

# The Influence of Parental Engagement, Parenting Approach on Scholarly Success, and Emotional Intelligence Among Adolescents.

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## Abstract

“This study examines The Influence of Parental Engagement, Parenting Approach on Scholarly Success, and Emotional Intelligence among Adolescents. The research is set in the context of modern societal trends, where both parents often engage in full-time jobs, potentially reducing their involvement in their children's education and extracurricular activities. A sample of 100 students aged 13–19 years from Mahatma Phule Vidyalyaya, Urun-Islampur, Sangli was analyzed using standardized tools, including the Children's Perception of Parenting Scale (CPPS), Emotional Intelligence Scale, and the Parental Involvement Scale (TPIS). Key findings include a significant influence of parenting style on academic achievement ( $F = 42.14, p < 0.05$ ), with autocratic parenting identified as most impactful. However, parenting style showed no significant effect on emotional intelligence ( $F = 0.12, p = 0.73$ ). Similarly, no significant relationships were found between parenting involvement and either academic achievement ( $F = 1.04, p = 0.392$ ) or emotional intelligence ( $F = 0.6, p = 0.666$ ). The study highlights the nuanced effects of parenting practices on adolescent development while identifying limitations in sample size and randomness, suggesting future research directions. These include larger, more diverse samples and further exploration of other influencing variables.”

**Keywords:** Parenting styles, parenting involvement, academic achievement, emotional intelligence, adolescents.

## Introduction:

In the 21st century, life has become increasingly dynamic, and the role of technology has expanded significantly across all sectors, leading individuals to aspire toward achieving ambitious objectives. Contemporary observations reveal that today's parents, especially those from middle-class backgrounds, are fervently working to elevate their financial standing. Historically, women were less likely to engage in professional employment to support their families. In previous generations, only a minority of women contributed to the workforce. However, in the current context, a considerable number of married women actively pursue careers, supporting their spouses and contributing to improving their financial stability. As a result, both parents are often employed full-time, leaving limited opportunities to dedicate attention to their children's education and extracurricular activities, such as annual events or sports. Most of their time is spent in professional engagements, prompting them to enroll their children in private coaching or

tuition classes. Thus, parental involvement in their children's academic and extracurricular development has diminished compared to earlier generations.

Furthermore, many parents today impose stringent rules and restrictions on their children, while others may entirely neglect their children's academic progress. This suggests that parenting approaches vary significantly, with different styles influencing children's academic achievements in diverse ways. These dynamics have increasingly become a pressing issue. Since academic performance plays a critical role in shaping a child's future, it is essential to investigate the factors influencing it.

The current study aims to explore The Influence of Parental Engagement, Parenting Approach on Scholarly Success, and Emotional Intelligence among Adolescents.

### **Parenting Involvement**

Parental attachment is described as the quantity to which a parent is dedicated to his or her role as a close relative and to the fostering of the most favorable child growth Maccoby and Martin (1983). Maccoby and Martin are defined “*Parental involvement is defined as the charge on learning, parents’ hope, and criticism supposed by the students.*” “Majority of children have two chief persons in their lives – Their parents and their teachers. Parents are the main educators pending the child attends an early on years setting or starts school and the present remains the most important impact on their children’s knowledge all through school and past. The school and parents together have central roles to occupy in children’s existence. Parental involvements have a great influence on developing the psychological and academic achievement of the child. Nowadays society is based on competition in which everyone tends to perform as practically as possible so here motivation, involvement, and support of parents make him more confident and optimistic. A lot of parental interest and encouragement is a crucial factor in a child's progress. Psychologists agree that the family has the most significant impact on the development of a child.

### **Parenting Styles**

In this style, Baumrind, D. (1966) explained that especially in the connection between parental actions and the progress of active fitness, it refers to the aptitude to trick the impression to attain one's goal. In her travel approximately, she also establishes the four fundamental fundamentals that might help to figure out successful parenting styles, honesty vs. indifference and challenging vs. straightforward. In this way, she describes and divides three universal parenting styles which are authoritative, authoritarian, and permissive parenting styles. Following her significant work in 1983 Maccoby and Martin added a parenting style which is titled as slipshod Parenting style. These 4 styles of parenting engage a mixture of receipt and receptivity on the 1 hand and authority and run on the other.

