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## Effect of parenting styles on emotional intelligence in single children vs first borns vs second borns

Sakshi Kulkarni

[kulkarnisakshi58@gmail.com](mailto:kulkarnisakshi58@gmail.com)

Maharashtra Institute of Technology World Peace University, Pune, Maharashtra

### ABSTRACT

*Adolescence is a transitional age when rapid physiological, emotional and psychological changes occur. All these developments need to be taken into consideration as it creates a strong foundation before entering adulthood. It can help individuals live a life with positive well-being resulting in self-actualization. This research is aimed to study the relationship between parenting styles, emotional intelligence and birth order. The population consisted of 178 parents and 313 adolescents. The results stated that parenting styles do have an impact on emotional intelligence. Moreover, birth order also affects the emotional capabilities of children even though they were raised by the same parents. The present study revealed that among all the adolescents who were raised authoritatively, second borns possessed more emotional intelligence. Between single children, first borns and second borns who were raised by authoritarian parents, second borns again scored high E.I. scores. Lastly, among all the adolescents who were raised using permissive parenting style, first borns had more emotional capabilities than the single children and second borns.*

**Keywords:** Emotional Intelligence, Parenting Styles, Single Children, First Borns and Second Borns.

### 1. INTRODUCTION

Every grown tree delineates the way it was grown and nurtured over the years through its appearance. Metaphorically, the journey of a seed to a grown tree often resembles the developmental years of human beings from an embryo to an adult who is open to attaining a multitude of life experiences. The condition of the sprouted branches, leaves, fruits and flowers portray the utmost importance of natural resources required for its growth and development. Likewise, there is enormous amount of management being conducted in human life between internal and external forces. These forces can also be referred to as human experiences which are totally subjective.

In my view, human body is a complex assembly of emotions and memories that constantly add up to our conscious and unconscious experiences. We have been referred to as “human beings”, because, intellectual power which we are privileged to have directs us how to “be”. Undebatable balance between intellect and emotions determine whether a person’s conscious experience would be detrimental or favoring. Daniel Goleman stated that “the ability to manage one’s own emotions is more important than a person’s intellect”. I would like to argue against this statement as I believe the ability of management derives from a person’s intellect. Emotions must never dominate over an individual’s intellect as they do not possess the ability to control themselves alone. However, it is possible when combined with our intellectual power as controlling is one of its responsibility. Emotional Intelligence is all about the relationship between our emotions and intellect. Intelligent quotient contributes in developing several cognitive abilities that are crucial in one’s life. However, the benefits of expanding our emotional quotient cannot be ignored. Our emotional state is often based on our flow of our hormones. The endocrine system plays a crucial role in determining your emotional state as overflowing of particular hormones can either make you miserable or joyful. This is where emotional intelligence signifies its importance. The right intellect to control and manage your emotions can help you live a balanced life. Emotions can go on to an extreme level if your hormonal flow is high. Consequently, it can lead to several problems related to your mental as well as physical health.

Emotional Intelligence is influenced by several factors. It is developed on the basis of our experiences since childhood and sometimes is often considered to be genetic. One major factor in my view that affects emotional intelligence is parenting. Children

spend their fundamental years of life with their family. Adolescence, when a child goes through several changes in his body and mind, parenting plays a crucial role as a child's behavior reflects how he/she was grown. However, there are several environmental factors as well that can be associated with a child's responses and behavior. There are few researches done that stated that family size can also affect a child's emotional intelligence. A positive home environment is necessary to develop an optimistic way of thinking.

Mayor and Salovey, in 1990, coined the term "emotional intelligence". According to them emotional intelligence is the ability to perceive our emotions, understand them efficiently and control them accurately, and applying these skills in interpersonal interactions too. Several studies were conducted that showed relationship between perceived emotional intelligence and psychological adjustment during adolescence. With respect to gender differences in emotional intelligence, several studies illustrated higher emotional intelligence in women than men (Fernandez Berrocal and Ramos Diaz, 1999).

According to 2019 UNICEF Data, adolescents, refers to those who fall between ages 10 and 19, comprising 16 percent of the world's population, 1.2 billion of 7.9 billion. Adolescence represents that phase of life when the brain is most malleable and rapid changes occur emotionally, physically and psychologically. When encountered by an unusual situation, they find difficulty in facing them with confidence and efficiency as they lack experience and emotional intelligence to handle them with an adaptive approach. The period of adolescence is described differently by psychologists with non-identical approaches. Sigmund Freud and Anna Freud looked at it as a period of sexual excitement and anxiety; identity crisis by Erik Erikson; cultural relativism by Margaret Mead; dominant value direction by Eduard Spranger; logical and abstract thinking by Piaget; and modelling by Bandura.

