

Relationship Between Perceived Parenting Style, Perceived Stress and Emotional Competence Among Young Adults

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ABSTRACT

The purpose of the study is to investigate the relationship between Perceived Parenting Style, Perceived Stress, and Emotional Competence among young adults age ranging between 18-25 years. Parenting style refers to the behaviour of the parents towards their children, it can differ as every parent has a different way of interacting and guiding their children. The perception of children about the parenting style they experienced is referred to as Perceived Parenting Style. Parenting styles play a significant role in a child's emotional, physical, and psychological development. Stress is a bodily reaction to a threatening situation. Emotional competence refers to an individual's ability to manage and express their emotions in a healthy way. This study attempts to determine the correlation between perceived parenting style, perceived stress and emotional competence. The scales utilised to collect the sample were The Perceived parenting style scale (PPSS) by Divya and Manikandan, The Perceived Stress Scale (PSS) developed by Sheldon Cohen and the Emotional Competence Scale (EC-Scale) developed by R. Bharadwaj and H. Sharma. The methods utilised to analyse the data were descriptive statistics, Independent t-test and Pearson's Correlation. SPSS software was utilised for the analysis. The result indicates a significant relationship between Perceived Parenting Style, Perceived Stress and Emotional Competence.

Keywords: Emotional competence, Parenting Styles, Perceived Stress.

INTRODUCTION

One of the most important aspects of a child's growth is parenting. It is important to understand the relationship between perceived parenting style, perceived stress, and emotional competence to help people adapt healthy coping mechanism.

Parenting Style:

The way parents behave, interact and guide their children is refer to parenting style.

Diana Baumrind (1966) suggested three parenting styles i.e. Authoritative parenting style includes Parents who are accepting, responsive and open to communication, Authoritarian parenting style

includes parents who are strict, punish and uses one way communication and Permissive parenting style includes parents who are lenient, avoids confrontation and set few rules. Additionally, children's perceptions of the parenting styles they experienced are known as perceived parenting styles.

Perceived Stress:

It refers to the biological or psychological reaction to a threatening situation. Certain amount of stress helps individual in motivating them but if the stress is high it can cause negative impact on the health of an individual. It can cause biological symptoms like nausea, headache and pain etc. as well as psychological symptoms like anger, irritability and low mood.

Neilsen et al (2016) suggested that Stress has a significant negative influence on people's quality of life and is linked to a number of harmful health outcomes, such as a higher risk of cardiovascular health, syndromes of metabolism, and death rates. A person suffering from stress may develop mental illness, which can have significant negative effects on productivity and social life. A stressful state is considered a risk factor for an individual.

Emotional Competence:

It refers to an individual's ability to manage and express their emotions in a healthy way by communicating with others in an empathetic and sensitive way. Vaida and Opre (2014) suggested that the term emotional competence is lacking from the picture, considering the fact that most research highlight the benefits of emotional intelligence. These two terms have a close connection with one another. To cultivate emotional competence, which then leads to performance, emotional intelligence is an essential component that serves as the foundation. Emotional intelligence is necessary but insufficient on its own to produce the outcomes including better academic and professional performance, personal development which many training programmes promise to deliver. Developing emotional competence is necessary for long-term outcomes.

RATIONALE OF THE STUDY

According to Li (2022), the majority of research is focused on examining the connection between parenting style and children's academic performance, with less emphasis placed on the relationship between parenting styles and social-emotional competence. Additionally, Cameron et al. (2020) noted that there is little research on the relationship between emotional intelligence and parenting style. Moreover, not much study has been done on parenting styles among Indians. The current study on emotional competence intends to investigate its relationship with perceived stress, while earlier research on the topic focused more on its relationship with academics.

The results of this study will assist parents in determining and implementing a parenting approach that is best for the growth of their child. It will also assist people in comprehending the relationship between emotional competence and stress levels.

AIM OF THE STUDY

To study the relationship between Perceived Parenting style, Perceived Stress and Emotional Competence among young adults (18 – 25 years).

OBJECTIVE:

- To examine the relationship between perceived parenting styles and emotional competence among young adults.
- To examine the relationship between perceived stress and emotional competence among young adults.
- To examine the relationship between perceived parenting styles and perceived stress among young adults.

HYPOTHESIS:

H1 - There will be a significant relationship between Perceived Parenting Style and Emotional Competence.

H2 - There will be a significant relationship between Perceived Stress and Emotional Competence.

H3 – There will be a significant relationship between Perceived Parenting Style and Perceived Stress.

VARIABLES OF THE STUDY

- Perceived Parenting style
- Emotional Competence
- Perceived
- Stress

METHODOLOGY

PARTICIPANTS OF THE STUDY

The sample consisted of 216 young adults (117 males and 99 females). The convenient sampling method was utilised to collect the data.

