

Impact of Perceived Parenting Style and Emotional Intelligence on Communication Competence among Adolescents

Fakiha Shabbir*, Kousar Ishaq

International Islamic University, Islamabad, Pakistan

***Corresponding Author:** Fakiha Shabbir, International Islamic University Islamabad, Pakistan.
Email: psychservices786@gmail.com

Abstract: The major focus of the present study was to find out the predicting role of parenting styles and emotional intelligence on communication competence among adolescents. The technique of convenient sampling was utilized to gather data for the study. The sample of the study consisted of two hundred (N=200) participants including one hundred male (N=100) adolescents and one hundred female (N=100). Adolescence is defined as a transitional phase of development and growth between childhood and adulthood. The sample was selected from Fazaia Inter College E/9 Islamabad. Demographic sheet, Buri Parenting Style Questionnaire (PSQ), Wong and Law Emotional intelligence Scale (EIS) and Lewicki Communication competence scale (CCS) were used to collect data from the sample of this research. The results show that permissive parenting style and authoritarian parenting style have significant negative correlation with communication competence as well as with all dimensions of emotional intelligence. Whereas, flexible or authoritative parenting style has a positive correlation with communication competence as well as with all dimensions of emotional intelligence. On the other hand, there is a positive correlation between emotional intelligence and communication competence. Further analysis indicated that the patterns of parenting styles and emotional intelligence have a predicting impact on communication competence of the adolescents. Moreover, the results showed that adolescents will rate differently on perceived parenting style, emotional intelligence and communication competence on the basis of gender. Whereas, no significant differences exist on perceived parenting style, emotional intelligence and communication competence on the basis of nuclear and joint family systems as well as on lower, middle and higher socioeconomic status.

Keywords: Perceived parental style, emotional intelligence, communication competence, adolescents

1. INTRODUCTION

There is a generally accepted view concerning the impact of parent and child relationship on the development of child, his or her relationship with others as well as on overall psychological adjustment of the child. Parental bonding and parental control has a strongest effect during adolescence because in this age, the child spend more time with peers and friends instead of their parents. The new interaction patterns are under development in adolescence and parental involvement at this stage cast a strong impact on future relationships and communication styles of the children.

1.1. Parenting Style

The word “parenting styles” refers to the patterns used by the parents in order to manipulate and socialize their children (Lightfoot, Cole & Cole, 2009)

1.1.1. Theory of Baumrind Parenting Style

In 1960, Baumrind proposed Pillar Theory that focused on the relationships between major

parenting styles and associated behaviors of children.

1.1.2. Authoritarian Parenting

A pattern of child rearing in which the parents are so much demanding and harsh is known to be authoritarian parenting. Authoritarian parents are very strict and they make their offspring to obey each and every demand placed on them without any relaxation, no matter what the circumstances are present. A lot of rigid demands are placed on the children by such harsh parents, strict rules are taught and compliance is claimed without any relaxation according to the children’s feasibility. Very harsh policies are implemented on the children without any emotional involvement with them, thus compelling them to obey in each circumstance. Such rigid parents need their children to obey all of their orders without questioning for any flexibility in the rules laid in front of them. A little amount of warmth, love or affection is presented by the authoritarian parents and they are not readily available to

their children's needs. Such parents impose punishments frequently on their children whenever they fail to meet their requirements (Baumrind, 1991)

1.1.3. Permissive Parenting

On the other end of the spectrum lies a kind of parenting style where strictness is totally absent from the scenario. Opposing the authoritarian parenting style, permissive parents respond immediately to their children's needs. Major identification of such pattern of rearing is the absence of rules or punishments by the parents. Spoiled is another term that explain children of permissive parents. No boundaries or limits are assigned by permissive parents and they are extremely loving and involved in their children. Each and every wish of children is attended by no resistance of any kind. This makes them more and more opposite to being as authority figures. Permissive parents do not expect their children to be very responsible. On one hand the parents do not impose any restrictions on their children but on the other hand, they are comprehended as uninvolved parents who seem indifferent from lifestyle of their children (Baumrind, 1991).

1.1.4. Authoritative Parenting

In between the two extremes lies a pattern of rearing called as authoritative parenting style which has a combined essence of both authoritarian and permissive parenting styles. Such parent holds expectations that they will be obeyed by their children as well as they have the ability to mold the rules according to the feasibility of their children. They create flexible interaction with their children when the rules are formulated. Such parents want to be obeyed but also want to be loved at the same time. They deal with mere love and warmth and responsive to children's needs. They set forth some rules and limits in which independence of the children is merely allowed. No strictness or harsh behavior is shown to children unless they cross the assigned limit (Baumrind, 1991).

1.2. Emotional Intelligence

According to Mayer and Salovey, (1997) emotional intelligence can be described as an ability to monitor one's own as well as others' emotions and to differentiate several emotions and label them accordingly, and to guide one's thoughts and responses according to the perceived emotional information. Some of the components involved in emotional intelligence

are perceiving, understanding, using and managing emotions. These components are inter-related and they are such abilities which can be arranged in hierarchical order where major psychological processes i.e., perceiving emotions can be used as a foundation of the model and much more sophisticated processes like reflective and conscious regulation of emotions constitutes the top of the model (Mayer & Salovey, 1997). The patterns of emotional intelligence greatly influenced the communication skills (Cherry, Fletcher, O'Sullivan, 2013), job satisfaction (Weng et al., 2011), academic and clinical performance (Austin, Evans, Goldwater, Potter, 2005)

1.2.1. Mayer and Salovey Model of Emotional Intelligence

Emotional intelligence has the following common components or factors: perceiving, understanding, using, and managing emotions (Mayer & Salovey, 1997).

1.2.2. Perception of emotions

First component named as perception of emotions constitutes an ability to characterize and discriminate emotions in one's own self as well as in other people. Major feature of this ability is to recognize certain emotional state appropriately in physical measures (involving body language) as well as in the cognitive process. This ability helps one to recognize emotions in other persons when perceived in a broader manner, by the assistance of objective clues such as sound, color, response, language and appearance. Complex ability of perceiving emotions in others involves the ability to differentiate between true and false expression of emotions or feelings. So, to express emotions appropriately as well as to judge them in other people is the major focus of this concept which play a major role in problem solving capacity of the individual.

1.2.3. Use of emotion to facilitate thinking

The next component is known as use of emotions to facilitate thinking. It means that emotions are harnessed to help in cognitive processes of reasoning, problem solving as well as interpersonal communication. Significant aspect of such ability is to use emotions in order to think clearly by concentrating the focus of attention towards significant evidence about the surroundings or people. Sophisticated skills are needed in producing rich emotions in order to help the processes of judgment and memory and

in production of several moods to help amalgamation of multiple viewpoints. Generating emotional states facilitate certain thinking patterns. For example, when people feel sad their thinking patterns involve more detailed perspectives and they are more oriented towards a specific point as compared to their thinking patterns when they are in a happy mood.

1.2.4. Understanding and Analyzing Emotions

Third component is known as understanding and analyzing emotions. This constitutes conception of content and connotation of emotions as well as to identify antecedents of emotions. Major skill here includes the use of appropriate language in order to label emotions and to identify resemblances and variances between emotional labels. Complex level of comprehending emotions include the interpretation of origin and meaning of emotions (for example, a person can feel happy after attainment of any goal or a person can be sad after a failure), considering sophisticated feelings like instantaneous emotions or mood states (for example, feeling bored and interested at the same time), assortment of moods (for example, disapproval may appear due to a blend of anger and disgust, repulsion and annoyance). To identify transitions between emotional states (for example devastation may be a cause of sadness leading to despair) is particularly complex aspect of this component.

