



Study of The relationship between emotional intelligence of parents and Parenting style with academic success in Students

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ABSTRACT

Due to the influence of emotional factors on child rearing method and the role of parenting style in Thought, Behavior and their academic success, this study aimed to determine the association between parenting style and academic success in Students in Harsin, Iran. This study is a descriptive study of correlation type. Statistical sample are 284 students in first year of high school (164 boys and 120 girls) in school year 2011-2012 in Harsin, Iran. The data collection instrument for the measurement of emotional intelligence parental is Emotional Intelligence Questionnaire shrink and for Measure parenting style is Parenting styles questionnaire. And Academic success was assessed by the student's end of the semester grade. Data was analyzed by SPSS software and Pearson correlation coefficient and simple regression. Between emotional intelligence and authoritarian parenting style, authoritative parenting practices, there is a significant positive relationship. The relationship between emotional intelligence and permissive parenting style was found to be negative and significant. The results of the analysis of the data shows that between authoritarian parenting practices and children's academic success ($48/0 = r$) and authoritarian ($33/0 = r$) there is a significant positive relationship. And there is a significant negative relationship between the academic success of students and permissive parenting style ($6/0 = r$). In general we conclude that emotional intelligence is related to parents' parenting style, and parenting style, in turn, is related to student's educational success. And forceful approach is more associated with academic success.

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Introduction

With the start of the new century, society was encountered with social, cultural and economical problems. The dominant view of experts is that to solve many existing problems, the citizens needed that not only are capable of rational but also have significant social and emotional skills equally. The importance of social skills and the ability to cope effectively with others, led to a growing interest in the concept of "emotional intelligence" is provided. Our behavior in daily life is a combination of cognitive and emotional aspects of our behavior; none of our behaviors are not free from these two concepts. The term of emotional intelligence was introduced by Goleman in 1995, and led to many discussions. Emotional intelligence is linked with the ability of self and others, namely Greater understanding of their emotions and compatibility between people and the environment.

Parenting style is considered as a set of attitudes towards the children which leads to the emotional atmosphere that parental behavior may occur in the atmosphere. This behavior involving both specific behaviors (behaviors that are the target parent) through which parents act in their parenting duties (Noting that parenting practices) and behavior associated with the parent Such as gestures, tone of voice changes or involuntary emotional expression (Darling & Steinberg, 1993). In fact, parenting is complex and involves specific behaviors that either separately or together, can affect a child's behavior. Attempts to assess the quantitative and qualitative styles have focused on three specific components: Emotional relationships, attitudes and practices of

parents and parental belief systems (Darling & Steinberg, according to Ahadi and darya afzoon, 2009, p 5). Style is a pattern of attitudes that expressed parents to their children. Baumrind (1967) distinguish between three forms of the authoritarian parenting style, authoritative and easy consuming. The authoritative parenting style is specified by rigidity and inflexibility. On the other hand powerful parents insist on the autonomy of children within the family rules. Permissive parents do not follow certain rules in training their children and No control over their actions and behavior. Several hypotheses have been proposed to explain these differences (asadi, zokae, kavyani, mohammadi, gohari, 2006, p22). The process takes shape the socialization and academic achievement of children in the family. And Among these, the mother role is very prominent in this process as an important component of the training and induction of appropriate socialization. What if the mother has a degree of emotional intelligence will be responsible for the effective transfer of its components definitely. In this sense, Mother who has the positive characteristics such as independence, self-esteem, assertiveness in expressing ideas and feelings, and other components of emotional intelligence, takes place an educational approach to efficiency and success in their personal and social life (hoseini hosein abad, 2002, p4). The question now is, is there a relationship among the emotional intelligence parental and parenting styles that employ. And also how parenting styles affect children's academic success. Therefore this research done has taken to achieve above objectives. Expected, by doing this research, Step is removed

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toward identifying ways to improve parenting techniques. And the results of this study can be used to Removal the problems and failures of the past and improve decision-making, and educational and training programs in family. And using it, enhance the family productivity as a key organization in the community.

Research method

This research is a correlational study. The population of this study consisted of first grade boys and girl's high school students and their parents in Harsin, Iran. According to figures obtained from the city Department of Education in Harsin, in the year under review, a total of 1,020 students are studying in the first grade class of 39 boys and girls in secondary schools in the Harsin city. Sample was chosen according to Table of Morgan and Multi-stage cluster sampling. Consequently, were distributed and prepared 284 questionnaires of emotional intelligence and 284 questionnaires of parenting style. Finally, the completed questionnaire without difficulty was citations and analyzed. To calculate the amount of academic performance, the final average score was calculated.

