EFFECT OF PARENTING STYLES STRATEGIES ON EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS"– TOOL PREPARATION

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Abstract

The theory of parenting styles strategies on emotional intelligence and academic achievement of adolescents has evoked great interest both in the academic and the nonacademic world. Therapists, educators, and parents want to know what they can do to help children to develop their emotional intelligence and academic achievement. Some researchers consider parenting styles influence the emotional intelligence of the adolescents and further influence their academic achievement. According to Steinberg (1990) a majority of parents feels that the adolescent years are the most challenging and difficult one for parenting. In spite of rapid changes within the modern family, parental discipline is very essential for building healthy emotionality and personality of the child. Emotional intelligence is essential for the success and academic achievement of adolescents. For the present investigation, though many tools are available on the subject, the researcher developed and constructed the parenting styles strategies and emotional intelligence inventories to suit the requirements of present-day adolescents.

The preliminary form of parenting styles strategies and emotional intelligence& academic achievement inventory covering 4 areas with 50 statements developed by the researcher is used to elicit information regarding selected demographic variables from the X th class students studying in various government and private schools at Tirupati (AP). The inventory is of five-point scale with five alternatives. All the problems are given in the form of statements. To establish validity and reliability of the inventory, a study was conducted on a sample of 50 boys and 50 girls studying X th standard in Tirupati town of Andhra Pradesh state. The students were selected on the basis of simple random technique.

The data were arranged in descending order on the basis of their total scores in the inventory. Out of this, bottom 27 percent and top 27 percent were separated on the basis of the total scores. For each of the items of the inventory, an independent t-test was calculated between these two groups. The items for which t-value was significant at 0.05 level only were considered. In parenting styles strategies and emotional intelligence & academic achievement inventory, out of 50 items 43 were retained and 7 were deleted. In order to validate the items for their comprehension, structure, grammar and the clarity of the meaning, the inventory was presented to experts in the field to suggest the modifications required if any. Their suggestions were incorporated and modified the items accordingly. Thus, the content validity and face validity of the inventory were established.

Keywords*: Parenting Styles Strategies, Emotional Intelligence and Academic Achievement, Inventory, Adolescents, Parents.*

Introduction

Parents occupy the most important place in the development of the child, in all the domains, particularly Emotional Intelligence. Parenting is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting is one of the major skills which influence the development of the child. Parenting is a complex activity that includes many specific behaviours that work individually as well as together to influence child outcomes. Poor parenting, inadequate parental supervision, discipline that is not consistent, and parental mental health status, stress or substance abuse all contribute to early-onset conduct problems; the resulting costs to society are high. The construct "parenting style" is used to capture normal variations in parents' attempts to control and socialize their children (Baumrind,1991). Intelligence theories during the last century focused mainly on cognitive abilities, with only a minimal emphasis on non-cognitive processes. However, the EQ concept argues that IQ, or conventional intelligence, is too narrow, there are wider areas of emotional intelligence that dictate and enable how successful we are. Success requires more than IQ (Intelligence Quotient), which was supposed to be the traditional measure of intelligence. We've all met people who are academically brilliant and yet are socially and inter-personally inept and we know that despite possessing a high IQ rating, success does not automatically follow. To exhibit emotions is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotions has given rise to the most talked about term, Emotional Intelligence. Emotional Intelligence is a person's ability to deal with his or her own emotions and the emotions of others in a constructive manner such that it produces team work and productivity rather than conflict.

Parenting style encapsulates two important elements of parenting: "responsiveness" and "demandingness" (Maccoby & Martin, 1983). Since Baumrind's (1966,1967,1971) and Maccoby and Martin's (1983) seminal work, four styles of parenting have been identified: Authoritative, Authoritarian, Permissive and Neglectful. Authoritative parents use developmentally appropriate demands, maintain control of children when needed, yet they are responsive, affectionate and communicate effectively with their children. Authoritarian parents are highly demanding, exercise strong control and show little affection and do not communicate often. Permissive parents make few demands, exercise little control, and are very responsive and affectionate (Walker, 2008). Neglectful or uninvolved parents make few demands, exercise little control, show little affection, and do not communicate often.

In addition to the importance of parenting styles for self-regulated learning, research on parenting styles has also demonstrated the importance of parenting style to emotional intelligence, academic learning and achievement of adolescents.

