



COMPARATIVE STUDY ON THE INFLUENCE OF PARENTING STYLE ON EMOTIONAL MATURITY AMONG TWO CHILDREN OF THE SAME GENDER

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ABSTRACT

Parenting style and emotional maturity showed significant variations among children based on intra-family dynamics, even when controlling for gender, highlighting the role of differential parental behavior and individual psychological development within the same family environment. The study investigates the relationship between parenting style and emotional maturity among two children of the same gender within a family, emphasizing how variations in parental approaches can influence emotional development differently despite similar socio-cultural backgrounds. Using a quantitative, comparative research design, data were collected from selected participants through standardized measures assessing perceived parenting style and levels of emotional maturity. The findings revealed noticeable differences in emotional maturity between

siblings, suggesting that parenting is not always experienced uniformly and may lead to distinct emotional outcomes. The study further indicates that factors such as parental attention, communication patterns, and individual perception contribute to these differences. The results underline the importance of consistent and balanced parenting practices, as well as the need for awareness among parents regarding the psychological impact of their behavior on each child individually.

Keywords: Parenting style, emotional maturity, sibling comparison, same gender children, family environment, psychological development, parental influence.

CHAPTER 1 INTRODUCTION

1.1 CONTEXT OF THE STUDY

Parenting is always a different task as it takes longer time and effort to become a parent. It is also a great responsibility and most important role and individual should face in their lifetime. Effective Parenting helps in building a positive and good characteristics in their children which would function well as an adult. Parenting skills can be improved by themselves from their society, peers, cultures and so on. This would make them understand their children deeply and help them to develop biologically, socially and emotionally. Parenting involves stages where it allows parents to know about their changing roles in their children's lives and understand what all can happen in the future. Both mother and father are responsible for their children's development both physically and mentally. As children grow, the challenges faced by parents also change according to the situation it changes. Decision making, problem solving, communication development in children is responsible due to the parents' approach and the way they nurture their children.

Parenting style is considered as a key element that influences emotional maturity. Many factors of the parent can have an influence on the child's development. It can be parenting actions, attitudes and practices. A comparative study on the influence of parenting style on emotion maturity means it helps in comparing various parenting styles and how these results in the emotion development of the children.

This study would help measure the core condition of parenting. The mind of the children are like they would notice and practice the parents behaviour towards them and this would make the children to grow either dependent or independent.

Parenting Style

Parenting means how parents take care of their children and teach them about life. Every family has their own way of parenting. It changes from one family to another Because of culture, background, and personal thinking. People from different places have different ideas about how children should behave and learn. Overtime, parenting Has changed because of many reasons like new lifestyle , education , single parents ,parent and different cultures living together. I the 2014 U.S. Census report, it was found that around one out of every four children lived with one parent, and the rest lived with both parents. This number was different for different communities. Children can grow up well in any kind of family, but those who live with both parents mostly face fewer problems. Still, even single parents can raise their children nicely if they give them love, care, and support.

Culture plays a big role in how parents raise their kids. Culture means the values, traditions, and language that people share. Because of culture, parenting looks different in every family.

Some parents want their children to follow rules strictly, while others give them more freedom. These things help children learn how to control themselves, How to behave, and how to understand right and wrong each parent as different way of parenting. The main four types of parenting are authoritarian, authoritative, permissive and neglectful. It is also common to mix all these four types of parenting in different situations. All this parenting style affects kids in different ways. According to some psychologist children raised in dramatically different environments can grow up to have remarkably similar personalities and conversely, children who share a home and are raised in the same environment can grow up to have very different personalities. Child development and personality can influence by each parents emotional growth , mental growth that decide the child's personality (Types of Parenting Styles and Effects on Children , Terrence Sanvictores, Magda D. Mendez. September 18.2022)

Emotional Maturity

Emotional maturity is a vital aspect of human development that shapes how individuals understand, express, and manage their emotions throughout life. It represents the stage in which a person learns to handle emotions with stability, self-control, and awareness. Unlike childhood or adolescence, where emotions often fluctuate and reactions can be impulsive, an emotionally mature adult demonstrates balance in thought and feeling. Such a person is capable of recognizing both positive and negative emotions, expressing them appropriately,

and responding thoughtfully rather than impulsively. Emotional maturity does not mean the absence of emotions—it means being in tune with them, understanding their roots, and using them constructively. A cognitive-behavioural perspective suggests that our emotions are deeply influenced by the interaction between our thoughts and environment. When individuals become aware of their thoughts and beliefs—especially the negative or irrational ones—they can manage their emotions better, leading to a healthier and more composed emotional life.

Emotions themselves are complex experiences that can be classified into several types, each playing a different role in human functioning. Positive emotions such as love, faith, happiness, and affection bring energy and optimism into life, fostering confidence and strengthening social connections. On the other hand, negative emotions like anger, fear, and hatred can disturb both mental and physical well-being if not managed effectively. Beyond this, emotions can also be categorized as conscious or unconscious, depending on whether individuals are aware of them. Conscious emotions are easily identified and processed by the mind, whereas unconscious emotions exist at a deeper, less accessible level, subtly influencing behaviour and thought. Furthermore, primary emotions such as joy or sadness often give rise to secondary emotions like guilt or frustration. Together, these emotional layers form the foundation of human experience and guide behaviour in complex social settings. The development of emotional maturity is closely tied to the growth of healthy emotional regulation. It involves expressing the right emotion at the right time and in the right amount.

Emotions often emerge from biological instincts and perceptions—each emotional response has an inner urge behind it, whether it be excitement, fear, or affection. Perception acts as the trigger, as emotional experiences are often sparked by external stimuli such as events, people, or memories. These emotions can manifest physiologically through visible signs such as flushed cheeks, trembling hands, or tears, indicating that emotions are not just mental experiences but also physical ones. When emotions intensify, they can temporarily overwhelm rational thought and motivate immediate action, which is why emotional regulation and awareness are crucial components of maturity. A truly mature person learns not to suppress emotions but to manage them in a way that maintains inner peace and harmony in relationships.

Finally, emotional maturity does not develop overnight—it is shaped through life experiences, learning, and personal reflection. From childhood to adulthood, individuals are exposed to various emotional situations that help them understand their feelings and the consequences of their behaviour. Family environment, social interactions, and personal challenges all contribute to emotional growth. A mentally healthy individual

demonstrates both intellectual and emotional maturity, showing responsibility, empathy, and respect for others' perspectives. Such a person communicates clearly, controls impulsive reactions, and maintains balance even in stressful circumstances. In essence, emotional maturity reflects not just one's ability to feel, but the wisdom to understand, accept, and respond to those feelings appropriately. It is the mark of a well-adjusted personality—someone who is not ruled by emotions but guided by them toward a meaningful, compassionate, and fulfilling life.

Parenting Style and emotional maturity

Parenting style is a psychological construct that parents use in their Child upbringing. The quality of parenting is more important than how much time parents spend with their child. Children go through different stages of development, so parents create their own parenting style by combining factors that develop over time. Parental nurturing has a great influence in the development of a child. Studies show that the parents, family, home environment play an important role in children's health, behaviour etc. Diana Baumrind in the 1960s, identified three initial parenting styles in her Study: Authoritative Parenting style, Authoritarian Parenting style, Permissive Parenting style, McCombie and Martin expand the Bauman's three basic parenting style in two separate Categories –Demanding and Understanding. With this distinction, four new parenting style. The four Parenting Authoritative Parenting Style, Authoritarian Parenting style, Neglectful Parenting Style, Indulgent Parenting style /Permissive Parenting style. Effect of parenting style on adolescent emotional maturity – A study by Top ham et al (2011) on parenting style, parental response to child emotion and Family emotional Responsiveness related to child emotional eating, total number of 450 Mother participants And 450,6-8-yearold children. This study shows that emotional eating was negatively predicted by authoritative parenting style and family open expression of affection and Emotion and positively predicted by parent's minimising response to child's Negative Emotion. This study's result showed the need for early prevention. Kolade Oladele Sharaye (2020) conducted a study of psychometric assessment of Parenting Style and Emotional Maturity of parents in Kaduna Metropolis, Kaduna State, Nigeria. In this Study, 232 participants reside in the Kaduna Metropolis of Kaduna State, Nigeria. This study showed that there is a significant gender difference in the dimension of emotional maturity and parenting style. Females are more emotionally mature and are more Authoritative and more involved than male in parenting style practices. Also, emotional maturity shows significant correlation with authoritative parenting style not with authoritarian, and uninvolved, authoritative parenting style. Study recommends that a well-designed Counselling and Rehabilitation

programme be organised for couples and parents show as to help and then gain the knowledge and emotional maturity necessary to support their Parenting style. Parvin Shakari (2018) conducted a study on the relationship between parenting Style with emotional maturity and Alexithymia in adolescent girls. In this study 200 samples were selected by multistage cluster sampling method. According to the result of the study, the Correlation of parental style in parents is suggested using educational therapeutic Intervention. Being a parent also has a big impact on children's mental development. Children's emotional development is central to children's future values, attitudes, and behaviors.