A questionnaire assessing parenting style Baumrind

The questionnaire was designed in 1972 by Diana Bamrynd, Consists of 30 items, and those The 10 items of the permissive, 10 items authoritarian style, and 10 Other methods are concerned firm and reassuring. Model Five degree Likert scale to answer the questions that follow. That is obtained three separate score by summing the scores for each of the questions.

Several studies examined Bamrynd Diana questionnaire and its validity has been achieved. The boree in the year (1991) reported the test-retest reliability using the mothers were between 81/0 to Permissive mode, 86/0 for dictatorial methods and 78/0 for a firm and reassuring manner and the fathers were 77/0 to Permissive mode, 85/0 for dictatorial methods and 88/0 for a firm and reassuring manner. He also uses discriminant validity indicated that Permissive parents relationship has inverse relation with authoritarian methods (0/38-), a robust and reliable method of Department (0/48-) and also inversely related to the Permissive parents being oppressive (0/50-) and strong and reassuring (0/52-). Validity of the test was confirmed by 10 experts in psychology and psychiatry. In general, the results of internal and external validity and validity are approved parenting style questionnaire.

Emotional Intelligence Questionnaire of shrink

This questionnaire is designed to provide a measure of emotional intelligence. The questionnaire consisted of 33 questions that measure the components of emotional intelligence, which has been used in many studies. The first 40 items assess emotional intelligence questionnaire that made by shrink, have been normalized by Mansour (2001), Comprising a total score (overall emotional intelligence) and is composed of five factors. In the preliminary test, a low correlation with the total scores of the seven items was removed and in the final implementation was reduced to 33 items. The Cronbach's alpha coefficient of 85/0 in internal consistency of the 33 items in the preliminary test on a sample of 40 students. The validity of the test and 63/0 is reported that it has adequate construct validity.

Results

This study includes detailed questions 2 and 6 is the general question, that it has been reviewed Using the Pearson correlation coefficient test and simple regression analysis.

Question 1

What is the relationship between emotional intelligence and maternal parenting style (authoritarian, authoritative and permissive)?

Table 1: Mean and standard deviation of variable parenting style and emotional intelligence

Variable	Average	Standard deviation	Number
Authoritarian parenting style	30/61	10/66	284
Knacky parenting style	32/61	9/01	284
Easygoing parenting style	26/8	10/49	284
Overall emotional intelligence of mothers	106/54	15/51	284

Average of parenting style is 50

Average of emotional intelligence 165

Table 2: Emotional intelligence and parenting style

Studied variables	The correlation coefficient	Meaningful the two domains	The coefficient of determination
Knacky parenting style with global of emotional intelligence	0/363 0/216 -0/407	0/000 0/000 0/000	13/17 4/66 16/56
Authoritarian parenting style with global of emotional intelligence			
permissive parenting style with global of emotional intelligence			

The results From the Pearson correlation coefficient shows that There was a significant positive correlation between authoritarian parenting style (001/0> p and 216/0 = r) and strong (001/0> p and 363/0 = r) with a population of mothers' emotional intelligence. It can be said that women who are more authoritarian parenting style and emotional intelligence are more powerful. The results indicate that exists the permissive parenting style (001/0> p and 407/0- = r) and emotional intelligence maternity population in a statistically significant negative relationship. It can be said, Mothers who more permissive parenting style, Have low emotional intelligence. To investigate whether this method of education a person can be predictive of his emotional intelligence, Regression testing has been used. Simple regression analysis to test the assumption that authoritarian parenting style can score as a predictor of emotional intelligence maternity population considered.

Table 3

parenting style	F	Sig
Authoritarian	77/13	0/000***
Knacky	78/42	0/000***
Easygoing	01/56	0/000***

The scatter plot, the relationship between authoritarian and authoritative parenting styles of mother's emotional intelligence shows a positive linear relationship between two variables. And the relationship between permissive parenting style and mothers' overall emotional intelligence shows a negative linear relationship between two variables. So we can predict the authoritarian parenting style of their mother's emotional intelligence.

Table 4: score as a predictor of emotional intelligence

Authoritarian	0/31+96/94
Knacky	0/625+86/17
Easygoing	0/602-122/68

Question 2

What is the relationship between maternal parenting styles (authoritarian, authoritative and permissive) with children's academic success?