Adolescence years are one of the most exciting times of youngsters' lives but can be a difficult period for them and their parents. This is a time when adolescents question their parents, ask for freedom and more time with friends as they try to individuate themselves, become more argumentative and develop their own ways of thinking and problem-solving. Not every parent possesses all the skills and knowledge needed to handle every issue of the adolescent's development. Some parents may possess skills but may not be able to use them

effectively, while others do not have skills to deal with the specific issues of adolescents. However, most would agree to the fact that the intentions of parents remain genuine.

Parental involvement has become one of the centerpieces of educational system. Although many educators have highlighted the importance of parental involvement if children are to do well in school. Research on parental involvement has increased during the past two decades. Social scientists are giving parental involvement a special place of importance in influencing the academic outcomes of the youth. Hara (1998) went so far as to claim that that increased parental involvement is the key to improving the academic achievement of children.

Parenting Styles strategies are defined as specific behaviours that parents use to socialize their children (Darling and Steinberg, 1993). For example, when socializing their children to succeed in school, parents might enact certain strategies such as doing homework with their children, providing their children with time to read, and attending their children's school functions etc.

Parenting Styles strategies are emerging as a matter of serious concern and have become an important aspect for teachers and parents themselves. In cultures such as India, the family structures are changing from joint to a more nuclear family posing serious challenges in bringing up children with limited family support especially if both parents are working. Poor parenting, negligence by parents or their cruelty towards adolescents leading to poor emotional intelligence and academic achievement among the adolescents is making the urgent need for training the Parents to develop their parenting skills.

Review of Literature

Research on effects of parenting styles strategies on emotional intelligence and academic achievement of adolescents is still lagging behind as it is a new concept introduced only in 1995 and became popular thereafter. Goleman (1985), Mayer & Salovey (1993), Bar-On (1997) involved in emotional intelligence research work. Over the years, numerous studies had been carried out on types of parenting styles, parenting styles strategies, emotional intelligence and academic achievement of adolescents still there is dearth of empirical studies on parenting styles and emotional intelligence in general and on effects of parenting styles strategies on emotional intelligence and academic achievement of adolescents in particular.

E.L.Thorndike, an American educational psychologist (1920) gave the concept of social intelligence and defined it as "the ability to understand and manage men, women, boys, and girls to act wisely in human relations".

Peter Salovey a professor of psychology from Yale University and John Mayer also a professor of psychology from the University of Hampshire, introduced the concept of, Emotional Intelligence (EI). They presented it as a subset of social intelligence (Salovey and Mayer, 1990) and defined EI as an – "ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and action". Mayer and Salovey's explains emotional intelligence as a cognitive ability.

Bar-On (1997) theorized that emotionally intelligent people "are generally optimistic, flexible, realistic, and successful at solving problems and coping with stress, without losing

control". He believes that individuals with higher emotional quotient (EQ) are more competent in coping with demands, challenges and pressures of everyday life. He created the Bar-On Emotional Quotient Inventory and focuses on measuring one's ability to cope with environmental demands and pressures (Bar-On, 2002), rather than personality traits or his/her cognitive capabilities.

Objectives of the Study

This study is intended to get acquaintance on the following:

- ✓ To construct and standardize a Tool for measuring Parenting Styles Strategies.
- ✓ To construct and standardize a Tool for measuring Emotional Intelligence and Academic Achievement of Adolescents.

   Logic in Development of Inventory

A research Tool should have a logic for development. The usage of the Tool must be different from those in the field. The researcher perceived the requirement of developing a new one after a thorough review of related literature.

Pilot Study

A pilot study can be defined as a 'small study to test research protocols, data collection instruments, pre-testing of inventories, standardize scale for measurement of Items and other research techniques in preparation for a larger study.

A pilot study is one of the essential stages in a research project. It is necessary and useful in providing the ground work in a research project and one of the important stages in a research project. It is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study. Pilot studies can also be used to help calculate sample size by providing data about the likely responses to questionnaire items.

   The decision to conduct a pilot study prior to embarking on the main research project can be a difficult one for researchers. Sometimes it is tempting to omit this step, especially if the main study has been reasonably well planned. Constraints of time and a rush to get on with the main study are common reasons for passing over pilot work. However, this approach is risky, as no matter how thoughtfully a study has been planned, there are likely to be unforeseen difficulties, the investment in time and resources on Pilot study is generally worthwhile.

