

Study of the relationship between parenting style, and children's emotional intelligence and self-efficacyMojtaba Aghili¹, Mojtaba Kashani²¹ Department of Psychology, University of Payam-Noor, Gorgan Branch, Gorgan, Iran² Gonbad Higher Education Center, Gonbad, Iranaghili1389@gmail.com

Abstract: This project is performed with the aim of studying the relationships between the parenting style on the one hand, and children's emotional intelligence and self-efficacy on the other hand. Regarding the importance of parenting style and its influence on children the question that arises that; what is the effect of the type of parenting style on children's emotional intelligence and self-efficacy? This study aims to find the answer. The statistical samples of the study were 110 students of middle school (62 boys and 48 girls) and their parents in Gonbad-Kavoos city, Golestan Province, Iran. They were chosen by cluster sampling method. To evaluate the parenting style, children's emotional intelligence, and children's self-efficacy, Baumrind parenting styles questionnaire, the 32-item Shrink's questionnaire, and the 10-item Schwarzer & Jerusalem Generalized Self-Efficacy scale questionnaire were used, respectively. The results obtained indicated that there is a significant statistical relationship between parenting style and emotional intelligence. However, there was not any significant statistical relationship between parenting style and children's self-efficacy.

[Mojtaba Aghili, Mojtaba Kashani; Study of the relationship between parenting style, and children's emotional intelligence and self-efficacy; Journal of American Science 2011;7(7):380-384]. (ISSN: 1545-1003).

<http://www.americanscience.org>.

Keywords: Parenting style; emotional intelligence; self-efficacy

1. Introduction

Family is considered as the smallest social unit and the main element of each society. Family's environment is the first and most important factor that influences the individual's growth (Bahrami, 2008). Two important aspects of parenting style are: 1- the amount of affection and kindness that children experience, 2- the amount of acceptance and control that is applied by parents (Bamrind, 1991). Bamrind presented four behavior patterns for parents: 1- authoritative, 2- despot, 3- permissive, and 4- uninvolved parenting (Nijhof & Engels, 2007).

Children of decisive parents show high self-confidence and higher self-reliance. They have higher inclination toward personal independence and they can make decisions personally (Steinberg, 2001). Parents of this group of children believe that wrong behaviors of children are necessary for their mental maturity and confronting with the difficulties of adulthood period (Bahrami, 2009). Children of despot parents seem worried, isolated, and dissatisfied, and have problems in coping with peers. Also, in these children, pervasive hostility, anger and much disobedience in boys and abstaining of duties in girls is observed (Bamrind 1991). These children are so much expecting and their training pattern is based on reproach, severity, and lack of affection and kindness, since their parents expect the children obey their commands indisputably. Thus, dialogue takes place less often between these children and their parents. If children of despot parents do not obey

their parents, they will experience punishment (Leung & Kwan, 1998). Children of permissive parents avoid taking responsibilities and because of their parents' excessive affectionate behavior, these children do not learn patience and tolerance against hardships and adversities (Aunola, Stattin, & Nurmi, 2000).

The investigations carried out indicate that parenting style affect coping skills in homesickness feeling (Nijhof, & Engels, 2007), children's adaptation to university environment, psychological health and academic success of children (Bahrami, 2008).

Another concept of this study is emotional intelligence. Aristotle is perhaps the first person who considered the importance of feelings in humanistic actions. According to him, getting angry is so easy, everybody is able to become angry, but becoming angry at the correct person and to the correct degree, in correct time, for correct reason, and in the correct way is not easy (Goleman, 1995).

In 1985, a PhD student in Arts in an American university accomplished a thesis on emotional intelligence (Hein, 2004). In 1990, Salloy and Meyer used the term "emotional intelligence" with their knowledge about the works carried out on the non-recognition part of the intelligence (Cherniss, 2000).

The investigations carried out on emotional intelligence addresses the abilities of this structure, involving emotional conception, emotional