Adolescence is a transitional period, wherein teenage is in the limelight as children are most vulnerable then. They go through puberty and turn very inquisitive when they encounter something that stimulates their limbic system. Teenagers are mostly influenced by social environment and therefore experience difficulty in maintaining a healthy relationship with their parents. Teens experience several emotional changes which increases their confidence and ego, resulting them in not seeking advice from their parents. They are mostly self-centered and prefer being by themselves. Sexual related behavior is also developed among adolescents. Sexual curiosity leads to sexual behavior (Putro, 2017).

The relationship between parenting styles and emotional intelligence is scarcely investigated. The amount of time mothers spent with their children was associated positively with the various aspects of children's emotional intelligence (Alegre,2012). Parenting styles is related to adaptability, emotion regulation and impulsiveness. Self-esteem, self-motivation and stress regulation in adolescents is affected by parenting styles (Mileusky et al, 2007). With respect to possessing the ability of regulating stress, children raised by authoritative parents had less internalized distress, while those who were raised by authoritarian parents had more stress issues and less emotional strength (Steinberg et al. 1994). Family interactions and authoritative parenting style has been linked with higher levels of happiness among adolescents (Furnham and Cheng,2000). As parenting style reflects the parent's attitude towards his/her child, it creates an emotional climate, and it would result in negative emotional reactivity and insecurity.

There are several studies done that have stated effects of birth order on education and labor market outcomes. Parents and families face several financial as well as emotional phases in their life which often leads to unequal distribution of resources and values across all their children. In the same family, one child may grow up with a proper financial background and comfort while the other might be raised while facing several hardships and challenges. This affects the child's emotional quotient as the one grown with more hardships might know the value of things better. Non-identical attitudes and characteristics of parents towards siblings in the same family might contribute to changing home environments and differences in the values in two children raised by same parents. Zajonc (1976), stated that later borns may receive better cognitive stimulation and care from parents than older siblings.

An adolescent brain undergoes rapid changes in terms of emotions, wherein self-control is not parallelly developed at the same pace. Limbic system, which is the primitive area of the brain in humans and mammals as well, develops faster during adolescence, then the prefrontal cortex. The main function of the prefrontal cortex is self-control and judgement. The limbic system is stimulated and triggered in adolescents by various things such a sexual experience, horror films, social media, gossip, parties, friends, etc. Adolescents are more inclined towards risk taking behavior. Therefore, emotional intelligence usually lacks in them due to incomplete development of the prefrontal cortex.

In addition to this, Daniel Kahneman stated two ways of thinking, naming them System 1 and System 2. System 1 is somewhat related to the limbic system, its quick responses are driven initially by emotions and are considered self-protective. System 1 thinking is dominant in most adolescents, resulting in many of them being self-centered. System 2 thinking is more analytical in nature. High amount of emotional intelligence is required to follow judgements and decisions coming from the system 2. Several stressful changes occur during adolescence which can be both personal as well as social in nature that can lead to different emotional reactions.

## **2. OVERVIEW**

Everyone recognizes the importance of intelligent quotient which is responsible for our reasoning ability, likewise, enlarging one's emotional quotient is vital which helps in maintaining the hormonal equilibrium. Emotion is an innate component of human body which is present since birth; attaining the ability to utilize them sensibly is the key. Emotional intelligence is shaped within us since our childhood through several kinds of situations we undergo. It molds human personality accordingly which can result in positive as well as negative outcomes. Taking a look at the current scenario regarding the rise in adolescents with minimal emotional capabilities, parents, who are their primary care givers, can direct their attention towards the reason why coping emotionally has become such a severe problem among children. Therefore, parents can often alter their styles they have adopted to nurture and raise their children in order to build a positive parent-child relationship which can consequently help parents keep a note of the child's

emotional development. Being inattentive during the child's growth years (12 to 19), when major changes take place, can be detrimental as it can affect the child's young and well as late adulthood. Implementation of responsibilities adequately as parents can help bring out youth with substantial amount of mental stability.

### **Present study**

The present study details about emotional intelligence in adolescents who are first Borns, second Borns as well as those who have no siblings, which is influenced by different parenting styles. The core reason why this study has categorized adolescents into three different types based on their birth order is because at times there is dissimilarity in parenting styles associated with siblings.

### **Statement of the problem**

Emotions are a topic of concern in everyone's life, hence, managing them and utilizing them correcting and efficiently is essential. Emotional intelligence, concisely summarizes the integral action of consciously supervising your emotions while confronting incompatible or identical situations. Mental illnesses that include emotional dysfunctionality such as anxiety and depression, are increasing predominantly in teenagers and older adolescents. Addressing these issues and working on the cause that is giving rise to mental complications is vital.

Adolescents, who are facing a dilemma while coping with problems in context with emotionality, certainly lack emotional intelligence. Emotions are psychological and mental responses and reactions that are already present in children since their childhood, what is needed is nurturing them in such a way that they develop the ability to utilize them wisely while undergoing an unplanned situation. Emotional intelligence is something that can be developed strongly within oneself through facing different circumstances that are emotionally challenging, which could result in emerging as an individual with adequate amount of emotional quotient to face the upcoming distinct situations. Its importance must not be passed over as it influences one's way of being.

