

ORIGINAL CONTRIBUTION

## Effect of Parenting Styles on Emotional Intelligence and Personality Traits among Medical Students

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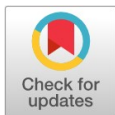
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**Abstract**— Parenting style has a great influence on child development. Researchers are progressively aware of the importance of parenting style and its impact on children's upbringing. The current study was meant to examine the effect of authoritative parenting styles versus authoritarian, permissive and flexible parenting styles on medical students' emotional intelligence and personality traits. The study was a cross-sectional survey piloted at the University of Haripur from Nov 2021 to May 2022. Ensuing purposive sampling, two hundred medical students, both males and females, without any limitation of age, were approached at medical colleges of Khyber Pakhtunkhwa. The parental authority questionnaire, Emotional intelligence scale and Big five personality inventory were used for data gathering. Pearson correlation analysis was computed to get association amid study variables. Linear regression analysis depicted that authoritarian parenting style has a significant negative effect on emotional intelligence ( $\beta=.50, p<.001$ ), extraversion ( $\beta= -.57, p<.001$ ), agreeableness ( $\beta= -.53, p<.001$ ) and conscientiousness. Results also depicted that authoritative parenting style has a significant positive effect on emotional intelligence ( $\beta= .48, p<.001$ ), extraversion ( $\beta= .40, p<.001$ ), agreeableness ( $\beta= .45, p<.001$ ), and on conscientiousness ( $\beta= .45, p<.001$ ). Whereas authoritarian parenting style has a significant positive impact on neuroticism ( $\beta= .47, p<.001$ ) and authoritative parenting has a significant negative effect on neuroticism ( $\beta= -.52, p<.001$ ). Parenting style has been proven to be a significant contributor to enhancing emotional intelligence and promoting positive personality traits. The authoritative parenting style promotes emotional intelligence, extraversion, agreeableness and conscientiousness. Authoritarian parenting style is highly responsible for the rise in neuroticism and decreased emotional intelligence.

**Index Terms**— Parenting styles, Emotional intelligence, Agreeableness, Extraversion, Conscientiousness, Neuroticism.

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### Introduction

In the growth and development of kids' behaviour and personality, family is a socio-cultural and economic organization that has a significant impact. Any fault in the responsibilities of parents causes failure in children's growth and might result in behavioural difficulties (Nikoogoftar & Seghatoleslam, 2015). In the same context, Nishikawa, Sundbom, and Hagglo (2010) revealed that parental relations with the child undertake recurrent variations in the period of adolescence. The method parents use in the upbringing of their children and pubescents has an impact on the development of their personality and vulnerability to problems related to mental health in adulthood.

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Parenting style is a perspective parents use to set up culture and environment for their children. Due to the frequent and recurrent parent-child connection, parents typically tend to have the most impact on children's development (Febiyanti & Rachmawati, 2021). In order to develop all facets of children's growth and build their character, parenting is an activity that combines physical and environmental aspects through everyday interaction activities.

Parenting styles are defined as a wide range of child-raising practices, standards, and behaviours. Baumrind (1967) proposed four parenting styles built upon two conditions of parenting behaviour: control and warmth. These styles are authoritative, authoritarian, permissive and neglectful parenting. In the Authoritarian parenting style, parents have high expectations from children and are required to fulfill strict rules and regulations made by their parents without their consent. If a child cannot follow these rules, they are severely punished. Children with an authoritarian parenting style are dutiful and skilled but have lower self-esteem, social competence and happiness (Baumrind 1991).

The authoritative parenting style encompasses rules and obligation for their children and also expect them to fulfil them, but they are more responsive. If a child cannot follow their expectations and fulfil their rules, they show a more loving, forgiving and nurturing attitude instead of punishment. This parenting style gives the child more freedom and the right to speak. Baumrind proposes that these parents communicate clear standards and moralities for their juveniles' behaviour (Baumrind 1991).

Permissive parents are additionally more approachable than arduous. They are liberal and kindhearted. They do not have hopes for their child and just try to make their child self-regulated and avoid. Many of these children show antisocial behaviour and possibly will indulge in illegal criminal acts (Baumrind, 1991).

Indulgent parenting style is categorized by only several expectations, less sensitivity and slight interaction of parents with the child. Such parents satisfy their child's fundamental necessities but are usually separated from their kid's living. Such parenting is the lowest across all life spheres. These children have lowered self-worth, lack strength of mind, and are not much more proficient (Baumrind, 1991).