1.2.5. Reflective Regulation of Emotions

Final component involved in emotional intelligence is reflective regulation of emotions that involves an ability to avert, diminish, boost or amend an emotional retort in one's own self or in others. It also includes the ability to understand a variety of emotions during decision making about the appropriateness of any emotion in certain circumstances. Major ability of emotion regulation includes focusing on and maintains focus towards pleasant and unpleasant feelings. Whereas complex ability includes being involved or detaching oneself from any emotion contingent to its apparent efficacy in a certain condition. Sophisticated problem solving within this domain also includes the monitoring and reflection of one's emotional states as well as of others.

1.3. Communication Competence

In order to interact or connect with a lot of different people around, the most important tool

required is communication used by each one of us. Conversation through the means of language is most common way of communication among human beings and it is readily available and implied in daily life events. Communication competence is described as an attempt to have a clear, meaningful interaction with everyone around based on precision, consistency, efficiency, clarity and relevance (Spitzberg, 1988). The comprehension of the interaction is relied upon the certain elements other than language such as considering the interlocutor, preserving clarity in mind relevant to the cause of the interaction etc.

According to Ralph and Deborah, (1984) communication competence means information of operative, sufficient and suitable patterns of communication and capability of using and adapting such information in certain situations (Raphl & Deborah, 1984). Various components of communication competence are involved in any interaction process.

First major aspect of definition mainly focuses on information. Whereas cognitive aspect of competence constitutes knowledge of doing something and recognizing cause of things in certain manner (Owen, 2011). Second element in definition of communication competence enfolds an aptitude of using the information yielded in first step. Individual differences are present in capabilities to do something. Intellectual, musical, athletic abilities are present in differing amounts in everyone according to their taste or nature. Physiological and psychological traits of a person influence communication competence on an individual level. In physiological terms, a person's age, maturity and capability to interact influence competence to communicate. Whereas, in psychological terms, a person's personality traits, emotional state as well as rate of communication apprehension i.e., fear or anxiety while communicating have an influence on communication competence (Ralph & Deborah, 1984). Mentioned factors will prove themselves as either helpful or destructive when a person try to implement information that one have acquired in order to communicate with others. Final aspect of definition focuses on the potential to adjust in several circumstances. Social and cultural contexts decide whether some areas are to be competent or not, this criteria make it impossible to devise a single standard of what means communication competence (Ralph & Deborah, 1984).

1.3.1. Rationale of the Study

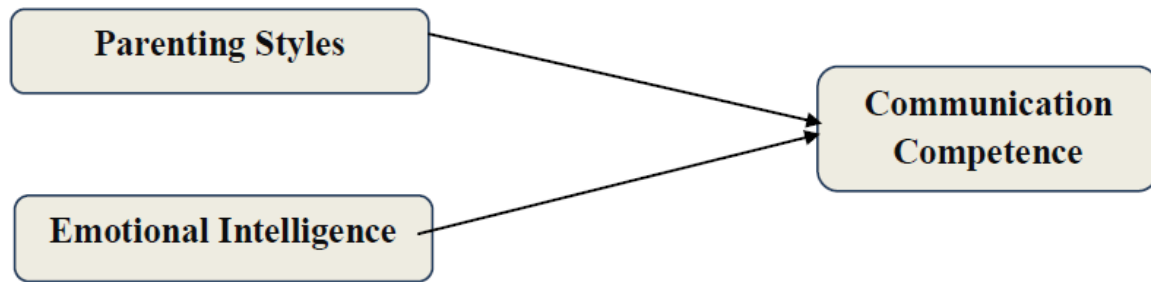


Figure1. *Conceptual framework for the study*

Figure 1 represents a conceptual framework of the study which indicates that certain relationship or link is present among parenting style, emotional intelligence and communication competence. Being independent variables, parenting style and emotional intelligence will have a predicting impact on communication competence which will be a dependent variable of this study.

1.3.2. Parenting Styles and Emotional Intelligence

Past research reviewed emotional intelligence in children and focused on the manner in which certain parenting style and parental training have a predicting influence on emotional intelligence of children in parallel or unlike ways in which they predicting other developmental consequences. On the basis of previous research, there are four major domains of parenting styles that are recognized in relevance to the study of emotional intelligence comprising parental responsiveness, parental positive demandingness, parental negative demandingness and parental emotion-related coaching. The results revealed that parental negative demandingness was significantly related to lower rates of emotional intelligence in children while parental positive responsiveness, parental emotion \-related coaching as well as parental positive demandingness were significantly related to higher rates of emotional intelligence in children (Alegre, 2011).

Bennet, Bender sky and Lewis conducted a study in 2005, where they reviewed the identification of facial expressions confirming that warmth and affection by parents was definitely linked with information of emotions in children. Warm parental attachment was highly correlated with understanding of emotions in children (Alegre & Benson, 2007).

A large amount of previous research probed parental reaction and parental expression towards expression of emotions by children and stated the same results consistently that parental affection and emotional intelligence were directly proportional to each other (Eisenberg, Fabes, Guthrie & Reiser, 2000). In a study focusing on adolescents' self reports found that a positive correlation was present between parental affection and warmth and emotional intelligence of early adolescents (Alegre & Perez, 2009).

Similarly, in a research involving 203 secondary school students of Malaysia reported a significant positive relationship between parenting styles and emotional intelligence. Adolescents having high rates of emotional intelligence, in return, expressed less problems in internalizing and externalizing (Liau, Teoh & Liau, 2003). Harsh patterns of imposing discipline on children came out to be highly correlated with low rates of emotional perception and emotional regulation (Morris, Silk, Steinberg, Myers & Robinson, 2007).

1.3.3. Parenting Styles and Communication Competence

The manners in which children practice social skills and communication skills in interaction with peer groups deliver the base of success in later adjustment on life. Main focus of a past study was to explore the impact of parenting practices to cast social and communicative consequences during early and middle phases of childhood. The study concluded that some kinds of parenting practices can elevate or eliminate the development of competencies in children in their social and communication aspects (Hart et al., 2003).

Authoritative parenting style comprise well adjusted traits of autonomy granting in addition

to appropriate setting of restrictions, reasoning and such link that is reflected in communally reactive and sustaining relationships probably set forth the foundation for social and communication potentials to flourish (Barber & Harmon, 2002). On the other hand, authoritarian parenting and stern psychological control work in opposition of such important domains of child's development (Oslen et al., 2002). Parents who mold the behavior of their children by using harsh punishments are casting out long lasting effects in child's expression of interaction patterns in the form of difficulty regulating their selves as well as their peers resulting in low rates of mutual communication between them (Fabes, Leonard, Kupanoff, & Martin, 2001).

Past literature also concludes that consequences for intimidating practices tends to implement harsh parenting and in return social and communication competence in children is restricted (Stafford & Bayer, 1993). Previous researches also indicate that where harsh parenting generate negative consequences every time, an alternative approach of permissive parenting generate mixed results (Maccoby & Martin, 1983). Consequences related to permissive parenting style indicate that children are much more socially adjusted and they also posses low levels of internalization problems (for example, anxiety and depression). On the other hand, they performed below average in academic context and are more disobedient towards authority figures, exhibiting high levels of externalized behavior (Barber & Oslen, 1997).

