



Vol. 5, Issue 1, 61-66, 2016

Academic Journal of Psychological Studies

ISSN: 2333-0821

ajps.worldofresearches.com

A Study on the Relationship between Parenting Styles and Secondary School Students' Emotional Intelligence

Majid Raeesi Sarkhoni*, Fatemeh Abedi Varaki
Hormozgan University, Bandar Abbas, Iran.

A B S T R A C T

This study examines the relationship between parents' parenting styles and secondary school students' emotional intelligence. The study population includes all male and female secondary school students in Bandar Abbas. The research sample consists of 400 subjects, of which 200 are boys and 200 are girls who are selected by random cluster sampling method. In order to collect the research required data, Baumrind's parenting style questionnaire and Schutte Emotional Intelligence questionnaire are applied. Parenting style questionnaires are filled by the studied students' parents and emotional intelligence questionnaires are completed by the students themselves. Pearson correlation coefficient and multiple regressions test are used to analyze the data collected from the implementation of survey questionnaires and test of the research hypotheses. Results in the present study show that there is a significant positive correlation between the authoritative parenting style and emotional intelligence ($p=0.01$).

Keywords: Parenting Style, Emotional Intelligence, Adaptability, Secondary School Students.

INTRODUCTION

The parenting style refers to the styles that the parents apply in raising their children. Parenting style is known as a set of linked behaviors that shows the interaction between child and parent on a specific range and provides a comprehensive engagement¹.

Emotional intelligence is the latest development in the understanding of the relationship between reason and emotion, and use it is mentioned as a trigger of a great revolution in the field of mental health promotion. In fact, the concept of emotional intelligence is a multi-factorial aspect of social skills and competencies set that affects a person's ability to identify, understand and manage emotions, problem solving and adaptability and effectively makes the person compatible with the needs, constraints and challenges of life^{2, 3, and 4}.

* . Corresponding Author: md.rayisi@gmail.com

To cite this article: Raeesi Sarkhoni, M., Abedi Varaki, F. (2016). A Study on the Relationship between Parenting Styles and Secondary School Students' Emotional Intelligence. *Academic Journal of Psychological Studies*, 5 (1), 61-66.

Goleman et al. have defined emotional intelligence as a set of abilities, such as self-awareness, empathy, self-regulation, self-motivation and social skills⁵. In the study carried out by Engelberg and Sjoberg, emotional intelligence has been introduced as a general ability for emotional and social adjustment. Emotional adjustment can be considered as consisted of good mental health, satisfaction with one's life, and coordination of emotions, actions and thoughts. In other words, the emotional adjustment means the mechanisms by which a person reaches emotional stability. Social adjustment includes the person's adjustment to the social environment. This adjustment can be achieved by changing oneself and/or environment⁶.

Some believe that the only thing which is necessary for most children is an average, predictable environment. Some others believe that parents bear no major significance for growing the children ^{7, 8}.

In accordance with the previous researches and studies, the present study seeks to review the relationship between parents' parenting styles and high school students' emotional intelligence in Bandar Abbas city. In fact, this research seeks to answer the fundamental question that whether parenting styles of parents is associated with high school students' emotional intelligence and adaptability.

METHODOLOGY

The present study is a descriptive and correlational research. In this study, the relationship between parenting styles and secondary school students' emotional intelligence in Bandar Abbas city is investigated. Accordingly, the methodology of this research is descriptive and correlational.

The study population includes all male and female students in secondary schools in Bandar Abbas in the academic year 2012-2013. The number of male and female high school students in Bandar Abbas, according to education announcement, is equal to 19138 subjects in the academic year 2012-2013.

Morgan Table is used to calculate the sample size that is 387 subjects. However, in order to distribute the sample size appropriately, it is considered 400 subjects. Then, random sampling method is used to select the statistical sample. Therefore, at first Bandar Abbas city is divided into two education districts. Of each district, two secondary schools (high school and technical school) are selected. Of each school, 100 subjects and of each grade 25 subjects are randomly selected.

Baumrind Parenting Style Questionnaire: The initial form of this questionnaire consists of 30 statements which were designed by Diana Baumrind. Reliability and validity of the questionnaire have been confirmed. Boray used the "Discriminant" method to check the validity and reliability of this questionnaire and observed that the authoritative style had a negative relationship with the permissive one ($r=0.38$) and with the authoritarian style ($r=0.48$), while the permissive style had no significant relationship with authoritarian one ($r=0.7$)¹.

