

Relationship between Emotional Intelligence and Perceived Parenting Style among Student Nurses.

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Abstract: This study investigated the relationship between Perceived Parental Style and Emotional Intelligence among Student Nurses. One hundred sixty five student nurses (140 girls & 25 boys) completed Parental Bonding Instrument (I) and Emotional Quotient Self Assessment (EQSA) scale. The results revealed that majority (77, 60) of the student nurses perceived their parents (mothers and fathers respectively) to have affectionate constraint parenting which corresponds to high care and high protection. Further, most of the student nurses 84 (50.91%) were having good Emotional Intelligence. Albeit of good Emotional Intelligence and Affectionate Constraint (High protection and high care) perceived parenting style, there was no significant relationship found between emotional intelligence and perceived parental style among student nurses which implies that there could be other factors that may contribute or influenced the development of emotional intelligence other than parental style.

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I. Introduction

Nursing is a profession strongly associated with individuals' health, and defined by some sorts of clinical nursing care including interpersonal and inter-group communications as well as other various activities, as a result of growing complexity of the healthcare environment, and increasing expectations of clients in today's competitive healthcare marketplace (2) nursing graduates must not only be competent in technical and critical thinking skills, but also be equipped to manage "soft" people skills "Soft" people skills have been identified as emotional intelligence (EI) skill (3)

Nurses should possess the skills of critical thinking and emotional intelligence in order to be able to make accurate decisions about how to deliver high quality patient care, while also considering the thoughts and feelings of patients and their families. (4)

Mayer, Salovey and Carus (2004) (5) defined emotional intelligence as a kind of social intelligence, includes the capability of monitoring one's emotions and other's emotions and manipulating the information for managing one's thoughts and actions, and regulating emotions in self and others, and utilizing suitable emotions for solving actively and effectively daily difficulties and obstacles. Individuals with high emotional intelligence have more successful performances than individuals with low emotional intelligence.(6)

Earlier, it was thought that intelligence quotient (IQ) is the most important factor determining the academic achievement of a student, but many studies are there which shows that EI also plays an equal or strong role in the student life process. Students who are emotionally competent will manage their own feelings well, recognize, and respond effectively to the feelings of others, tolerate frustration better, and be less impulsive and more focused during adolescent transition period.

Nurses' performance improved by preparing nursing students to not only critically think but also to integrate emotional intelligence into clinical practice. Nursing students are required to manage numerous clinical situations, adapt to the different teaching styles and expectations of instructors, work independently toward objectives, and manage conflicts. In addition, some aspects of academic work may be considered highly stressful, such as taking exams and practicing nursing procedures in health care settings. These situations require high levels of emotional management. Nursing students are expected to appreciate the patients' emotions, and use cognitive information to assess patients' needs, and then demonstrate emotional interventions that convey caring, and empathy toward patients and their families. Emotional Intelligence has been observed to play a very vital role in the lives of people. One key factor that contributes greatly to the development of one's emotional intelligence is perceived parenting style.

Perceived parenting style is defined as an opinion of adolescences about styles of parental behaviors during their childhood. There are two types of perceived parenting styles: care and overprotection. Several studies have revealed that rejective and overprotective parenting styles significantly associated with EI. Student

lives are said to be the best period for any person as the foundations for EI, self-esteem, happiness, and success in life are laid in adolescence.(7)

Among the social factors influencing on emotional intelligence, parents play a key role in emotional intelligence training. Because they play an important role in fostering of children. Several studies have revealed that a significant association existed between high ability of emotional intelligence with perceived care and supportive parenting style (8). Asghari and Besharat (2011) (9) found that a significant association existed between perceived warmth parenting style and high ability of emotional intelligence in Iranian students.