Parents, who are the primary caregivers, play an important part in building their child's emotional capabilities. The emotional capabilities of adolescents are developed through several ways, of which family atmosphere is one. The way a child is raised to be in charge of his/her as well as other's emotions, alters one's personality. Henceforth, it is important that parents pay substantial amount of attention at their child's emotional development and family environment which might determine the child's psychological strength. Before entering the teenage, children have high amount of attachment with their parents because most of their needs are fulfilled by their caregivers. Children experience a sense of security and convenience when communicating with their parents. However, this is not applicable in all families as few parents prefer keeping a strict environment in the house which at times suppresses a child's emotions and thoughts. This can hamper the child's emotional development wherein his/her emotions were not given a chance to vent out when they must have. This might result in accumulation of mixed emotions which the child might face a hard time in dealing with them at the same time. Few families prefer maintaining a relaxed environment where a child has full independence to act according to his will and would not be questioned regarding his behavior. This might sometimes make children make the wrong choices as they were not governed by any authority to make them realize about certain limitations. Apart from these two family environments that parents choose to execute in their house, few parents are in favor with maintaining at atmosphere that is transitional and adaptable to new change. Such parents act strict as well as friendly depending on the situations to conserve the parent-child relationship. All these parenting styles can determine a child's emotional intelligence, therefore, parents must be aware of their choices and decisions as it may affect their child psychologically and emotionally.

To outline, parent-child relationship is crucial when inferring an adolescent's level of emotional intelligence.

### **Objectives of the study**

1. To study the difference in emotional intelligence in single children, first borns and second borns.
2. To study whether parenting styles have an effect on their child's emotional intelligence.

### **Hypothesis**

Parenting style can have an effect on emotional intelligence.

### **Alternate Hypothesis:**

There is a difference in emotional intelligence in single children, first borns and second borns.

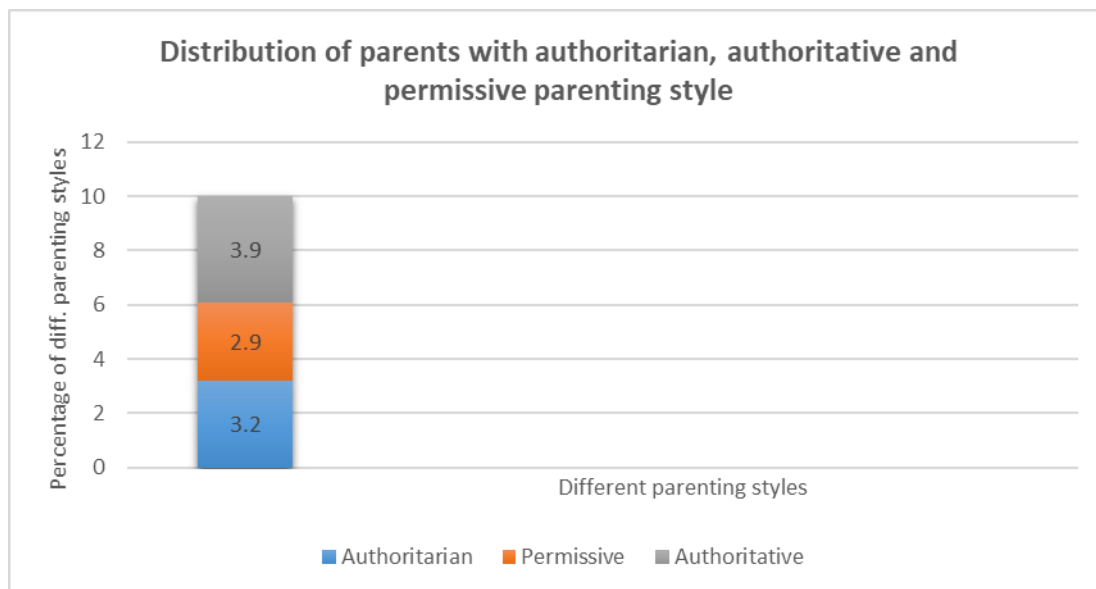
### **Null Hypothesis:**

There is no difference in emotional intelligence in single children, first borns and second borns.

### **Sample**

- 178 parents solve the parent styles questionnaire that was circulated through google forms.
- Overall 39% parents practiced authoritative style, 32% authoritarian style and 29% permissive parenting style.

