



## The relationship between emotional intelligence, perceived parental support and self-esteem in adults

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### Abstract

Present study was designed to examine the relationship between emotional intelligence, perceived parental support and self-esteem among adults. To realize the main objective, 150 students with age ranging from 22 to 28 years were selected from various B. Ed colleges of K.U. Kurukshetra (Haryana). The subjects were tested with Multidimensional Measures of Emotional Intelligence, Perceived Parental Support Scale and Rosenberg Self-Esteem Scale after proper rapport. Obtained data were analyzed by using Descriptive Statistics and Pearson's Correlation Analysis. Obtained correlations shows that perceived parental support from both mother and father are positively and significantly related to emotional intelligence in adults. Results also show that emotional intelligence is positively and significantly related to self-esteem.

**Keywords:** emotional intelligence, perceived parental support, self-esteem and adults

### Introduction

In recent years the term emotional intelligence increasingly has been expanding, especially in its application in education, personal life, work and business, where some research has been done (Pellitteri, 2002) <sup>[16]</sup> Emotional intelligence (EI) is a concept increasingly recognized in the social psychology literature (Cherniss, 2001) <sup>[7]</sup> Emotional intelligence has become of widespread interest to psychological research in recent years. It has been claimed that emotional intelligence is one of the important factors that determine success in life and psychological wellbeing (Bar-On, 2001) <sup>[3]</sup>. Salovey and Mayer (1990) <sup>[19]</sup> coined the term emotional intelligence. They described emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them, and to use this information to guide one's thinking and action. Research suggests that higher emotional intelligence is associated with better psychological functioning. Several studies have found that high emotional intelligence is related to greater well-being (Austin *et al.*, 2005) <sup>[2]</sup>.

Perceived parental support refers to gestures or acts of caring, acceptance, and assistance that are expressed by a parent toward a child. Support from parents received during childhood is thought to have significant and lasting health implications because the parent-child relationship serves as the context within which important health-enhancing social and psychological development takes place. For instance, if parents provide children with a caring and supportive environment, then children may generalize this learning experience. As they age, they may seek out environments in which social support is readily available (Caspi & Elder, 1988) <sup>[6]</sup>. Conversely, if parents are neither helpful nor available, then children may develop lifelong patterns of withdrawal from and avoidance of others (Bowlby, 1980) <sup>[5]</sup>. In other words,

the parent-child relationship may influence the evolving structure and quality of one's network or convoy of social relations and support over the life course (Antonucci & Akiyama, 1987) <sup>[1]</sup>. Perceived parental support may also be an important influence and adult health because of its effects on the development of health-enhancing psychological resources. Specifically, during early life, a child's parents are often the primary source for developing a sense of self-worth and learning effective ways of exercising personal control (Leondari & Kiosseoglou, 2002) <sup>[12]</sup>.

James (1890) <sup>[11]</sup> defined self-esteem as the feeling of self-worth that derives from the ratio of our actual successes to our pretensions. By pretensions he meant our estimation of our potential successes and this is informed by our values, goals and aspirations. This definition of self-esteem highlights that it is a construct which addresses the way we evaluate ourselves and measure our own sense of self-worth by comparing how we are and how we aspired to be. Self-esteem is not a unitary construct but is hierarchically organized with overall global self-esteem based on general judgments of self-worth and, beneath this, subtypes of self-esteem based on evaluations of self-worth in different contexts, such as within the family, school, work, setting, leisure setting, or peer group (Mruk, 1999) <sup>[13]</sup>. Self-esteem is a positive or negative orientation toward oneself; an overall evaluation of one's worth or value. People are motivated to have high self-esteem and having it indicate positive self-regard, not egotism. Self-esteem is only one component of self-concept, which Rosenberg (1965) <sup>[17]</sup> defines as "Totality of the individual's thoughts and feelings with reference to himself as an object." Besides self-esteem, self-efficacy or mastery and self-identities are important part of the self-concept. Recently, Narender and Joshi (2010) <sup>[14]</sup> studied happiness in relation to emotional intelligence, perceived parental support and

self-esteem among young adults. Correlational results revealed positive and significant association between perceived parental support from both mother and father and emotional intelligence. Result also revealed that Emotional intelligence and self-esteem is positively associated but not significantly.