Research has determined that there are many factors that can contribute to the level and intensity of emotional intelligence in children, including but not limited to: peer interactions, environmental and family stressors, school, and style of parenting. The impact and effects of these influences have the potential to strengthen or weaken the level and progression not just of children's emotional growth, but also of their global development. Of the aforementioned influences, it is believed that *parenting style* has the most significant impact on the level of emotional intelligence in young adults (10).

Low emotional intelligence may pose a hindrance in patient care and health service management. If nurses' are emotionally intelligent, they can think creatively and clearly and will develop an empathetic attitude towards patient care. Many people think that if an individual has a high level of intellect, the individual will have opportunity to achieve better success compared to those with low intellect. However there are cases where people with high intellect are left behind than those have low intellect.

Most conducted researches have focused on investigating the relation of different types of parenting styles with emotional intelligence (11) or on warmth at dimensional level. These findings indicated that authoritative style (specially the control factor) has been the powerful predictor of emotional intelligence (specially emotional regulation), two styles of permissive and authoritarian have a negative relationship with this ability, and the neglectful style is recognized as the most harmful one. Also, warmth is associated with increasing the level of emotional intelligence and regulation and utilization of emotions.(12)

From the above literature and studies, the questions that came into investigator's mind were, "are student nurses having good level of emotional intelligence to provide quality care to the patients?" "Is there any relationship present between student nurses' emotional intelligence and perceived parenting style?" If Yes, than what are the factors present in parenting which influence the development of emotional intelligence. This gives the researcher an insight to explore the relationship between perceived parenting style and emotional intelligence among student nurses.

Objectives:

- To assess the perceived parenting style among student nurses.
- To assess the level of emotional intelligence among student nurses.
- To assess the relationship between perceived parenting style and emotional intelligence.
- To ascertain the relationship of emotional intelligence with selected variables like, age, gender, type of course, year of study, birth order, type of family, residence, mother's education level and father's education level.

II. Methodology:

Research Design: The descriptive correlation survey research design was adopted to describe the independent and dependent variables and to measure their relationship with each others.

Population and Sample: The target population of the study consisted of student nurses (B.Sc. Nursing & GNM) of College of Nursing, Christian Medical College & Hospital, Ludhiana, Punjab, India for the academic year 2019-2020. Sample was selected through non probability convenience sampling technique.

Procedure: This online survey was carried out among student nurses in the month of July 2020 using electronic platform i.e. Google form. The survey comprised of questions pertaining to demographic and personal information. The specific instruments which were included in the survey to assess the emotional intelligence and perceived parental bonding style were Parental Bonding Instrument (1) and Emotional Quotient Self Assessment (EQSA) scale. Study was approved by the research and ethics committee of the institution and the participation in the survey was voluntary. The invitation link was sent to 312 student nurses (B.Sc. Nursing & GNM). The invitation letter stated that the participation in the research study is voluntary and it will not going to affect the academic evaluation of the student. Additionally, the email explained the purpose of the study along with the option of "opt out".

Description of Instrument: Present study instrument consists of three parts:

Part A: Socio Demographic Variables:

This part consist of items for obtaining personal information from student nurses i.e. Age, gender, type of course, year of study, birth order, type of family, residence, mother's education level and father's education level

Part B: Emotional Quotient Self Assessment (EQSA) scale:

The emotional quotient self assessment scale was a five point Likert scale. This checklist is adopted from the emotional intelligence self-assessment checklist by Emily A. Sterrett. The scale consisted of 30 items in which each item had five responses: never, rarely, sometimes, mostly and always. These items were in six domains. Each domain consisted of five items: Self awareness (SA), Motivation, Empathy, Self-confidence (SC), Self Control and Self competence. The maximum score was 150 and minimum score was 30.

Part C: PARENTAL BONDING INSTRUMENT (PBI)

PBI was developed by **Gordon Parker, Hilary Tupling and L.B. Brown** to measure the perceived parenting style among adolescents and young adults. Tool consists of two subscales termed ‘care’ and ‘overprotection’ or ‘control’, which measure fundamental parental styles as perceived by the adolescent/ young adult. The measure is ‘retrospective’, meaning that adults (over 16 years) complete the measure for how they remember their parents during their first 16 years. The measure is to be completed for both mothers and fathers separately. There are 25 item questions, including 12 ‘care’ items and 13 ‘overprotection’ items.