A Study on the Relationship between Parenting Styles and Secondary ...

Boray used the "Test-Pretest" method to calculate the reliability and got the following results: 0.81 for the permissive style, 0.86 for the authoritative style, and 0.78 for the authoritarian style. He also calculated "Internal Consistency" through using "Cronbach coefficient alpha" formula, which resulted in 0.75 for the permissive style, 0.85 for the authoritative style, and 0.82 for the reasonably authoritarian style¹.

In the present study, the reliability of the questionnaire is calculated through Cronbach's alpha. Alpha coefficient, in our survey, is equal to 0.75 for the permissive style, 0.82 for the authoritative style, and 0.86 for the authoritarian style.

Schutte Emotional Intelligence Questionnaire: This questionnaire was made by Schutte et al. in 1998, based on Salovey and Mayer's emotional intelligence theoretical model and for the purpose of measuring teens' emotional intelligence. It consists of 33 items:

1. Evaluation and expression of emotion, having 13 items (such as I find it hard to understand the non-verbal messages of other people);
2. Emotion Adjustment, having 10 items (such as I seek out activities that make me happy)
3. Operation of the emotion, having 10 items (such as when I feel a change in emotions, I tend to come up with new ideas).

The reliability of emotional intelligence questionnaire, in the present study, using Cronbach Alpha is equal to 0.76.

In order to analyze the data, in this study, the descriptive statistics indexes of frequency and frequency percentage as well as the inferential statistics indexes of Pearson correlation coefficient and multiple regression are used.

RESULTS

The following Table presents descriptive findings of the research variables. This information includes the mean and standard deviation for each of the aspects of parenting styles and emotional intelligence.

Table 1. Mean and Standard Deviation of Research Variables

Variable	No.	Mean	Standard Deviation
Optimism / Emotion Regulation	400	30.52	8.588
Emotions Assessment	400	22.97	5.632
Social Skills	400	25.72	6.326
Emotions Application	400	14.6	4.489
Total (Emotional Intelligence)	400	79.22	17.291
Permissive	400	20.74	4.121
Authoritarian	400	21	7.105
Authoritative	400	6.01	5.519

In order to determine the prediction rate of parenting styles about high school students' emotional intelligence, multiple regression test is used. The results are presented in the Table below.

In order to determine the relationship between parents' parenting styles and students' emotional intelligence, scores are calculated for each variable. Pearson correlation coefficient is used to determine the type and extent of the relationship between variables. The results are as follows.

Table 2. Pearson Correlation Coefficient of Parenting Styles and Secondary School Students' Emotional Intelligence

Parenting Styles	Emotional Intelligence	
	Correlation Coefficient	Significance Level
Permissive	0.38	0.02
Authoritarian	0.42	0.01
Authoritative	0.63	0.04

As Table 2 shows, the correlation coefficient between parental permissive parenting style and high school students' emotional intelligence is equal to 0.38; the correlation coefficient between parental authoritative parenting style and high school students' emotional intelligence is equal to 0.42; and the correlation coefficient between parental authoritarian parenting style and high school students' emotional intelligence is equal to 0.63. Therefore, the relationship between parenting style and emotional intelligence of students is significant at 95% confidence level.

In order to determine the prediction rate of parenting styles about optimism / emotion regulation factor in high school students' emotional intelligence, multiple regression test is used. The results are presented in the Table below.

Table 3. Results of Parenting Styles Regression to Explain Optimism / Emotion Regulation Factor in High School Students

Parenting Styles	Optimism / Emotion Regulation						
	Beta Coefficient	t	p	Regression Coefficient	Determination Coefficient	F	p
Permissive	-0.019	-0.364	0.7				
Authoritarian	0.073	1.333	0.1	0.83	0.68	2.922	0.01
Authoritative	-0.33	-0.464	0.6				

Criterion Variable: Optimism / Emotion Regulation

Statistical analysis of the above table, regard to the parenting styles as a predictor of optimism / emotion regulation factor in high school students' emotional intelligence shows that the greatest coefficient of Beta is related to authoritative parenting style by the coefficient of -0.33. In addition, regression model is significant with determination coefficient of 0.68 at 95% confidence level.

A Study on the Relationship between Parenting Styles and Secondary ...

In order to determine the prediction rate of parenting styles about emotions assessment factor in high school students' emotional intelligence, multiple regression test is used. The results are presented in the Table below.