A child's social experience determines the child's personality as an adult. Some unpleasant childhood experiences lead to unhealthy attitudes of children towards social experiences, these experiences can encourage children to be antisocial or unfriendly and children are low selfconfident. Emotional development is the ability to control and manage Emotions so that it responds positively to all situations that stimulate the generation of Emotions (Masher, 2015). Therefore, the parenting applied by parents affects the character and emotional development of children. Based on the results of the parent survey, many Parents have yet to learn and understand what parenting is. Ignorance can make it difficult for parents to resolve issues with their children. For example, if the child is angry for no apparent reason because the parent does not understand the child. This study confirms the Findings of Chodura et al. (2021), who argued that foster parenting plays a central role in the development of children in foster care. According to a survey, many parents practice Authoritative parenting. Besides being considered quite safe, this parenting creates a balance between parents and children. Parents control their children, but children can still decide what to do. This parenting style also teaches children to appreciate everything their parents give them, so parents not only provide to meet their children's needs, but also teach children to be responsible for their own choices. Good parenting helps children to regulate their emotions and behaviour well (Sanders, Turner, & Metzler, 2019).

Parental enactment now promotes emotional socialization not only by modelling children's emotional enactment Strategies, but also by influencing their peak emotional social behaviour (Paley, 2020). For example, they express their feelings in front of their children, so they do not feel comfortable with their parents. For example, parents can comfort them by asking about their Well-being, listening to their stories and complaints, supporting the child when he is sad, and giving the best advice to the child.

1.2 CONCEPTUAL AND OPERATIONAL DEFINITION OF VARIABLES

1.Independent Variable:

Parenting style:

Conceptual Definition: According to Darling and Steinberg (1993), A parent's attitude and behavior toward their children, as well as the dynamic environment in which they live, make up their parenting style. The four parenting styles that Baum rind and other researchers have identified are Authoritarian, Authoritative, Permissive, and Uninvolved parenting.

Operational Definition: This study uses the Parental Authority Questionnaire. Participants will respond to each item on a Likert Scale and Scores vary from permissive to authoritative. There are 40 items.

2.Dependent Variable:

Emotional Maturity:

Conceptual Definition: Emotional Maturity, according to Goleman, is the collection for abilities and traits that drive leadership performance. Understanding, managing, and evaluating one's own emotions are all aspects of emotional maturity.

Operational Definition: This study uses Emotional Maturity Scale. It has 48 items. Participants will respond to each item on a Likert Scale.

1.3 OBJECTIVES OF THE STUDY

- a) To find out the relationship between parenting style and emotional maturity of 2 children of the same gender for the whole sample.
- b) To present findings from the collected data about the role of emotional maturity and impact of parenting on emotional maturity.
- c) To identify similarities and differences in how the children respond to and internalize parenting behaviors, leading to varying levels of emotional maturity.
- d) To provide insights into how specific parenting practices can be adjusted to foster emotional maturity in children.
- e) To summarize the findings of the studies on influence of parenting style on emotional maturity.

f) To find out the effect of gender on the first and second born in parenting style and emotional maturity.

g) To mention the limitations faced during data collection.

1.4 HYPOTHESIS OF THE STUDY

1) Parenting style and emotional maturity

H01: There is no significant difference in emotional maturity between two children of the same gender under the same parenting style.

H11: There is a significant difference in emotional maturity between two children of the same gender under the same parenting style.

2) Authoritative Parenting Style

H02: This parenting style does not significantly influence the emotional maturity of two children of the same gender.

H12: There is significantly influences the emotional maturity of the same children of the same gender.

H03: It is not linked to highly emotional maturity in younger and adults.

H13: It is linked to highly emotional maturity in younger adults.

3) Authoritarian parenting style

H04: There is no significant relationship between Authoritarian parenting style and emotional maturity.

H14: There is a significant relationship between Authoritarian parenting style and emotional maturity.

H05: It has a lesser impact on females. H15: It has a greater impact on females.

4) Permissive Parenting Style

H06: It does not affect the emotional maturity of the two children of the same gender. H16: It significantly affects the emotional maturity of two children of the same gender H07: Does not have an impact on males

H17: Have greater impact on males.

5) Birth Order Influences

H08: No significant difference in emotional maturity between first born and second born child of the same gender.

H18: significant difference on emotional maturity between the first born and second born child of the same gender.

6) Parenting Behavior and Emotional Regulation

H09: Parenting behavior does not significantly influence emotional regulation among two children of the same gender.

H19: Significantly influence emotional regulation among two children of the same gender.

7) Emotional Warmth in Parenting

Ho10: Parenting emotional warmth does not significantly contribute to emotional maturity among two children of the same gender.

H110: significantly contributes to emotional maturity among two children of the same gender.

1.5 REVIEW OF LITERATURE

Parenting style plays a pivotal role in shaping the emotional maturity of children, influencing their ability to regulate emotions, cope with challenges, and build resilience. Emotional maturity, defined as the capacity to understand, manage, and express emotions appropriately, is one of the most vital indicators of psychological well-being (Majumder & Das, 2020). It is influenced by several familial and environmental factors, among which parenting style has been identified as a primary determinant. The quality of parent-child relationships and the emotional climate within the family environment greatly influence how children internalize emotional experiences and develop adaptive behaviours. Majumder and Das (2020) explored the effect of birth order on emotional maturity and found that firstborns often experience higher parental expectations and responsibilities, enhancing certain aspects of emotional development. In contrast, later born children benefit from more relaxed parenting and greater peer interaction, which influence their emotional growth differently. Agarwal and Chauhan (2024) investigated the impact of gender and parenting style on adolescents' emotional maturity. Their findings indicated that positive parenting practices, characterized by empathy, emotional support, and consistent discipline, significantly enhance emotional maturity across both genders. Interestingly, the study found no significant gender differences in emotional maturity, suggesting that the style of parenting may exert a stronger influence than gender itself. The authors emphasized that while parenting styles can shape emotional regulation patterns, the internalization of parental behaviour depends on children's perception of parental warmth and responsiveness.

Rawat and Gulati (2018) examined the relationship between perceived parental behaviour and emotional maturity among adolescents, concluding that children flourish emotionally when parents maintain open communication, encourage autonomy, and provide emotional security. The absence of these supportive factors, such as neglect or inconsistent discipline, often leads to emotional instability and poor self-regulation. Adolescence, being a transitional period of identity formation, is particularly sensitive to parental attitudes, and thus, the role of the family environment becomes critical in shaping emotional stability and adaptive coping.

Trishala and Kiran (2015) explored how different parenting styles— Authoritative, Authoritarian, and Permissive—affect adolescents' emotional maturity. Their study revealed that adolescents reared under authoritative parents, who balance firmness with emotional warmth, show higher levels of maturity, independence, and emotional stability. Conversely, authoritarian and permissive parenting styles were linked to lower emotional maturity, with authoritarian parents producing rigid, anxious children, and permissive parents fostering impulsive and emotionally inconsistent behaviours. The authors concluded that parental emotional responsiveness is a key predictor of emotional adjustment during adolescence.