1.3.4. Emotional Intelligence and Communication Competence

When past literature is sorted out, the findings suggest that emotional intelligence play a major role in communication among human beings. This relationship was strengthened by the theorists who focused on the point that people who are emotionally intelligent have a capability to communicate with others in a very efficient manner (Mayer, Salovey & Caruso, 2004). Communication is a means through which one can transfer emotional expressions and is therefore a major domain of emotional intelligence (Mayer, Dipaolo & Salovey, 1990). Communication competence merge important traits of efficiency and suitability as a consequences of mutual interaction (Spitzberg & Cupach, 1984). Pattern of individual communication depends on how we interact

involving a pattern of verbal and nonverbal components constituting unique manner of sharing information in several contexts (Saphiere, Mikk & DeVries, 2005). Specific errands involving interpersonal responses such as communication (Lindebaum & Jordan, 2012) are much more related to emotional intelligence rather than such errands involving cognitive capabilities in return, comprehending and predicting responses of the individual. Emotional intelligence also has a positive correlation with effective and qualitative aspects of interactions at interpersonal level (Lopes et al., 2003).

More previous research was conducted on students. They were divided in certain teams and were made to work on a group project for 8 weeks. The major purpose of this research was to explore perception of individual students regarding their team and social cohesion was determined by the rates of their emotional intelligence. Additionally, the mediating effect of communication competence on this phenomenon was discovered. The results revealed that a significant positive correlation was present between emotional intelligence and communication competence. As the rates of emotional intelligence were increased, more efficient communication skills appeared in the students (Troth et al., 2012).

Literature has a gap in providing the relationship between parenting styles, emotional intelligence and communication competence, especially in Pakistani society. That is why the major focus of the present study is to find out the predicting role of parenting styles and emotional intelligence on communication competence among adolescents. Conclusions of this study after analysis of collected data will be able to get implied in different fields such as:

The study will help therapist and counselors to design intervention and training programs based on emotional intelligence to deal with communication problems. Emotional intelligence can act in holistic ways to eliminate possible factors that negatively affect communication among adolescents. Results of this study can also be used in educational settings to deal the problems of students associated with issues of communication. Emotional therapies can be taught to teachers to incorporate this skill in the everyday learning of students' positive behavioral outcome. These findings can also be implied on broader social spectrum to develop healthy and more tolerable

society in terms of freedom of expression and to respect the right and opinion of others by successful social interaction as parents will be aware of suitable interaction style with their children in result enhancing their potentials.

2. METHOD

2.1. Objectives

Present study was conducted according to the objectives listed below;

1. To study relationship between parenting style, emotional intelligence and communication competence among adolescents.
2. To investigate predicting impact of parenting style and emotional intelligence on communication competence among adolescents.
3. To investigate the role of demographic variables such as gender, family system and socioeconomic status between parenting style, emotional intelligence and communication competence among adolescents.

2.2. Hypotheses of the study

1. There is a positive relationship between authoritative parenting style and emotional intelligence among adolescents.
2. There is a positive relationship between authoritative parenting style and communication competence among adolescents.
3. There is a positive relationship between emotional intelligence and communication competence among adolescents.
4. Parenting style and emotional intelligence will predict communication competence among adolescents.
5. Adolescents will rate differently on perceived parenting style, emotional intelligence and communication competence based on gender.
6. Adolescents will rate differently on perceived parenting style, emotional intelligence and communication competence based on family system.
7. Adolescents will rate differently on perceived parenting style, emotional intelligence and communication competence based on socio economic status.

2.3. Operational Definition of the Study Variables

2.3.1. Parenting Style

Parenting styles are the representation of how parents respond to and make demands on their children (Spera, 2005).

2.3.2. Authoritarian Parenting Style

Such parents set strict standards for children about how they should and should not speak and act. Parents are strict and demands that each and every time they order, the children must obey them without questioning. They even don't allow children to talk on the rules set by them. They think the children should obey them without asking any question because it is their order. The parents of these styles have low acceptance and high control. These parents are demanding and unresponsive. They use harsh punishment for the mistakes of their children (Baumrind, 1967).

2.3.3. Permissive Parenting Style

They use punishment for any action very rarely and place very few demands on children. Permissive parents have low self-control and self-reliance, set some specific do's and don'ts for their children. They don't assert their authority on children they are not aggressive. They do not set restrictions or schedule of activities for children (Baumrind, 1967).

2.3.4. Authoritative Parenting Style

The authoritative parents are sensitive to the children's needs; they don't use punitive discipline and deal with the child in a loving and affectionate manner. They encourage independence and take care of child's point of view. Such parents put less restriction on their children when they become mature. They are less aggressive and treat their children in a very soft manner (Baumrind, 1967).

2.3.5. Emotional Intelligence

Emotional intelligence has been defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior (Mayer & Salovey, 1997). Emotional intelligence has the following common components or factors: perceiving, understanding, using, and managing emotions (Mayer & Salovey, 1997).

2.3.6. Communication Competence

Communication competence is the degree to which a communicator's goals are achieved through effective and appropriate interaction (Lanes, 1975). It is also described as the ability to interact well with others, accurately, with clarity, coherence, comprehensibility, expertise, effectiveness and appropriateness (Spitzberg, 1988).

2.4. Sample

The technique of convenient sampling was utilized to gather data for the study. The sample of the study consisted of two hundred (N=200) participants including one hundred male (N=100) adolescents and one hundred female (N=100). Adolescence is defined as a transitional phase of development and growth between childhood and adulthood. The World Health Organization defines an adolescent as any person between ages 10 and 19 (WHO, 2005). The sample was selected from Fazaia Inter College E/9 Islamabad.

2.4.1. Inclusion Criteria

Adolescents with age ranges of 14-17 years were included in the sample having sufficient English vocabulary to fill the questionnaires easily. The children having both parents were selected as the sample due to the requirements of the parenting style questionnaire in which perception regarding parenting styles of both parents is acquired. Single institute of Islamabad was selected for the sample due to limited time and expense. Thus, convenient sampling was used for selecting the participants of the study.

2.4.2. Exclusion Criteria

Adolescents younger than 14 years were not included in the study sample as they might not have sufficient English vocabulary to understand the study's instruments and adolescents older than 17 years were not included in the study due to inconvenience of reaching out the broader sample. Incomplete questionnaires and the ones with a low reliability were excluded from the statistical analysis of the data. The children having a single parent or having divorced parents were also excluded from the sample.

2.5. Instruments

2.5.1. Buri Parenting Style Questionnaire

The Parenting Style Questionnaire (PSQ) was first developed by Buri (1991). This

Questionnaire is used to measure the control dimension of parenting style. PSQ assesses the magnitude and manner in which authority is exercised. It is a Likert type of questionnaire designed to measure the permissive, authoritarian and authoritative parenting styles.

The PSQ has three subscales: Permissive (P: items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28), authoritarian (A: items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29), and authoritative/flexible (F: items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30). Mother and father forms of the assessment are identical except for references to gender. The PSQ is scored easily by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50.

Each item of the questionnaire is stated from the point of view of an individual evaluating the patterns of authority exercised by his or her parents. Responses to each of these items are made on 5-point scale. This scale consists of two parts, with 30 items in each part. Part one measures the attitude of father towards the child, which will give authoritative, authoritarian and permissive scores. Part two measures the attitude of mother towards the child in the same manner. PSQ will give six scores for each individual, i.e., father's authoritative, mother's authoritarianism and mother's permissiveness. 5 marks are given to the response of Strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree, 1 mark to strongly disagree. Then parent permissiveness will be the total score on father's permissiveness + total scores on mother's permissiveness while parent authoritarianism will be total score on father's authoritarianism + total score on mother's authoritarianism and parent authoritative will be the total score on father's authoritative + total score on mother's authoritative.