### **Table 1.1**



- A total of 313 adolescents participated in the research

**Table 1.2**

	No. of single children	No. of first borns	No. of second borns
Authoritative	33	35	40
Authoritarian	36	29	32
Permissive	40	33	35
Total	109	97	107

**Tools used:**

**To administer emotional intelligence:**

- TEIQue-SF: Trait Emotional Intelligence Questionnaire-short form (Petrides K.V., 2009)
- This test consists of 30 questions.
- This test is based on the full form of Trait Emotional Intelligence Questionnaire.
- The score for each question ranges from 1 to 7, 1 being the lowest and 7 being the highest.
- The test includes 2 items from each of the 15 facets from TEIQue.

**To examine the parenting styles:**

- Parenting Styles- Parenting Styles Questionnaire (Based on: Robinson, C., Mandleco, B., Olsen, S. F., & Hart, C. H. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*, 77, 819–830.)
- The test was categorized into 3 sections- authoritarian parenting style, permissive parenting style and authoritative parenting style.
- Authoritative parenting style section had 13 questions, authoritarian parenting style section also consisted of 13 question, lastly, permissive parenting style section has 4 questions.

**3. PROCEDURE**

**To measure the TEIQue scores:**

- a) The TEIQue-sf was circulated through google forms forwarded in WA schools groups and personal contacts.
- b) Children aged between 13 to 19 were asked to solve the questionnaire.
- c) A total of 313 TEIQue scores were collected where in 109 students were single children, 97 students were first borns and 107 students were second borns.
- d) The <https://psychometriclab.com/> site has a readymade TEIQue 30 questions form available (excel template).
- e) After filling the scores in the excel template, the same site had a scoring engine, wherein the filled excel template was supposed to be submitted and it would automatically yield scores.
- f) Under scoring, well-being, sociability, emotional and self-control were scored separately and it also provided scores as a whole which signified the participant’s emotional intelligence.

**To measure parenting styles:**

- a) The parenting styles questionnaire was circulated through google forms.
- b) A total of 178 parents solved the self-report questionnaire.
- c) The authoritarian section and authoritative section consisted of 13 questions each, and permissive section consisted of 4 questions. The questionnaire used a 6-point Likert scale ranging from 1 (never) to 6 (always).
- d) In order to yield scores of each section separately, the scores for authoritarian and authoritative parenting styles were calculated by dividing the two separate scores of each of the respective sections by 13. To calculate the score of permissive parenting style, the total score of this section was divided by 4.

e) Then to determine which parenting style the particular participant possess, the scores of the three sections were compared. The section in which the participant scored highest, the was parenting styles practiced by the participant at home to raise his/her child.

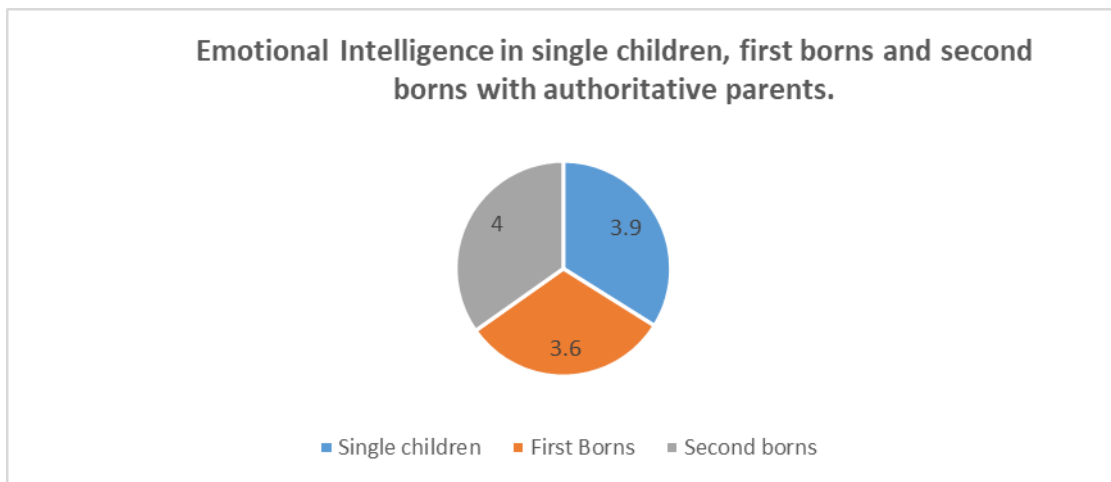
**Associating relationship between E.I. scores and Parenting styles:**

The E.I. scores of single children with authoritative parents was calculated separately, the E.I. scores of first borns with authoritative parents was calculated separately and the E.I. scores of second borns with authoritative parents was calculated separately. Similar process was followed with authoritarian and permissive parenting style. The scores of single children, first borns and second borns were calculated separately with authoritarian and permissive parents respectively. Lastly, all the 9 yielded Emotional Intelligence scores were compared with respect to the parenting styles and birth order which affected the E.I. score.