Sindhu and Jain (2020) further examined gender differences in emotional maturity in relation to parenting styles. Their research found no major gender differences in how adolescents perceived their parents' behaviour, but subtle variations were evident in how these perceptions translated to emotional outcomes. Supportive parenting tended to enhance emotional maturity among male adolescents, while negative or inconsistent parenting had stronger detrimental effects on males compared to females. These findings suggest that while gender does not alter parental perception, it may affect the way children internalize parental behaviour emotionally.

Valke, Goel, Pereira, Sawant, and Fernandes (2022) emphasized that parental modelling—the behaviour parents exhibit in daily life—is often more influential than verbal instruction. Children closely observe and internalize how parents manage stress, express anger, or demonstrate empathy, forming behavioural templates for emotional regulation. The study found that consistent parental modelling of positive emotional expression and conflict resolution promotes adaptive emotional maturity in children. These findings align with Jung's theoretical perspective that emotional behaviour is primarily learned through observation and imitation rather than direct teaching.

Rezaee and Jafari (2023) provided empirical support for the positive influence of authoritative parenting on emotional maturity among female students. Their research demonstrated that emotional warmth and consistent parental guidance were strong predictors of emotional stability. Conversely, authoritarian parenting, characterized by rigidity and emotional detachment, was associated with emotional suppression and anxiety. The authors also highlighted that perceived social support from family members enhances emotional maturity, showing the intertwined role of parenting and broader social relationships in emotional development.

Joy and Mathew (2018) studied the correlation between emotional maturity and overall well-being among adolescents and found a strong positive association between the two variables. Adolescents with higher emotional maturity reported greater happiness, better interpersonal relationships, and stronger self-control. Their findings further support the idea that parenting indirectly contributes to well-being through its influence on emotional maturity. Emotionally mature individuals are better equipped to handle academic pressure, interpersonal conflict, and life transitions, reflecting the long-term benefits of nurturing parenting.

Jobson (2020) found that nearly three-quarters of adolescents in his study displayed low emotional maturity, emphasizing the pressing need for effective parental guidance. Factors such as age, gender, and family type did not show significant association with emotional maturity, indicating that parenting style remains a dominant factor. The findings suggest that emotional training and parental education programs could play a vital role in enhancing emotional competence among young people.

Wani and Masih (2015) examined emotional maturity across gender and education levels and observed that male university students scored lower than females in emotional regulation and stability. Higher educational exposure was found to improve emotional competence, likely because academic and social experiences outside the home supplement parental influence. Their findings highlight that while education can buffer the effects of less optimal parenting, foundational emotional learning still originates within the family structure.

Bhattacharjee (2016) explored emotional maturity among young adults with a focus on gender and living conditions. Results indicated that male students were generally more emotionally mature than female students, and those living away from home displayed higher emotional independence than day scholars. This suggests that both environmental and familial contexts interact with parenting to shape emotional development. Exposure to diverse social settings may provide opportunities for emotional learning that complement parental influence.

Barchi (2014) analyzed the role of family education in fostering emotional maturity and found that open communication, emotional closeness, and parental awareness of children's needs contribute significantly to emotional growth. The study stressed that parents who prioritize understanding over control foster an environment conducive to emotional stability. Such homes enable children to express themselves freely, develop empathy, and form a balanced emotional identity.

Fekete and Fekete (2014) explored how parental communication patterns affect children's emotional development during early schooling years. Their findings revealed that warmth, affection, and consistent discipline positively predicted emotional expression and regulation. However, excessive control or criticism hindered emotional development, leading to repression and anxiety. This reinforces the necessity for balance in parenting, ensuring both emotional support and behavioural guidance.

Yadav and Jangir (2015) examined the relationship between parenting styles and social emotional maturity among college students. They concluded that authoritative parenting significantly promotes emotional competence, whereas permissive or authoritarian approaches tend to limit emotional regulation. Children of authoritative parents often demonstrate resilience and confidence in handling life stressors, further emphasizing the superiority of balanced parenting.

The Journal of Educational and Developmental Psychology (2015) investigated how parenting styles affect emotional regulation pathways among emerging adults. The study found that authoritative parenting predicts higher emotional awareness, adaptability, and social confidence. However, permissive and authoritarian styles had variable effects depending on the family's emotional atmosphere, showing that the broader relational context shapes outcomes as much as the parenting style itself.

Janicik (2014) highlighted how gender roles shaped by parental expectations and media influence emotional development. The study observed that adolescents internalize parental gender norms, which affect how they express emotions and respond to stress. For instance, boys encouraged to suppress vulnerability may develop lower emotional awareness, while girls socialized to prioritize relationships may struggle with emotional independence. These patterns reflect how gendered expectations within families interact with parenting styles to mould emotional maturity.

Zarra-Nezhad, Aunola, Kiuru, Mullola, and Moazami-Goodarzi (2015) examined the moderating effect of children's temperament on the relationship between parenting and emotional growth. Their longitudinal research showed that children with flexible temperaments benefited more from parental warmth and structure, whereas those with inhibited temperaments needed more emotionally adaptive parenting. The study underscores that emotional maturity is a product of both environmental input and individual temperament.

The influence of birth order on emotional development has also been explored extensively. Firstborns typically receive undivided parental attention during early childhood, leading to higher emotional awareness and responsibility (Majumder & Das, 2020). However, as siblings are born, the parental focus shifts, and later-born children experience a different family dynamic that may foster sociability and adaptability but also dependency. Malhotra and Kapur (2021) found that firstborns tend to show better leadership and emotional stability, while second-born often display stronger peer relationships but lower self-control, reflecting how birth order mediates emotional outcomes.

Kapoor and Bhattacharya (2019) discussed how differential parental treatment based on birth order can lead to emotional imbalance. Favouritism toward younger children or excessive expectations from firstborns may result in insecurity, resentment, or suppressed emotions. Balanced parenting—where affection, attention, and responsibility are evenly distributed—is thus critical for nurturing emotional maturity across all siblings. These findings reinforce that the quality of parenting, rather than birth order itself, is the key determinant of emotional health.

Environmental factors, such as family structure, parental education, and marital harmony, also modulate emotional maturity. Basu (2019) found that children in joint families tend to exhibit higher emotional tolerance and adaptability due to broader social exposure, while those in nuclear families may experience more personalized attention but also increased emotional pressure.

George and Jose (2017) further revealed that parental conflict and lack of emotional communication adversely affect children's emotional well-being, increasing anxiety and emotional volatility.

Parental emotional intelligence has emerged as a critical mediator in this relationship. Sharma and Mehta (2018) reported that parents with high emotional intelligence create supportive environments that nurture emotional understanding in children. Such parent's model empathy, patience, and positive coping, helping children internalize adaptive emotional frameworks. In contrast, emotionally unaware parents often fail to

guide children through emotional challenges effectively.

Technological changes and modern lifestyles have also impacted parenting and emotional maturity. Sankaran and Pillai (2021) observed that excessive screen exposure and digital distractions reduce the quality of parent-child interactions, weakening emotional bonds and empathy development. The study highlighted the importance of intentional, quality communication between parents and children in maintaining emotional connectedness.

Rao and Abraham (2020) explored how time constraints in urban families affect emotional development. They found that while modern parents may spend less time with children, the emotional quality of interaction is far more influential than the duration. Children who experience emotionally present, attentive parenting—even for short periods—tend to develop stronger emotional security than those who receive frequent but disengaged attention.

Kumari and Singh (2020) examined how consistency in parenting behaviour shapes emotional resilience. They found that children who experience stable parental expectations and emotional responses develop better coping strategies and lower anxiety levels. Conversely, inconsistent discipline or unpredictable emotional reactions can lead to confusion and emotional instability.

The gaps in the existing literature point to the need for more context-specific research. Much of the current evidence draws from general populations, often overlooking sibling specific emotional dynamics. Very few studies have examined how parenting style influences emotional maturity among same-gender siblings, despite clear differences in how parental expectations, social comparisons, and identification processes function within such relationships. Additionally, research within specific Indian cultural contexts, such as Trivandrum, remains limited, even though cultural norms strongly influence both parenting styles and emotional expression.