Table 4. Results of Parenting Styles Regression to Explain Emotions Assessment in High School Students

Parenting Styles	Emotions Assessment						
	Beta Coefficient	t	p	Regression Coefficient	Determination Coefficient	F	p
Permissive	-0.044	0.835	0.4				
Authoritarian	0.13	2.364	0.01	0.122	0.14	1.987	0.1
Authoritative	0.074	1.39	0.1				

Criterion Variable: Emotions Assessment

According to Table 4, the highest beta coefficient corresponding authoritarian style is equal to 0.13. The model determination coefficient in testing the hypothesis is equal to 0.14; this amount is not significant at 95% confidence level.

In order to determine the prediction rate of parenting styles about social skills factor in high school students' emotional intelligence, multiple regression test is used. The results are presented in the Table below.

Table 5. Results of Parenting Styles Regression to Explain Social Skills Factor in High School Students

Parenting Styles	Social Skills						
	Beta Coefficient	t	p	Regression Coefficient	Determination Coefficient	F	p
Permissive	0.13	0.701	0.4				
Authoritarian	0.15	0.981	0.3	0.372	0.13	2/686	0.02
Authoritative	0.23	0.422	0.6				

Criterion Variable: Social Skills

Table 5 shows that the highest beta coefficient corresponding authoritative style is equal to 0.23. The model determination coefficient in testing the hypothesis is equal to 0.13; this amount is significant at 95% confidence level.

In order to determine the prediction rate of parenting styles about emotions application factor in high school students' emotional intelligence, multiple regression test is used. The results are presented in the Table below.

Table 6. Results of Parenting Styles Regression to Explain Emotions Application Factor in High School Students

Parenting Styles	Emotions Application						
	Beta Coefficient	t	p	Regression Coefficient	Determination Coefficient	F	p
Permissive	0.024	0.459	0.6				
Authoritarian	0.037	0.673	0.5	0.129	0.016	2.22	0.08
Authoritative	-0.111	-2.067	0.03				

Criterion Variable: Emotions Application

Table 6 shows that the highest beta coefficient in the prediction of emotions application factor in high school students' emotional intelligence is related to the authoritative style, which is equal to -0.111. The model determination coefficient in testing the hypothesis is equal to 0.016; this amount is not significant at 95% confidence level.

CONCLUSION

The aim of this study is to determine the relationship between parenting styles and secondary school students' emotional intelligence in Bandar Abbas. Results show that there is a significant correlation between parenting styles and the students' emotional intelligence. Findings of the present study indicate that the highest correlation is related to authoritative style. Parenting styles affect children's perceptions and behaviors through the do's and don'ts or the interaction between parents and children. In other words, parenting styles are related to control or permissiveness or reasonable supervision of the children and children can have different experiences through restrictions or freedom or logical controls that are imposed on them.

Therefore, it seems that the children of those parents who have more authoritative parenting style, have more emotional intelligence. Forges et al believe that those parents who have a happy and positive mood, and consider it in their relationships with their children, have children who connect more, enjoy more non-verbal signs and behaviors in their interactions, talk with their friends more, speak about themselves more clearly and unequivocally and it seems that they behave in an effective, satisfactory, skillful and balanced manner³.

REFERENCES

1. Seif, S. (1989). *Theory of Family Growth*, Tehran, Al-Zahra University Press [Persian].
2. Atkinson, R. L., Atkinson, R. S., Hilgard, E. R. (2004). *The field of psychology*. Translated by Baraheni M. T. et al. Volume II. Tehran: Roshd Press, 12th Edition [Persian].
3. Hajihosseinejad, Gh. Baleghizadeh, S. (2002). *Gardner's theory of multiple intelligences and its application in education*. 1st Edition, Tehran, University of Teacher Education [Persian].
4. Ahmadvand, M. A. (1996). *Psychology of Exceptional Children*, Tehran, PNU, 1375, 1st Edition [Persian].
5. Armstrong, T. (2005). *Multiple intelligences in the classroom*. Translated by Safari. 2nd Edition, Tehran, Madreseh Press [Persian].
6. Armstrong, T. (2000). *Seven types of intelligence*. Translated by Safari, M. (2004), 1st Edition, Tehran, Madreseh Press [Persian].
7. Bradbury, T. (2005). *Emotional intelligence*, translated by Mehdi Ganji, Savalan Press, Tehran [Persian].
8. Shariatmadari, A. (1987). *Educational Psychology*. Amir Kabir Publications. Tehran [Persian].