DATA COLLECTION INSTRUMENTS

Perceived parenting style scale by Divya and Manikandan, Perceived stress scale by Sheldon Cohen, Emotional Competence scale by R. Bharadwaj and H. Sharma and a form with basic demographic details was utilised to collect the data.

DATA COLLECTION PROCEDURE

Participants were asked to fill the questionnaires and their demographic details after providing informed consent. The data was analysed by Statistical Package for Social Sciences software.

STATISTICAL ANALYSIS

Descriptive statistics was performed to understand the characteristics of data, t-test was performed to explore the difference between male and female population with respect to the selected variables. Further Pearson Correlation analysis was done to find the relationship between the variables. Statistical Package for Social Sciences was utilised to analyse the data.

FINDINGS

Table 1 Descriptive Statistics

Variable	Mean	Std. Deviation	N
Perceived stress	19.980	5.581	216
Authoritative parenting style	34.35	7.11	216
Authoritarian parenting style	25.41	6.50	216
Permissive parenting style	24.94	7.23	216
Emotional competence	254.41	28.49	216

Table 1 displays the descriptive statistics of the variables, such as perceived stress, emotional competence, and the parenting styles. It includes the mean and standard deviation of the variables. The majority of respondents reported moderate levels of stress, according to the mean value of perceived stress (M=19.98, SD = 5.58), while the mean emotional competence (M=254.41, SD = 28.49) shows an average level of emotional competence among young adults.

Table 2 Independent Sample t-Test of Perceived Stress

	Gender	N	Mean	Std. Deviation	Std. Error Difference	t - value	p-value
Perceived Stress	Male	117	19.09	4.522	.752	2.562	.011
	Female	99	21.02	6.481			

The sample was taken from N = 216 young adults (117 males and 99 females). The analysis of independent t-test of Perceived Stress in Table 2 shows there is a statistically significant difference in the level of perceived stress between males (M = 19.09) and females (M = 21.02) (t(216) = 2.562, p = 0.011), indicating that women reported feeling more stressed than men.

Table 3 Independent Sample t-Test of Parenting styles

	Gender	N	Mean	Std. Deviation	Std. Error Difference	t - value	p-value
Permissive Parenting Style	Male	117	26.30	6.434	.969	3.050	.003
	Female	99	23.34	7.808			
Authoritative Parenting Style	Male	117	31.72	6.702	.890	6.457	.001
	Female	99	37.46	6.293			
Authoritarian Parenting Style	Male	117	26.44	5.688	.876	2.582	.010
	Female	99	24.18	7.185			

According to the findings of the independent t-test of parenting style displayed in Table 3 there is a statistically significant difference between males (M = 26.30) and females (M = 23.34) in terms of Permissive Parenting Style (t (216) = 3.050, p = 0.003). This suggests that men perceived to be raised by Permissive Parenting Style more than women. There is a statistically significant difference in the Authoritative Parenting Style between males (M = 31.72) and females (M = 37.46) (t (216) = 6.457, p =

0.001). This suggests that women were more likely than males to report having parents adopting Authoritative Parenting Style. Males (M = 26.44) and females (M = 24.18) differ statistically in terms of perceiving their parents adopting Authoritarian Parenting Style (t (216) = 2.582, p = 0.010) suggesting that male perceived to be raised by Authoritarian Parenting Style more than female.

Table 4 Independent Sample t-Test of Emotional Competence

	Gender	N	Mean	Std. Deviation	Std. Error Difference	t-value	p-value
Emotional Competence	Male	117	251.69	25.527	3.879	1.527	.128
	Female	99	257.62	31.472			

According to the Independent t-test of emotional competence run on the sample (Table 4), male (M = 251.69) and female (M = 257.62) do not differ significantly in terms of emotional competence (t (216) = 1.527, p = 0.128).

Table 5 Correlations

Variable	1	2	3	4	5
1. Perceived Stress	1				
2. Authoritative Parenting Style	-.07	1			
3. Authoritarian Parenting Style	.22**	.52**	1		
4. Permissive Parenting Style	.15*	-.51**	.57**	1	
5. Emotional Competence	-.47**	.35**	-.22**	-.25**	1

Note. N = 216. Significant levels: *p < .05. **p < .01

According to Table 5 correlation analysis, there is a moderate negative association between Perceived Stress and Emotional Competence (r = -.47, p < .01). The Authoritarian (r = 0.22, p < .01) and Permissive Parenting Style (r = .15, p < .05) are significantly correlated with Perceived Stress. The relationship between Emotional Competence and an Authoritarian Parenting Style is negatively correlated (r = -0.22, p < .01). The relationship between Emotional Competence and a Permissive Parenting Style is negatively correlated (r = -0.25, p < .01). Authoritative Parenting Style and Emotional Competence have a positive correlation (r = 0.35, p < .01). Although the data was statistically insignificant, there was a slight negative correlation between Perceived Stress and an Authoritative Parenting Style.