Measuring effects of Parenting Styles strategies on Emotional Intelligence and Academic Achievement – A Review

   There are quite a few scales of parenting styles and emotional intelligence developed by investigators both in India and foreign conditions to measure parenting styles and emotional intelligence for different age groups. Since effects of Parenting Styles strategies on Emotional Intelligence academic achievement of adolescents is an emerging field the investigator felt the need to construct a scale with items suitable to measure effects of parenting styles strategies on emotional intelligence and academic achievement of adolescents specially for X class students. The items in the test are an ability measure of intelligence rather than self-report measure they do not reflect cognitive abilities but rather self-perceived abilities and behavioral dispositions. Statements using simple wording and syntactic style are used.

The inventory for parenting styles consists of 55 short statements measuring different Parenting Styles: Democratic Parents, Authoritarian Parents, Permissive Parents and Uninvolved Parents. Items are rated on 5-point response scale with a response format ranging from "Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree". The tool uses both positive and negative statements under all the traits measured to add variety and to reduce student's tendency to respond perfunctorily. It will also help in better interpretation and for exhaustive coverage of all dimensions. For positive items the scoring is 5,4,3,2,1 and is reversed for negative items 1,2,3,4,5.

The inventory for Emotional intelligence consists of 55 short statements measuring different traits: Self Awareness, Self Management, Social Awareness and Relationship Management. Items are rated on 5-point response scale with a response format ranging from "Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree". The tool uses both positive and negative statements under all the traits measured to add variety and to reduce student's tendency to respond perfunctorily. It will also help in better interpretation and for exhaustive coverage of all dimensions. For positive items the scoring is 5,4,3,2,1 and is reversed for negative items 1,2,3,4,5.

Development and Standardization of Tool

Pooling of Items : The items for the construction of the test were pooled from various sources including Psychological tests of various types that are standardized on the basis of the performance of a representative population, and an individual's rating is determined by the relationship of his/her performance to that group as a whole. Self-knowledge of the test constructor along with the expert views of the eminent test constructors from the said field have also been taken into consideration.

Target Population: This tool is designed to study effects of parenting styles strategies on emotional intelligence of X class students studying in Tirupati (AP).

Type of Test Items: Parenting Styles Strategies and Emotional Intelligence scale is a Likert type five-point scale since Likert type scale take much less time to construct, it offers an interesting possibility for the student of opinion research. Likert Method can be performed without a panel of judges. The attitude or opinion scale may be analyzed in several ways. The simplest way to describe opinion is to indicate percentage responses for each individual statement.

Every item is in the form of a statement including both positive and negative statements. This is done with the intent to add variety. With each statement, five response categories were provided alongside. These categories range from " Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree". The subject is required to select the most appropriate response indicating his/her preference to the given statement.

Preparation of Preliminary Draft: While preparing the preliminary draft of the scale, review of related literature along with the Psychological tests available were consulted. On the basis of the information collected, a list of sixty four statements distributed over four dimensions was pooled. The factor wise distribution of statements in Parenting Styles and Emotional Intelligence & Academic Achievement are given as under in Table.1&3.

Table. 1

Symbol	Factors	Item wise serial number	Total Items	Positive Items	Negative Items
D	Democratic (Authoritative)	1,4, 9,10,15,19,21, 22,23,26,29,31,34, 36,37,39,40,41,44, 48,49,54.	22	22	-
AN	Authoritarian	2,5,6,11,12,17,25 27,30,32,35,42,45 47,53.	15	-	15
P	Permissive	3,7,8,16,18,24,28 33,38,43,46,52,55.	13	-	13
UI	Uninvolved	13,14,20,50,51.	5	-	5
	Total		55	22	33

These 55 items were provided with 5 response categories namely "Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree". The preliminary draft was administered to 100 students studying X class in various Government and Private Management schools at Tirupati (AP).

The Try Out

The 55 statements were standardized and were provided with standard instructions and administered on a sample of 100 X class students (50 boys and 50 girls) from both government and private management schools of Tirupati town in Andhra Pradesh State. Random Sampling was used to select the students from different schools. Regarding the administration of Parenting Styles inventory (self-administering test), the test was administered individually to each student. Each student is required to fill in the personal information given at the start of the inventory. Formal instructions for the test takers are given at the beginning of the inventory. The testee reads the instructions and starts to register his/her responses to various items of the test. There is no time limit to complete the test but usually the test takers take 20 to 30 minutes to complete the test. Special care was taken to avoid any omission on the part of the testee.