### Objectives

Objectives of the present study are:-

1. To study the relationship between emotional intelligence and perceived parental support.
2. To study the relationship between emotional intelligence and self-esteem.

### Hypotheses

1. There exists positive relationship between emotional intelligence and perceived parental support.
2. Emotional Intelligence is likely to show positive relation with self-esteem.

### Method

#### Sample

Sample for the present study consists of 150 adults was randomly drawn from different education colleges of Kaithal and Panipat districts using cluster random sampling. All the colleges were affiliated to same university and were having more or less same educational facilities. Further this sample was divided into two groups, Male and Female Group. Male group consists of 75 participant's alongwith Female group with 75 participants. The age of the participants ranged from 20 to 28 years with the mean age of 24 years. The representative sample was from all walks of life.

### Tools

#### Multidimensional Measures of Emotional Intelligence (MMEI)

Multidimensional Measures of Emotional Intelligence was constructed by C.R. Darolia (2003) [19] to provide reliable and valid measurement of emotional intelligence (EI) in accordance with Salovey and Mayer's (1990) [19] model. According to Salovey and Mayer, emotional intelligence is a multidimensional construct which taps at least five broad dimensions: Self-awareness, managing emotions, motivating oneself, empathy and handling relationships. The Multidimensional Measures of Emotional Intelligence was designed to cover the widest possible range of emotional intelligence and to be equally useful with high school students to superior adults and applicable in different life situations. The MMEI is comprised of 80 multiple choice items distributed in five dimensions each consisting 16 items. Each item is answered on a five point scale viz... Very true, mostly true, somewhat true, mostly false, and very false. These dimensions of EI were found independent to personality and temperament (Darolia *et al.*, 2004) [10]. Internal consistency coefficients for the five scales were assessed in terms of alpha coefficients Cronbach, 1951). The alpha coefficients of all the scales were found to be fairly high. i.e., .76 for SA, .80 for ME, .79 for MO, .81 for E and .77 for HR scales. The test-retest reliability coefficients were obtained by re-administering the test on a sample of 126

adults after an interval of 40 days. The test-retest coefficients ranged between .79 and .84. The construct validity of scales was established through factor analysis. Factor analysis yielded six factors as per score test; five of the factors were defined as Self-Awareness, Managing Emotions, Motivating Oneself, Empathy and Handling Relationships. In addition to this scores on this scale has substantially correlation ( $r=.78$ ) with Schutte *et al.*'s (1998) [20] Measure of Emotional Intelligence. Therefore, the validity of the measure may be regarded as satisfactory.

#### Perceived Parental Support Scale (PPSS)

Perceived Parental Support Scale (Shaw *et al.*, 2004) [21] was used to assess the perceived availability of love and emotional support from participant's parents during childhood. It consists of two subscales of 6 identical items; these six items were derived from the 12 "care" items of The Parental Bonding Instrument (Parker *et al.*, 1979) [15]. The first subscale asks the participants to answer the questions with reference to their mother (or the female who was responsible for raising the participant) while the second subscale is answered with reference to the participant's father (or the male who was responsible for raising the participant). The measure provides an overall score derived from the sum of all 12 items. High scores on the PPSS indicate high parental support during childhood. This measure of perceived parental support has demonstrated an internal consistency reliability of .90 for the mother subscale and .92 for the father subscale (Shaw *et al.*, 2004) [21]. The Parental Bonding Instrument (Parker *et al.*, 1979) [15] from which the PPSS is derived, has good evidence of concurrent, construct and predictive validity

#### Rosenberg Self-Esteem Scale (RSES)

Rosenberg Self-Esteem Scale (Rosenberg, 1965) [17] is a 10- item scale, designed to measure global feelings of self-acceptance and self-worth. The 10 items are rated on a 4-point Likert Scale from (0) strongly agree to (3) strongly disagree. High scores indicate high self-esteem. This measure has a demonstrated test-retest reliability of .85 and an internal consistency reliability of .88 (Rosenberg, 1965) [17]. It has strong evidence of concurrent, construct, and predictive validity (Blascovich & Tomaka, 1991) [4].

