personality and prosperous. This means that they are healthy mentally, physically and psychological. Level of parental involvement in the effort to build the success of my children understand the world as a teenager, is related to the emotional health and well-being of parents. Involvement either positively or negatively affect the award personal and social skills of adolescents. Parenting style of parents have a major impact on the development of children's. This article review research related to adolescents' perceptions of parental involvement, the parenting style related to emotional well-being of adolescents, parentings style, research limitation and suggestions for futher research.

Keywords : parental styles; adolescent personality; emotional intelligence.

## **Introduction**

Many studies on the impact of parental involvement on the welfare and mental health among children (Baumrind 1971; Maccoby & Martin, 1983; Lefebvre (1999); Papalia, Olds, and Feldman 2002; Pomerantz, Grolinck, and Price, 2005; Heer 2008; Jeynes 2007; Vacek, Coyle, and Vera, 2010; Eryilmaz 2011; Hosogi, Okada, Fuji, Noguchi, and Watanabe, 2012; Driscoll Hamida 2013 and 2014). The results of the studies mentioned have parental involvement affects the self-concept, self-esteem, self-confidence, ability to communicate, to empathize, to increase academic achievement, positive interpersonal relationships, self-control, making adjustments, responsibility, social skills and those things related to emotional well-being.

## **Background of the Study**

According to a study conducted by Baumrind (1971), there are three styles of parenting parents authoritarian, authoritative and permissive. The three styles of nursing is determined by two criteria: the warmth of support and acceptance of parents, and the level of parental control and demands on children (Maccoby & Martin, 1983). It was once shared by Bowlby (1973) in which the relationship between the parent-child provides a model of internal work to build relationships with others in the future. This relationship helps to maintain a set of rules to be emulated to build relationships with others. This example is based on the reaction pattern and responsive caregivers in childhood (Griffith, 2004).

## **Statement Of The Problem**

Theory and studies have shown that cognitive processes, behavior and emotions are very important in daily function and mutually affect each other (Aldea & Rice, 2006; Heppner, Cook, Wright, & Johnson, 1995). Emotional information can help individuals to understand their reactions to a variety of different pressure, which helps them in the process of coping (Alumran & Punamaki, 2008; Baker & Berenbaum, 2007; Greenberg, 2002). High emotional intelligence is related to high ability and effective in solving the problem (Bar-On, 2001; Mayer, Salovey, & Caruso, 2008). Thus, individuals who escaped with their emotions showed the ability to focus and control the problem of low and likely to suffer from depression (Baker & Berenbaum, 2007). However, most previous studies using a questionnaire that has been set and limited to measuring a variable to be studied only. The result is highly dependent on the findings made and depending on the answer has been determined that respondents may fail to respond to good. Moreover that, there are some things which are important skills in intrapersonal and interpersonal skills of



parents affects the adolescent emotional well-being diabaikan. Perbezaan culture, upbringing style of parents practice and progress of society and the state to influence parents-son relationship also makes the findings varied regarding the emotional well-being of youth.

Previously, most research on emotional intelligence and how parental upbringing style regularly reviewed under a separate title (Alegre, 2012; Alegre & Benson, 2007; Berg, 2011; Scott-Ladd, & Chan, 2004; Smith, 2005; Spector, 2005; Wells, Torrie, & Prindle, 2000). This resulted in seemingly no correlation between emotional intelligence and how parents care style while studies have shown the involvement of parents in providing care to children with emotional impact on the welfare of children. Thus emotional intelligence and how a proper upbringing parents studied together in order to see the relationship between both because developing emotional intelligence throughout the life of the parents involved in the process of formation secara langsung and emotional development throughout human life. In other words, both of these factors are closely related to each other.

Moreover, despite extensive research done on how the parents care and parenting practices abroad, but studies looking at the relationship between parenting style of their parents and emotional intelligence is still lacking, especially in Malaysia. Studies are still limited in this area signaled the need for further studies to help unravel the relationship between emotional intelligence and how parental nurturing styles. Based on these facts, the study was conducted in order to identify appropriate interventions in order to increase parental involvement in schools. In addition, it is hoped that a parenting program in improving education in youth education can be implemented effectively.

## **The Objective Of The Study**

- i. Investigate the relationship between emotional intelligence and upbringing style of parents of teenagers.
- ii. Identifying the level of welfare of adolescent emotions parents directly involved in learning activities at school

## **Research Questions**

1. What kind of nurturing style adopted by parents of teenagers as a whole?
2. Is there a relationship between emotional well-being of adolescents with parental upbringing style of those involved directly with learning activities in schools

## **Methodology**

This study uses a design ex-post facto type of correlation. Design of ex-post facto type of correlation is often used to study the relationship between independent variables and the dependent variable.

## **Data analysis**

Data analysis involving descriptive and inferential statistics using the Statistical Package for the Social Sciences (SPSS) version 17.0. Inferential analysis were tested for statistical significance.