Scoring: The test measured Parenting Styles with respect to different dimensions (four) and each dimension had both positive and negative statements. The summary of the four dimensions along with the positive and negative statements is given in the Table 1. The scoring for the different response categories according to the positive and negative statements is given in the Table. 2.

Table. 2

Response Category	Positive Scale Value	Negative Scale Value
Strongly Agree	5	1
Agree	4	2
Neither Agree nor Disagree	3	3
Disagree	2	4
Strongly Disagree	1	5

Item Analysis

The preliminary draft consisting of 55 items was administered to 100 X class students (50 boys and 50 girls) This being a Likert type scale, the subject is supposed to indicate their response on the scale (5-point), with scale points ranging from Strongly Agree to Strongly Disagree. The questionnaires were scored and items were analyzed employing t- value method. The method involves calculation of t values for the difference between the means of high (upper 27 per cent on the basis of total score) and low (lower 27 per cent on the basis of the total score) groups for each factor. Then the factor wise Standard Deviation of high group and low group was computed and then t-test was applied in order to find out the difference between the two groups. The paper reports about the construction and standardization of Parenting Styles Inventory. The inventory consists of 55 items out of which 22 were positive statements and 33 were negative statements. The items measure four factors related to Parenting Styles. All the four factors have positive correlation. The Inventory was specially designed for X class students of Tirupati (AP) and was administered on a sample of 100 students.

Sampling Procedure adopted for the Study: A sample can be constituted any number of persons, units or objects selected to represent the population according to a fixed rule or plan. In the present study, it is proposed essential to study parenting styles of X class students in Tirupati (AP). A simple random sample of the desired number i.e. 100 taken from each section of different government and private schools.

Results of study – Parenting Styles Tool

S. No	Statements	Domain/ Aspect	Nature of Statement	t-value/ Discrimination value	Remarks
1.	My parents explain me about good / bad behaviour.	D	+	3.332	Retained
2	I would describe my parents as strict parents.	AN	−	5.882	Retained
3.	My parents ignore my bad behaviour.	P	−	3.534	Retained
4.	My parents encourage me to express my feelings and problems.	D	+	5.534	Retained
5.	My parents keep control on watching cinema, TV / Mobile & Computer games.	AN	−	5.684	Retained
6.	My parents always force me to study at home.	AN	−	6.847	Retained
7.	My parents allow me to interrupt others in conversations.	P	−	0.896	Deleted
8.	My parents neglect my complaints.	P	−	8.633	Retained
9.	My parents organize play time for me.	D	+	4.455	Retained
10.	My parents give complete freedom to make friendship with peers.	D	+	3.634	Retained
11.	My parents are over protective.	AN	−	9.658	Retained
12.	My parents verbally abuse me.	AN	−	1.337	Deleted

13.	I never see the affection in my parents towards me.	UI	−	5.081	Retained
14.	My parents make me feel unsafe and insecure.	UI	−	5.782	Retained
15.	My Parents appreciate when I try to become independent.	D	+	3.223	Retained
16.	My parents do not care about my study habits.	P	−	3.576	Retained
17.	My parents beat me when I get less marks in exams.	AN	−	6.439	Retained
18.	My parents do not care about who are my friends.	P	−	3.679	Retained
19.	My parents are aware of problems or concerns about me in school.	D	+	1.098	Deleted
20.	I would describe my parents as neglectful.	UI	−	5.624	Retained
21.	My parents help me in studying.	D	+	3.326	Retained
22.	My parents reward me for each achievement.	D	+	4.251	Retained
23.	My parents enquire how I spend money.	D	+	2.856	Retained
24.	My parents are not sure how, I like them.	P	−	0.428	Deleted
25.	My parents don't tolerate mistakes.	AN	−	3.562	Retained
26.	My parents give me freedom to speak even when they disagree with me.	D	+	4.297	Retained
27.	My parents make most of the decisions about me.	AN	−	3.083	Retained
28.	My parents find it difficult to discipline me.	P	−	4.148	Retained
29.	My parents consider my preferences when they make plans for the family. (E.g. weekends and holidays).	D	+	3.691	Retained
30.	My parents tell me that their ideas are always correct and I should not question them.	AN	−	9.617	Retained
31.	My parents give me reasons why rules should be obeyed.	D	+	1.631	Deleted
32.	My parents criticize me when my behaviour doesn't meet their expectations.	AN	−	2.963	Retained
33.	My parents don't get really upset about my mistakes.	P	−	3.786	Retained
34.	My parents show patience with me.	D	+	8.304	Retained
35.	My parents punish me by taking away privileges. (e.g. T.V. games, visiting friends)	AN	−	1.452	Deleted
36.	My parents apologize to me when they make a mistake in parenting.	D	+	4.227	Retained
37.	My parents explain the consequences of my behavior.	D	+	3.385	Retained
38.	My parents do not correct me if I disrespect elders.	P	−	4.406	Retained