Parental bonding quadrants	
In addition to generating care and protection scores for each scale, parents can be effectively “assigned” to one of four quadrants:	
“ affectionate constraint ” = high care and high protection	“ affectionless control ” = high protection and low care
“ optimal parenting ” = high care and low protection	“ neglectful parenting ” = low care and low protection
Assignment to “high” or “low” categories is based on the following cut-off scores:	
<input type="checkbox"/> <input type="checkbox"/> Fomothers , a <i>care</i> score of 27.0 and a <i>protection</i> score of 13.5. <input type="checkbox"/> <input type="checkbox"/> Fofathers , a <i>care</i> score of 24.0 and a <i>protection</i> score of 12.5.	

The data obtained was analyzed by using SPSS. Frequency and percentage distribution were calculated for the categorical variables and mean and standard deviation were calculated for continuous variables. Comparisons were done using t-test, Fisher’s exact test. Association between different variables was studied using Pearson’s correlation coefficient or Spearman’s Rank order correlation.

III. Results:

With reference to the socio-demographic variables majority of the participants in the study belonged to age group of 21-23 years (52.12%), females (84.84%), elder in their birth order (49.69%), from B.Sc. Nursing (89.69%) course, belonged to nuclear family (79.39%) and were studying in second year (31.51%). Majority of student nurses were residing in urban area (73.93%), and their parents’ educational level was graduation and above for both the parents (mothers=50.90%, & fathers= 59.39%) [Table 1].

Table1: Distribution of Subjects according to Socio-Demographic Variables

N=165

Variables	Categories	Frequency	%
Age (In Years)	18-20	74	44.84
	21-23	86	52.12
	24-26	5	03.03
Type of Course	B.Sc. Nursing	148	89.69
	GNM	17	10.30
Year of Study (Present Class)	1 st	33	20
	2 nd	52	31.51
	3 rd	43	26.06
	4 th	37	22.42
Gender	Female	140	84.84
	Male	25	15.15
Birth Order	Elder	82	49.69
	Middle	23	13.93
	Youngest	60	36.36
Type of family	Joint	34	20.60
	Nuclear	131	79.39
Residence	Rural	43	26.06
	Urban	122	73.93
Mother's Education Level	Illiterate	5	03.03
	Primary to 9 th standard	12	07.27
	10 th -12 th standard	64	38.78
	Graduation & above	84	50.90
Father's Education Level	Illiterate	2	01.21

	Primary to 9 th standard	6	03.63
	10 th -12 th standard	59	35.75
	Graduation & above	98	59.39

Research Question1: What is the Parental Bonding style of the student nurses’ fathers?

Table 2 shows that majority (36.36%) of student nurses described their fathers’ parental bonding style as affectionate constraint which is described as showing high care and high control or protection.

Table 2: Fathers parenting style perceived by student nurses

N= 165

Styles of Paternal Bonding	n	%
Neglectful Parenting	11	6.66
Affectionless Control	50	30.30
Optimal Parenting	44	26.66
Affectionate Constraint	60	36.66

Research Question 2: What is the parental bonding style of the student nurses’ Mothers?

Table 3 shows that majority (46.66%) of student nurses described their Mothers’ parental bonding style as Affectionate Constraint which is described as showing high care and high control or protection. Out of 165 student nurses, 77 of them described their mothers to have affectionate constraint parenting and 35 student nurses perceived their mothers to have optimal parenting style.

Table 3: Mothers parenting style perceived by student nurses

N= 165

Styles of Maternal Bonding	n	%
Neglectful Parenting	09	5.45
Affectionless control	44	26.66
Optimal Parenting	35	21.21
Affectionate constraint	77	46.66

Research Question3: What is the level of Emotional Intelligence of the Student Nurses?