DISCUSSION

The aim of the study was to find the relationship between perceived parenting style, perceived stress and emotional competence among young adults. The sample consists of 216 young adults age ranging between 18-25 years old (117 Males and 99 Females). The Perceived Parenting Style Scale (PPSS), The Perceived Stress Scale (PSS) and Emotional Competence Scale (EC-Scale) was utilised to gather the data. To analyse the data, Descriptive Statistics, independent t-test and Pearson's Correlation was performed using Statistical Package for Social Sciences (SPSS).

The result in Table 1 displays the descriptive statistics of the variables, such as perceived stress, emotional competence, and the parenting styles. It includes the mean and standard deviation. The majority of respondents reported moderate levels of stress, according to the mean value of perceived stress, while the mean emotional competence shows an average level of emotional competence among young adults. The mean stress score indicates that most people have a moderate degree of perceived stress, which typically indicates that they experience some strain or tension in their life, but not severely. It suggests that even when the person is dealing with challenges or expectations that are making them stressed, they are still able to cope with these demands to some extent without significantly deteriorating their performance. The majority of people have an average degree of emotional competence, according to the emotional competence mean score. The results were calculated by adding together the five emotional competence domains. The five domains of emotional competence are Adequate depth of feeling, Adequate expression and control of emotions, Ability to function with emotions, Ability to cope with problem emotions and Enhancement of positive emotions (Sharma and Bharadwaj, 2007). The mean emotional competence scores indicate that most people are capable to some extent in making decisions and engaging in other activities, and they have an average level of assurance about all reality assumptions. Most of the time, they can regulate their emotions and perform their everyday activities. They have the ability to manage challenging emotions, awareness of the consequences they can have, and development of coping mechanisms and resistance to those consequences. These people have the capacity to develop happy feelings in order to ensure that their existence is meaningful and balanced.

According to the result of independent t-test of perceived stress shown in Table 2 there is a statistically significant difference in the perception of stress between males and females, indicating that women reported feeling more stressed than men. The findings of the independent t-test of parenting style displayed in Table 3 suggests that there is a statistically significant difference between males and females in terms of permissive parenting style. It suggests that men were raised by permissive parenting style more than women. There is a statistically significant difference in the authoritative parenting style between males and females. It suggests that women were more likely than males to report having parents utilising authoritative parenting style. Males and Females differ statistically in terms of authoritarian parenting style it demonstrates that men were more likely than women to report having an authoritarian parenting style from their parents. According to the results of the Independent t-test of emotional competence as shown in Table 4, males and females do not differ statistically significantly in terms of emotional competence.

According to Table 5 correlation analysis, there is a moderately significant negative association between Perceived Stress and Emotional Competence. The result suggests that emotional competency is important in determining how stressed out a person is. Similarly, Ranasinghe and colleagues (2017) found that students with high emotional intelligence scores felt less stressed. The Authoritarian Parenting Style and Permissive Parenting Style are significantly correlated with perceived stress. The relationship between emotional competence and an authoritarian parenting style is negatively correlated similarly the study by Haslam and colleagues (2020) suggested that children with low emotional regulation are linked with Authoritarian parenting style. The relationship between emotional competence and a permissive parenting style is negatively correlated. Authoritative Parenting Style and emotional competence have a positive correlation similarly Cameron and his colleagues (2020) study suggests that

Authoritative parenting style is linked with high levels of emotional intelligence. Although the data was statistically insignificant, there was a slight negative correlation between perceived stress and an authoritative parenting style.

As a result, Hypothesis 1, which predicted a correlation between emotional competence and perceived parenting style is accepted. Hypothesis 2, which predicts a significant relationship between emotional competence and perceived stress, has been accepted. Hypothesis 3 which predicted that there would be an association between perceived parenting style and perceived stress is partially accepted as authoritarian and permissive parenting style have a significant relationship with perceived stress.

IMPLICATIONS AND RECOMMENDATION

The results of this study can be useful for improving existing laws and regulations related to child care in Indian setting. New and adoptive parents, caregivers, and adults can all benefit from the study's findings. It can assist them in recognising the value of developing emotional competence in order to regulate and improve coping mechanisms in order to live a longer and happier life. Finding the ideal parenting approach which impacts a child's emotional competency can also be helpful to parents. Future researchers can broaden their scope by including a more varied and broader population in order to lower the margin of error and enhance the strength and reliability of their research. Examining different age groups can also show the variety of experiences that exist between different age groups. Studying gender diversity can highlight differences in children's perceptions of stress and Emotional Competence. Future studies can focus on investigating these domains in order to fully comprehend how emotional competence domains can dynamically influence people's perceived stress.

CONCLUSION

The purpose of this study was to investigate the relationships between Perceived Parenting style, Perceived Stress and Emotional Competence among young adults. The findings imply that Emotional Competence have a significant correlation with Perceived Stress and Parenting Styles. Additionally, Authoritarian and Permissive parenting style are significantly correlated with Perceived Stress.

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