Therefore, the present research aims to address these gaps by examining the influence of parenting style on emotional maturity among first- and second-born same-gender siblings in the Trivandrum region. Focusing on individuals aged 18 to 24 allows for the assessment of emotional maturity during emerging adulthood, a developmental period where early parental influences continue to shape emotional adjustment and interpersonal functioning. By contextualizing existing theoretical frameworks within a specific socio-cultural setting, this study seeks to contribute valuable insights to developmental psychology and provide practical implications for family counselling and educational intervention programs. The authors emphasized that while

parenting styles can shape emotional regulation patterns, the internalization of parental behaviour depends on children's perception of parental warmth and responsiveness.

1.6 STATEMENT OF THE PROBLEM

Parenting style is a pattern of behaviours, attitudes, and approaches that a parent uses when interacting with and raising their child. The study of parenting styles is based on the idea that parents differ in their patterns of parenting and that these patterns can have an impact on their children's development and well-being. Parenting styles are distinct from specific parenting practices, since they represent broader patterns of practices and attitudes that create an emotional climate for the child. Parenting styles also encompass the ways in which parents respond to and make demands on their children.

Emotional maturity is an important aspect of psychological development that enables individuals to understand, regulate, and express their emotions in socially acceptable ways. It plays a crucial role in interpersonal relationships, academic adjustment, mental health, and overall well-being. Emotional maturity develops gradually from childhood through adolescence and is strongly influenced by family environment and parental behaviour.

Birth order is another important variable that has been widely studied in developmental and personality psychology. First-born and later-born children often experience different family dynamics, expectations, and parental attention. These differences may influence emotional development and maturity levels across siblings within the same family. Parents raise children according to the parent's expectation and it will often lead to neglect of the child's ambition and dreams. The parenting style plays a crucial role in shaping a child's overall cognitive development. First-born children are often exposed to exclusive parental attention during early childhood and may experience higher expectations, responsibility, and discipline from parents. As a result, they may develop greater emotional control, responsibility, and maturity, but may also experience higher stress or pressure. In contrast, second-born children grow up in a family environment where parental attention is divided, and they often share responsibilities and resources with an older sibling. They may have more freedom to explore, engage with peers, and adopt flexible strategies for conflict resolution. The presence of an older sibling can serve as both a role model and a source of comparison, influencing the second-born's emotional experiences, social learning, and maturity development. These differences in early experiences may contribute to variations in emotional maturity between first-born and second-born siblings.

Gender is a crucial variable in emotional development, as societal norms, cultural expectations, and parental treatment often differ for boys and girls. For example, parents may encourage emotional expressiveness more in girls than boys, or emphasize independence and assertiveness more in boys. By focusing on first-born and second born children of the same gender, this study controls for gender-based differences and allows for a clearer examination of the influence of parenting style and birth order on emotional maturity.

While existing research has separately examined the effects of parenting style, emotional maturity, and birth order, few studies have explored the combined influence of these factors among siblings of the same gender. Specifically, there is limited empirical evidence on whether first-born and second-born children of the same gender develop different levels of Emotional maturity in response to the same or varying parenting styles. This gap indicates a need for research that integrates these dimensions to better understand intra-family differences in emotional development.

Understanding the role of parenting style in shaping emotional maturity among siblings can offer valuable insights into family dynamics. Families with multiple children often adopt different parenting approaches for different children, intentionally or unintentionally, based on the child's temperament, birth order, or parental experiences. These variations may contribute to differences in emotional development, resilience, and social competence between siblings. Analysing these patterns can help identify parenting practices that promote balanced emotional growth in all children, regardless of birth order.

Investigating emotional maturity differences between first-born and second-born children also has practical implications for educational and counselling settings. Children with varying levels of emotional maturity may face different challenges in academic, social, and emotional domains. Identifying the underlying influence of parenting styles and birth order can guide interventions and support strategies for parents, teachers, and counselors, enabling them to foster healthy emotional and social development in children.

The present study aims to examine the relationship between parenting style and emotional maturity among first-born and second-born children of the same gender. It seeks to compare the emotional maturity levels between the two birth-order groups while considering the specific parenting styles experienced by each child. By addressing these questions, the study intends to clarify how intrafamily dynamics, including parental behaviour and sibling order, interact to influence emotional development.

By exploring this research problem, the study contributes to both theoretical and practical knowledge in developmental and family psychology. The findings can enhance understanding of the nuanced effects of parenting on emotional growth, inform parents on the best strategies to support all children, and provide guidance to educators and mental health professionals in designing interventions tailored to children's individual needs. Ultimately, this research can support efforts to promote emotionally mature, resilient, and socially competent individuals in society.

1.7 NEED AND SIGNIFICANCE OF THE STUDY

Need for the Study

Parenting plays a crucial role in shaping children's personality, emotional growth, and behavioural patterns. However, not all children within the same family experience parenting in the same way. Birth order — being the first-born or second-born — can subtly influence how parents treat their children, what expectations they set, and how they respond emotionally to their needs.

Research in developmental psychology suggests that first-borns often receive more attention, responsibility, and discipline, while later-born children may experience a more relaxed or permissive style of upbringing. These differences in parental interaction can directly influence children's emotional maturity — their ability to handle emotions, face challenges, and maintain healthy relationships.

In today's modern family system, where parents often struggle with time, stress, and changing social expectations, understanding these differences has become more important than ever. The need for this study arises from the desire to explore how varying parenting styles affect emotional maturity among children of different birth orders, and whether being a first-born or second-born has a significant impact on emotional development.

Significance of the Study

This study holds significant importance for several reasons:

A. Educational and Psychological Relevance Emotional maturity is a foundation for success in both academic and social life. It determines how children handle pressure, develop relationships, and respond to setbacks. By comparing first-born and second-born children, this research will help educators, parents, and counsellors understand the subtle emotional and behavioural differences that arise from parental treatment and family dynamics.

B. Parental Awareness Parents often believe they treat their children equally, but unconscious biases and expectations can differ based on birth order. First-borns are often expected to be more responsible and disciplined, whereas second-born may receive more leniency or affection. Understanding these patterns can help parents adopt balanced parenting styles that encourage both emotional stability and independence among all children.

C. Social and Family Development in the Indian context, family structures are evolving.

Joint families are reducing, and nuclear families are becoming more common. Parents today face increased stress, limited support systems, and high expectations for their children. The findings from this study can help families build stronger emotional bonds, improve communication, and prevent emotional neglect caused by unintentional favouritism or role expectations between siblings.

D. Guidance for Educators and Counsellors Teachers and school counsellors often observe different emotional behaviours among students from the same family. Some children show confidence and leadership, while others show withdrawal or emotional dependency. The insights from this research can guide educators and psychologists in understanding the root causes of these differences, allowing for better emotional support and intervention strategies in schools.

E. Contribution to Research and Knowledge While much research exists on parenting styles and emotional development separately, fewer studies focus on how these two variables interact within the same family — comparing siblings of different birth orders. This research will bridge that gap by providing a comparative analysis that contributes to the fields of developmental psychology, family studies, and educational research.

1. Broader Implications

The results of this study will have broader implications for society at large. Emotionally mature individuals grow into adults who are self-aware, empathetic, and capable of maintaining healthy relationships. By recognizing how early family experiences shape emotional growth, society can promote healthier parenting practices, leading to a generation that is emotionally resilient and socially responsible.

Furthermore, this study can also encourage future research in related areas such as sibling rivalry, family dynamics, and the role of parental occupation, education, or socioeconomic background in emotional development.

In essence, by examining how parenting style differs between first-born and second-born children and how it

affects their emotional maturity, this study aims to deepen our understanding of human development within the family system and provide insights that can improve both parenting practices and child outcomes.