Table 4 (a) Emotional Quotient Self Assessment (EQSA) Scale

N=165

Domains of EI	Levels of Emotional Intelligence		
	Good n (%)	Average n (%)	Poor n (%)
Self-Awareness	67 (40.61)	94 (56.97)	04 (2.42)
Motivation	52 (31.51)	105 (63.64)	08 (4.85)
Empathy	44 (26.67)	117 (70.91)	4 (2.42)
Self-Confidence	37 (22.42)	119 (72.12)	09 (5.45)
Self-Control	26 (15.76)	124 (75.15)	15 (09.09)
Self-Competence	31 (18.79)	101 (61.21)	33 (20)
Overall Emotional Intelligence	84 (50.91%)	81 (49.09%)	0

Table 4 (b) Mean, Mean Percentage , Standard Deviation and Rank order of different Domains of Emotional Intelligence Scale (EI)

Domains of EI	Max score	Means	Mean %	SD	Rank order
Self awareness	25	19.71	78.84	2.65	1
Motivation	25	18.90	75.59	2.89	2
Empathy	25	18.81	75.22	2.70	3
Self-confidence	25	18.47	73.89	2.54	4
Self Control	25	17.85	71.42	2.58	5
Self competence	25	17.45	69.82	3.11	6

Table 4 (a) & (b) depicts that majority of students nurses 84 (50.91%) were having good level of emotional intelligence, followed by average level of emotional intelligence (49.09%). While looking towards the domains of emotional intelligence, student nurses were having highest ranking in self-awareness domain with 19.71 mean score and least ranking in Self-Competence domain with 17.45 mean score.

Hypothesis Verification: This study aims to investigate the relationship of perceived parental bonding style and emotional intelligence of student nurses of College of Nursing, CMC & Hospital, Ludhiana, Punjab, India.

H1: There is a significant positive relationship between perceived parenting style and level of emotional intelligence in Student Nurses.

Research Question 4: Is there a significant relationship between the perceived parental bonding styles of the fathers and mothers and the student nurses’ level of emotional intelligence?

Table 5 (a) Pearson Correlation between Parenting Style and Emotional Intelligence

