

Parental Bonding and Its Effect on Students' Emotional Intelligence, Self-Determination and Self-Esteem

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ABSTRACT

The role of parental bonding is crucial to adolescents' development of personality, acceptable behavior, emotionality, and disposition. This study endeavored to determine the effect of senior high school students' parental bonding on their emotional intelligence, self-determination, and self-esteem. Two hundred eighty-three adolescent senior high school students from a college in Iligan City Philippines, were given a measure of parental bonding instrument, the emotional intelligence inventory, the self-determination scale, and the state self-esteem scale. Statistical tests used were Pearson- r and regression. Results indicated that paternal care had a positive effect on adaptability ($p < .001$), total E.Q. ($p < .001$), performance self-esteem ($p < 0.05$), and appearance self-esteem ($p < 0.05$). A negative effect of paternal overprotection on self-awareness ($r = -.237$, $p = .001$) and perceived choice ($r = -.287$, $p = .001$) was found. In addition, maternal overprotection negatively affected self-awareness ($r = -.186$, $p = .001$), perceived choice ($r = -.257$, $p = .001$), and social self-esteem ($r = -.237$, $p = .001$) of the adolescent students. These findings highlight the importance of parental bonding in molding the adolescents' emotional intelligence, self-determination, and self-esteem.

KEYWORDS: adolescents; attachment; parent; overprotection; relationship

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1. Introduction

Numerous elements of behavior and development have been linked to the early parent-child bond [1]. Children who form secure attachment bonds with their parents are more likely to succeed in school and develop positive attitudes. Compared to peers who have not built stable bonds, they enjoy a cognitive, social, and emotional edge [2]. Moreover, children are born with the desire for a secure attachment, a close emotional connection with at least one other person, and the need for adolescent attachment is physical and emotional [3]. With this, most schoolchildren usually encounter problems related to their relationships at home. As observed, the cause for misdemeanors was carried from home, such as lack of parental attention, care, and love that complicate their personal interest.

Since it involves emotions and influences teenagers' behavior, this emotional intelligence needs importance. It is part of individual growth and maturity in handling their emotions, especially when they experience sensitive and stronger feelings [4]. Thus, parents and guidance counselors must recognize and help teens whose emotional literacy needs a boost. More so, as teenagers move towards another stage, they must be prepared for a new setting for them. Adolescent development that embraces the exploration of identity and learned independence among young individuals leads to self-awareness, one of the building blocks for self-determination that can efficiently help them cope with the stresses of the transitions of their lives.

A study claimed that children who receive parental support and encouragement are less likely to go against their parents [5]. This form of engagement between parents and their children fosters a bond that allows children to believe their parents are genuinely concerned about their well-being. Regarding attachment, a study related to the parent relationship of school-going children showed that most children had a good relationship with their parents. Those children had a better relationship with their mothers than their fathers, and those male children had a better child-parent relationship than female children [6]. Also, a preventative program conducted through childbirth education improved the co-parental connection, parental mental health, the parent-child relationship, and infant emotional and physiological balance [7]. Moreover, a study found that mothers had affectionless parental style control (high security and low care), showing a low self-understanding of the adolescent and less motivated to achieve goals [8]. Likewise, it argues that their unhealthy relationship with their parents has a role in producing deviant behavior and outcomes on the reaction to low concepts.

Furthermore, adolescents' healthy growth is significant, including individuals [9]. To grow successfully and become healthy members of society, the environment around them is crucial, and they should pay attention to their relationships with others and with themselves. Therefore, the researcher wants to determine the impacts on the emotional intelligence, self-determination, and self-esteem of the respondents' parental bonding.

2. Methodology

The researcher used descriptive correlational research design in the interpretation and analysis of data. The study is descriptive correlational since the study wanted to determine the relationship and the association of the variables considered in this study. The researcher also used Pearson-r and regression to indicate how one variable may predict another.

Also, observation was made of the data, relationship, and distribution of variables. Essential statistical treatments such as inferential statistics were used to analyze the questionnaire and scale results to arrive at a decided conclusion. The researcher used a stratified random sampling technique to get the number of respondents. The respondents of the study were 283 students from a school in Iligan City. They were enrolled in the senior high school program for the school year 2018-2019.

The researcher observed an existing relationship between subgroups. Thus, the researcher used stratified random sampling through Slovin's Formula. Each member of the subset has an equal probability of being chosen. The researcher divided the population into separate groups called strata. Then, a probability sample was drawn from each group. A permit to conduct the study was secured from the office of the president and the principal of the basic education department before administering the questionnaire. Furthermore, the respondents were given a personal data sheet to be filled up for their demographic profile (e.g., age, sex, grade level, and religion). Four tests were given to the respondents: The Parental Bonding Instrument; Emotional Intelligence Inventory; Self-determination Scale; and the State Self-Esteem Scale.