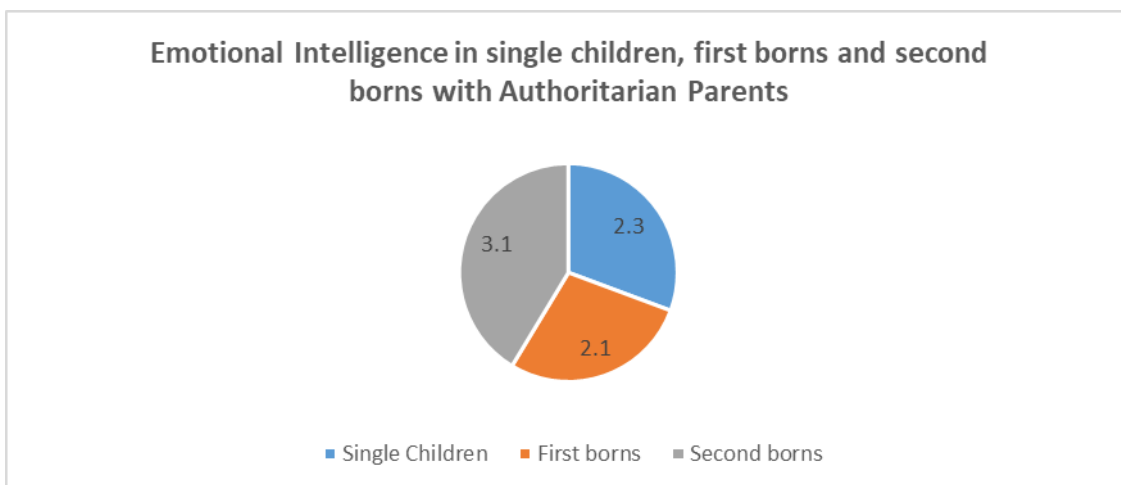
**4. RESULTS**

**Emotional Intelligence Scores:**

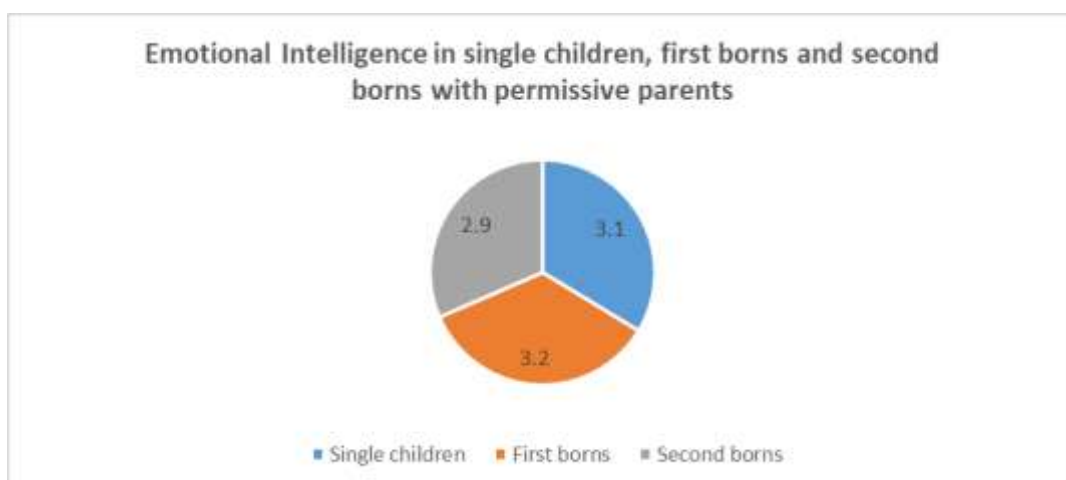
**Pie Chart 1.1**



**Pie Chart 1.2**



**Pie Chart 1.3**



**Table 2.1: Descriptive statistics for emotional intelligence in single children, first borns and second borns with authoritative parents:**

	Single Children	First Borns	Second Borns
Total Number	33	35	40
Mean	3.9	3.6	4
Mode	4.2	4	3.8
Median	3.9	3.7	4
Standard Deviation	0.33	0.45	0.49

**Table 2.2: Descriptive statistics for emotional intelligence in single children, first borns and second borns with authoritarian parents:**

	Single Children	First Borns	Second borns
Total number	36	29	32
Mean	2.3	2.1	3.1
Mode	2	2	2.8
Median	2.3	2	3
Standard Deviation	0.46	0.47	0.56

**Table 2.3: Descriptive statistics for emotional intelligence in single children, first borns and second borns with permissive parents:**

	Single Children	First borns	Second borns
Total number	40	33	35
Mean	3.1	3.2	2.9
Mode	3.5	3	3
Median	3	3.2	3
Standard deviation	0.74	0.57	0.73

**Pie Chart 1:** Illustrating the E.I in single children, first borns and second borns who were raised authoritatively.

The data represents that emotional intelligence was higher in second borns (4.0) who were raised in an authoritative environment. The scores of first borns and single children were 3.6 and 3.9 respectively.