Table 5: Mean and standard deviation of maternal parenting style and academic success of children

Variable	Average	Standard deviation	Number
Authoritarian parenting style	30/61	10/66	284
Knacky parenting style	32/16	9/01	284
Easygoing parenting style	26/8	10/49	284
Children's academic success	23/15	16/3	284

Table 6: parenting style and academic achievement

Studied variables	The correlation coefficient	Meaningful the two domains	The coefficient of determination
Knacky parenting style with academic achievement	0/487 0/332 -0/604	0/000 0/000 0/000	23/71 11/02 36/48
Authoritarian parenting style with academic achievement			
Permissive parenting style with academic achievement			

The results from the Pearson correlation coefficient showed that there is a statistically significant positive relationship between authoritarian parenting style ($001/0 > p$ and $332/0 = r$) and strong ($001/0 > p$ and $487/0 = r$) educational success of children in the population. It can be said, the academic success of children of mothers who are more authoritarian parenting style more powerful. The results indicate that there is a statistically significant negative relationship among the permissive parenting style and academic success of children in the population ($001/0 > p$ and $604/0 = r$). It can be said that parents who are more permissive parenting style children's academic success rate is lower.

To investigate the mode of education that every child can be predictive of academic success, Regression testing has been used. Simple regression analysis to test the assumption that authoritarian parenting style scores as predictors of academic success can be seen in the children population ($988/34 = F$ and $000/0 = Sig$).

Table 7

Sig	F	parenting style
0/000***	988/34	Authoritarian
0/000***	685/87	Knacky
0/000***	206/162	Easygoing

The scatter plot shows the relationship between authoritarian and authoritative parenting style and academic success of children in a positive linear relationship between two variables. Therefore, we can to predict the academic success of their children from the mother's of authoritarian parenting style. Between permissive parenting styles and children's educational success reveals a negative linear relationship between two

variables. Therefore, we can predict the permissive parenting style of mothers of their children's academic success.

Table 8: score as a predictor of academic successes of children

0/098+12/217	Authoritarian
0/171+9/665	Knacky
0/182-20/103	Easygoing

Discussion and conclusions

In the present study, were studied the relationship between parenting practices and components emotional intelligence and its relationship to academic success of children. Researcher to examine the relationships between variables has raised two general questions. The first question examined the relationship between emotional intelligence and parents' parenting style components and the second question examined the relationship between parenting style and academic success of children. In general findings were confirmed by the examination of the components of emotional intelligence that there was a significant relationship between parenting style. The relationship between authoritative parenting style and emotional intelligence were confirmed. Significant and positive relationship was reported. The relationship between emotional intelligence authoritarian parenting styles is also positive and significant relationship was observed. The study of emotional intelligence was a significant negative correlation between permissive parenting styles. In addition to the relationship between emotional intelligence educational practices, research has examined the relationship between parenting style and academic success of children. Results showed that between the powerful and authoritarian parenting practices and children's academic success and there is a significant positive relationship. There was a significant negative correlation between permissive parenting style and academic success of children. Results showed a high correlation between authoritative parenting style and academic achievement among children. In general we conclude the family relationship of emotional intelligence parental child rearing method. A parenting style, in turn, is associated with children's academic success. And more forceful approach is associated with academic success. These findings are consistent with results Shahmradlv (2002) that Showed emotional intelligence can predict academic achievement, cognitive intelligence has almost doubled. The study also concluded that the mother's emotional intelligence is more; the style of training will be most effective. And their children will much more educational attainment. Glasgow, Dvrnbakh, Tvayr, Steinberg, and Ritter (1997) showed that Adolescents were from families of non-rational authority, the lowest levels of engaging in classroom activities and homework practice, and Authoritarian practices and negligent parents with homework and academic achievement showed a negative relationship. Authoritative parenting style and its findings were consistent with the findings of negligent parenting style is authoritarian, inconsistent with the present study Looks and cultural factors - social proof for this is the lack of alignment. Davayeri and manshar (2006) shows that the powerful style bond with family (dissimilar to the Western way of authoritative independent study relevant) and mental health (similar to Western studies) more related. It thus appears that the authoritative style in Arab societies develop the links and Relationship. The results showed that the authoritarian style is associated with academic performance (consistent with the results of the Palestinians, and the West disparate results that dictatorial style would lead to

decreased academic performance). The results suggest that the meaning and effect of the authoritarian style of gregarious authoritarian, essentially is different from free individualist society. And lack of communication between authoritarian style and mental health in Arabic countries, indications are that authoritarian parenting style so that the individual can affect society, community collectivism and tyranny no negative effects. In the present study the gregarious society Harsin authoritarian parenting style has positive impact on student achievement **and** parenting style were observed in Western societies have an adverse effect; the results of both studies are consistent.

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