2.5.2. Wong and Law Emotional Intelligence Scale

The Emotional intelligence Scale (EIS) was developed and standardized by Wong and Law (2002). It is self reporting measure with 16 items measuring on 7-point Likert scale. 1 mark is assigned for strongly disagree, 2 marks are assigned for disagree, 3 marks are assigned for moderately disagree, 4 marks are assigned for neither agree nor disagree, 5 marks are assigned for moderately agree, 6 marks are assigned for agree and 7 marks for strongly agree. The scale is grouped into four dimensions i.e.: self

emotion appraisal, regulation of emotions, use of emotions and others emotion appraisal having 4 items each. Items from 1 to 4 belong to the self emotion appraisal, items from 5 to 8 belong to regulation of emotions, items from 9 to 12 belong to use of emotions and items from 13 to 16 belong to others emotion appraisal. Scores on each subscale are aggregated to obtain total score of the measure representing overall emotional; intelligence of the person. The scores on the WLEIS can range from 16 to 112 where high scores indicate more emotional intelligence and low scores indicate less emotional intelligence the person.

2.5.3. Lewicki Communication Competence Scale

Communication competence scale (CCS) was constructed by Lewicki in 2002 for assessment of rate of communication competence in adolescents representing their rates of social competence. It is a 5 point Likert scale having 22 items. 1 score is given to never true of me, 2 score is given to rarely true of me, 3 score is given to sometimes true of me, 4 score is given to often true of me and 5 score is given to always true of me. High score represent high rates of communication competence. Individuals high on CCS are generally more sensitive, flexible and assertive communicators than those lower on CCS. The higher scores will represent more competence of the communicator.

2.6. Procedure

First of all, permission from the concerning authorities of respective institutions was received regarding data collection purpose.

Table1. Demographic Description of the Variables under Study (N=200)

Demographic Variable		Frequency	Percentage
Gender	Males	100	50.0
	Females	100	50.0
Age	14	50	25
	15	50	25
	16	50	25
	17	50	25
Family System	Nuclear	148	74
	Joint	52	26
Socioeconomic Status	Upper class	68	34.5
	Middle class	103	51
	Lower class	29	14.5

Table 1 represents the distribution of the total sample on the basis of their gender, age, family system and socioeconomic status. The age range of the sample is from 14-17 years. The results show that males (50%) and females (50%)

Then the participants were approached in group setting in their respective colleges especially in their classrooms. After taking informed consent to willingly participate in the study, they were briefed about some of the main objectives of study along with assurance of confidentiality of their responses.

Then they were requested to fill a booklet containing a demographic sheet and three questionnaires including Buri Parenting Style Questionnaire (Buri, 1991), Wong and Law Emotional Intelligence Scale (Wong& Law, 2002), Lewicki Communication Competence Scale (Lewicki, 2002). They were encouraged to respond truly and sincerely and to complete each item of the questionnaires with their genuine opinion. After completion of this task, they were duly thanked for their cooperation. It almost took 20 minutes for each participant to complete all questionnaires

3. RESULTS

To meet the objectives of the present study, suitable statistical analyses were used to analyze the collected data through SPSS version 22. Psychometric properties of the scales were assessed by alpha reliability. Pearson product moment correlation was used to determine the relationships between variables of the present study. Independent sample t-test was computed to ascertain group differences along demographic variables including gender and family systems. One way analysis of variance was also performed in order to discover the differences in rates of study variables between levels of socio economic status. All results are presented here.

participated at an equal level. Almost 74% of the participants belongs to nuclear family system and 26% belongs to joint family system. Approximately, 34.5% of the sample belongs to upper class, 51% of the sample belongs to

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middle class and 14.5% of the sample belongs to lower class. The results also indicated that participants of every age group were equally selected for the sample where 25% of them were

of age 14 years, 25% were of age 15 years, 25% were of age 16 years and 25% were of age 17 years.

Table2. Chronbach's Alpha Reliability and Psychometrics of Parenting Style Questionnaire, Emotional Intelligence Scale and Communication Competence Scale (N=200)

Scales	No. of items	α	Range		M	SD	Skewness	Kurtosis
			Minimum	Maximum				
PSQ	30	.52	51	138	84.33	11.28	1.51	.89
PERM	10	.96	12	49	25.32	12.00	.90	-.97
AUTH	10	.98	12	48	26.34	11.71	.82	-.99
FLEX	10	.95	12	48	32.67	14.20	-.34	-1.80
EIS	16	.96	27	161	72.32	29.74	-.14	-1.46
SEA	4	.97	4	28	17.58	7.84	-.31	-1.50
RE	4	.74	4	84	18.15	8.79	1.87	.01
UE	4	.97	4	28	18.51	7.69	-.36	-1.41
OEA	4	.96	5	27	18.07	7.24	-.21	-1.76
CCS	22	.98	31	102	73.27	24.44	-.25	-1.77

Note. PSQ= Parenting Style Questionnaire, PERM= Permissive, AUTH= Authoritarian, FLEX= Flexible, EIS= Emotional Intelligence Scale, SEA= Self Emotions Appraisal, RE= Regulation of Emotions, UE= Use of Emotions, OEA= Others Emotion Appraisal and CCS= Communication Competence Scale

The results of the table 2 show that all instruments i.e., Parenting Style Questionnaire, Emotional Intelligence Scale and Communication Competence Scale have high alpha coefficient reliabilities. The reliability of Parenting Style Questionnaire is .52, for Emotional Intelligence Scale it is .96 and for Communication Competence Scale it is .98.

These values of alpha reliabilities indicate that all three instruments are highly reliable and suitable for data collection purpose. For a normal distribution the values of skewness and Kurtosis should lie between -2 and +2. For all the scales of present study, the values of skewness and kurtosis lies in normal range showing normal distribution of the data

Table3. Correlation Matrix of Parenting Styles, Emotional Intelligence and Communication Competence among Adolescents (N=200)

Scales	1	2	3	4	5	6	7	8	9	10
PSQ	-	.28**	.28**	.32**	.13**	.11**	.15**	.10**	.13**	.13**
PERM	-	-	-.19**	-.45**	-.45**	-.44**	-.40**	-.43**	-.42**	-.45**
AUTH	-	-	-	-.43**	-.47**	-.48**	-.35**	-.47**	-.50**	-.51**
FLEX	-	-	-	-	.88**	.85**	.75**	.83**	.88**	.91**
EIS	-	-	-	-	-	.96**	.91**	.95**	.93**	.94**
SEA	-	-	-	-	-	-	.81**	.94**	.88**	.93**
RE	-	-	-	-	-	-	-	.80**	.78**	.81**
UE	-	-	-	-	-	-	-	-	.86**	.90**
OEA	-	-	-	-	-	-	-	-	-	.91**
CCS	-	-	-	-	-	-	-	-	-	-

Note. PSQ= Parenting Style Questionnaire, PERM= Permissive, AUTH= Authoritarian, FLEX= Flexible, EIS= Emotional Intelligence Scale, SEA= Self Emotions Appraisal, RE= Regulation of Emotions, UE= Use of Emotions, OEA= Others Emotion Appraisal and CCS= Communication Competence Scale(**p<.01)

Table 3 illustrates the results of correlation between Parenting Style Questionnaire, Emotional Intelligence Scale and Communication Competence Scale. The results show that permissive parenting style and authoritarian parenting style have significant negative correlation with communication competence as well as with all dimensions of emotional intelligence. Whereas, flexible or

authoritative parenting style has a positive correlation with communication competence as well as with all dimensions of emotional intelligence.