3. Results and Discussion

Table 1 shows no significant relationship between perceived maternal-paternal care and overprotection in all subscales except between maternal overprotection and adaptability scale ($r=-.021$, $p<.001$). There is also a significant relationship between paternal care and the total E.Q. ($r=.180$, $p<0.05$) of the students. These results suggest that the positive correlation between paternal care and the total E.Q. of the respondents showed that the higher the paternal care, the higher the respondents' emotional quotient. A study elucidated that a child usually performs according to the various parenting styles they are being treated [10]. It was found that better relationships with fathers tend to show enhanced social, emotional, and emotional development. Thus children with biological fathers who are away have a greater risk of adverse development.

However, the negative correlation of maternal overprotection and adaptability scale ($r=-.021$, $p<.001$) states that the respondents' mothers who are more overprotective of their children show lower adaptability skills. Furthermore, mothers imposing strictness and forcing too much law on their children can result in low adolescent adjustment towards their environment [11].

Table 2 displays the significant relationship between the respondents' level of self-determination and their parental bonding level. The result shows that maternal ($r=-.186$, $p<.001$) and paternal overprotection ($r=-.237$, $p<.001$), respectively, are negatively correlated to self-determination in terms of awareness of self and perceived choice. This depicts that if the respondents' mother and father are overprotective, this may result in poor self-awareness and perceived choice of the respondents.

Therefore, it could conclude that there is a significant relationship only on respondents' maternal and paternal overprotection against the level of respondents' self-determination regarding awareness of self and perceived choice.

This is further explained by previous research, which discussed that parents who are overprotective of their children and impose strict rules have children with less confidence in decision-making [12]. Previous research added that adults or parents would somehow influence adolescents with either poor or good decision [13].

Table 3 shows the significant relationship between the level of Self-esteem and the level of parental bonding. Results indicate a significant positive relationship between paternal care and performance self-esteem ($r=.143$, $p<0.05$). This implies that the higher the adolescent's paternal care, the higher their performance self-esteem. A

Table 1. Significant relationship between the level of respondents' emotional intelligence and the level of their parental bonding.

Emotional Intelligence	Parental Bonding	Correlation Coefficient	p-value
Intrapersonal Scale	Maternal Care	-.028	.627
	Paternal Care	.096	.099
	Maternal Overprotection	.143	.013
	Paternal Overprotection	.031	.591
Interpersonal Scale	Maternal Care	.073	.207
	Paternal Care	.068	.241
	Maternal Overprotection	.125	.030
	Paternal Overprotection	.063	.276
Stress Management Scale	Maternal Care	-.039	.497
	Paternal Care	-.004	.949
	Maternal Overprotection	-.008	.889
	Paternal Overprotection	.036	.532
Adaptability Scale	Maternal Care	.008	.896
	Paternal Care	.106	.068
	Maternal Overprotection	-.021**	.001
	Paternal Overprotection	.094	.106
General Mood Scale	Maternal Care	-.111	.055
	Paternal Care	-.071	.222
	Maternal Overprotection	.095	.101
	Paternal Overprotection	-.013	.829
Total E.Q.	Maternal Care	-.041	.483
	Paternal Care	.180**	.002
	Maternal Overprotection	.036	.537
	Paternal Overprotection	-.011	.856

Note: **p-value<0.01

father who shows support, care, and understanding towards their children has a higher tendency to make good performance in academics and non-academic.

Previous researchers analyzed the effects of paternal connection on teenagers' academic performance [14]. Through multi-group studies, statistics, and results from the contributing teenagers, they have confirmed that paternal bond positively relates to a teenager's successful academic performance. Fathers who vigorously participate and are involved in their child's life will have better academic performances in school.

Another result from this study provides an adverse correlation between maternal over-protection and social self-esteem ($r=-.207, p<.001$). Also, paternal care positively correlates with social self-esteem ($r=.136, p<.001$). With this, one research showed that high parental care and involvement levels have been linked to greater sociability, confidence, and self-control in children [15]. Children with involved fathers are less likely to misbehave in school or participate in dangerous adolescent behavior. More so, a study shows that in migrant households, fathers' emotional warmth can lower social

Table 2. Significant relationship between the respondents' level of self-determination and their level of parental bonding.

Self-Determination	Parental Bonding	Correlation Coefficient	p-value
Awareness of Self	Maternal Care	.090	.122
	Paternal Care	.048	.410
	Maternal Overprotection	-.186**	.001
	Paternal Overprotection	-.237**	<.001
Perceived Choice	Maternal Care	-.011	.855
	Paternal Care	-.005	.935
	Maternal Overprotection	-.257**	<.001
	Paternal Overprotection	-.287**	<.001

Note: **p-value<0.01

Table 3. Significant relationship between the level of self-esteem and the level of parental bonding.