#### ▪ **Authoritative parenting**

“The parents with this parenting style show challenging and approachable come within reach of. When this style is housing systematically, it grows to fit the images of propagative parenting and precise cultivation.”

#### ▪ **Authoritarian parenting**

“The parents with this style are difficult but they are not receptive. Elaborate become authoritarian parenting.” “This style is also known as severe parenting while allowing little open conversation between close relative and child it is characterized by the elevated outlook of conformity and accomplishment to parental system and instructions.” “Authoritarian parenting is a caveat, punitive

parenting style in which parents create their children pursue their commands and esteem their employment and try.”

▪ **Indulgent parenting**

“The indulgent parenting style parents are receptive but they are not demanding.” “The Indulgent parenting style is also called a liberal, compassionate, is typified as having a small number of behavioral viewpoints for the kid.” “Parents with this approach are very caught up with their brood but they rest hardly any strain or stick for their family.”

▪ **Neglectful parenting**

“Parents with this parenting style originate neither challenging nor receptive.” “This style is moreover called a plain, removed, unconcerned or hands-off parenting style.” “Parents of this style be low in warmness and organize, they are normally not caught up within their child's being, be disconnected, straightforward, low down in answer, through achieve not position limitations.’

**Emotional Intelligence:**

Emotional Intelligence (EI) refers to the ability to recognize, understand, manage, and effectively use one's own emotions, as well as the ability to recognize, understand, and influence the emotions of others. It plays a crucial role in personal and professional success, as it impacts various aspects of life, including relationships, decision-making, and overall well-being.

Here are key components and aspects of Emotional Intelligence:

**Self-Awareness:**

- Recognizing and understanding your own emotions.
- Being aware of how your emotions can impact your thoughts and behavior.

**Self-Regulation:**

- Managing and controlling your own emotions.
- Being able to stay calm under pressure and adapt to changing situations.

**Motivation:**

- Being driven to achieve personal and professional goals.
- Maintaining a positive attitude and persevering in the face of setbacks.

**Empathy:**

- Understanding and sharing the feelings of others.
- Being able to connect with people on an emotional level.

**Social Skills:**

- Building and maintaining healthy relationships.
- Communicating effectively and constructively resolving conflicts.

Developing Emotional Intelligence involves cultivating these skills and applying them in various life situations. Here are some strategies to enhance EI:

- **Practice Mindfulness:** Being aware of your thoughts and emotions in the present moment can help improve self-awareness and self-regulation.
- **Active Listening:** Paying close attention to others and trying to understand their perspective fosters empathy and strengthens social skills.

- **Emotional Regulation Techniques:** Techniques such as deep breathing, meditation, and positive visualization can help manage and regulate emotions.
- **Feedback and Reflection:** Seeking feedback from others and reflecting on your actions can contribute to continuous personal growth.
- **Empathy Building:** Engaging in activities that involve understanding different perspectives, volunteering, or participating in group activities can enhance empathy.
- **Effective Communication:** Learning to express yourself clearly and respectfully, as well as understanding non-verbal cues, contributes to better social skills.

Numerous studies have shown that individuals with high Emotional Intelligence tend to have better mental health, stronger relationships, and increased success in both personal and professional endeavors. EI is applicable in various contexts, including leadership, teamwork, conflict resolution, and decision-making.

Daniel Goleman, a psychologist, is often credited with popularizing the concept of Emotional Intelligence through his books, such as "Emotional Intelligence: Why It Can Matter More Than IQ." Since then, the concept has gained widespread recognition and importance in fields like psychology, education, leadership, and human resources.

### **Aim of the Study**

The present study aimed to examine the Impact of Parenting Involvement, Parenting Style on Academic Achievements, and Emotional Intelligence among teenagers.

### **Objectives**

1. To investigate the impact of parenting style on academic achievement of teenagers students in sangli district.
2. To study the impact of parenting style on emotional intelligence of teenagers students in Sangli district.
3. To find out the effect of parenting involvement on academic achievement of teenagers students in sangli district.
4. To search the effect of parenting involvement on emotional intelligence of teenagers students in sagli district.