N=165

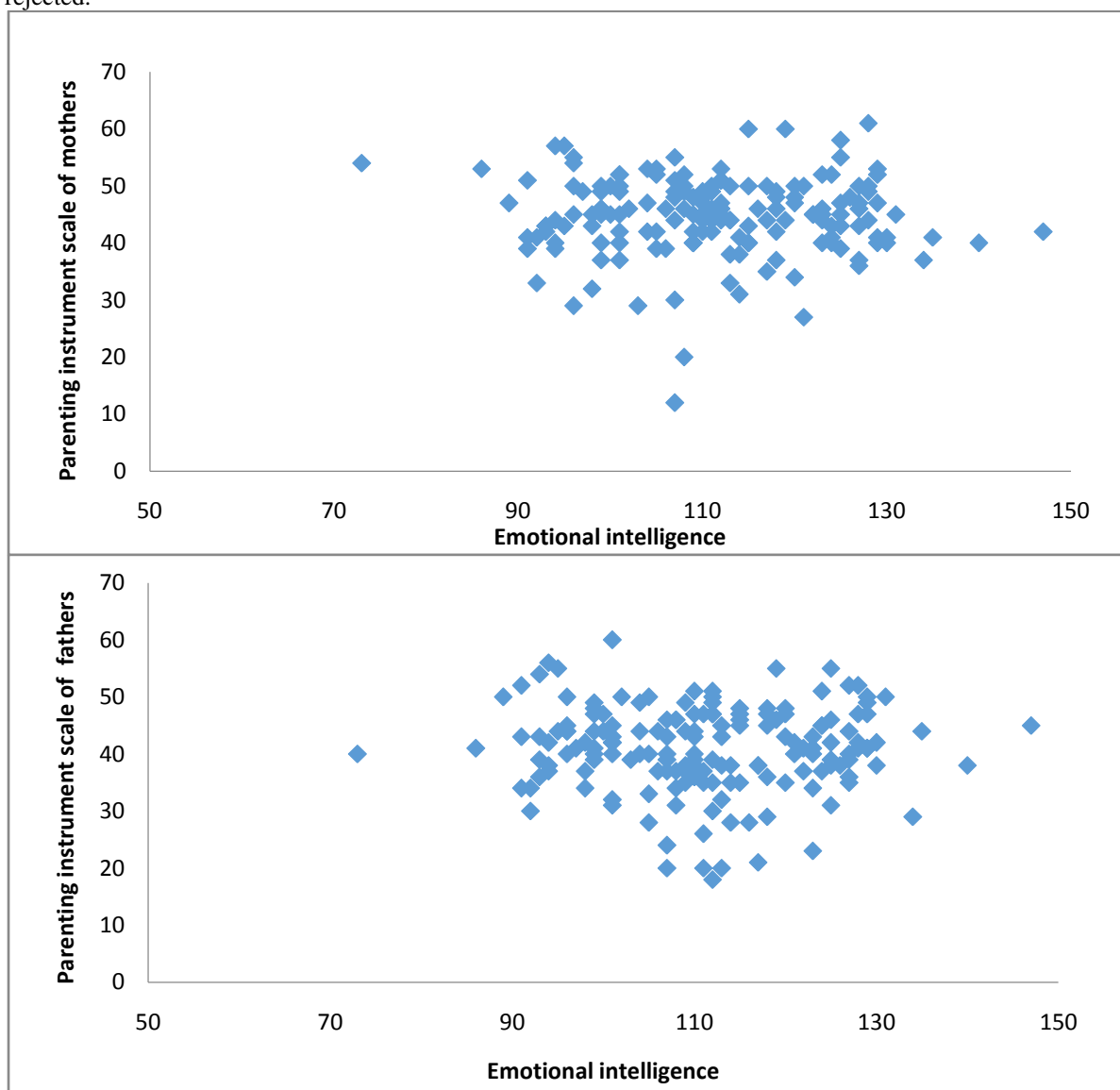
Mother's parenting style Vs emotional intelligence	Correlation coefficient 'r' = -0.0197
Father's parenting style Vs emotional intelligence	Correlation coefficient 'r' = -0.0252

Table 5 (b): The Domain wise Pearson correlation between Perceived Parental Bonding Style (Mother, Father) and Emotional Intelligence of student nurses.

N=165

	Self awareness	Motivation	Empathy	Self-confidence	Self Control	Self competence
MOTHERS						
Care	0.1247	0.1040	0.0904	-0.0241	-0.0140	0.0646
overprotection	-0.0957	-0.0913	-0.1311	-0.0221	0.0631	-0.1299
FATHERS						
Care	0.1436	0.1201	0.1110	0.0681	-0.0864	0.0287
overprotection	-0.1898	-0.1641	-0.0400	-0.0363	-0.0042	-0.1493

Table 5 (a) & (b) depict that there is no significant relationship between fathers and mothers parenting style and Emotional Intelligence score of student nurses at $p < 0.05$ level of significance. Hence the research hypothesis is rejected.