Personality denotes personal characteristics that differentiate one person from another, including thinking, feelings and behaviour (Alghamdi et al., 2017). One of the most well-known and widely used methods for describing and measuring individual personality variations is the Big Five model, which includes openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Costa & McCrae 1992). Extraversion is associated with arrogant, confident behaviour and a need for excitement (Deniz & Satici, 2017). Agreeableness emphasizes friendliness, adaptability, cooperation, forgiveness, tenderness, personal delay, and obedience (Lounsbury & Gibson, 2009). Conscientiousness is one's capacity for creativity. People with an open mind are those who are eager to learn about novel ideas and methods (Robbins et al., 2013). Neuroticism is associated with irrational beliefs, self-defeating behaviour, poor management, and psychological fragility (Deniz & Satici, 2017). Openness to experience trait is demonstrated in a variety of interests and keenness to pursue and live novel and infrequent experiences without anxiety. The tendencies in behaviour usually are related to the trait of openness to experience consisting of being creative, cultured, inquisitive, intelligent and broad-minded (Digman, 1990).

Emotional intelligence refers to the capability to look into our own emotions and other people's emotions, differentiate amid diverse feelings and tag these emotions befittingly, and use emotional evidence to guide cognitions and actions (Coleman, Andrew 2008).

## Objectives

- To study the effect of authoritative parenting style on emotional intelligence among medical students.
- To examine how emotional intelligence is affected by authoritarian parenting style among medical students.
- To examine how personality traits are affected by authoritarian parenting style among medical students.

## Literature Review

The trait of emotional intelligence can be developed, and it is the type of benefit over the Intelligence Quotient, as the emotional intelligence of the individuals can be changed (Harms & Credé, 2010). Parents, by nurturing their kids, play an important role in acquiring their emotional intelligence (Fonte, 2009; Hsieh, 2006). An investigation by Asghari and Besharat (2011) revealed that the parenting style of warmth was related to increased emotional intelligence in Iranian students. It was concluded by Thammawijaya (2012) that children upraised by unloving or overprotective parents possess poorer self-esteem, are susceptible to depression and possesses decreased emotional intelligence.

Although trait EI's aftermaths have broadly been observed, its precursors have been ignored by prevailing literature. To this point, research has studied its heritability and the influence of inherent features on its progress, signifying that there is an extent of genetic impact from parents (Vernon, Petrides, Bratko & Schermer, 2008) and an essential effect of temper (Gardner, Qualter & Whiteley, 2011). As much as environmental aspects are apprehensive, the consequences of an investigation administered by Gunkel, Schlagel, and Engle (2014) pointed out an association between the attribute of EI and the values of culture. Nevertheless, the role of parenting in the characteristic EI has barely been examined. Alegre (2012a) has shown positive relations between the extent of duration the mothers devote to their

kids and numerous facets of youngsters' characteristic EI. Moreover, Gugliandolo, Costa, Cuzzocrea and Larcan (2014) exhibited that psychological control by parents envisages the trait EI, which consecutively influences behavioural problems; nevertheless, the potential impacts of positive parenting on the teens' trait EI were left unmapped. Merely one investigation targeting the association of parenting styles with trait EI unswervingly has been carried out (Alegre, 2012b); nevertheless, in this investigation, no statistically noteworthy relations were detected. These null outcomes ought to be measured carefully, as the response rate was low (approximately 20.0% in the 1st stage and 12.0% in the 2nd stage), which might be leading towards selection bias in the outcomes, interpreting the conclusions inadequately. One review paper written by Alegre (2011) recommended that there is considerable validation that parenting styles are related to different constructs tightly related to Petrides' advocated facades of trait EI.

The family is known to be the foundation of society. When a kid is born, the family is the first place of contact. Hence, the family either make a child or ruin him/her. Nonetheless, other factors in the environment affect the development of personality. In personality development, the family has a more long-term influence. It has been revealed by Mullins (2005) that initial family experiences go a long way in shaping the personality of a person.