39.	My parents treats as an equal member of the family	D	+	1.288	Deleted
40.	My parents praise me whenever I am good.	D	+	5.085	Retained
41.	My parents do not probe about my secrets.	D	+	5.165	Retained
42.	My parents sought to make me guilty.	AN	−	1.179	Deleted
43.	My parents give me money whenever I ask.	P	−	5.687	Retained
44.	My parents consider my likes in food.	D	+	0.065	Deleted
45.	My parents put their failures before me.	AN	−	5.646	Retained
46.	My parents do not ask account for the money spent.	P	−	1.463	Retained
47.	The selection of dress depends upon my parents will.	AN	−	0.617	Deleted
48.	My parents have faith in me.	D	+	4.484	Retained
49.	My parents allow me to dress however I want.	D	+	6.485	Retained
50.	My parents often forget about me.	UI	−	0.780	Deleted
51.	My parents are incapable in fulfilling my needs.	UI	−	5.491	Retained
52.	My parents does not seem to notice my misbehavior at home or school.	P	−	5.564	Retained
53.	My parents give me limited freedom.	AN	−	5.685	Retained
54.	My parents buy dresses for me according to my wish.	D	+	0.072	Deleted
55.	My parents do not ask me to change my behaviour.	P	−	4.466	Retained

Domain/Aspect: D = Democratic, AN= Authoritarian, P= Permissive
UI= Uninvolved.

Domain/Aspect wise number of statements deleted: D = Democratic (4),
AN= Authoritarian (4), P= Permissive (3), UI= Uninvolved (1)

Total = 43 items/Statements Retained and 12 items/statements deleted

Selection of Items: The selection of the items was based on the results of item analysis, which provides an index of item discrimination. Since the discrimination of each item was to be determined, the sample was classified into High group and Low group. The Upper 27 per cent were placed in the high group and the lower 27 per cent were placed in the low group, the rest were excluded for the analysis. These two groups provide criterion groups from which to evaluate the individual item. Calculation of t-value for all the items was carried out. During the analysis of the items, out of 55 items, 12 were deleted from the preliminary form and retained 43 items for the final form of the tool. Thus, the tool was standardized before administering to the respecting group of subjects.

The inventory for Emotional intelligence consists of 57 short statements measuring different traits: Self Awareness, Self-Management, Social Awareness and Relationship

Management. Items are rated on 5-point response scale with a response format ranging from "Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree". The tool uses both positive and negative statements under all the traits measured to add variety and to reduce student's tendency to respond perfunctorily. It will also help in better interpretation and for exhaustive coverage of all dimensions. For positive items the scoring is 5,4,3,2,1 and is reversed for negative items 1,2,3,4,5.

Table. 3

Symbol	Factors	Item wise serial number	Total Items	Positive Items	Negative Items
SA	Self Awareness	1,3,6,7,15,20,22,24,28,30,33 35,39,43,50,51,54,56,57	19	9	10
SM	Self Management	2,8,11,12,16,18,21,25,29,36, 40,44,52.	13	9	4
SOA	Social Awareness	4,9,13,17,23,26,31,37,41,45, 48,53,55.	13	12	1
RM	Relationship Management	5,10,14,19,27,32,34,38,42, 46,47,49.	12	8	4
		Total	57	38	19

These 57 items were provided with 5 response categories namely "Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree". The preliminary draft was administered to 100 students (50 boys and 50 girls) studying X class in various Government and Private Management schools at Tirupati (AP).