### **Hypothesis**

1. Parenting style would significantly affected on academic achievement of teenagers student in Sangli district.
2. Parenting style would significantly affected on emotional intelligence of teenagers student in Sangli district.
3. Parenting involvement would be significantly affected on academic achievement of teenager's students in Sangli district.
4. Parenting involvement would be significantly affected on emotional intelligence achievement of teenager's students in Sangli district.

### **Variables**

#### **1. Independent variables**

- Parenting Style.
- Parenting Involvement.

#### **2. Dependent variable**

- Academic Achievement Score.
- Emotional Intelligence Score.

### **Samples:**

For this study data has been selected from Mahatma Phule Vidyalaya Urun-Islampur. First, we got permission from the principal of the High school. Then we met the teacher of high school students. In discussion with him, we took proper data and time to collect data. At that proper time, we solved the scales in this we took 100 students. The age criteria for this study were 13 to 19.

### **Tools of the study:**

Following standardized psychological scale will be employed to collect the data from participants.

#### **a. Children's Perception of Parenting Scale (C.P.P.S.)**

This scale is developed by Anand Pyari and Rajkumar Karla. C.P.P.S. consists of 44 items and measures 6 parenting styles in Viz. Democratic, Autocratic, Over Projecting, Over Projecting, Over Demanding. The reliability and validity index of the scale respectively is 0.70 and 0.100.

#### **b. Academic achievement:**

Previous examination marks are considered scores of academic achievement.

#### **c. Emotional Intelligence scale:**

For this research Emotional Intelligence scale was used by Anukool Hyde, Sanjyot Pethe, and Upinday Dhay. We used this scale for the age group 18 to 25. The original scale is available in the Hindi language. The split-half reliability coefficient was found to be 0.88 which indicated high validity on account of being 0.93.

#### **d. Dr. Vijaya Chouhan and Dr. Gunjan Arora TPIS**

This scale is developed by Dr. Vijay Chouhan and Dr. Gunjan Arora. TPIS consists of 25 items and measures parenting involvement. The reliability and validity index of the scale respectively is 0.92 and 0.85. We used this scale for the age group 13-18.

### **Data Analysis**

According to methodology, research design, and data collection procedure, the researcher has prepared a data file, i.e. master chart in Microsoft Excel with the help of a computer. In this process, he has taken maximum care about data input.

### **Procedure**

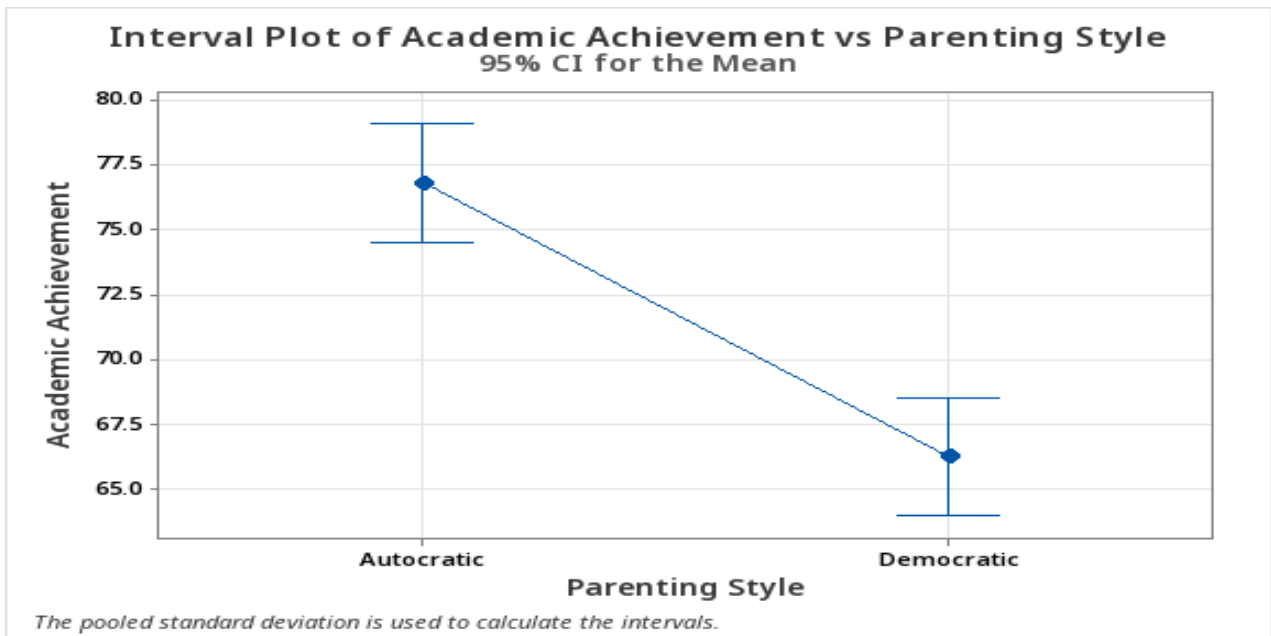
After procuring permission from the Head Master of high schools or Principals of the various colleges built-in in the study, the objectives of the study were explained to the students. Data for the present study have been collected for hypothesis testing. Individuals were randomly chosen from the high school and jr. college population Individuals were made to sit in a controlled environment free from any distractions. Clear instructions were communicated regarding the process of completing the personal