adjustment, emotional recognition, and emotional facilitating relevant to psychological adaptation (Salovey, Mayer, 1990, Mayer & Salovey 1995), and have introduced emotional intelligence as a better predictor of success and social adaptation, compared with the traditional structure of intelligence quotient (Goleman, 1995). The investigations performed on the relationship between emotional intelligence and the components of psychological health indicated that emotional intelligence has positive correlation with psychological health (Besharat, Reza zadeh, Firoozy and Habibi 2004, Lane & Schwartz 1987), recognition of the emotion contents and capability of empathy with others (Mayer, DiPaolo, & Salovey, 1990, Meyer and Salloy 1993,1997), self-awareness (Ghorbani, Bing, Watson, Davison, and Mack 2002), social and emotional adaptation (Salovey, Mayer, & Caruso,2003), emotional well-being (Mayer,& Geher,1996), life satisfaction (Palmer, Donaldson,& Stough 2002). Moreover, there is a negative correlation between emotional intelligence and psychological helplessness (Slaski & Cartwright 2002, Besharat et.al. 1384), depression (Dawda & Hart, 2000, Schutte et.al. 1998), cigarette smoking and alcohol drinking (Trinidad, & Johnson 2002), emotional inadequacy (Ghorbani et.al. 2002), and psychological disorders (Lane & Schwartz 1987). Some researchers consider emotional intelligence as a kind of ability that consists of understanding capacity, and the tools of identifying the applications and managing the emotions in ourselves and others (Salovey., Mayer, 1990). Some other researchers define emotional intelligence as a kind of inherent tendency that consists of adaptation capacities and abilities to control impulsive behaviors and confronting with stresses. The four connected skills of emotional intelligence in Meyer and Salloy's theory are as follows: 1- recognizing the emotion. i.e., the ability of finding emotion in ourselves and others, 2- using emotions to facilitate thinking, ability of using emotion to attract others' attention, transferring the feelings, and entering the cognitive processes such as problem solving and decision making, 3- defining the concept of emotion, understanding emotional information, the underlying causes for emotional status and their combination, and advancement and changing of one form of emotion to other forms, 4- managing the emotions that are related to adapting the feelings and applying the effective strategies to promoting and understanding personal advancement Ciarrochi. & Mayer 2006). Also, they noted the followings as definitions of emotional intelligence: self-consciousness and control of impulsive behavior, stability of motivation, and empathy and social skills (Goleman, 1995).

Concept of self-efficacy derived from the idea of social knowledge by Albert Bandura (1997) that points to the individual's beliefs and judgments and his abilities to perform responsibilities and duties; for a person with low self-efficacy, it is less probable to perform new behaviors or change the behaviors that became habit for him/ her. Human being is an active creature and influences his life's events. Bandura stated that an individual's idea about his self-efficacy constitutes the main part of his/her self-awareness. Four important sources have been distinguished for changing the beliefs of self-efficacy system. These sources are: positive experiments, substituting experiments, social reinforcements, and affectionate moods (Abdollahi, 2001). Persons with strong self-efficacy feeling look at the trouble-making matters as the problems they must overcome; persons who show deeper interests in difficult activities have more commitment to their interests and activities and overcome the disappointment and hopelessness (Bandura,1994). On the other hand, people with low self-efficacy feeling avoid trouble-making tasks; they believe that conditions and responsibilities of such problems are beyond their ability and strength. They concentrate on their personal failures and negative results, and lose their confidence in their personal abilities and strength. (Bandura 1994).

From Bandura's point of view, people with high self-efficacy have five characteristics: 1- they assign high goals for themselves and undertake duties to reach their goals, 2- they welcome troubles and try hard to face them, 3- their personal motivation is very high, 4- they do not refrain from doing any attempts to access their goals, 5- they are consistent when encountering the obstacles (Bandura 1997). Five points about self-efficacy are: 1- self-efficacy in each field is specific for the same domain of activities and cannot simply be generalized to other fields of individual's life, 2- obtaining self-efficacy in each activity is based on exercise and proficiency in that field, 3- in each activity, although the person has self-efficacy, it is always possible to elevate self-efficacy, 4- self-efficacy is under the influence of others' beliefs about one's abilities (Luthans, Youssef, & Avolio 2007), 5- self-efficacy is under the influence of some elements such as: individual knowledge and skills, bodily and mental health, and also external conditions surrounding the person (Luthans, Youssef & Avolio 2007).

In the current study, our aim was to test to what extent parenting styles are related to children's emotional intelligence and children's self-efficacy. The study was carried out on 110 students of middle school (62 boys and 48 girls) and their parents in Gonbad-Kavoos city, Golestan Province, Iran, who

were selected for the study by cluster sampling method. We attempted to find the answer of the following research questions: 1) Is there a statistically significant relationship between the parenting style and emotional intelligence? 2) Is there a statistically significant relationship between the parenting style and the children's self-efficacy?

2. Method

Study population was the employees of Golstan Province hospitals and their children. The participants were the employees of private hospitals of Gonbad-Kavoos town and their children, which were selected by cluster sampling. Frequency distribution of the participants is presented in Table 1.

Table 1: Gender and sample

	N	PCF
M	62	56036
F	48	43064
T	110	100

After describing the aims of this research and attracting the participants' cooperation, the 30-item Baumrind's, the 32-item Shouter's, and the 10-item Shrink's questionnaires were used to evaluate the parenting style, the children's emotional intelligence, and the children's self-efficacy, respectively. The current research was a field research and some statistical criteria and methods including frequency, percentage, average, standard deviation, correlation coefficient, regression analysis, and factor analysis were used to analyze the data.