**Pie Chart 2:** Illustrating the E.I. scores in single children, first borns and second borns by authoritarian parents.

The chart represents that the level of emotional intelligence was higher in seconds borns (3.1) who were raised in an authoritarian way. Single children and first borns scored comparatively low at 2.3 and 2.1 respectively.

**Pie Chart 3:** Illustrating the E.I. in scores in single children, first borns and second borns who were raised permissively.

The data represents that first borns possessed higher average emotional intelligence who were raised in a permissive environment (3.2). Single children scored slightly low with 3.1 and second borns scored lowest with a 2.9.

## 5. ANALYSIS

**Table 3.1: One way Anova to find the differences in emotional intelligence scores of single children, first borns and second borns with authoritative parents:**

F critical	3.08
F calculated	8.26
P value	0.0004

**Table 3.2: One way Anova to find the differences in emotional intelligence scores of single children, first borns and second borns with authoritarian parents:**

F critical	3.09
F calculated	35.62
P value	3.05

**Table 3.3: One way Anova to find the differences in emotional intelligence scores of single children, first borns and second borns with Permissive parents:**

F critical	3.08
F calculated	1.69
P value	0.18

All the  $f$  calculated values are greater than the  $f$  critical values, hence we reject the null hypothesis. We accept the hypothesis that there is difference in emotional intelligence in first borns, second borns and third borns.

## **6. DISCUSSION**

The present study illustrated the different levels of emotional intelligence possessed by adolescents who were raised in different environments (parenting styles). The study revealed that second borns scored high on E.I. who were raised authoritatively among all the adolescents who were raised by authoritative parents. Secondly, 3.1 was the emotional intelligence score obtained by second borns who were raised in a strict environment (authoritarian parents), which was more than the first borns and single children who were raised by parents using similar parenting style. Lastly, between single children, first borns and second borns who were raised permissively, first borns scored higher with an average 3.2. Among all the single children, those who were raised authoritatively had better emotional capabilities. Out of all the first borns who solved the questionnaire, those who were raised by authoritative parents scored higher than others who were not raised authoritatively. And lastly between all the second borns, those who were raised in an authoritative environment had more emotional intelligence.

The observable differences in the emotional intelligence scores might be an indicator that parenting styles play an important role in determining their child's emotional world. It is extremely essential that parents pay extra attention to the way their child is growing emotionally. Since children spent the fundamental years of their life in their family, family environment is extremely influential. Most children look at their parents as an authority figure and abide by the limitations set by them.

Discussing about emotional quotient, its enhancement since childhood is essential as these skills help us be adaptable, confident and develops our mental well-being. Schools students often go through extreme feelings such as stress, jealousy, competitiveness, etc., if they do not have the right ability to manage all these emotions effectively, it might hamper their thinking skills compelling them to take incorrect/inappropriate decisions. Those all who can handle such situations with appropriate management of emotions, have a better perspective towards challenging situations. They are self-motivated and possess good stress-management skills.

As rightly stated by Aristotle, humans are social animals. They have the need of being surrounded by people all the time. And, this is true in the case of adolescents, they experience strong social needs which makes them feel secure and important. They seek maximum emotional support from their friends and social connections. Possessing good interpersonal skills makes children confident and perseverant. Social and emotional skills are very important to preserve your values and principles in all kinds of situations. Those who have them, are likely to be successful in all parts of their life wherein they know how to handle challenging situations effectively.

As mentioned earlier, adolescent brain experiences rapid changes and limbic system is the fastest growing part of the brain. Limbic system is considered to be associated with emotional and behavioral responses. It is stimulated by all those things that can give us pleasure and a sense of excitement. Therefore, teenagers often ignore the consequences associated with risky behaviours and are often involved in actions those cause excitement and thrill. Most of them do not have the ability to deal with their emotions effectively. This might also be because the prefrontal cortex in our brain, is responsible for all the cognitive and reasoning abilities. This part of the brain develops last during late adolescence (18 to 21 years). Recent researches have proved that the prefrontal cortex does not develop until age 25.

EQ education is very important and needs to be involved in the school curriculum. It can help children understand about the management and emotions. It can result in them having better social relationships and self-concept. EQ skills can improve problem solving skills and self-regulation. During adolescence, students consider themselves very confident and think critically during most situations and parallelly allow peer pressure to affect them. Adolescents often are inclined towards competing others of their age where they want to capture the 1<sup>st</sup> position every time. In this process, they do not take an extra effort to explore their unique capabilities and find it difficult to accept themselves the way they are. Self-talk is an EQ skill which when developed in students will help them boost their sense of self.