Odongo, Aloka, and Raburu (2016) conducted research on the parenting styles and academic accomplishments of Kenyan day-secondary school adolescents. The population of the study consisted of 2409 students from Kenyan day secondary schools in the Rachuonyo North sub-country. Two hundred sixty-three (263) students were the sample of this study. The study found that permissive and neglectful parenting styles had terrible impacts on children's personalities and educational achievements.

Sladdens et al. (2009) indicated that openness and extraversion personality attributes as a result of the authoritarian parenting style; the trait of conscientiousness is associated with depressing control and high support of parents. The Agreeableness trait has occasioned in terms of high parental inspiration and favourable control, while the neuroticism trait enhances the lack of parental warmth (Tomsik & Ceresnik, 2017; Syed & Krenke, 2013).

In Pakistan, Akhter, Noor, and Iqbal (2019) explored how authoritative parental technique impacts the adolescents' personality characteristics. This was quantitative research. The Robinsons Parenting Style Questionnaire and The Big Five Inventory Questionnaire were adopted by the researchers. The authors selected a sample size of 390 respondents, out of which 300 are students and parents and 90 are teachers. According to the study, authoritative parenting has a strong and beneficial influence on children's personalities.

Tomsik and Ceresnik (2017) stated that an individual's personality development, happiness and well-being are dependent on an individual's family. Family can also be a predictor of one's poor personality development and violent behaviour. Such type of distress occurs when an individual has poor relationship ties with parents and siblings. As a result, an individual develops negative personality traits, suffers from anxiety and faces many other problems. In the family, parental practices used in socializing children are very important. Parenting patterns are the determinant of the child's personality (including thinking, feeling and behaving) development (Prinzl et al., 2004). Parenting styles are the models for children's training that are formed on the basis of normative interaction and retort to a child's behaviour (Maddahi et al., 2012). Children have more courage to experience new things when their parents can provide them with a safe and healthy environment; those parents prefer their children's needs and desires rather than societal rules and regulations (Miller & Gerard, 1979). In a study, Hoskins (2014) identified enormous gains in our perception of the influence of parenting behaviours and patterns on adolescent emotional and behavioural outcomes. Empirical work focusing on the associations between parenting and adolescent outcomes is necessary due to the fact the impact of parenting throughout influential years continues to affect behaviours into adulthood. Additionally, great interest has been paid to the mechanisms that form parenting that then influence adolescent outcomes.

Adolescents' or youngsters' perceptions of the parenting actions they experienced as children are referred to as perceived parenting styles. According to the definition, assessment of children's perceptions of parental behavior is crucial. There are two categories of perceived parenting styles: Care and overprotection. Various studies have shown a significant relationship between emotional intelligence in children and overprotective and rejective parenting approaches (Fonte, 2015).

Youth is considered a complex interlude in personality development that is also recognized as a period of heavy psychological distress in Pakistan (Anwar, Mehmood & Hanif, 2016). Henceforth, there is a need to find out the proportion of parents and personality development. This study endeavours the previous research in this field as far as there is a paucity of literature that investigates the relationship between parenting style and personality. Earlier research focused the self-esteem, borderline personality disorder (Infurna et al., 2016), aggression and the brunt of extraversion and extra-role performance (Qureshi et al., 2015).

Indian explanations of emotional intelligence are situation-based and focused on the idea that a person's home environment significantly impacts how they feel (Sibia et al., 2004). The Khasi community may be to blame for the rejection among the students. Whether parents are strict or compassionate, cold or loving, it can impact a child's emotional development for a lifetime. (Goleman, 1998). According to that research, children pick up on their parents' communication styles when learning how to read and express their hopes and anxieties. They also learn to think about their feelings and how others react to them. The current study aims to investigate the impact of paternal parenting styles on emotional intelligence among medical students because emotional intelligence and parenting styles are connected.

## Hypotheses

**H1.** The authoritative parenting style positively correlates with personality traits of extraversion, agreeableness, conscientiousness, and openness among medical students.

**H2.** Authoritative parenting style negatively correlates with the personality trait of neuroticism.

**H3.** Authoritative parenting style positively correlates with emotional intelligence among medical students.

**H4.** Authoritarian parenting style negatively correlates with personality traits of extraversion, agreeableness, conscientiousness, and openness among medical students.

**H5.** Authoritarian parenting style positively correlates with the personality trait of neuroticism.

**H6.** Authoritarian parenting style negatively correlates with emotional intelligence among medical students.

## Method

### Sample

The sample size of the study was 200. Both males and females were approached at the medical colleges of KP. The purposive sampling technique was used to collect data.