The Try Out

The 57 statements were standardized and were provided with standard instructions and administered on a sample of 100 X class students (50 boys and 50 girls) from both government and private management schools of Tirupati (AP). Random Sampling was used to select the students from different schools. Regarding the administration of emotional intelligence inventory (self-administering test), the test was administered individually to each student. Each student is required to fill in the personal information given at the start of the inventory. Formal instructions for the test takers are given at the beginning of the inventory. The testee reads the instructions and starts to register his/her responses to various items of the test. There is no time limit to complete the test but usually the test takers take 20 to 30 minutes to complete the test. Special care was taken to avoid any omission on the part of the testee.

Scoring: The test measured emotional intelligence with respect to different dimensions (four) and each dimension had both positive and negative statements. The summary of the four dimensions along with the positive and negative statements is given in the Table 3. The scoring for the different response categories according to the positive and negative statements is given in the Table. 4.

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Response Category	Positive Scale Value	Negative Scale Value
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Disagree	2	4
Strongly Disagree	1	5

Item Analysis

The preliminary draft consisting of 57 items was administered to 100 X class students (50 boys and 50 girls) This being a Likert type scale, the subject is supposed to indicate their response on the scale (5-point), with scale points ranging from Strongly Agree to Strongly Disagree. The questionnaires were scored and items were analyzed employing t-value method. The method involves calculation of t values for the difference between the means of high (upper 27 per cent on the basis of total score) and low (lower 27 per cent on the basis of the total score) groups for each factor. Then the factor wise Standard Deviation of high group and low group was computed and then t-test was applied in order to find out the difference between the two groups. The study reports about the construction and standardization of Emotional Intelligence Inventory. The inventory consists of 57 items out of which 38 were positive statements and 19 were negative statements. The items measure four factors related to emotional intelligence. All the four factors have positive correlation. The Inventory was specially designed for X class students of Tirupati (AP) and was administered on a sample of 100 students.

Sampling Procedure adopted for the Study: A sample can be constituted any number of persons, units or objects selected to represent the population according to a fixed rule or plan. In the present study, it is proposed essential to study emotional intelligence of X class students in Tirupati. A simple random sample of the desired number i.e. 100 taken from each section of different government and private schools.

Results of study - Emotional Intelligence Tool

S. No	STATEMENTS	Domain/ Aspect	Nature of Statement	t-value/ Discrimination value	Remarks
1.	I am familiar with my good and bad behaviour.	SA	+	5.846	Retained
2.	I think I can't do anything properly.	SM	−	4.139	Retained
3.	I hate so many things.	SA	−	5.373	Retained
4.	I know well about the likes and dislikes of my friends.	SOA	+	4.626	Retained
5.	I feel happy in helping others in their difficult moments.	RM	+	5.865	Retained
6.	I feel unsafe.	SA	−	5.458	Retained

7.	I know what makes me happy or sad.	SA	+	0.474	Deleted
8.	I take decisions with presence of mind.	SM	+	4.525	Retained
9.	I know about people who are jealous of my progress.	SOA	+	3.824	Retained
10.	I easily make friendship with others.	RM	+	4.872	Retained
11.	I feel extremely bad by listening about my mistakes and weakness from others.	SM	–	0.799	Deleted
12.	I do difficult things first.	SM	+	5.832	Retained
13.	I do not get involved in others affairs.	SOA	+	4.992	Retained
14.	I easily get sympathy or help from others.	RM	+	5.164	Retained
15.	I am unable to concentrate on my work.	SA	–	6.849	Retained
16.	I think that I must do something different than others.	SM	+	4.790	Retained
17.	I think before I speak.	SOA	+	8.074	Retained
18.	When I am scared or nervous, I feel something rolling in my tummy.	SM	–	0.462	**Deleted**
19.	I often try to provide leadership to some social or group work.	RM	+	5.861	Retained
20.	When others are suffering, I internally feel happy.	SA	–	5.854	Retained
21.	I quickly become normal after facing some adversaries.	SM	+	5.888	Retained
22.	I can easily explain to a friend how I feel inside.	SA	+	0.395	Deleted
23.	I can identify my true friends or well-wishers.	SOA	+	8.613	Retained
24.	I know what upsets me.	SA	+	6.875	Retained
25.	When I am upset about something, I often keep it to myself.	SM	+	3.258	Retained
26.	I can tell if someone is not happy with me.	SOA	+	0.361	Deleted
27.	I generally build solid relationships with people.	RM	+	7.513	Retained
28.	I often lose my temper.	SA	–	4.512	Retained
29.	I always want to know why I feel bad about something.	SM	+	3.054	Retained
30.	I believe in 'Action this Day'.	SA	+	0.382	Deleted
31.	I know that every individual is different.	SOA	+	3.408	Retained