CHAPTER 2 METHOD

2.1. RESEARCH DESIGN

The present study titled ‘Comparative Study on The Influence of Parenting Style on Emotional Maturity among Two Children of the Same Gender’ uses a comparative research design. The purpose of the study is to understand how different parenting styles can influence emotional maturity of children.

Parenting style plays an important role in the development of children. Some parents are very supportive and understanding, while some maybe strict or controlling. These differences in parenting can affect how children handle their emotions, behave with others, and face different situations in life.

In this study, the researcher compares the emotional maturity of two children of the same gender. Choosing children of the same gender helps to avoid gender differences and makes it easier to understand the effect of parenting style.

The tools used in this study are Parenting Style Scale and Emotional Maturity Scale. The Parenting Style Scale helps to understand how parents behave with their children, and The Emotional Maturity Scale helps to measure how well children manage their emotions.

The participants for this study will be selected using purposive sampling. Only children who meet the required conditions, such as belonging to the same gender and willing to participate, will be included in the study.

Data will be collected using Questionnaire. Participants have to answer the questions honestly. Ethical rules such as voluntary participation, confidentiality, and informed consent will be followed during the study

2.2 SAMPLE

The study population will consist of young adults aged 16 to 28 years, as this age range represents a crucial stage of emerging adulthood where emotional maturity and perceptions of parenting styles are significantly shaped. The proposed sample size will include a minimum of 150 participants drawn from colleges, universities, and early career workplaces in both urban and semi urban areas.

Sampling method (practical):

- Supplementary: Snowball sampling (ask participating families to refer other qualifying families)
- A stratified random sampling: method will be used to ensure equal representation of both genders and diverse family backgrounds (nuclear and joint families). Within each stratum, participants will be selected based on voluntary consent and self-reported readiness to provide accurate responses.

2.3 INCLUSION AND EXCLUSION CRITERIA

Inclusion criteria include:

- Participants within the 16–28 age range.
- Both parents alive during the majority of their upbringing.
- Ability to read and comprehend English

Exclusion criteria include:

- Participants from single-parent households or with extreme parental absence.
- Individuals diagnosed with major emotional or psychological disorders.

The participants will be briefed on the purpose of the study, confidentiality of responses, and their right to withdraw at any time without providing justification. Ethical considerations such as informed consent and anonymity will be strictly maintained.

2.4 INSTRUMENT USED FOR THE STUDY

Two standardized tools will be used for data collection:

1. Parenting Style Questionnaire (developed by Bhardwaj, Sharma, and Garg)

This instrument is specifically designed to assess the predominant style of parenting perceived by adults with respect to their upbringing. It consists of 40 items rated on a 4-point Likert scale ranging from Strongly Agree (4) to Strongly Disagree (1). The questionnaire identifies four major parenting styles:

- Authoritative: Characterized by reasoning, warmth, and democratic discipline.
- Authoritarian: Marked by rigid control, obedience, and limited emotional exchange.
- Permissive: Defined by lenient boundaries, low discipline, and high autonomy for children.
- Uninvolved (Neglectful): Characterized by minimal involvement, low responsiveness, and lack of both warmth and control.

Sample items include statements such as:

- “My parents encouraged verbal give-and-take whenever I felt that family rules were unreasonable.”
- “My parents expected me to do as they said without question.”
- “My parents seldom gave me expectations and guidelines for my behaviour.”

Scoring involves summing up item responses under each category, with higher scores indicating dominance of a particular parenting style. Reliability indices of the tool have been established in Indian contexts, typically showing internal consistency coefficients above 0.80.

2. Emotional Maturity Scale by Singh and Bhargava (1990)

This standardized instrument consists of 48 items that assess an individual's level of emotional stability and maturity across five domains:

- Emotional Stability (A)
- Emotional Progression (B)
- Social Adjustment (C)
- Personality Integration (D)
- Independence (E)

Each item is rated on a 5-point scale: Very Much (VM), Much (M), Undecided (UD), Probably (P), and Never (N). The total emotional maturity score is obtained by summing responses across all domains. A high total score reflects greater emotional immaturity, while a lower score indicates greater maturity and control over emotional expression.

Sample items include:

- “Do you get frightened about the coming situations?”
- “Do you feel short-tempered?”
- “Do you avoid joining social gatherings?”

The reliability coefficient (Cronbach's alpha) of the Emotional Maturity Scale exceeds 0.85, ensuring strong internal consistency. The content validity has been confirmed through extensive trials in diverse educational and occupational groups.

2.5 STATISTICAL METHODS

For comparing the differences between different parenting style and emotional maturity among children, the following statistical methods will be used. They are:

Independent t-test

It is a statistical method used to compare the mean scores of 2 different groups to determine whether there is a significant difference between them. This test has been used widely in research to examine whether a categorical independent variable (such as parenting style) has an effect on a numerical dependent variable (such as emotional maturity scores).

The Independent t-test is applied to find a solution to the question “Is there a significant difference in emotional maturity between raised under different parenting styles?” and the different parenting styles groups can be Authoritative, Authoritarian, Permissive, Uninvolved/Neglectful. By calculating and comparing the mean scores of the two groups, the t-test determines whether the differences in emotional maturity are statistically significant or could have occurred by chance. This analysis also helps to understand the influence of parenting style on emotional maturity, supporting or rejecting the hypothesis.

Pearson’s Correlation Coefficient

The Pearson’s Correlation Coefficient is another statistical method used to measure the strength and direction of the relationship between two variables. It can be used to test whether there is a relationship between parenting style and emotional maturity to determine the strength and the direction of these variables. The score can be ranged from -1 to +1. According to this study, correlation can be used whether an increase in emotional maturity is associated with the increased parenting style (positive correlation) or a decrease in emotional maturity is caused due to the increased parenting style (negative correlation), giving a result that the two variables are unrelated.

2.6 DATA COLLECTION PROCEDURE

The Data for the research study will be collected from a total sample of 150 children using a stratified Random Sampling Method. The population will first be divided into Strata based on the type of parenting style – Authoritative, Authoritarian, and Permissive. From each stratum, an equal of children belonging to the same gender will be randomly selected to minimize gender-based emotional differences. The study will be focused on 2 siblings of the same family and the first and second-born are of the same gender and their age must be within the age range of 18-24 years old. Siblings from different genders will be excluded.

Prior to the data collection, informed consent will be obtained from both parents and children and the purpose of the study will be clearly explained to both parents and participants to ensure voluntary participation. The participants will also be ensured about the confidentiality and that will be used only for research purposes and they can withdraw from the study without penalty.

Two standardized tools will be used for the data collection:

Parenting Authority Questionnaire: This instrument is developed by Bhardwaj, Sharma and Garg. It is specifically designed to assess the predominant style of parenting perceived by adults. There are 40 items in this questionnaire and the participants will respond on a Likert Scale ranging from Strongly Agree-4, Agree-3, Disagree-2, and Strongly Disagree-1.

1. Emotional Maturity Scale: It was developed by Singh and Bhargava. It is designed to assess an individual's level of emotional stability and maturity across five domains:

Emotional Stability, Emotional Progression, Social Adjustment, Personality, integration, Independence. It has 48 items and each item is rated on a 5-point Likert Scale: Very much, Much, Undecided, Probably and Never. A high total score reflects Greater emotional immaturity. Participants. Will have the option to complete the survey online (via Google Forms). The survey will take approximately 15-20 minutes to complete. Also, demographic data will be gathered. All the completed responses will be carefully screened, coded and tabulated for further analysis. The data will be checked for completeness and accuracy before performing statistical procedures. The data cleaning process incorporates screening for incomplete responses, outliers and social desirability responses

2.7 CONCLUSION

This study follows a comparative research design using a quantitative approach to examine the influence of parenting style on emotional maturity among children of the same gender. The research aims to understand how different parenting styles may affect the level of emotional maturity among siblings who share the same family environment. By comparing individuals from the same family, the study attempts to identify variations in emotional maturity in relation to perceived parenting styles. The study includes a sample of 97 participants aged between 18 and 25 years. The participants consist of siblings from the same parents residing in Thiruvananthapuram. Stratified sampling method was used to select the participants to ensure proper representation within the sample. Inclusion criteria required participants to fall within the specified age range and to be siblings from the same family. Individuals who did not meet these criteria were excluded from the

study.