### Research design

The research was conducted utilizing a cross-sectional survey research design.

### Instruments

*Parental authority questionnaire:* The parental authority questionnaire was developed by Buri in 1991. PAQ has 30 items; each subscale consists of 10 articles with a five-level Likert-type scale extending from intensely disagree to intensely agree (1= strongly disagree and 5= strongly agree). The entire score for every subscale is 10-50, and the cutoff mark is 30. The upper scores indicate the larger level of parental authority style being measured. The scale has satisfactory internal reliability (.74 to .87) and retest reliability (.77 to .92).

*Emotional intelligence scale:* Emotional intelligence was assessed with the emotional intelligence scale developed by Wong & Law (2000). The scale comprised 16 items and four subscales including self-emotional-appraisal, other emotional appraisal, and use of emotional regulation of emotions -every subscale consists of four items. The scale is based on five Point Likert-type formats. WLEIS is reliable and constructs valid instruments to measure emotional intelligence.

*Big five personality inventory:* Five personality qualities are suggested: Agreeableness (to be kind, friendly, and energetic), Extraversion (to being structured and trustworthy), conscientiousness, and emotional stability (being calm; according to Costa and McCrae (1992), openness is "the capacity for curiosity and imagination." 10-item personality inventory.

### Procedure

Permission was obtained to use measuring tools, and informed consent was taken from participants before the administration of scales. Each respondent takes about 20–30 minutes the completion the test.

### Results

Two hundred medical students, both males and females, without any limitation of age, were approached at the medical colleges of KP. The reliability analysis of the measuring tools revealed reasonable inner constancy. SPSS-21 version was administered for analysis of data, and  $p \leq 0.001$  was reproduced as statistically noteworthy. Pearson product-moment Correlation analyses were conducted to obtain association among variables of the study. The influence of parenting style on personality traits and emotional intelligence was figured out through linear regression analysis.

Table I

Linear regression table analysis shows the effect of parenting style on emotional intelligence among medical students

Variables	$\beta$	95% CI	
		LL	UL
(Constant)	52.17***	43.35	60.99
Authoritarian	-.504***	-.75	-.45
Authoritative	.489***	.41	0.7
R <sup>2</sup>	.981		
F	5117.23**		

*p*<.001\*\*\*

Findings indicate that the authoritarian parenting style has a significant negative impact on emotional intelligence ( $\beta$ =-.50, *p*<.001) and a significant positive effect on the authoritative parenting style ( $\beta$ = .48, *p*<.001)

Table II

Regression analysis showing the effect of authoritative and authoritarian parenting styles on extraversion personality traits among medical students

Variables	$\beta$	95% CI	
		LL	UL
(Constant)	17.35***	12.51	22.2
Authoritarian	-.57***	-0.31	-0.14
Authoritative	0.4***	0.07	0.23
R <sup>2</sup>	.947		
F	1791.924***		

*p*<.001\*\*\*

Findings show that the authoritarian parenting style has a significant negative effect on extraversion ( $\beta$ = -.57, *p*<.001), and authoritative parenting has a significant positive effect on extraversion ( $\beta$ = .40, *p*<.001).

Table III

Linear regression analysis shows the effect of parenting style on agreeableness among medical students

Variables	$\beta$	95% CI	
		LL	UL
(constant)	16.31***	12.07	20.55
Authoritarian	-0.53**	-0.3	-0.15
Authoritative	0.45***	0.11	0.25
R <sup>2</sup>	.966		
F	2860.395***		

*p*<.001\*\*\*

Findings reveal that the authoritarian parenting style has a significant negative effect on agreeableness ( $\beta$ = -.53, *p*<.001), and authoritarian parenting has a significant positive effect on agreeableness ( $\beta$ = .45, *p*<.001).

Table IV

Linear regression analysis shows the effect of parenting style on personality traits of conscientiousness among medical students

Variables	$\beta$	95% CI	
		LL	UL
(Constant)	13.04***	9.11	20.55
Authoritarian	-0.54***	-0.25	-0.11
Authoritative	0.45***	0.08	0.21
R <sup>2</sup>	.956		
F	2171.32***		

*p*<.001\*\*\*

Findings show that authoritarian parenting has a significant negative influence on conscientiousness ( $\beta$ = -.53, *p*<.001) and authoritative has a significant positive effect on conscientiousness ( $\beta$ = .45, *p*<.001).