No.	Statement				
32.	Other people don't need to know how I am feeling.	RM	+	4.932	Retained
33.	I easily win others heart.	SA	+	6.629	Retained
34.	I think that it is not proper to trust anybody in this world.	RM	−	1.118	Deleted
35.	I feel extremely zealous at the progress of my peers.	SA	−	5.621	Retained
36.	I like to settle issues with the persons instantly who speak ill of me.	SM	+	0.185	Deleted
37.	I think people close to me are fully trust worthy.	SOA	+	4.378	Retained
38.	I do not like even to talk to people who differ with me in opinions.	RM	−	5.486	Retained
39.	I get hurt easily.	SA	−	1.712	Deleted
40.	Sometimes I lose my self-confidence in the moments of despair.	SM	−	5.416	Retained
41.	While observing people laughing or talking, I feel that they are laughing at or talking ill of me.	SOA	−	5.143	Retained
42.	If one of my friends commits a mistake, i begin to criticize him before others.	RM	−	0.503	Deleted
43.	My interests and desires change quite often.	SA	−	6.044	Retained
44.	I finish what I set out to do.	SM	+	7.649	Retained
45.	I try to place the needs and interests of others over my own.	SOA	+	2.762	Retained
46.	I feel happy in congratulating others for their accomplishments.	RM	+	8.283	Retained
47.	I think that it is better to keep distance or remain emotionally Indifferent with the strangers.	RM	+	0.846	**Deleted**
48.	I realise that I am considered trustworthy and responsible by People.	SOA	+	7.452	Retained
49.	I always wish that the people should continuously listen to me instead of me listening to them.	RM	−	4.454	Retained
50.	I get irritated if I am overburdened.	SA	−	0.076	Deleted
51.	My will power is quite strong	SA	+	5.067	Retained
52.	I am usually able to priorities important activities at work and get on with them.	SM	+	0.524	**Deleted**
53.	I am always able to see things from the other person's viewpoint.	SOA	+	6.495	Retained
54.	My body feels different when I am upset about something.	SA	−	0.194	Deleted
55.	I am excellent at empathizing with someone else's problem.	SOA	+	0.618	Retained
56.	I always know when I'm being unreasonable.	SA	+	6.178	Retained

57.	I can always motivate myself even when I feel low.	SA	+	5.420	Retained

Domain/Aspect: SA = Self Awareness's= Self-Management, SOA= Social Awareness RM= Relationship Management.

Domain/Aspect wise number of statements deleted: SA = Self Awareness (6), SM= Self-Management (4), SOA= Social Awareness (1), RM= Relationship Management (3)

Total = 43 items/Statements Retained and 14 items/statements deleted

Selection of Items: The selection of the items was based on the results of item analysis, which provides an index of item discrimination. Since the discrimination of each item was to be determined, the sample was classified into High group and Low group. The Upper 27 per cent were placed in the high group and the lower 27 per cent were placed in the low group, the rest were excluded for the analysis. These two groups provide criterion groups from which to evaluate the individual item. Calculation of t-value for all the items was carried out. During the analysis of the items, out of 57 items, 14 were deleted from the preliminary form and retained 43 items for the final form of the tool. Thus, the tool was standardized before administering to the respecting group of subject.

Conclusion

The present research was conducted to develop and validate an instrument to measure effects of Parenting Styles strategies on emotional intelligence and Academic Achievement of Adolescents. The result of item analysis and estimation of validity and reliability indicates that the present instrument is capable to measure effects of Parenting Styles strategies on emotional intelligence and Academic Achievement of Adolescents. With the help of this instruments, researcher found that 55 items included in Parenting Styles inventory out of which 43 items retained and 12 items were deleted. For Emotional intelligence inventory, 57 items included, 43 were retained and 14 items were deleted.

In order to validate the items for their comprehension, structure, grammar and the clarity of the meaning, the inventory was presented to experts in the field to rate the items and suggest the modifications required if any. Their suggestions were incorporated and modified the items accordingly. Thus, the content validity and face validity of the inventory were established.

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