Self-Esteem	Parental Bonding	Correlation Coefficient	p-value
Performance Self-esteem	Maternal Care	.084	.149
	Paternal Care	.143 [†]	.014
	Maternal Overprotection	-.024	.676
	Paternal Overprotection	-.079	.174
Social Self-esteem	Maternal Care	.018	.717
	Paternal Care	.136*	.019
	Maternal Overprotection	-.207**	<.001
	Paternal Overprotection	.016	.783
Appearance Self-esteem	Maternal Care	.119*	.040
	Paternal Care	.164**	.005
	Maternal Overprotection	-.097	.093
	Paternal Overprotection	-.013	.822

Note: *p-value<0.05; **p-value<0.01

anxiety in teenagers, whereas mother overprotection can raise social anxiety and feeling of inferiority [16].

Hence, parents' primary responsibility is to provide their children with a secure and affectionate bond and motivate them to explore forward and develop good self-confidence in their later years of life. Parental protection would lead to adolescents' psychological vulnerability, whereas emotional warmth and care contribute to lower stress and greater self-esteem. With this, all styles have positive or negative costs, which can contribute to healthy adolescents' growth if provided in balance.

Table 4 shows the significant effect of the respondent's level of Parental bonding on their Emotional Intelligence. The results depict a significant effect of the respondents' level of parental bonding in paternal care on their emotional intelligence

Table 4. Significant relationship of the respondents' level of parental bonding to the emotional intelligence.

Dependent Variables (Emotional Intelligence)	Independent Variables	Beta (Standardized Coefficients)	p-value	R²
Intrapersonal Scale	Maternal Care	-.085	.165	.033
	Paternal Care	.103	.093	
	Maternal Overprotection	.148	.016	
	Paternal Overprotection	-.021	.725	
Interpersonal Scale	Maternal Care	.042	.492	.020
	Paternal Care	.036	.561	
	Maternal Overprotection	.105	.088	
Stress Management Scale	Paternal Overprotection	.024	.698	.003
	Maternal Care	-.042	.501	
	Paternal Care	.007	.916	
Adaptability Scale	Maternal Overprotection	-.015	.808	.058
	Paternal Overprotection	.043	.485	
	Maternal Care	-.059	.332	
General Mood Scale	Paternal Care	.211**	.001	.030
	Maternal Overprotection	.090	.137	
	Paternal Overprotection	.022	.713	
	Maternal Care	-.116	.059	
Total E.Q.	Paternal Care	-.049	.420	.044
	Maternal Overprotection	.134	.029	
	Paternal Overprotection	-.040	.512	
	Maternal Care	-.085	.164	
	Paternal Care	.211**	.001	
	Maternal Overprotection	.040	.509	
	Paternal Overprotection	-.075	.216	

Note: **p-value<0.01

in terms of adaptability (p<.001) and total E.Q (p<.001). This implies that a father's care for their children affects, to a high degree, the adolescent's emotional intelligence development, particularly in adaptability skills and total E.Q.

In their article, several authors expressed their views that adolescents' adaptability in different situations springs from a closer father-child relationship [17]. Hence, a warm and supportive paternal connection benefits adolescent growth. In contrast, a father's inconsistent and insensitive feelings toward adolescents' needs can cause problems in growth development and later adolescent adjustments.

Table 5 revealed the significant effect of the respondent's level of Parental bonding on their self-determination. The result shows that there is a significant negative effect of both maternal (r= -.151, p<.001) paternal (r= -.206, p<.001) overprotection to self-awareness and maternal (r= -.196, p<.001) – paternal (r= -.234, p<.001) overprotection to perceived choice. Thus, results indicate that both mother's

Table 5. Significant relationship of the respondents' level of parental bonding to the self-determination.

Dependent Variables (Self-determination)	Independent Variables	Beta (Standardized Coefficients)	p-value	R²
Self-awareness	Maternal Care	.110	.065	.090
	Paternal Care	.061	.303	
	Maternal Overprotection	-.151*	.012	
	Paternal Overprotection	-.206**	.001	
Perceived Choice	Maternal Care	.024	.681	.117
	Paternal Care	.046	.428	
	Maternal Overprotection	-.196**	.001	
	Paternal Overprotection	-.234**	<.001	

Note: *p-value<0.05; **p-value<0.01

Table 6. Significant relationship of the respondents' level of parental bonding to the self-esteem.