**Table 1 : Style of Parenting (Overall)**

Item	Category	N	Percentage
Parenting style	Autoritative	602	60.2
	Permissive	200	20.0
	Autoritarian	196	19.6

Authoritarian	EQ	<i>r</i>	<i>p</i>
	Social skill	.668	.00**
	Empathy	.640	.00**
	Self awareness	.552	.00**
	Emotion management	.532	.00**

Level signifikan.05

**Table 2 : Correlation Between Emotional Intelligence and authoritarian style**

According to Table 2, there was a positive correlation (simple) between emotional intelligence and authoritarian parenting style, social skills ( $r = .668$ ,  $p < .05$ , empathy  $r = .640$ ,  $p < .05$ ,  $r =$  self-consciousness.  $.552$ ,  $p < .05$ ,  $r = .532$  emotional management,  $p < .05$ ).

**Table 3: Correlation Between Emotional Intelligence With authoritative style**

authoritative style,	EQ	<i>r</i>	<i>p</i>
	Empathy	.878	.00**

Social skill	.865	.00**
Emotion management	.767	.00**
Self awareness	.753	.00**

Level signifikan.05

Based on Table 3, there is a positive correlation (height) between emotional intelligence and authoritative style, (empathy  $r = .878$ ,  $p < .05$ , social skills  $r = .865$ ,  $p < .05$ ,  $r = .767$  emotional management,  $p < .05$ ,  $r = .753$  self-consciousness,  $p < .05$ ).

**Table 4: Correlation Between Emotional Intelligence with permissive style**

Permissive	Dimensi KE	<i>r</i>	<i>p</i>
	Social skill	.374	.00**
	Empathy	.352	.00**
	Self awareness	.254	.00**
	Emotion management	.164	.00**

Level signifikan.05

Based on Table 4, there was a positive correlation (lower) between emotional intelligence and permissive parenting style (social skills  $r = .374$ ,  $p < .05$ , empathy  $r = .352$ ,  $p < .05$ ,  $r = .254$  self-consciousness,  $p < .05$ , and the management of emotions  $r = .164$ ,  $p < .05$ ).



The findings show that there is a significant positive relationship between emotional intelligence and emotional intelligence in all dimensions but different in terms of power relations in the care of three styles adopted by parents of teenagers.

Pearson Correlation overall findings indicate that there is a high positive correlation between emotional intelligence and authoritative parenting style. The dimensions of social skills showed the highest positive correlation, followed by emotion management dimension, then the dimension of self-consciousness and finally the dimension of empathy. For authoritarian upbringing styles, the Pearson correlation test showed that there was a moderate positive correlation between emotional intelligence and authoritarian parenting style. As for how permissive parenting style, there is a weak positive relationship between emotional intelligence and permissive parenting style.

## **Discussion and Recommendations**

The development of biological, emotional, cognitive and social development experienced in adolescence may be carrying a positive or negative impact on youth. This situation depends on how the parents care is practiced in educating and bringing up teenagers. The situation in which the three styles of parental care developed by Baumrind (1967, 1971, 1991) which is authoritarian, authoritative and permissive. Two major dimensions that distinguish these three styles of nursing degrees accountability are parents and parents demand (parental parental responsiveness and demandingness).

Parental upbringing style of authoritarian parental attitude is reflected by the high demand but low accountability. Parents put high expectations for children by practicing the approach control, punishment and strict rules that do not allow children to question. In contrast, in the style of

authoritative parents, parents are characterized as high and high accountability demands of practice assertiveness balanced with a willingness to hear the views of children, tolerance, solidarity, and participate fully in the process of helping and educating children. While the permissive parenting style, parental attitude is characterized by accountability but low demand of being too lenient, meet the children and treat children as individuals who are mature and can decide yourself so there is no pressure, control or the rules on good behavior and not rigorously prohibited.

How nurturing style adopted by parents of adolescents in this study to some extent affected the level of emotional intelligence outfits. The findings of this study support the opinion Santrock (2008) which says if a student switches from lower secondary school to upper secondary education, the reduction of psychological well-being as a transition stage of life. At the high school, hope the parents, the school and the families of adolescents is high on the side of increasing responsibility. The same atmosphere felt by teenagers in this study because they are in upper secondary level. The level of expectation of parents and the school so that they succeed in the Malaysian Certificate of Education is high. In addition to family duties at home and work load at school becomes a pressure on young people in shaping self-image and their self-identity. This will make teenagers worried and depressed if they do not get support and help from parents. Teenagers need to be helped to realize and feel the freedom and responsibility they have. In addition they need the awareness that they are responsible to lead ourselves and the capability to address concerns that arise. The findings support the theory and model of emotional intelligence Bar-On (1997). Theories and models are also in line with the opinion of Goleman (1995) in which emotional intelligence is the ability to motivate yourself and can survive in the face of



disappointment, control impulses, not exaggerating pleasure, can set the mood and can not keep the pressure load disable a person's ability to think and empathize. The concept and goals of this theory is also fundamental to the concept and objective of enhancing emotional intelligence programs in schools proposed by Gardner (2006), Goleman (2006) and Mayer, Salovey, and Caruso (2008). They have suggested a program involving activities such as emotional intelligence improves the efficiency of the management of emotions, empathy, responsibility, conflict resolution, self-awareness, communication and cooperation.