On the other hand, there is a positive correlation between emotional intelligence and communication competence. Hence proving first, second and third hypothesis of this study

Table4. Regression Analysis of Permissive Parenting Style and Emotional Intelligence for Communication Competence (N=200)

Communication Competence			
Variables	B	95 % CI	
		LL	UL
Constant	19.73***	[14.69 ,	24.77]
Permissive Parenting Style	-.06***	[-.17,	.03]
Emotional Intelligence	.76***	[.72,	.80]
R ²	0.89		
F	808.616***		

Note. B= Coefficient of regression, CI= Confidence Interval, UL= Upper limit, LL= Lower limit, ***p<.001

Table 4 illustrates regression analysis to study the predicting effect of permissive parenting style and emotional intelligence on communication competence among adolescents. The table depicts that permissive parenting style ($\beta = -.06$, $t = -1.2$, $p < .01$) and emotional intelligence ($\beta = .76$, $t = 35.29$, $p < .01$) are significant predictors of communication competence. The value of R² shows that 89% of

variance is accounted for communication competence by both permissive parenting style and emotional intelligence. The above stated prediction is significant at F (808.616) and $p < .01$. Thus, it is depicting that as the patterns of permissive parenting style and emotional intelligence change; they will have an impact on communication competence of the adolescents.

Table5. Regression Analysis of Authoritarian Parenting Style and Emotional Intelligence for Communication Competence (N=200)

Communication Competence			
Variables	B	95 % CI	
		LL	UL
Constant	23.81***	[18.59,	29.02]
Authoritarian Parenting Style	-.16***	[-.27,	-.05]
Emotional Intelligence	.74***	[.70,	.78]
R ²	0.89		
F	843.53***		

Note. B= Coefficient of regression, CI= Confidence Interval, UL= Upper limit, LL= Lower limit, ***p<.001

Table 5 illustrates regression analysis to study the predicting effect of authoritarian parenting style and emotional intelligence on communication competence among adolescents. The table depicts that authoritarian parenting style ($\beta = -.16$, $t = -3.02$, $p < .01$) and emotional intelligence ($\beta = .74$, $t = 34.50$, $p < .01$) are significant predictors of communication competence. The value of R² shows that 89% of

variance is accounted for communication competence by both authoritarian parenting style and emotional intelligence. The above stated prediction is significant at F (843.53) and $p < .01$. Thus, it is depicting that as the patterns of authoritarian parenting style and emotional intelligence change; they will have an impact on communication competence of the adolescents.

Table6. Regression Analysis of Authoritative/Flexible Parenting Style and Emotional Intelligence for Communication Competence (N=200)

Communication Competence			
Variables	B	95 % CI	
		LL	UL
Constant	15.86***	[13.25,	18.46]
Authoritative/Flexible Parenting Style	.60***	[.45,	.75]
Emotional Intelligence	.52***	[.44,	.59]
R ²	0.91		
F	1102.18***		

Note. B= Coefficient of regression, CI= Confidence Interval, UL= Upper limit, LL= Lower limit, ***p<.001

Table 6 illustrates regression analysis to study the predicting effect of authoritative/flexible parenting style and emotional intelligence on communication competence among adolescents.

The table depicts that authoritative/flexible parenting style ($\beta = .60$, $t = 8.11$, $p < .01$) and emotional intelligence ($\beta = .52$, $t = 14.55$, $p < .01$) are significant predictors of communication

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competence. The value of R² shows that 89% of variance is accounted for communication competence by both authoritative/flexible parenting style and emotional intelligence. The above stated prediction is significant at F

(1102.18) and p<.01. Thus, it is depicting that as the patterns of authoritative/flexible parenting style and emotional intelligence change, they will have an impact on communication competence of the adolescents

Table7. Mean, Standard Deviation and t-values of Parenting Styles, Emotional Intelligence and Communication Competence between Male (n=100) and Female (n=100) Adolescents

Gender										
Scales	Males n= 100		Females n= 100		t	df	p	95% CI		Cohen's d
	M	SD	M	SD				LL	UL	
PSQ	86.00	12.19	82.67	10.08	2.10	198	.00	.20	6.4	0.29
PERM	25.87	12.04	24.77	11.99	.64	198	.00	-2.25	4.45	0.09
AUTH	27.09	11.48	25.60	11.95	.89	198	.00	-1.77	4.75	0.12
FLEX	33.04	13.80	32.30	14.65	.36	198	.00	-3.23	4.71	0.14
EIS	75.21	28.01	69.43	31.24	1.37	198	.00	-2.49	4.05	0.19
SEA	18.39	6.62	16.78	8.85	1.45	198	.00	-.57	3.79	0.20
RE	19.23	9.57	17.07	7.85	1.74	198	.00	-.28	4.60	0.24
UE	19.39	6.62	17.64	8.58	1.61	198	.00	-.38	3.88	0.22
OEA	18.20	7.74	17.94	6.74	.25	198	.00	-1.76	2.28	0.03
CCS	74.69	23.28	71.85	25.58	.82	198	.00	-3.98	9.66	0.11

Note. PSQ= Parenting Style Questionnaire, PERM= Permissive, AUTH= Authoritarian, FLEX= Flexible, EIS= Emotional Intelligence Scale, SEA= Self Emotions Appraisal, RE= Regulation of Emotions, UE= Use of Emotions, OEA= Others Emotion Appraisal and CCS= Communication Competence Scale

Table 7 show the results of t-test for comparing gender based mean differences on Parenting Style Questionnaire (PSQ), Emotional Intelligence Scale (EIS) and Communication Competence Scale (CCS). It is clear that gender differences are significant for all variables. Thus indicating that males (M= 25.87, SD= 12.04) are higher on perceiving permissive parenting style than females (M= 24.77, SD= 11.99). Males (M= 27.09, SD= 11.48) are also higher on perceiving authoritarian parenting style as compared to females (M= 25.60, SD= 11.95). Similarly, males (M= 33.04, SD= 13.80) also

rate higher than females (M= 32.30, SD= 14.65) on perceiving authoritative/flexible parenting style. Emotional intelligence as well as all of its components are present in higher rates among males (M= 75.21, SD= 28.01) as compared to females (M= 69.43, SD= 31.24).

Communication competence is also higher in males (M= 74.69, SD= 23.28) than females (M= 71.85, SD= 25.58). Hence proving the fifth hypothesis of present study true that adolescents rate differently on perceiving parenting styles, emotional intelligence and communication competence on the basis of gender

Table8. Mean, Standard Deviation and t-values of Parenting Styles, Emotional Intelligence and Communication Competence between Nuclear (n=148) and Joint (n=52) Family Systems

Family System										
Scales	Nuclear n= 148		Joint n= 52		t	df	p	95% CI		Cohen's d
	M	SD	M	SD				LL	UL	
PSQ	85.66	11.95	80.55	8.07	2.85	198	.01	1.57	8.62	0.50
PERM	25.81	12.27	23.90	11.20	.98	198	.94	-1.90	5.73	0.16
AUTH	26.60	11.46	25.59	12.48	.53	198	.34	-2.71	4.74	0.08
FLEX	33.23	14.00	31.05	14.79	.95	198	.08	-2.33	6.69	0.15
EIS	72.04	30.18	73.11	28.71	-.22	198	.33	-10.55	8.40	0.03
SEA	17.46	7.87	17.92	7.82	-.36	198	.74	-2.95	2.04	0.05
RE	18.16	9.25	18.09	7.41	.05	198	.52	-2.73	2.87	0.08
UE	18.43	7.77	18.75	7.55	-.25	198	.55	-2.77	2.13	0.04
OEA	17.97	7.30	18.34	7.13	-.31	198	.49	-2.68	1.93	0.05
CCS	73.42	24.28	72.82	25.12	.15	198	.47	-7.19	8.38	0.02

Note. PSQ= Parenting Style Questionnaire, PERM= Permissive, AUTH= Authoritarian, FLEX= Flexible, EIS= Emotional Intelligence Scale, SEA= Self Emotions Appraisal, RE= Regulation of Emotions, UE= Use of Emotions, OEA= Others Emotion Appraisal and CCS= Communication Competence Scale

Table 8 shows the results of t-test for comparison of mean differences among students living in nuclear and joint families on Parenting Style Questionnaire (PSQ), Emotional Intelligence Scale (EIS) and Communication Competence Scale (CCS). It is clear that differences across family systems are not significant for all variables. Thus indicating that participants of nuclear family system (M= 25.81, SD= 12.27) are almost equal on perceiving permissive parenting style to participants of joint family system (M= 23.90, SD= 11.20). Similarly, the participants of nuclear family system (M= 26.60, SD= 11.46) are almost equal on perceiving authoritarian parenting style to participants of joint family system (M= 25.59, SD= 12.48). Perception of authoritative/flexible parenting style is also approximately equal in participants of nuclear

family system (M= 33.23, SD= 14.00) and participants of joint family system (M= 31.05, SD= 14.79).