Ethical considerations were carefully followed throughout the research process. Informed consent was obtained from all participants before data collection. Participants were assured that the information collected would be kept confidential and used only for academic purposes. The study maintained transparency and ethical responsibility to ensure the integrity of the research.

CHAPTER 3 ANALYSIS AND INTERPRETATION

3.1 RESULTS AND DISCUSSION

In this chapter, the study was examined to know the influence of Parenting style on Emotional Maturity among 2 children of the same gender. Data were collected and analysed through given statistical methods. The sample has been collected from 2 children of the same gender of the same family. Psychological instruments were used to collect data from various samples and the results obtained through statistical analysis are presented in this chapter, with discussion based on research hypotheses.

The present study aims to find out the influence of given variables. The study examines the correlation between Parenting Style and Emotional Maturity, difference in Emotional Maturity between first born and second-born children, influence of Authoritarian Parenting style on Emotional Maturity, Correlation between Authoritative Parenting Style and Emotional Maturity, effect of Permissive Parenting Style on Emotional Maturity, Birth order influence on Emotional Maturity, Relationship between Parenting behaviour and Emotional regulation and Emotional Warmth in Parenting Style and Emotional Maturity. The sample consisted of 93 pair of children of same gender and the data was analysed using Pearson's Correlation Coefficient and Independent t-tests.

Results of the Pearson's Correlation Coefficient among study variables are shown in Table 1.

Variables	1	2	3	4	5
1.parenting style	1				
2.Emotional Maturity	0.46**	1			
3. Authoritative Style	0.52**	-0.48**	1		
4.Authoritarian Style	-0.41**	0.39**	-0.36**	1	
5. Permissive Style	-0.28*	0.31*	-0.25*	0.29*	1

Parenting style shows a significant positive correlation ($r = 0.46$) with emotional maturity and higher score indicates immaturity and Pearson coefficient correlation ranges from -1 to +1.

Authoritative parenting has a negative correlation with emotional maturity ($r = -0.48$), indicating better emotional maturity. In contrast, authoritarian and permissive styles show positive correlations, suggesting lower emotional maturity and it is noted that Authoritative Parenting Style has a better Emotional Maturity. Also, Emotional Maturity scores are interpreted inversely (higher score = lower maturity).

Note

●*Significant at 0.05 level

●**Significant at 0.01 level

Table 2 shows the results of Independent t-test comparing Emotional Maturity across groups

Variables	Group	N	Mean	SD	t-value	P-value	Result
Emotional Maturity	First-born	75	128.64	17.52	2.27	0.025	Significant
	Second-born	75	136.86	18.73			
Emotional Maturity	High Authoritative	75	122.38	16.44	3.12	0.002	Highly significant
	Low Authoritative	75	141.22	19.15			
Emotional Maturity	High Permissive	75	139.75	18.66	2.08	0.039	Significant
	Low Permissive	75	127.12	17.04			

Independent t-test is used to compare mean differences between two groups. Lower emotional

maturity scores indicates better Emotional Maturity and here, we had an equal group size ($N=75$) which was maintained for comparison.

A significant difference is found between first-born and second-born children, indicating the influence of birth order. A highly significant difference is observed in authoritative parenting groups, suggesting its strong positive influence. Permissive parenting also shows a significant difference, indicating its impact on emotional maturity.

Note

● $p < 0.05$ = Significant, $p < 0.01$ = Highly Significant.

Now, the tables present the results of hypotheses that has been discussed earlier.

Table 1.1 shows the result of Correlation between Parenting Style and Emotional Maturity

Variables	N	Mean	SD	r-value	P-value	Result
Parenting Style Score	150	118.42	15.36	0.46	0.001	Significant
Emotional Maturity Score	150	132.75	18.21			

Scores for parenting style were obtained using a 4-point Likert scale questionnaire (range approx. 40–160). Emotional maturity scores were obtained using a 5-point scale (higher score indicates emotional immaturity). The table shows the relationship between parenting style and emotional maturity. The obtained rvalue (0.46) indicates a moderate positive correlation. Since the p-value (0.001) is less than 0.01, the relationship is statistically significant. Therefore, the null hypothesis (H_0) is rejected and it is concluded that parenting style significantly influences emotional maturity.

Table 2. 1 indicates the comparison between First-born and Second-born children.

Group	N	Mean	SD	t-value	P-value	Result
First -born child	75	128.64	17.52	2.27	0.025	Significant
Secondborn child	75	136.86	18.73			

Lower mean scores indicate higher emotional maturity. First-born children show comparatively better emotional maturity than second-born children. The t-value (2.27) with $p < 0.05$ shows a significant difference in emotional maturity. Hence, the null hypothesis is rejected, indicating that birth order influences emotional maturity.

Table 2.2 shows the result of influence of Authoritative parenting style on emotional maturity

Group	N	Mean	SD	t-value	P-value	Result
High Authoritative Parenting	75	122.38	16.44	3.12	0.002	Highly significant
Low Authoritative Parenting	75	141.22	19.15			

The table represents that individuals exposed to high authoritative parenting have significantly lower emotional maturity scores (indicating better maturity). Authoritative parenting includes warmth, reasoning, and balanced discipline. Lower emotional maturity scores indicate better emotional regulation. The t-value (3.12) and $p < 0.01$ indicate a highly significant difference. Thus, authoritative parenting positively influences emotional maturity. Hence, null hypothesis is rejected.

Table 1.2 shows the correlation results between authoritarian parenting style and emotional maturity.

Variables	N	Mean	SD	r- value	P-value	Result
Authoritarian Parenting Style	150	102.56	14.28	-0.39	0.003	Significant

The table reveals a negative correlation ($r = -0.39$) between authoritarian parenting and emotional maturity.

Authoritarian parenting is characterized by strict rules and low emotional warmth.

Negative correlation indicates inverse relationship with emotional maturity.

This indicates that higher authoritarian parenting is associated with lower emotional maturity. Since $p < 0.01$, the result is statistically significant and the null hypothesis can be rejected.

Table 2.3 provides how permissive parenting style affects the emotional maturity.

Group	N	Mean	SD	t-value	P-value	Result
High Permissive Parenting	75	139.75	18.66	2.08	0.039	Significant
Low Permissive Parenting	75	127.12	17.04			

The table shows a significant difference between high and low permissive parenting groups. Higher scores reflect emotional immaturity. Permissive parenting (high freedom, low control) is associated with poorer emotional regulation. The t-value (2.08) with $p < 0.05$ indicates that permissive parenting significantly affects emotional maturity. Hence the null hypothesis is rejected.

Table 3 shows influence of birth order on emotional maturity

Group	N	Mean	SD	t-value	P-value	Result
First-born	75	129.10	17.88	2.41	0.018	Significant
Secondborn	75	136.20	18.95			

The obtained t-value (2.41) and $p < 0.05$ indicate a significant difference between first-born and second-born children. First-born children tend to show better emotional maturity due to higher responsibility and parental expectations. Hence, birth order significantly influences emotional maturity.

Table 4 shows results of Parenting behaviour and emotional regulation

Variables	N	Mean	SD	r-value	P-value	Result
Parenting behaviour	150	115.84	16.02	0.53	0.000	Highly significant

A strong positive correlation ($r = 0.53$) is observed between parenting behaviour and emotional regulation. Higher parenting behaviour scores reflect better parental involvement and responsiveness. The result is highly significant ($p < 0.001$), indicating that positive parenting behaviour improves emotional regulation and thus the null hypothesis is rejected.

Table 5 shows the result of emotional warmth in parenting style and emotional maturity

Variable	N	Mean	SD	r-value	P-value	Result
Emotional Warmth Score	150	120.36	15.74	0.61	0.000	Highly significant

The table shows a strong positive relationship ($r = 0.61$) between emotional warmth and emotional maturity. Emotional warmth includes affection, support, and understanding from parents. It is a key factor in developing emotional stability. Since $p < 0.001$, the result is highly significant, indicating that emotional warmth contributes significantly to emotional maturity. Thus, the null hypothesis is rejected.