Table V

Linear regression analysis shows the effect of parenting style on the personality trait of neuroticism among medical students

Variables	$\beta$	95% CI	
		LL	UL
(constant)	15.07**	13	17.15
Authoritarian	.47***	0.18	0.25
Authoritative	-.52***	-0.26	-0.19
R <sup>2</sup>	0.98		
F	14062.2***		

$p < .001$ \*\*\*

Findings indicate that the authoritarian parenting style has a significant affirmative effect on neuroticism ( $\beta = .47, p < .001$ ), and authoritative parenting has a significant negative effect on neuroticism ( $\beta = -.52, p < .001$ ).

Table VI

Linear regression analysis shows the effect of parenting style on openness personality traits among medical students

Variables	$\beta$	95% CI	
		LL	UL
(constant)	17.19***	11.79	24.03
Authoritarian	-.39***	-0.34	-0.13
Authoritative	.59***	0.24	0.45
R <sup>2</sup>	.965		
F	2770.08***		

$p < .001$ \*\*\*

The finding indicates that the authoritarian parenting style has a significant negative effect on the personality trait of openness ( $\beta = -.39, p < .001$ ), and authoritative parenting has a significant positive effect on openness ( $\beta = .59, p < .001$ ).

## Discussion

The main objective of the present investigation was to observe the effect of parenting style on personality traits and emotional intelligence among medical students. Most of the hypotheses in the research were supported in the present study. The first hypothesis, "Authoritative parenting style positively correlates with personality attributes of extraversion, agreeableness, openness to experience and conscientiousness among medical students", was supported in the present study. Previous research also found that extroversion is positively correlated with perceptions of feeling good about life (McAdams, 1994). Therefore, extroverts have a stronger positive impact on daily life. Such a setting is produced through parenting that is democratic or authoritative.

The second hypothesis, "Authoritative parenting style negatively correlates with the personality trait of neuroticism", was supported in the finding of the present study. An earlier study found a link between internalizing symptoms and an authoritarian parenting style (Fletcher et al., 2008).

The third hypothesis, "Authoritative parenting style positively correlates with emotional intelligence among medical students." was supported in the finding of the present study. When parents are communicative, emotional learning moves beyond acquiring new skills like coding and decoding to applying emotional norms in many situations. As suggested, emotional expressiveness may combine mood states, show rule awareness, motivation, and the capacity to regulate one's emotions. (Halberstadt, 1991).

The fourth hypothesis is "Authoritarian parenting style negatively correlates with personality traits of extraversion, agreeableness, conscientiousness, and openness among medical students". Previous study results show that children from authoritarian environments do not fully internalize the methods of parental punishment (Querido et al., 2002; Sikander & Batool, 2021).

The fifth hypothesis, "Authoritarian parenting style positively correlates with the personality trait of neuroticism." supported the present study's finding. Brar (2003) documented that externalizing behavioural issues are significantly correlated with an authoritarian parenting style.

The sixth hypothesis is "Authoritarian parenting style negatively correlates with the emotional intelligence among medical students." This is supported by the present study's findings. The exploration of children's freedom, creativity, and intellectual talents is discouraged by authoritarian parenting. These behaviours have been shown to negatively affect children's self-esteem, making them doubt their capacity to live independently and assume particular leadership roles as adults. (Williams, 2013).

### **Conclusion**

To examine the effect of styles of parenting on emotional intelligence and personality traits among medical students. The present study has identified that authoritative parenting positively predicts emotional intelligence and personality traits of extraversion, agreeableness, conscientiousness and openness while negatively predicting neuroticism, and authoritarian parenting style negatively predicts emotional intelligence and personality traits of extraversion, agreeableness, conscientiousness and openness while positively predicting neuroticism. So, an authoritative parenting style is beneficial for the development of the personality traits of extraversion, agreeableness, conscientiousness and openness.

### **Limitation and Recommendations**

The limitation of this study is that if the sample is larger, then the result will be more appropriate. The influence of culture on parenting practices and their potential impact on kids' personalities and emotional intelligence should also be considered. Future research should also control for several potential confounding factors, such as family structure, mental health, and level of college performance, that could have an impact on the data.

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