All dimensions of emotional intelligence including self emotions appraisal, regulation of emotions, use of emotions and others emotion appraisal are also equal in participants of nuclear family system (M= 72.04, SD= 30.18) and participants of joint family system (M= 73.11, SD= 28.71). Results further indicate that participants of nuclear family system (M= 73.42, SD= 24.28) are approximately equal on communication competence with the participants of joint family system (M= 72.82, SD= 25.12). Hence the sixth hypothesis stating that adolescents rate differently on perceiving parenting styles, emotional intelligence and communication competence on the basis of family system has been rejected.

Table9. Mean, Standard Deviation and f-values of Parenting Styles, Emotional Intelligence and Communication Competence between Lower (n=29), Middle (n=103) and Higher (n=68) Socio Economic Status

Socio Economic Status							
	n	M	SD	95% CI		F	p
				LL	UL		
PSQ						1.51	.31
	Lower	29	84.17	11.01	79.98	88.36	
	middle	103	83.30	10.26	81.29	85.30	
	higher	68	85.97	12.76	82.88	89.06	
PERM						.76	.76
	Lower	29	24.72	12.02	20.14	29.30	
	middle	103	24.91	12.01	22.56	27.26	
	higher	68	26.19	12.10	23.26	29.12	
AUTH						.32	.72
	Lower	29	25.86	12.05	21.27	30.44	
	middle	103	25.86	11.45	23.62	28.10	
	higher	68	27.27	12.07	24.35	30.20	
FLEX						.07	.93
	lower	29	33.58	14.12	28.21	38.96	
	middle	103	32.52	14.38	29.71	35.33	
	higher	68	32.50	14.16	29.07	35.92	
EIQ						.13	.87
	lower	29	73.65	28.40	62.85	84.46	
	middle	103	72.93	29.26	67.21	78.65	
	higher	68	70.82	31.34	63.23	78.41	
SEA						.21	.81
	lower	29	18.06	7.50	15.21	20.92	
	middle	103	17.76	8.10	16.18	19.35	
	higher	68	17.10	7.68	15.24	18.96	
RE						.21	.80
	lower	29	19.13	6.84	16.53	21.74	
	middle	103	17.93	7.38	16.49	19.37	
	higher	68	18.05	11.26	15.33	20.78	
UE						.04	.95
	lower	29	18.65	7.44	15.82	21.48	
	middle	103	18.62	7.98	17.06	20.18	
	higher	68	18.29	7.46	16.48	20.10	

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OEA							.62	.53
	lower	29	17.79	7.66	14.87	20.70		
	middle	103	18.61	6.94	17.25	19.96		
	higher	68	17.36	7.54	15.54	19.19		
CCS							.93	.39
	lower	29	77.86	23.17	69.04	86.67		
	middle	103	73.72	24.26	68.98	78.47		
	higher	68	70.61	25.23	64.50	76.72		

Note. Between groups $df= 2$, Within groups $df= 197$, Total $df= 199$, $CI=$ Confidence interval, $PSQ=$ Parenting Style Questionnaire, $PERM=$ Permissive, $AUTH=$ Authoritarian, $FLEX=$ Flexible, $EIS=$ Emotional Intelligence Scale, $SEA=$ Self Emotions Appraisal, $RE=$ Regulation of Emotions, $UE=$ Use of Emotions, $OEA=$ Others Emotion Appraisal and $CCS=$ Communication Competence Scale

Table 9 shows the results of f-test for comparison of mean differences among students living in lower class, middle class and upper class on Parenting Style Questionnaire (PSQ), Emotional Intelligence Scale (EIS) and Communication Competence Scale (CCS). It is clear that differences across socioeconomic statuses are not significant for all variables. Thus indicating that participants of lower socioeconomic status ($M= 24.72$, $SD= 12.09$) are almost equal on perceiving permissive parenting style to participants of middle socioeconomic status ($M= 24.91$, $SD= 12.01$) as well as equal to participants of higher socioeconomic status ($M= 26.19$, $SD= 12.10$). Similarly, the participants of lower socioeconomic status ($M= 25.86$, $SD= 12.05$) are almost equal on perceiving authoritarian parenting style to participants of middle socioeconomic status ($M= 25.86$, $SD= 11.45$) as well as equal to participants of higher socioeconomic status ($M= 27.27$, $SD= 12.07$).

Perception of authoritative or flexible parenting style is also approximately equal in participants of lower socioeconomic status ($M= 33.58$, $SD= 14.12$) and participants of middle socioeconomic status ($M= 32.52$, $SD= 14.38$) as well as equal to participants of higher socioeconomic status ($M= 32.50$, $SD= 14.16$).

All dimensions of emotional intelligence including self emotions appraisal, regulation of emotions, use of emotions and others emotion appraisal are also equal in participants of lower socioeconomic status ($M= 73.65$, $SD= 28.40$) and participants of middle socioeconomic status ($M= 72.93$, $SD= 29.26$) as well as equal to participants of higher socioeconomic status ($M= 70.82$, $SD= 31.34$). Results further indicate that participants of lower socioeconomic status ($M= 77.86$, $SD= 23.17$) are approximately equal on communication competence with the participants of middle socioeconomic status ($M= 73.72$, $SD= 24.26$) as well as equal to

participants of higher socioeconomic status ($M= 70.61$, $SD= 25.23$). Hence the seventh hypothesis regarding differences in rates of study variables on the basis of socio economic status has been rejected.

4. DISCUSSIONS

There is a generally accepted view concerning the impact of parent and child relationship on the development of child, his or her relationship with others as well as on overall psychological adjustment of the child. Parental bonding and parental control has a strongest effect during adolescence because in this age, the child spend more time with peers and friends instead of their parents. The new interaction patterns are under development in adolescence and parental involvement at this stage cast a strong impact on future relationships and communication styles of the children.

The word “parenting styles” refers to the patterns used by the parents in order to manipulate and socialize their children (Lightfoot, Cole & Cole, 2009). A pattern of child rearing in which the parents are so much demanding and harsh is known to be authoritarian parenting. Authoritarian parents are very strict and they make their offspring to obey each and every demand placed on them without any relaxation, no matter what the circumstances are present. A little amount of warmth, love or affection is presented by the authoritarian parents and they are not readily available to their children’s needs. Such parents impose punishments frequently on their children whenever they fail to meet their requirements (Baumrind, 1991). On the other end of the spectrum lies a kind of parenting style where strictness is totally absent from the scenario. Opposing the authoritarian parenting style, permissive parents respond immediately to their children’s needs. Major identification of such pattern of rearing is the absence of rules or

punishments by the parents. Spoiled is another term that explain children of permissive parents. No boundaries or limits are assigned by permissive parents and they are extremely loving and involved in their children. In between the two extremes lie a pattern of rearing called as authoritative parenting style which has a combined essence of both authoritarian and permissive parenting styles. Such parents holds expectations that they will be obeyed by their children as well as they have the ability to mold the rules according to the feasibility of their children. They deal with mere love and warmth and responsive to children's needs. They set forth some rules and limits in which independence of the children is merely allowed. No strictness or harsh behavior is shown to children unless they cross the assigned limit (Baumrind, 1991).