data sheet as well as answering the questionnaire. It has been ensured before the collection of scales that no item has been left unanswered. Each response sheet has been scored and responses have then been put through statistical procedures.

**Result**

**Table No 1: Shows the impact of parenting style on academic achievement of teenagers students in Sangli district.**

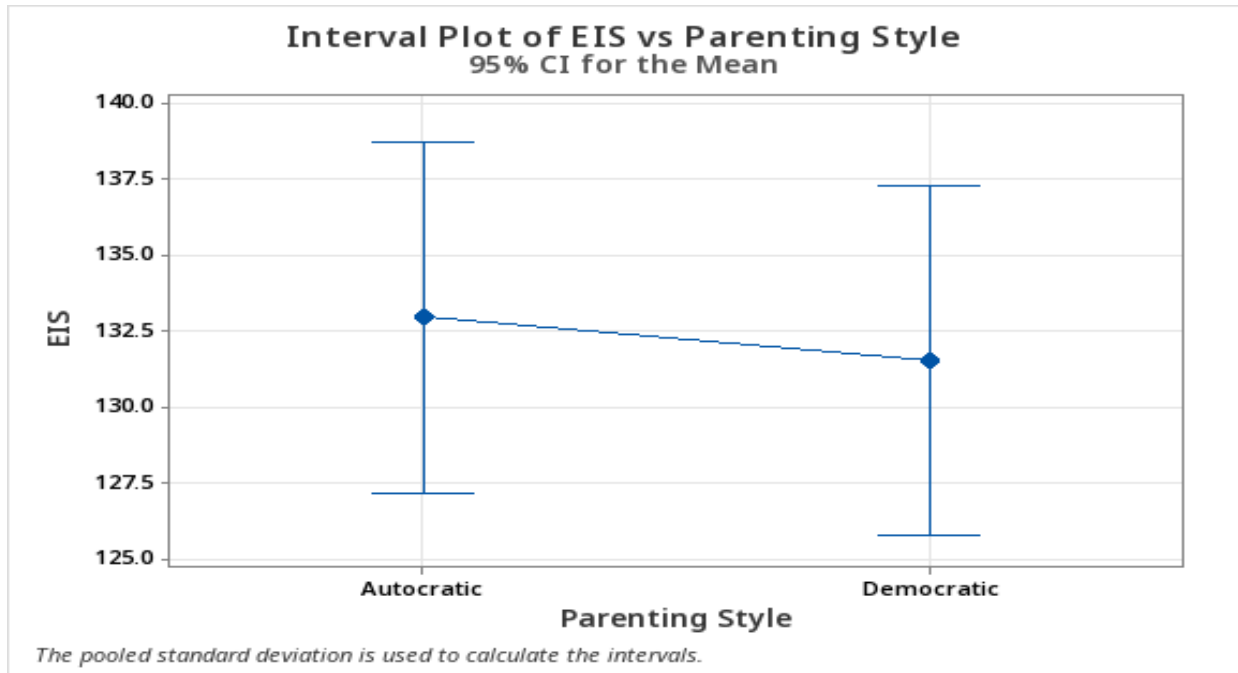
Source	DF	Adj SS	Adj MS	F-Value	P-Value
<b>Parenting Style</b>	1	2777	2777.29	42.14	0.002
<b>Error</b>	98	6459	65.91		
<b>Total</b>	99	9237			