Research Question5: is there any relationship between emotional intelligence and selected variables like, age, gender, type of course, year of study, birth order, type of family, residence, mother’s education level and father’s education level

Table 6: The relationship of perceived Emotional Intelligence with Selected Variables

Variable	Category	Frequency	Mean ± SD of emotional intelligence	F test/t test statistic
Age (In Years)	18-20	74	110.57 ± 12.19	0.523
	21-23	86	111.44 ± 12.43	
	24-26	5	116.20 ± 13.52	
Type of Course	B.Sc Nursing	148	110.28 ± 12.04	2.884*
	GNM	17	119.18 ± 12.13	
Year of Study (Present Class)	1 st	33	111.00 ± 12.40	0.618
	2 nd	52	111.06 ± 12.73	
	3 rd	43	113.09 ± 12.61	
	4 th	37	109.35 ± 11.45	
Gender	Female	140	110.93 ± 12.31	0.638
	Male	25	112.64 ± 12.47	
Birth Order	Elder	82	111.75 ± 13.03	2.340
	Middle	23	106.13 ± 10.41	
	Youngest	60	112.37 ± 11.65	
Type of family	Joint	34	111.32 ± 11.01	0.067
	Nuclear	131	111.16 ± 12.67	
Residence	Rural	43	110.93 ± 13.55	0.164
	Urban	122	111.29 ± 11.90	
Mother's Education Level	Illiterate	5	107.40 ± 11.15	0.977
	Primary to 9 th standard	12	116.08 ± 11.36	
	10 th -12 th standard	64	110.11 ± 13.17	
	Graduation & above	84	111.55 ± 11.81	
Father's Education Level	Illiterate	2	127.50 ± 3.53	1.325
	Primary to 9 th standard	6	108.00 ± 10.13	
	10 th -12 th standard	59	111.34 ± 13.30	
	Graduation & above	98	110.96 ± 11.78	

*= significant at p<0.05

Table 6, depicts that there is a significant difference between B.Sc. Nursing and GNM nursing students’ emotional intelligence score at p<0.05 level of significance. Male students are having more emotional intelligence score than that of female students but this difference is not statistically significant. While observing emotional intelligence trend in different age groups, it’s evident that with increase in the age there is inclination of emotional intelligence score albeit this increase in EI score is not statistically significant. Type of family and place of living does not affect the EI score. Even mothers’ level of education has not affected EI score, Surprisingly student nurses whose fathers were illiterate scored highest in Emotional assessment scale, though this difference is not statistically significant.

IV. Discussion:

Majority of the student nurses have good level of EI as to self awareness, motivation and empathy and have moderately good level of EI as to self control and self-competence. This finding agrees with Benson et.al. (2010) (13) that undergraduate nursing students have EI scores within the emotionally and socially effective functioning capacity, identifying them as being able to establish satisfying interpersonal relationships, and work well under pressure. The attributes of EI are important for overall well-being and influence our ability to succeed in life. Together with cognitive intelligence, emotional intelligence forms an important part of general intelligence; it develops over time, changes throughout life, and can be improved through training as well as therapeutic techniques (Bar-On et al., 2007) (14).

Present result’s computed value of the correlation coefficient at 0.0646, -0.1299, 0.0287 & -0.1493 entails that the Parents’ parental bonding style (overall) does not affect the level of the student nurses’ emotional intelligence. This implies that the respondents’ ability to understand own emotions, control emotions and manage relationships are not affected by their paternal bonding style which is affectionate constraint described as showing high control and high care. This finding agrees with Kopko (2007) (16) that a cooperative, motivated, and responsible teen may be more likely to have parents who exercise an authoritative parenting

style. But according to the study of Valiente et.al.(2006), (15) children's empathy-related responses were clearly related to their effortful control but were weakly directly related to their parents' expressivity.

V. Conclusion:

Student nurses were having good level of emotional intelligence, without any association with the perceived parenting style, which is possibly attributed by other factors such as environment, peers and related learning experiences of nursing practice which allowed the student nurses to interact with patients and their families from different cultures. This vivid experience of student nurses helps them to expand their emotional intelligence.

Limitation: A significant limitation of this research study was the self reporting style of the questionnaires. Biased findings may have resulted due to the self reporting nature of the study. Another limitation was it's constrained in generalizability as this study is done in a single institution.

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Conflict of Interest: The author declares that there is no conflict of interest.

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