Apart from mental development, adolescents go through several physical changes. Most of their physical changes are driven by the rush of emotions which they experience. They exhibit more curiosity in knowing adult behaviours such as cigarettes, alcohol, sex, drug use, etc. it is very important that they stay by their values and principles and do not let negative experiences affect them. They must have enough self-control and decision making skills because this age is associated with behaviours which are risky in nature. Parents play an important role in the development of EQ skills. Therefore, it is essential for them to know the importance of emotional intelligence. A study was conducted by Karin et al in 2013, which showed the emotional intelligence of around 200 children. The study revealed that children who were raised authoritatively possessed adaptive emotional regulation than those who had authoritarian parents. Adolescents who were raised with low nurturance and high over protection had increased risk of depressive symptomatology (Karin et al. 2013). Alegre (2012), found that there was no relation between mother's self-reported parenting style and children's emotional intelligence. Based on Morand's (1999), there is a positive relationship between birth order and emotional intelligence, because later borns have one or more than one siblings from the time they are born.

Learning and managing different emotions is a part of socialization and it begins at home. The type and extent of socialization one might receive from his/her family depends on the family size and birth order.

Morand (1999), found that there is a positive relationship between family size and the ability to recognize emotions by facial expressions. Participants were shown various faces that depicted different emotions. They were given a task to recognize which of the seven emotions each face was expressing. The study found that those who came from larger families often chose the correct

emotion. Morand argued that those who were grown in larger families had higher level of emotional intelligence as they are raised with maximum social interactions resulting in them knowing various emotions and feelings.

According to Adler, inferiority complex is essential for a person to get motivated to achieve something and contribute to the development of personality in several ways. If individuals maintain inferior feelings based on different birth order position, they demonstrate greater tendency to acquire maladaptive personality characteristics. Hence, birth role plays a significant role in determining one's development of personality.

In this research, second borns who were raised authoritatively scored high emotional intelligence scores than single children and first borns who were raised in the same family environment (Pie chart 1.1). In my view, this could have happened maybe because while taking care of first borns, parents experience their journey of being parents for the first time in their life. They might make some mistakes, also be a little more over-protective. Parents might sometimes feel hesitant while sending their first kids out of their house, worrying regarding their safety and security. While taking care of second borns, parents are more experienced and have an idea how exactly children think in their toddlerhood and childhood. They are not very doubtful while performing certain things as they know what an approximate response/result is going to be. And talking about single children, their emotional intelligence is slightly less than second borns with authoritative parents. This might be because of family size because as mentioned before, family size is a predictor of emotional intelligence. The bigger the family, the more amount of socialization children experience and exposure to different kinds of emotions and situations. Single children grow with no siblings and hence forth do not know any alternate way to react to a particular situation. Since childhood, they have their own space and things which they are not used to sharing. In such situations, authoritative parenting style plays an important role where in parent practices positive parenting which outweigh the drawbacks of being a single child. Parents are supportive and warm, resulting in them forwarding strong value and principle system in to their children. A healthy communication between parents and children results in a secure attachment, which develops optimism in children as there is righteous exchange of thoughts.

Now talking about authoritarian parents, second borns exhibited higher emotional intelligence than first borns and single children who were also grown by authoritarian parents (Pie Chart 1.2). Authoritarian parents believe in maintaining a strict environment at home resulting in children suppressing their emotions and feelings. They experience this constant fear of getting unusual harsh reaction from their parents when they try to share something. As quoted by writer Coollen Hover "All humans make mistakes", however, authoritarian parents do not find making mistakes common and often use punishments to make sure they are not repeated. This makes children feel extremely nervous and petrified when they try to accept the mistake made by them in front of their parents. They know that there are least chances of them being forgiven with understanding and care. This study showed that second borns with authoritative parents had more emotional intelligence than all other adolescents grown with the same parenting style. This might be because second borns and first borns might often turn out to be each other's support, benefitting the second borns who have a companion at home to have a secure attachment. The first born might sometimes support the second borns knowing the fear the anxiety what the second born might be going through. Being the youngest, second borns might sometimes get little amount of freedom to socialize, whereas the eldest is often expected to take the major responsibilities at home. This might hamper the child's social as well as empathy skills.

29% of the research population in this study consisted of permissive parents. Permissive parents are those who are lenient and not very demanding. They believe in giving their children full independence of making their own decisions. This study revealed that first borns with permissive parents had better emotional capabilities than second borns and single children with parents who practiced the same parenting style. Between second borns and single children with permissive parents, single children scored better on E.I. As you can see in Pie chart 3, there are minor differences in the emotional intelligence in adolescents raised by permissive parents. This might be because all adolescents of such families got almost equal exposure and freedom. They were left on their own to manage and identify their emotion. They were allowed to make mistakes and were not punished for committing one.

There were several researches conducted to understand the responsibility level of siblings. Pulakos (1987), studies college students who had 2 to 9 siblings, he concluded that first borns take on more responsible roles. Additionally, he also stated that men showcased more irresponsible behaviour than women.