According to the above table and graph, the F-value of 42.14 is large, and the associated p-value of 0 is less than the typical significance level of 0.05, suggesting that you would reject the null hypothesis. Therefore, it implies that there are statistically significant differences between the means of these two parenting styles. Hence, there is a significant difference between the parenting style and academic achievement of teenagers.

**Table No 2: Shows the impact of parenting style on emotional intelligence of teenagers students in Sangli district.**

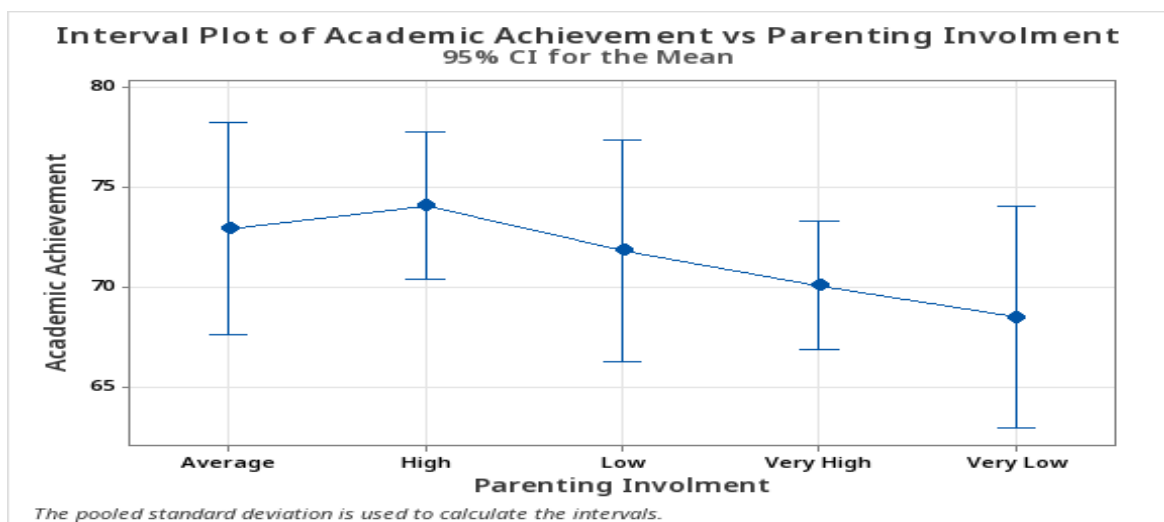
Source	DF	Adj SS	Adj MS	F-Value	P-Value
<b>Parenting Style</b>	1	50.4	50.41	0.12	0.73
<b>Error</b>	98	41314.3	421.57		
<b>Total</b>	99	41364.7			



According to the above table and graph, the F-value of 0.12 is quite low, and the associated p-value of 0.73 is higher than the typical significance level of 0.05. This suggests that you would fail to reject the null hypothesis. Therefore, there is not enough evidence to conclude that there are significant differences between the means of parenting styles. Hence, there is no significant difference between the parenting style and emotional intelligence of the teenagers.

**Table No.3: Shows the effect of parenting involvement on academic achievement of teenagers students in sangli district.**