According to Mayer and Salovey, (1997) emotional intelligence can be described as an ability to monitor one's own as well as others' emotions and to differentiate several emotions and label them accordingly, and to guide one's thoughts and responses according to the perceived emotional information. Some of the components involved in emotional intelligence are perceiving, understanding, using and managing emotions. The patterns of emotional intelligence greatly influenced the communication skills (Cherry, Fletcher, O'Sullivan, 2013), job satisfaction (Weng et al., 2011), academic and clinical performance (Austin, Evans, Goldwater, Potter, 2005).

Communication competence is described as an attempt to have a clear, meaningful interaction with everyone around based on precision, consistency, efficiency, clarity and relevance (Spitzberg, 1988). The comprehension of the interaction is relied upon the certain elements other than language such as considering the interlocutor, preserving clarity in mind relevant to the cause of the interaction etc. According to Ralph and Deborah, (1984) communication competence means information of operative, sufficient and suitable patterns of communication and capability of using and adapting such information in certain situations (Raphl & Deborah, 1984).

The present research was conducted to explore the predicting role of parenting styles and emotional intelligence on communication competence among adolescents. It was correlational and cross sectional in design. Quantitative survey method was used to collect

data from the selected sample. The age range of the sample was from 14-17 years. The results showed that males (50%) and females (50%) participated at an equal level. Almost 74% of the participants belonged to nuclear family system and 26% belonged to joint family system. Approximately, 34.5% of the sample belonged to upper class, 51% of the sample belonged to middle class and 14.5% of the sample belonged to lower class. The results also indicated that participants of every age group were equally selected for the sample where 25% of them were of age 14 years, 25% were of age 15 years, 25% were of age 16 years and 25% were of age 17 years.

Instruments used in the study were a demographic sheet and three questionnaires including Parenting Style Questionnaire (PSQ), Emotional Intelligence Scale (EIS) and Communication Competence Scale (CCS). The reliability of Parenting Style Questionnaire was calculated as .52, for Emotional Intelligence Scale it was reported as .96 and for Communication Competence Scale it came out to be .98. These values of alpha reliabilities indicated that all three instruments were highly reliable and suitable for data collection purpose. For a normal distribution the values of skewness and Kurtosis should lie between -2 and +2. For all the scales of present study, the values of skewness and kurtosis lied in normal range showing normal distribution of the data.

The correlation coefficients calculated in the current study showed that permissive parenting style and authoritarian parenting style have significant negative correlation with all dimensions of emotional intelligence. Whereas, flexible or authoritative parenting style has a positive correlation with all dimensions of emotional intelligence. Hence proving the first hypothesis as true. Some of the previous literature supporting this finding is reported here.

Past research reviewed emotional intelligence in children and focused on the manner in which certain parenting style and parental training have a predicting influence on emotional intelligence of children in parallel or unlike ways in which they predicting other developmental consequences. On the basis of previous research, there are four major domains of parenting styles that are recognized in relevance to the study of emotional intelligence comprising parental responsiveness, parental positive demandingness, parental negative

demandingness and parental emotion-related coaching. The results revealed that parental negative demandingness was significantly related to lower rates of emotional intelligence in children while parental positive responsiveness, parental emotion-related coaching as well as parental positive demandingness were significantly related to higher rates of emotional intelligence in children (Alegre, 2011).

Bennet, Bendersky and Lewis conducted a study in 2005, where they reviewed the identification of facial expressions confirming that warmth and affection by parents was definitely linked with information of emotions in children. Warm parental attachment was highly correlated with understanding of emotions in children (Alegre & Benson, 2007). A large amount of previous research probed parental reaction and parental expression towards expression of emotions by children and stated the same results consistently that parental affection and emotional intelligence were directly proportional to each other (Eisenberg, Fabes, Guthrie & Reiser, 2000). In a study focusing on adolescents' self reports found that a positive correlation was present between parental affection and warmth and emotional intelligence of early adolescents (Alegre & Perez, 2009).

Similarly, in a research involving 203 secondary school students of Malaysia reported a significant positive relationship between parenting styles and emotional intelligence. Adolescents having high rates of emotional intelligence, in return, expressed less problems in internalizing and externalizing (Liau, Teoh & Liau, 2003). Harsh patterns of imposing discipline on children came out to be highly correlated with low rates of emotional perception and emotional regulation (Morris, Silk, Steinberg, Myers & Robinson, 2007).

The results of present study further show that permissive parenting style and authoritarian parenting style have significant negative correlation with communication competence. Whereas, flexible or authoritative parenting style has a positive correlation with communication competence. Hence proving the second hypothesis as true. Some of the previous literature supporting this finding is reported here.

The manners in which children practice social skills and communication skills in interaction with peer groups deliver the base of success in

later adjustment on life. Main focus of a past study was to explore the impact of parenting practices to cast social and communicative consequences during early and middle phases of childhood. The study concluded that some kinds of parenting practices can elevate or eliminate the development of competencies in children in their social and communication aspects (Hart et al., 2003).

Authoritative parenting style comprise well adjusted traits of autonomy granting in addition to appropriate setting of restrictions, reasoning and such link that is reflected in communally reactive and sustaining relationships probably set forth the foundation for social and communication potentials to flourish (Barber & Harmon, 2002). On the other hand, authoritarian parenting and stern psychological control work in opposition of such important domains of child's development (Oslen et al., 2002). Parents who mold the behavior of their children by using harsh punishments are casting out long lasting effects in child's expression of interaction patterns in the form of difficulty regulating their selves as well as their peers resulting in low rates of mutual communication between them (Fabes, Leonard, Kupanoff, & Martin, 2001).

Past literature also concludes that consequences for intimidating practices tends to implement harsh parenting and in return social and communication competence in children is restricted (Stafford & Bayer, 1993). Previous research also indicates that where harsh parenting generate negative consequences every time, an alternative approach of permissive parenting generate mixed results (Maccoby & Martin, 1983). Consequences related to permissive parenting style indicate that children are much more socially adjusted and they also posses low levels of internalization problems (for example, anxiety and depression). On the other hand, they performed below average in academic context and are more disobedient towards authority figures, exhibiting high levels of externalized behavior (Barber & Oslen, 1997).

On the other hand, the results of present study explain that there is a positive correlation between emotional intelligence and communication competence. Hence proving third hypothesis of this study. Some previous literature supporting this finding is reported here.

When past literature is sorted out, the findings suggest that emotional intelligence play a major role in communication among human beings. This relationship was strengthened by the theorists who focused on the point that people who are emotionally intelligent have a capability to communicate with others in a very efficient manner (Mayer, Salovey & Caruso, 2004). Communication is a means through which one can transfer emotional expressions and is therefore a major domain of emotional intelligence (Mayer, Dipaolo & Salovey, 1990). Communication competence merge important traits of efficiency and suitability as a consequences of mutual interaction (Spitzberg & Cupach, 1984). Pattern of individual communication depends on how we interact involving a pattern of verbal and nonverbal components constituting unique manner of sharing information in several contexts (Saphiere, Mikk & DeVries, 2005). Specific errands involving interpersonal responses such as communication (Lindebaum & Jordan, 2012) are much more related to emotional intelligence rather than such errands involving cognitive capabilities in return, comprehending and predicting responses of the individual. Emotional intelligence also has a positive correlation with effective and qualitative aspects of interactions at interpersonal level (Lopes et al., 2003).