The findings of this study support the findings of previous studies (Alegre, 2010; Alumran & Punamaki, 2008; Baker & Berenbaum, 2007; Baumrind, 1967; Cummings & Davies, 1995; Greenberg, 2002; Kim, 2005; Simpson et al., 2007). Studies have shown that parental upbringing style and parenting practices that were given to teach children different impact depending on the two dimensions of parental behavior that is the first parent that is responsive, friendly and full of love and affection and second, parents were disciplined in controlling demand and control. This dimension depends on the expertise and maturity of parents formed the behavior of children who are disciplined in accordance with what is stated by Pearson and Rao (2003) in which children find in the nature of a democratic upbringing style has a high ability to handle relations skills. In addition, parents are skilled empathizing has to do with the practice of child care that emphasizes understanding the feelings of others and respond positively.

The findings of this study have proven that emotional intelligence has a relationship with the parents care and support statements made by Bar-On (2001) and Mayer, Salovey, and Caruso (2008), in which emotional intelligence is related to the individual environment grew. It

has also been shared by Baumrind (1991) in which parents authoritative parenting style affects children's development and Bowlby (1982), which asserts that emotional linkage between the parent-child bond involves emotion and affect in particular the management of internal emotions Self-control skills (Bowlby, 1988b). This is in line with the opinion of Mayer and Salovey (1995), which affirmed that all psychological processes that impede the continuity of information, is likely to reduce or degrading emotional intelligence. Thus, individuals who escaped with their emotions showed the ability to focus and control the problem of low and would suffer from depression (Baker & Berenbaum, 2007).

The findings differ from studies conducted in the West where the only significant authoritative style with emotional injury to a teenager. In this study, there is a positive relationship despite moderate level and weak-style authoritarian and permissive parenting style. This suggests an authoritarian and permissive parenting style is still accepted by society. This is likely due to differences in culture than in the West. Thus these findings contradict the findings of Western researchers where the authoritarian and permissive styles showed no significant correlation with emotional intelligence (Baumrind, 1971; Carlo, McGinley, Heyes, Batenhorst, & Wilkinson, 2007; Maccoby & Martin, 1983; Kaufmann et al., 2004). Their study also showed that just kind of authoritative parenting style that increases children's competence.

However, these findings are consistent with studies conducted in other cultures where an authoritarian style of parenting and permissive parents still conducive and relevant to youth. For example, there is a significant and positive relationship between the authoritarian parenting style with adolescent behavior in a survey conducted by the Asia, Europe and the Arab States (Afriani et al., 2012; Chao, 2001; Dwairy et al., 2006; Garcia & Gracia, 2009; Martinez & Garcia, 2007;



Rudy & Grusec, 2006). Thus, in deals with emotional intelligence and its relation to parental upbringing style, cross-cultural factors and parental involvement in learning activities in schools need to be addressed.

## Conclusion

Since emotional intelligence has a very significant relationship with the parents, the care is appropriate when discussing the issue of emotional intelligence, the role of parents is also noteworthy. Even in the event that an authoritative parenting style is good practice parenting style and fit, then parents should make every effort to adapt its parents practiced by authoritative parents in their parenting style practices. The recommendation is in line with studies done on the relationship between emotional intelligence and parenting practices.

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# **Parental Involvement And Their Relationship To Emotion Well-being Of Adolescent**

Always ☺  
BE POSITIVE!





## **INTRODUCTION**

- Many studies on the impact of parental involvement on the welfare and mental health among children (Baumrind 1971; Papalia, Olds, and Feldman 2002; Driscoll Hamida 2013 and 2014).
- The results of the studies mentioned have parental involvement affects the self-concept, self-esteem, self-confidence, ability to communicate, to empathize, self-control, making adjustments, responsibility, social skills and those things related to emotional well-being.







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- Theory and studies have shown that cognitive processes, behavior and emotions are very important in daily function and mutually affect each other (Aldea & Rice, 2006; Heppner, Cook, Wright, & Johnson, 1995).
- Previously, most research on emotional intelligence and how parental upbringing style regularly reviewed under a separate title (Alegre, 2012; Alegre & Benson, 2007; Berg, 2011; Smith, 2005, Spector, 2005).







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# OBJECTIVE

Investigate the relationship between emotional intelligence and upbringing style of parents of teenagers.

Identifying the level of welfare of adolescent emotions parents directly involved in learning activities at school







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## **METHODOLOGY**

This study uses a design ex-post facto type of correlation. Design of ex-post facto type of correlation is often used to study the relationship between independent variables and the dependent variable.





## Parenting Style

Item	Category	N	Percentage
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	Permissive	200	20.0
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## The Relationship Between Emotional Intelligence And Parenting Style

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# DATA ANALYSIS

## Correlation Between Emotional Intelligence With Authoritative Style

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# DISCUSSION

- Teenagers need to be helped to realize and feel the freedom and responsibility they have. In addition they need the awareness that they are responsible to lead ourselves and the capability to address concerns that arise.
- Pearson Correlation overall findings indicate that there is a high positive correlation between emotional intelligence and authoritative parenting style.







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THANK YOU

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