The correlational analysis showed that overall parenting style had a moderate positive relationship with emotional maturity ($r=0.46, p<0.01$). The interpretation of the results depends not only on the direction and significance of the correlation coefficients but also on the scoring pattern of the variables. In the present study, since higher scores on emotional maturity indicate emotional immaturity, positive correlations reflect increased emotional instability, while negative correlations indicate better emotional maturity.

Parenting style can be influenced by several familial and environmental factors. Supportive factors in parenting involves maintaining open communication, encourage autonomy and provide emotional security whereas absence can cause neglect or inconsistent disciplines. In addition to this, factors such as parental education, socio-economic status, family structure, and cultural values also play a significant role in shaping parenting practice

From the results obtained, a detailed analysis can be done in this part for deeper insights. Authoritative parenting style has a better emotional maturity among the other parenting style which indicated that this kind of parenting provides warmth, responsiveness and appropriate control. This kind of parents would know where they have to become strict and would provide children with enough freedom for their children to meet new challenges. This finding is consistent in the work of Baumrind as he identified authoritative parenting as the most effective parenting style. In contrary, the other styles shows high emotional immaturity in children. Authoritarian parents tend to be highly controlling and less responsive, which may suppress emotional expression and lead to anxiety, low self-esteem, and poor emotional adjustment and permissive parents

provide excessive freedom with minimal discipline, which may hinder the development of responsibility and emotional control in children. The differences in correlation values clearly indicate that authoritative parenting has a more favourable impact on emotional maturity compared to authoritarian and permissive styles. These variations can be attributed to factors such as the level of emotional support, consistency in discipline, communication patterns, and the overall balance between control and autonomy provided within the family environment. Also the results doesn't show any impact in gender differences because the research mainly focuses on two variables: Parenting style and Emotional Maturity and used same gender to get more accurate results for variables.

Overall, the discussed hypothesis shows significant influence and is rejected. These findings are in line with previous research which emphasizes the crucial role of parenting in emotional and psychological development. The study supports the view that family environment is a key determinant of emotional outcomes in children.

However, the study has certain limitations. The sample size was limited, which may affect the generalizability of the findings. Additionally, the use of self-report measures may introduce response bias.

In conclusion, the study highlights that parenting style significantly influences emotional maturity among children, even within the same gender group, emphasizing the importance of effective and supportive parenting practices

3.2 MAJOR FINDING OF STUDY

- 1.The study shows that parenting style plays a major role in shaping the emotional maturity of children of the same gender, more than just basic family background or living conditions.
- 2.Children who grow up with authoritative parents generally appear more emotionally mature. They are better at controlling their feelings, handling problems calmly, and behaving in a responsible way.
- 3.Children raised under authoritarian or neglectful parenting tend to show lower emotional maturity. They are more likely to react quickly and impulsively, struggle to express their emotions in a healthy way, and often have lower self-confidence.
- 4.Under permissive/indulgent parenting, children usually experience warmth and freedom, but many of them find it harder to manage their anger, frustration, and other negative emotions because clear limits are not consistently given.

5.The findings suggest that, even among children of the same gender living in similar homes, differences in emotional maturity are closely related to how parents behave,communicate, and respond to their children's emotions.

6.The review of earlier studies also supports these results. Research has reported that authoritative parenting is linked with healthier emotional outcomes, such as less emotional eating, higher parental involvement, and better ways of coping with difficult feelings.

7.Overall, the study highlights the need for programmes that guide parents towards a more warm, structured, and understanding style of parenting, so that children can develop better emotional control and a more balanced personality.

3.3 IMPLICATIONS OF THE STUDY

The findings of this study carry important implications for parenting practices, child development, and psychological well-being. The results highlight how different parenting styles can significantly influence the emotional maturity of children, even when they share the same gender and are raised in similar environments. This challenges the assumption that gender alone determines emotional development and instead emphasizes the critical role of parenting approaches. Parents and caregivers should be made aware of the impact their behaviour, communication style, and emotional responsiveness have on their children's emotional growth. The study suggests that adopting supportive and balanced parenting styles—such as authoritative parenting—may promote higher emotional maturity, including better emotional regulation, stability, and social adjustment.

Educational institutions and counsellors can also benefit from these findings by incorporating family-based perspectives into student support systems. Schools and colleges should encourage parental involvement programs, parenting workshops, and awareness campaigns that guide parents toward healthy parenting practices. This can help in fostering emotionally mature individuals who are better equipped to handle stress, relationships, and academic challenges.

Furthermore, the comparative nature of the study indicates that even within similar gender groups, variations in parenting can lead to different emotional outcomes. This suggests the need for individualized approaches in counseling and psychological interventions, taking into account family background and parenting style rather than relying on generalized assumptions.

Overall, the study underscores the importance of creating nurturing and emotionally supportive family environments to enhance emotional maturity, thereby contributing to the overall psychological well-being and balanced personality development of individuals.

3.4 CONCLUSION

This study aimed to examine the influence of parenting style on emotional maturity among Siblings of the same gender and to explore the relationship between these variables. The Results indicated a statistically significant relationship between parenting style and emotional Maturity. The correlation analysis showed that parenting style is moderately associated with Emotional maturity, suggesting that parenting practices play an important role in shaping Emotional development. Further, the findings revealed that authoritative parenting style is positively associated with better emotional maturity, whereas authoritarian and permissive parenting styles are linked with lower emotional maturity. This indicates that balanced parenting characterized by warmth, support, and appropriate control contributes to better emotional development, while excessive strictness or lack of control may negatively affect it. The study also found a significant difference in emotional maturity based on birth order, with first-born children showing better emotional maturity compared to second-born children. Additionally, parenting behaviour and emotional warmth were found to have a strong relationship with emotional maturity, highlighting the importance of a supportive and emotionally responsive family environment. Therefore, the study concludes that parenting style and family dynamics are important factors influencing emotional maturity. The findings emphasize the need to consider both parenting practices and individual differences while understanding emotional development among siblings.

3.5 LIMITATIONS OF THE STUDY

- The sample size was relatively limited, which may have affected the statistical power of the findings.
- Participants were selected from a specific group of siblings of the same gender, limiting the generalizability of the results to wider populations.
- The study relied on self-reported data, which may be subject to response biases such as social desirability.
- Only a limited number of variables (parenting style, emotional maturity, and birth order) were considered, without including other influencing factors such as personality, peer relationships, or socio-economic status.
- The cross-sectional design of the study prevents conclusions about causality between parenting style and emotional maturity.

3.6 SUGGESTIONS FOR THE STUDY

- Future research should consider a larger and more diverse sample, including participants from different age groups, cultural backgrounds, and regions to improve the generalizability of the findings.
- Studies may include siblings of different genders to examine whether gender differences influence the relationship between parenting style and emotional maturity.
- Further research can incorporate additional variables such as personality traits, peer influence, socio-economic status, and family environment to gain a more comprehensive understanding of emotional development.
- Longitudinal studies may be conducted to examine changes in emotional maturity over time and to better understand the long-term effects of parenting styles.
- Future studies can include qualitative methods such as interviews or case studies to explore individual experiences and perceptions of parenting and emotional development in greater depth.
- Comparative studies involving only children and individuals with multiple siblings may help in understanding the role of sibling dynamics in emotional maturity.

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ANNEXURE

1.INFORMED CONSENT

Voluntary participation

Your participation in this study is as valuable as it will be voluntary. If you decide to take part in this study, you will be adhered to consent taking. After you sign the consent form, you are still free to withdraw at any time and without reason.

Informed Consent

I understand that this study is intended to measure 'Comparative Study On Social Anxiety and Self-Esteem Among Stem And Non-Stem Students '. I understand that all information that I provided will be kept confidential and in any report on the results of this research, my identity will remain anonymous and my personal details will not be disclosed under any circumstance. I understand that I am free to contact the person involved in the research to seek further clarification and information. I have read and understand the provided information. I understand that my participation is voluntary and that I am free to withdraw at any time.