Dependent Variables (Self-esteem)	Independent Variables	Beta (Standardized Coefficients)	p-value	R²
Performance Self-esteem	Maternal Care	.049	.423	.032
	Paternal Care	.142*	.020	
	Maternal Overprotection	-.026	.671	
	Paternal Overprotection	-.092	.130	
Social Self-esteem	Maternal Care	.185	.136	.093
	Paternal Care	.094	.126	
	Maternal Overprotection	-.272**	<.001	
	Paternal Overprotection	.075	.203	
Appearance Self-esteem	Maternal Care	.093	.125	.050
	Paternal Care	.154*	.011	
	Maternal Overprotection	.023	.895	
	Paternal Overprotection	.004	.951	

Note: *p-value<0.05; **p-value<0.01

and father's overprotection significantly affect adolescents' development of self-awareness and their perceived choice. This shows that if both parents show strict and overprotective actions towards their children, they develop poor life decisions and low self-determination. Thus, it can be concluded that the respondents' level of parental bonding significantly affects their self-determination. Previous research affirmed the results in his statement that too much control over children can cause low self-concepts [18].

Table 6 shows that there is a positive effect between paternal care on both performance self-esteem ($p < 0.05$) and appearance self-esteem ($p < 0.05$). However, the result also indicated the significant negative effect of maternal overprotection ($r = -.272$, $p < .001$) on social self-esteem. Thus results suggest that fathers who care more for their children lead to higher performance self-esteem and appearance self-esteem in adolescents. However, mothers who show overprotection towards their children might have lower social self-esteem.

In general, the null hypothesis posited can be only rejected in the aspect of paternal care to performance self-esteem, maternal overprotection to social self-esteem, and paternal care to appearance self-esteem. Paternal care and performance self-esteem is supported by a study, which suggests that high educational achievement is linked to a healthy connection between father and child [19]. It has been discovered that high-ranking learners at school have supportive fathers. However, those learners with an authoritative father had the least ratings. Thus, the researcher proposed an enhanced guidance program services matrix.

4. Conclusion

Of the many relationships formed throughout the life span, the relationship between parent and child is essential. Good development is possible through proper giving of care and protection by their parents. Since families of all social environments play a primary role in every aspect of an individual's life, and parents are involved in the growth and development of children. With this, parents should be encouraged to proportionally and positively partake in their children's formation process by establishing a good parental relationship. Parents must also be given psycho-education on the importance of good parental relationships to their children's formation and setting.

Furthermore, the school authority should watch their students to determine and observe their behaviors. Equally, collaboration with the guidance counselors should emphasize enhancing students' emotional strength, self-determination, and self-esteem. Putting activities or seminars can help one's personality enhancement and schedule interviews to awaken their determination and self-esteem.

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Conflict of Interest Statement

The author declares no conflict of interest.

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Table 7. Proposed enhanced guidance program services matrix.

Target Area	Program Activities	Time Frame	Persons Involved	Monitoring Scheme
Guidance Services 1. Testing Services	Administer standardized test to all high school students (Junior & Senior High School) to identify their emotional intelligence, self-determination and self-esteem	Beginning of each school year	Guidance Counsellors, Guidance Coordinator	Test results Standardized Test
2. Placement services	Record and categorize students according to the result –findings of the standardized test administered. From the list, single out students needing urgent and special attention.	After each administration of test; As the need arises	Guidance Counsellors	Records/List of students; List of students needing urgent and special attention
3. Group Guidance Service	Create a plan of actions to visit the students in their classroom; Conduct a 15-30-minute classroom visit to discuss matters of students' interest; Prioritize discussion on stress management; Take marginal notes for the follow up visits	Annual Planning; Weekly/Monthly Visits	Guidance Personnel; Guidance Counsellors' in-charge of the year level	Annual Plan of action; Brief summary report of the activities conducted; Plan schedule for the follow-up visits
4. Counselling Services	Conduct counselling sessions with students having serious problems; Schedule the counselee for the next session; Keep record of salient matters arising from the activities	As the need arises; As scheduled; Every after counselling session	Guidance Counsellor; Guidance Director; Guidance Counsellor handling the case	Minutes of the proceeding's conducted; Schedule of follow up sessions; Records of important details arising from the counselling activity
5. Follow-up	Conduct Follow- up session with the counselee	As the need arises	Guidance Counsellor in-charge	
6. Home Visit	Visit students and parents at their residence especially those students with serious problems	As scheduled	Guidance Counsellors; Student assistants	Records of homes visited
7. Other Services	Conduct an activity attended by both parents and students with serious problems; Extend counselling services to parents of pupils having serious problems; Coordinate with the principal on family bonding activity (get-together)	Monthly; As the need arises; Semi-annual	Guidance Counsellors	Documentation of the activity; Records of counselling made; Documentation of the activity

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