More previous research was conducted on students. They were divided in certain teams and were made to work on a group project for 8 weeks. The major purpose of this research was to explore perception of individual students regarding their team and social cohesion was determined by the rates of their emotional intelligence. Additionally, the mediating effect of communication competence on these phenomena was discovered. The results revealed that a significant positive correlation was present between emotional intelligence and communication competence. As the rates of emotional intelligence were increased, more efficient communication skills appeared in the students (Troth et al., 2012).

The regression analysis explain that each of the parenting style i.e., permissive, authoritarian and authoritative/flexible and emotional intelligence are significant predictors of communication competence. The value of R^2 shows that high

amount of variance is accounted for communication competence by each parenting style and emotional intelligence.

Thus, it is depicted that the change in the patterns of parenting styles and emotional intelligence can predict communication competence of the adolescents. Hence, fourth hypothesis of this study is proved depicting that the patterns of parenting styles and emotional intelligence will have a predicting impact on communication competence of the adolescents. Previous literature has a gap in creating a clear link between these variables altogether and that was the major focus of the present study.

The results of t-test for comparing gender based mean differences on Parenting Style Questionnaire (PSQ), Emotional Intelligence Scale (EIS) and Communication Competence Scale (CCS) explained that gender differences are significant for all variables. Thus, indicating that males are higher on perceiving permissive parenting style than females. Males are also higher on perceiving authoritative or flexible parenting style as compared to females. Similarly, males rate higher than females on perceiving authoritarian parenting style. Emotional intelligence as well as all of its components are present in higher rates among males as compared to females. Communication competence is also higher in males than females. Hence accepting the fifth hypothesis of present study showing that gender differences exist among study variables.

A previous research by Chu (2002) stated that male's rate higher on emotional intelligence than females. The proposed reason for such finding was the fact that females are found weak in managing emotions and are reserved in social interaction as compared to males, as a whole lowering their rates of emotional intelligence (Chu, 2002). Similarly, previous study indicated that significant gender difference were found in amount of emotional intelligence, where males rank higher than females (Summiya, Hayat & Sheraz, 2009). A previous research explored leadership communication competence in an institution of higher learning in Malaysia. Research focused on subordinates' perception of their leaders' encoding and decoding skills and found that these leaders have a relatively high encoding and decoding skills. When comparing between males and females, it was found that the males scored higher in both skills. This result seems similar to the western literature on gender communication but purportedly with

different reasons for why men scored higher than women. This study, thus, contributes to the literature on the influence of culture in relation to the perception of gender in communication competence. Some of the literature in consistent with these findings is reported here.

In a study, males rated high in perceiving their parents more authoritative as compared to females did. The finding was consistent with proposition by Kuhn and Laird (2011), that males expect more autonomy and low behavioral control and constraint as compared to what has been desired for females according to gender role expectations in our society and the peer pressure on males of being independent (Fleming, 2005), lead them to perceive parents more authoritative. On the other hand, according to Pakistani context, girls are expected to stay at home and keep themselves busy in household while boys are allowed to go out freely with their peers. This may have made them to perceive parents more permissive (Kausar, Rukhsana & Nadia, 2008).

Further analysis of t-test for comparison of mean differences among students living in nuclear and joint families on Parenting Style Questionnaire (PSQ), Emotional Intelligence Scale (EIS) and Communication Competence Scale (CCS) explained that differences across family systems are not significant for all variables. Thus, indicating that participants of nuclear family system are almost equal on perceiving permissive parenting style to participants of joint family system. Perception of authoritarian parenting style is also approximately equal in participants of nuclear family system and participants of joint family system. Similarly, the participants of nuclear family system are almost equal on perceiving flexible or authoritative parenting style to participants of joint family system. All dimensions of emotional intelligence including self emotions appraisal, regulation of emotions, use of emotions and others emotion appraisal are also equal in participants of nuclear family system and participants of joint family system. Results further indicate that participants of nuclear family system are approximately equal on communication competence with the participants of joint family system. Hence the sixth hypothesis regarding differences in rates of study variables between nuclear and joint family systems has been rejected.

Furthermore, one way analysis to discover mean differences of study variables across socioeconomic statuses was carried out that indicates that differences are not significant for all variables. Thus indicating that participants of lower socioeconomic status are almost equal on perceiving permissive parenting style to participants of middle socioeconomic status as well as equal to participants of higher socioeconomic status. Perception of authoritarian parenting style is also approximately equal in participants of lower socioeconomic status and participants of middle socioeconomic status as well as equal to participants of higher socioeconomic status. Similarly, the participants of lower socioeconomic status are almost equal on perceiving flexible or authoritative parenting style to participants of middle socioeconomic status as well as equal to participants of higher socioeconomic status.

All dimensions of emotional intelligence including self emotions appraisal, regulation of emotions, use of emotions and others emotion appraisal are also equal in participants of lower socioeconomic status and participants of middle socioeconomic status as well as equal to participants of higher socioeconomic status. Results further indicate that participants of lower socioeconomic status are approximately equal on communication competence with the participants of middle socioeconomic status as well as equal to participants of higher socioeconomic status. Hence the seventh hypothesis regarding differences in rates of study variables on the basis of socioeconomic status has been rejected.

5. CONCLUSIONS

The present research was conducted to explore the predicting role of parenting style and emotional intelligence on communication competence among adolescents. It was correlational and cross sectional in design. Quantitative survey method was used to collect data from the selected sample of adolescents. The results show that permissive parenting style and authoritarian parenting style have significant negative correlation with communication competence as well as with all dimensions of emotional intelligence. Whereas, flexible or authoritative parenting style has a positive correlation with communication competence as well as with all dimensions of emotional intelligence. On the other hand, there

is a positive correlation between emotional intelligence and communication competence. Further analysis indicated that the patterns of parenting styles and emotional intelligence have a predicting impact on communication competence of the adolescents. Moreover, the results showed that adolescents will rate differently on perceived parenting style, emotional intelligence and communication competence on the basis of gender. Whereas, no significant differences exist on perceived parenting style, emotional intelligence and communication competence on the basis of nuclear and joint family systems as well as on lower, middle and higher socioeconomic status.

IMPLICATIONS

1. The study will help therapist and counselors to design intervention and training programs based on emotional intelligence to deal with communication problems.
2. Emotional intelligence can act in holistic ways to eliminate possible factors that negatively affect communication among adolescents.
3. Results of this study can also be used in educational settings to deal the problems of students associated with issues of communication.
4. Emotional therapies can be taught to teachers to incorporate this skill in the everyday learning of students' positive behavioral outcome.
5. The findings of this study can also be implied on broader social spectrum to develop healthy and more tolerable society in terms of freedom of expression and to respect the right and opinion of others by successful social interaction as parents will be aware of suitable interaction style with their children in result enhancing their potentials.

LIMITATIONS AND SUGGESTIONS

1. The sample of the study was taken only from a single college of Islamabad due to time constraints so the next researches should look for various cities to efficiently generalize the results on Pakistani population.
2. The sample consisted of 14-17 years of adolescents only. It is recommended to study university students also in future

studies to explore the relationships among these variables.

3. Only quantitative analysis was carried out in this study, future studies may use qualitative analysis of the sample to get more insight of the factors involved in perceiving parenting styles, emotional intelligence and communication competence.
4. Other dimensions or related variables such as perceived parental control, emotion regulation and communication apprehension may be involved in future research.

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