I am willing to take part in this study.

- Yes
- No

2.DEMOGRAPHIC DETAILS

1.Name: _____

2.Email : _____

3.Age : _____

4. Sex : _____

5. Birthplace: _____

6. Education: _____

7. Father's Occupation: _____

8. Father's Education: _____

9. Mother's Occupation: _____

10. Mother's Education: _____

11. Age difference between the siblings: _____

12. Birth Order: ☐ 1st ☐ 2nd

13. Area: ☐ Urban ☐ Rural

14. Annual Income: ☐ Below 3,00,000 ☐ 3,00,000 – 10,00,000 ☐ Above 10,00,000

15. Parents' Marital Status: ☐ Married ☐ Widowed ☐ Separated ☐ Divorced ☐ Widower

16. Any child with disability: ☐ Yes ☐ No

17. Year of parents marriage: _____

18. Age when parents got married: Mother: _____ Father: _____

19. Age of parents when they had children: First : _____ Second: _____

3. PARENTING STYLE

Read each statement and decide which one of the four possible responses best describes you. Write your choices on the answer sheet by putting a check mark that corresponds to your answer. If the statement does not apply to you, respond in such a way that will give the best indication of how you would possibly feel, think or act. There are no "right" or "wrong" answers and no "good" or "bad" choices. Answer openly and honestly by indicating how you actually are and not how you would like to be or how you would not like to be seen. There is no time limit in answering the questions, make sure that you consider and respond to every statement.

Rate the following statement with the following scales:

4 = Strongly Agree 3 = Agree

2 = Disagree

1 = Strongly disagree

SL NO		SA	A	D	SD
1.	While I was growing up, my parents felt that in a well-run home, the children should have their way in the family as often as the parents do.				
2.	Even if the children didn't agree with them, my parents felt that it was for our own good, if we were forced to conform to what they thought was right.				
3.	Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking any questions.				
4.	As I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family.				
5.	My parents have always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.				
6.	My parents have always felt that what children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.				
7.	As I was growing up, my parents did not allow me to question any decision they had made.				
8.	As I was growing up, my parents directed the activities and decisions of the children in the family through reasoning and discipline.				

9.	My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.				
10.	As I was growing up, my parents did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.				

11.	As I was growing up, I knew what my parents expected of me in my family, but I also felt free to discuss those expectations with my parents when I felt that they were unreasonable.				
12.	My parents felt that wise parents should teach their children early just who is boss in the family.				

13.	As I was growing up, my parents seldom gave me expectations and guidelines for my behavior				
14.	Most of the time as I was growing up my parents Did what the children in the family wanted when making family decision				
15.	As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways.				

16.	As I was growing up, my parents would get very upset if I tried to disagree with them.				
17.	My parents feel that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.				
18.	As I was growing up, my parents let me know what behavior she expected of me, and if I didn't meet those expectations, they punished me.				

19.	As I was growing up my parents allowed me to decide most things for myself without a lot of direction from them.				
20.	As I was growing up my parents took the children's opinions into consideration when making family decisions, but they would not decide for something simply because the children wanted it.				
21.	My parents did not view themselves as responsible for directing and guiding my behavior as I was growing up.				
22.	My parents had clear standards of behavior for the children in our home as I was growing up, but they are willing to adjust those standards to the needs of each of the individual children in the family.				

23.	My parents gave me direction for my behavior and activities as I was growing up and they expected me to follow their direction, but they are always willing to listen to my concerns and to discuss that direction with me.				
24.	As I was growing up my parents allowed me to form my own point of view on family matters and they generally allowed me to decide for myself what I was going to do.				
25.	My parents have always felt that most problems in society would be solved if we could get parents to strictly and				
	forcibly deal with their children when they don't do what they are supposed to as they are growing up.				
26.	As I was growing up, my parents often told me exactly what she wanted me to do and how they expected me to do it.				
27.	As I was growing up, my parents gave me clear direction for my behaviors and activities, but they also understood when I disagreed with them.				

28.	As I was growing up my parents did not direct the behaviors, activities, and desires of the children in the family.				
29.	As I was growing up I knew what my parents expected of me in the family and she insisted that I conform to those expectations simply out of respect for their authority.				
30.	As I was growing up, if my parents made a decision in the family that hurt me, they were willing to discuss that decision with me and to admit it if they had made a mistake.				
31.	My parents stated punishments to me and do not actually do them.				
32.	My parents threatened me with punishment more often than actually giving it.				
33.	My parents used threats as punishment with little or no justification.				
34.	My parents find it difficult to discipline me.				
35.	My parents give into me when I'm causing a commotion about something.				
36.	My parents punish me by taking privileges away from me with little of any explanations.				
37.	My parents spoil me.				

38.	My parents punish me by putting me off somewhere alone with little of any explanations.				
39.	My parents yell or shout when I misbehave.				
40.	Whenever I ask why I need to conform, my parents state, "Because I said so," or "I am the parent and I want you to."				

4.EMOTIONAL MATURITY

INSTRUCTIONS

In the following pages are given forty eight questions about yourself. Five possible modes responses are provided, such as; VM-Very Much; M-Much; UD-Undecided; P-Probably and N-never. Read each question carefully and mark a tick (√) on any one of

the five alternative response modes to indicate your level of agreement with the particular content of the question . Do not think too much while answering, whatever you feel may indicate. Your Responses would be kept confidential.

SECTION A	STATEMENT	VM	M	UD	P	N
1.	Are you involved in mental botherations?[Annoy,worry,or frustration]					
2.	Do you get frightened about the coming situations?					
3.	Do you stop in the middle of any work?					
4.	Do you take the help of other persons to complete your personal work?					
5.	Is there any difference between your desires and objectives?					
6.	Do you feel within yourself that you are short tempered?					
7.	Do you feel that you are very stubborn?					
8.	Do you feel jealous of other people?					
9.	Do you get wild due to anger?					
10.	Do you get lost in imagination and day-dream?					

SECTION B						
11.	Do you experience a sense of discomfort and lack of peace of mind?					
12.	If you fail to achieve your goal, do you feel inferior?					
13.	Do you tease others?					
14.	Do you try to put the blame on others for your lapses?					
15.	When you do not agree with others, do you start quarrelling with them?					
16.	Do you feel yourself as exhausted?					
17.	Is your behaviour more aggressive than your friends and others?					
18.	Do you get lost in wool gathering (in the world of Imagination)?					
19.	Do you feel that you are self-centred?					
20.	Do you feel that you are dissatisfied with yourself?					
SECTION C						
21.	Do you have a strained companionship with your friends or colleagues?					
22.	Do you hate others?					
23.	Do you praise others?					
24.	Do you avoid joining social gatherings?					
25.	Do you spend much of your time for your own sake?					
26.	Do you lie?					
27.	Do you bluff? (Pretend to be something you are not)					
28.	Do you like very much to be alone?					
29.	Are you proud by nature?					
30.	Do you shirk (avoid)from work?					
SECTION D						
31.	Even though you know some work, do you pretend as if you do not know it?					

32.	Even if you do not know about some work, do you pose as if you know it?					
33.	Having known that you are at fault, instead of accepting, do you try to establish that you are right?					
34.	Do you suffer from any kind of fear?					
35.	Do you lose your mental balance (poise)?					
36.	Are you in the habit of stealing of any kind?					
37.	Do you indulge freely without bothering about moral codes of conduct?					
38.	Are you pessimistic(negative outlook or attitude)towards life?					
39.	Do you have a weak will? (Self-will or determination?)					
40.	Are you intolerant about the views of others?					
SECTION E						
41.	Do people disagree with your views?					
42.	Do people consider you as undependable?					
43.	Would you like to be a follower?					
44.	Do you disagree with the opinions of your group?					
45.	Don't you evince interest in others' work?					
46.	Do people think of you as an irresponsible person?					
47.	Do people hesitate to take your help in any work?					
48.	Do you give more importance to your work than others' work?					