### Results and Discussion

Obtained data were analyzed by applying Descriptive Statistics and Pearson's Correlation Analysis. Descriptive Statistics depict the data to be almost normal and fulfill the application of Product Moment Method of Correlation.

The correlations among subtests of emotional intelligence (EI), a verbal test of emotional intelligence, are high and positive. The correlations among these measures range between .02 and .39. Correlation between SA and ME equals to .37, between SA and MO .33, between SA and HR .33, between ME and MO .39, between ME and HR .36, between MO and HR .39, between E and HR .22. It may be interpreted that those who are self-aware are able to manage their emotion appropriately. They can

motivate oneself and handle relationship with other. All of these measures being subtest of emotional intelligence obviously give an indication of the existence of common factor of emotional intelligence. All the correlations among these measures are positive and significant at .01 level. It may be interpreted that those people who are able to manage their emotions also handle their relations with other appropriately. Those people who motivate oneself can handle their relationship with other also.

Those people who are able to handle their relationship are empathetic towards others.

The correlations among the subtests of PPS, test of perceived parental support is high and positive. The inter-correlation between these measures (PPSM and PPSF) equal to .50 which is significant at .01 level. Young adults enjoy support during childhood from their father and mother.

**Table 1:** Intero relation Matrix

	SA	ME	MO	E	HR	PPSM	PPSF	SE
SA	-	.37**	.33**	.02	.33**	.10	.08	.02
ME		-	.39**	.05	.36**	.17**	.19**	.02
MO			-	.09	.39**	.18**	.30**	.13*
E				-	.22**	.26**	.13*	.13*
HR					-	.30**	.20**	.00
PPSM						-	.50**	.00
PPSF							-	.05
SE								-

SA-Self-awareness, ME- Managing Emotions, MO-Motivating Oneself, E-Empathy, HR-Handling Relationships, PPSM-Perceived Parental Support from Mother, PPSF- Perceived Parental Support from Father, SE- Self-Esteem.

The inter-correlations between measures of EI and measure of PPSM range between .08 and .30. Correlation between SA and PPSM, between ME and PPSM, between MO and PPSM, between E and PPSM, between HR and PPSM are .10, .17, .18, .26, .30 respectively. All correlations are positive and significant at .01 level not including correlation between SA and PPSM because it is not significant. It may be interpreted that those who get support during childhood from their mother are emotionally intelligent. They are able to motivate oneself, manage their emotions properly empathetic and can handle their relationships with others. The correlations between SA and PPSF, between ME and PPSF, between MO and PPSF, between E and PPSF, between HR and PPSF are .08, .19, .30, .13, .20 respectively. All correlations are positive and significant at .05 level but not including correlation between SA and PPSF. Correlation between SA and PPSF is not significant. The young adults who received support from their father develop as emotionally intelligent individuals who can manage their emotion, motivate oneself, empathetic and handle their relationships with others. The correlations between measure of Emotional Intelligence and Self-esteem are generally low. The correlation between motivating oneself and self-esteem, between empathy and self-esteem are .13, .13 respectively, which are significant at .05 level. It indicates that those adults who motivate oneself and empathic are high on self-esteem. The correlation between SA and SE, ME and SE, HR and SE are non-significant. The correlation between measure of self-esteem and PPS parameters are low. These correlations are non-significant. More studies are required on Indian sample to establish relationship of self-esteem with perceived parental support.

**Discussion**

In general, most of the findings of the present study are in support of the hypotheses and most of the earlier findings. These findings are discussed in the light of earlier research. The hypothesis 1 regarding the association between perceived parental support and emotional intelligence is accepted. It simply means that parental support is highly related to emotional intelligence among adults similar findings have also been observed in other studies (Narender & Joshi, 2010) [14]. In a culture like India these findings are obvious as more parental support has high emotional intelligent. Two dimensions of the emotional intelligence are significantly and positively associated with self-esteem. Hence the hypothesis 2 regarding the likelihood of positive relationship between emotional intelligence and self-esteem is accepted. This finding is inconsistent with Narender and Joshi (2010) [14].

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