Shrink's emotional intelligence questionnaire: This questionnaire is adjusted on the basis of Goalman's emotional intelligence theory (1995). In Iran, the normalization was done by Mansouri in 2001. To address the value rate of this examination, Cronbach's statistical method was used and the amount of inner equality of the test was reported to be about 85%.

Baumrind's parenting styles questionnaire: This tool is based upon the parenting style proposed by Baumrind (1991) and measures permissive, authoritarian and decisive (trusty) behavior patterns. This questionnaire consists of 30 items, of which 10 items are related to the permissive pattern, 10 items are related to the despot pattern, and the remaining 10 items are related to the authoritative pattern. In this questionnaire, the parents' opinions are measured on a 5 degree Likert's scale. Validity of the questionnaire was previously considered and these considerations report acceptable validity for the questionnaire.

Generalized Self-Efficacy scale: The Self-Efficacy scale was justified in 1995 and has 10 items. The

scale was normalized on 802 Iranian men and women and its Cronbach's alpha is obtained to be 83% (Schwarzer & Jerusalem, 1995).

3. Results

There was a statistically significant relationship between the parenting style and the emotional intelligence. This is consistent with the findings of other researchers, i.e., choosing a particular parenting style can influence the function of emotional intelligence.

Also, it was confirmed that there is not a statistically significant relationship between the parenting style and children's self-efficacy. It means that development and formation of self-efficacy in children depends on internal, individual, and personality variables; rather than external and environmental variables. This is in agreement with the viewpoint of Bandura that considers human being as an active creature, which influences his life's events, and the people's belief in their self-efficacy constitutes the main part of self-awareness.

4. Discussion and conclusions

Several researches have indicated that self-efficacy has many associates. The ecological, sociological, and economical conditions and also the residential area and neighbors, which can affect the parents' behavior and parenting style, influence the children's self-efficacy (Ardelt & Eccles 2001). Even the children's bodily situation and his involvement with physical and psychological diseases have some effects on his case (Coleman and Karraker 1998). The potential roles of parental self-efficacy (PSE) in parents' and children's adjustment and the role of parental cognitions in understanding the behaviors and emotions within families is an important issue. PSE is a potentially important cognitive construct, related to children and family functioning and can be broadly defined as the expectation caregivers have about their ability to be successful parents. PSE is presumed to be a specific case of a more general class of constructs associated with personal efficacy (Bandura 1977, 1982; Cervone 2000; Pajares 1997).

Bandura (1997) linked personal efficacy to human agency, which he defined as acts done intentionally and reflect an individual's perception about exercising influence over what they do. Cognitions of personal efficacy, considered the main facets of human agency, are the beliefs that what an individual performs will produce the intended outcomes. Extrapolating from these general definitions, PSE involves a parent's beliefs in their ability to influence their child and the environment such that it would foster the child's development and success (Ardelt & Eccles, 2001). The findings of the

current research indicate that if as a presupposition it is accepted that continuous variables in the regression modeling must be normal (this work is done by the Kolmogorov–Smirnov test) and according to the significance (0.930) the supposition of being normal is confirmed. Now, according to this method $R=251.0$. It means that the amount of correlation coefficient and the rate of dependence of these two variables are 0.251.0.

Now, if it was a statistically significant relationship, we can present a mathematical model for it and then by the variance analyze table existence or nonexistence of the model will be investigated and the level of significance of 0.018 is obtained; and because $P<0.05$ (ANOVA) the existence of this model is confirmed.

Now, we provide the coefficients of this confirmed model and examine existence and nonexistence of these coefficients. For these coefficients, the level of significance of the constant number for the model is obtained to be 0.943 and the variable coefficient of parenting style is obtained to be 0.018. This demonstrates that the constant number of the model is deleted but the variable coefficient is confirmed. So the model is in the form of (parenting style) $Y=0.018$, but with standardization of coefficients in the model, it is indicated that by increasing one unit number in parenting style, the number of emotional intelligence will increase by 0.251 unit.

As a presupposition, the dependent variable in regression modeling method must be normal and the task is done by the Kolmogorov–Smirnov test. According to the significance level of 0.539, the supposition of their being normal is confirmed. Now, according to this method R is obtained to 134.0, i.e., the amount of correlation coefficient and the rate of dependence of these two variables is 0.134.

Now, if the relationship is statistically significant, we can present a mathematical model for it. Then, existence or nonexistence of the model will be investigated by the variance analyze table and the level of significance was obtained to be 0.221. Since $P>0.05$ (ANOVA), the existence of the model is not confirmed. So, the relationship between the parenting style and children's self-efficacy is not statistically significant.

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3/5/2011