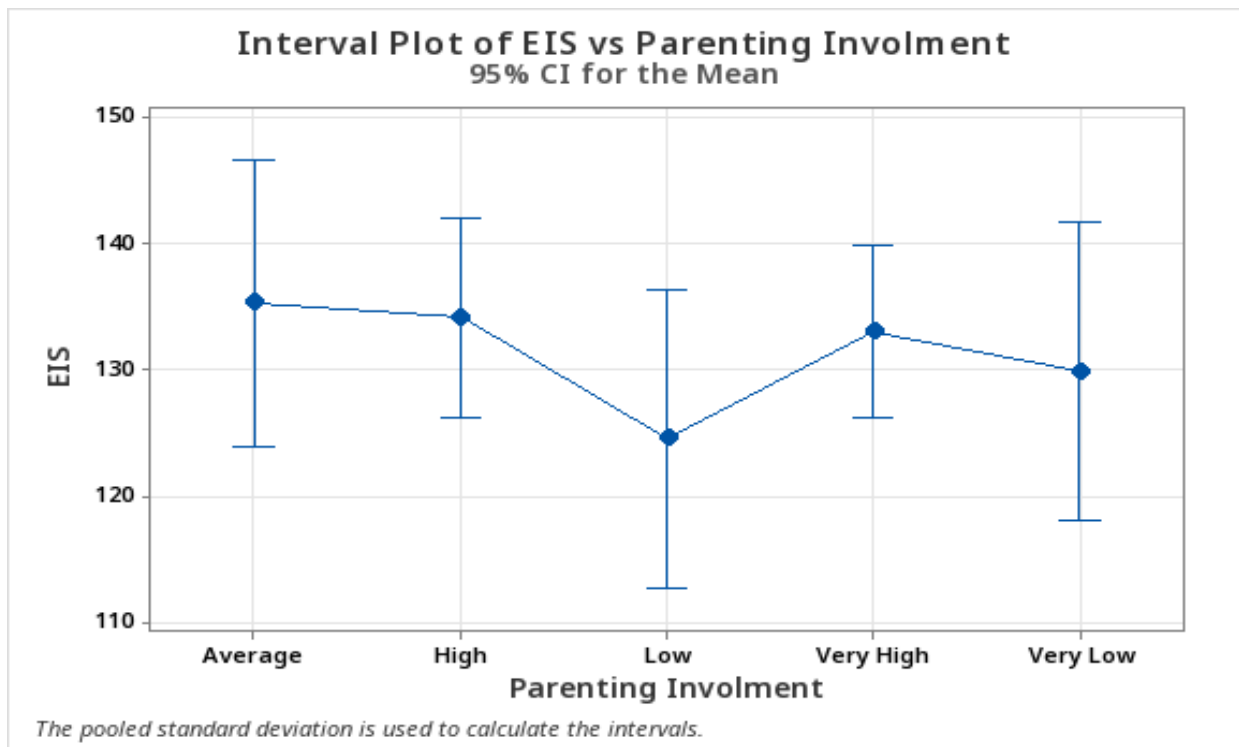
Source	DF	Adj SS	Adj MS	F-Value	P-Value
Parenting Involvement	4	386.6	96.64	1.04	0.392
Error	95	8850.2	93.16		
Total	99	9236.8			



According to the above table and graph, the F-value of 1.04 is relatively close to 1, and the associated p-value of 0.392 is higher than the typical significance level of 0.05. This suggests that you would fail to reject the null hypothesis. Therefore, there is not enough evidence to conclude that there are significant differences between the means of the different levels of parenting involvement. Hence, there is no significant difference between the parenting involvement and the Academic achievement of the teenagers.

**Table No 4: Shows the effect of parenting involvement on the emotional intelligence of teenager’s students in sangli district.**

Source	DF	Adj SS	Adj MS	F-Value	P-Value
Parenting Involvement	4	1013	253.2	0.6	0.666
Error	95	40352	424.8		
Total	99	41365			



According to the above table and graph, the F-value of 0.6 is relatively low, and the associated p-value of 0.666 is higher than the typical significance level of 0.05. This suggests that you would fail to reject the null hypothesis. Therefore, there is not enough evidence to conclude that there are significant differences between the means of the different levels of parenting involvement. Hence, there is no significant difference between the parenting involvement and the emotional intelligence of the teenagers.

**Limitations of the study :**

Some limitations may affect the study adversely.

They are as follows:



- a. The sample size was not enough large.
- b. The sampling technique was purposive and not random.
- c. Because of time the study could not be carried out elaborately.
- d. A higher level of Statistical technique could not be used because of the lack of randomness in the sample.

### **Recommendation for future research:**

There are some recommended features which have to be followed for future studies:

- a. The sample should be large enough.
- b. It is important to keep the age group uniform.
- c. The other test should be used.

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