Harris and Morrow, in 1992, examined the association between birth order and responsibility, and also taking into consideration gender differences. The participants were university students who had two to four siblings. Their study could not support the hypothesis that first borns are more responsible, however, they concluded that females are more responsible than men. They demonstrated a link between gender and responsibility. They also remarked that being responsible may be associated with age differences instead of birth order or gender.

There were many researches done to identify the relationship between birth order and dominance. Perlin and Grater (1984), did a study on participants with two siblings and had a maximum age difference of 4 years. The participants were raised in intact families. First borns compared themselves to be more dominant than the second and the last borns. Besides, younger siblings identified themselves to be more submissive than the older and middle one.

Another study by Harris and Morrow (1992) demonstrated that firstborn males are more dominant compared to firstborn females, whereas younger female siblings are more dominant compared to younger male siblings. Ashby et al. (2003) concluded that older siblings show more adaptive and maladaptive perfectionism compared to middle born and younger siblings. Taking into account objective environmental differences, researchers emphasize that each child is born into different conditions within the family. As an illustration, firstborns receive more attention from the mother. However, when second children are born, they have to share the parents' attention with the older siblings (Lasko, 1954).



## 7. CONCLUSION

In conclusion, this study has tried to prove that parenting styles have a significant amount of effect on emotional intelligence in their children. Moreover, birth order is also an influencing factor when it comes to developing emotional capabilities. Parents need to know that children, when they are young, often seek for help because they look at their parents as an authority figure and role model. Children should be shown support and warmth which will create a wholesome parent-child relationship. Parents play an influential role in moulding and shaping the behavior of adolescents. Good parenting is authoritative in which parents keep eyes on their children and try to understand the mindset of their children. Authoritarian parents tend to control and exercise more than enough power for the future development of their children. Samiullah Sarwar (2016) suggested few tips for good parenting:

- Parents should opt for authoritative rather than authoritarian parenting style.
- Parents should spend time with their children because it can reduce the probability of developing delinquent behaviour.
- Parents should be continuously involved with children so that adolescents may be prevented from committing crimes and associating themselves with law breaking actions.

The importance of emotional intelligence should be taken into consideration by parents as well as schools as nurturing the brain when it is in its most malleable form is essential. The development of E.I skills is necessary in order to live a happier life and balance mental and emotional well-being.

## 8. LIMITATIONS AND SUGGESTIONS

The present research however, has some limitations and suggestions:

- Firstly, this research was taken place when the Covid19- pandemic was taking place. All the countries were shut into lockdowns; schools, colleges, universities, offices were closed. As mentioned earlier, humans are social animals and suddenly everyone got placed into a situation where they had to stop their social life. This has affected many people emotionally and psychologically. The Covid-19 Mental Disorders Collaboration concluded that there has been 27.6 percent increase in depressive disorders and 25.6 increase in anxiety disorders globally. The ability to adapt psychologically and emotionally was hampered due to low socialization. This might be a limitation where the obtained low emotional intelligence scores might be due to the pandemic. This research can be conducted again after the global pandemic is over, it might show some differences in the results.
- Family type (family size) was not taken into consideration in this research. There were many researches that have concluded that family size affects the emotional capabilities of children. The larger the family, more aware the children are about different emotions. They are given exposure to various situation and have family experiences different in nature. Those who live in smaller families do not have the habit of sharing, which can affect the emotional nature of the person. Further, this research when conducted can consider family size as a variable which will yield more clear and accurate results.
- There are several researches done on gender differences. Each and every personality trait is compared with gender. Similarly, it can be applicable to emotional intelligence as well. It is often said that women mature emotionally and mentally earlier by men. In an article by Haneen Bany-Mohammed (2020), he mentioned that the removal of neural networks and optimising of brain connectivity usually occurs during ages 10 to 12 in girls and 15 to 20 in boys. Which explains why females mature faster in certain emotional and cognitive areas than men. This research did not take gender differences into consideration. In the upcoming years, if gender difference is used as a variable, the results might tell the approximate age when boys and girls start developing maturely. It would also show the emotional capabilities of teenagers with respect to their gender.
- Socio-economic status is an important aspect which might affect the family environment. If the SES is below average, everyone is constantly facing some or the other stress and not letting them live with a peaceful mental state. Parents, in some situations, might not be stable mentally and find raising their children as a burden. This can affect their parenting style and lower the economic status, higher the number of rules when it comes to spending money. They find it difficult to provide their children proper nurturing. Parents with high economic status might not limit their children when it comes to spending money. This might cause a lenient attitude in children without understanding the value of money. Such children and families mostly do not know situations such as lack of money. Intense life situations sometimes make children stronger and empathetic. Children who are made available with all the things they demanded since childhood turn stubborn and self-centred. They expect to get the treatment they get in their house from everyone. They are not used it making adjustments and compromises. This might affect them emotionally by not making them empathetic. Therefore, in the next researches, socio-economic status can be used as a predictor of emotional intelligence.

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