

Father's Education and Construct of the Early Adolescent's Emotional Intelligence

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Abstract: The emotional intelligence structure is a concept with little empirical research, particularly in relation to the link between family circumstance and personality characters and with respect to family educational status of early adolescents. For this reason, the specific objective of this research is to determine the relationship between father's education status and early adolescent's emotional intelligence. The basic principles of Emotional Intelligence are identifying, managing, understanding, and regulating emotions. The present study was carried out among 234 Iranian students in the second and grades of guidance schools (age 12-15) in Tehran, Iran. The students (girls and boys) were clustered through random and multistage sampling. Data were collected using the family background questionnaire and Schutte's (1998) Emotional Intelligence Scale. Results of multiple comparisons of LSD indicate that there is significant difference between groups of father's education status. Consequently, multi comparisons of LSD confirmed the results of the ANOVA. The findings indicate that the early adolescents, whose fathers have higher level of education, have higher emotional intelligence.

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1. Introduction

Emotional intelligence is acquisitive and of social origin. Thus, the family with multi-functional aspects serves as a fundamental dimension in the development of early adolescents' emotional intelligence. Contrarily, Naghavi (2011) have shown that dysfunctional family affective responsiveness was related to difficulty in describing feelings. Education level or education status refers to literacy status. In a family of an early adolescent, it refers to the number of years of formal education they have undergone and the highest level of education attained. Some researchers found that more educated family evinced more emotional intelligence of early adolescents. Among other, Lareau (1996) pointed out that college-educated family members are far more likely to see themselves as sharing responsibility for their children's and thus, they are also far more likely to be involved generally. According to Ross & Wu (1995), high level of education led to increases people's sense of personal control over events.

Wiltfang & Scarbecz (1990) have shown the importance of family environment, so the definition also covers the characteristics determining the social status of the family, like education level, occupational status and professions of the parents, as well as the quality of the residence, working conditions of the parents and relations of the siblings.

In a study by Teej and Darling (1997), the factors influencing the degree of fathers' participation in upbringing and taking care of children were examined. The sample comprised of two groups of families with pre-school children, 139 specialist mothers, along with their spouses and employees, or housekeeper mothers along with their spouses. The results showed that the fathers were more willing to participate in practical activities, such as physical care, playing and teaching new skills, and changing clothes at night. Moreover, fathers' academic rank was a determining factor in taking care of their children in the two groups, i.e. the higher the academic rank of the fathers, their participation also increased. Nonetheless, mothers did their maternal tasks similarly, regardless of their academic degree and vocational standing (Khosravi, 2008).

Yeh (1999) found that students with parents receiving higher education exhibited higher emotional intelligence. Meanwhile, Goleman (1995) stated that the higher the parents' education level, the higher children's emotion will be. This shows the significant difference between the education of their parents' and the emotional intelligent. On the contrary, the discipline of the mothers' response had negative influence towards emotion experience, but had positive influence towards emotion intelligent. In particular, the fathers' disciplining style of response has a positive influence towards life adjustment (Chen, 2000).

Consequently, some existing research has indicated a slight relationship between family education's status and their early adolescents' emotional intelligence. Meanwhile, the variables of the family background, such as the education status of the parents or parents' education, are the important factors that affect emotional intelligence development of their children. Based on the related literature, the education status of the family is a key factor for upward emotional intelligence and developing emotional intelligence in early adolescence, which is under family's education status. Thus, with respect to educational status of the parents, it is one way of those emotional skills that can be developed in teenaged children. The present study explored the interaction between family's education level and early adolescents' emotional intelligence.

In addition, the treatment by parents to their children and how they react to their interests and activities, as well as children treatment to one another, emotion and information exchange among them, emotional protection to one another, and the relationships of the family members' with outsiders may also influence the children's emotional intelligence (Naghavi, 2010). Although a body of relevant research literature is available, the findings of such research studies which investigated the effects of family's education status (father's education particularly) on early adolescents' emotional intelligence were derived mainly from western-based samples that are socially and culturally different from the Iranian sample.

2. Materials and Methods

The purpose of this study was to examine the relationship between father's education status and the early adolescent's emotional intelligence among Iranian guidance schools students in Tehran, Iran. The schools were chosen based upon their location and programs of study. The population of research involved in this study consisted of all the Iranian students who enrolled in guidance schools of Tehran (234 students, academic year 2010-2011).

The data were collected using (Schutte, 1998) Emotional Intelligence Scale for assessing early adolescence's emotional intelligence. To identify the difference between emotional intelligence and father's education status of early adolescents.

The emotional intelligence scales used to assess emotional intelligence, i.e. Schutte's Emotional Intelligence Self-measuring Scale (introduced by Schutte and her colleagues in 1998 and Mayer and Salovey's original emotional intelligence model, 1990), was used to measure emotional intelligence, which includes emotional conception and appraisal, emotion regulation and emotion utilization. This

scale includes 33 self-report items. This scale includes 33 self-report items. Some examples of the items included in the scale are:

- A. I can easily identify my emotions and feelings.
- B. I can persuade myself by imagining success in work.
- C. I admire others when they do something good.

The subject selected his/her degree of agreement or disagreement by any of these sentences in a five-point Likret scale, from strongly disagreed = 1 to strongly agreed = 5. In this study, the reliability for the emotional intelligence test was obtained by using Crombach's alpha, $\alpha = 0.84$.

In addition, the demographic questionnaire was also used to gather relevant background information of the subjects in this research.

Considering the question and research hypothese, the following statistical method is use to analyze data: Descriptive statistics was provided to show the variation in the estimated means and standard deviations for each of the dependent and independent variables across the sample. In this research for multi comparisons of variabls LSD "Least Significant Difference" test was used. The LSD test was used for determine the difference between the mean score of emotional intelligence of the groups of father's education status as the dependent variables.

3. Results and Discussion

Description of the participants

The study was among 7150 girls and boys Iranian students. After determining the sample gathering, 4 regions selected random among Tehran's 19 educational regions. Then, among the guidance schools of each region, 2 schools are selected by simple random method: one girls' school and one boys' school. In each school, pupils are selected from grade 3 and grade 2 by simple random method. The sample (234) consisted of the guidance schools pupils (12-15 years old). The respondents (234) for this study were the early adolescence with 116 boys and 118 girls.

This research studied the effects of father's education's status on the early adolescents' emotional intelligence. Hence, a descriptive analysis of early adolescents' emotional intelligence with respect to father's education's status was obtained. Table 1 presents the descriptive information of the early adolescent's emotional intelligence, according to their father's education's status.

In this research, father's education status was divided into 4 groups (high school, diploma and lower, associate degree, bachelor's degree, master's degree and higher). However, the analysis of the hypotheses concerned with the question on the

difference between early adolescents' emotional intelligence and the statistics dealing with four samples mean by father's education status. The mean scores of early adolescents' emotional intelligence, in relation to their fathers' education status (high school diploma and lower, associate degree, bachelor's degree, master's degree and higher), as presented in Table 4.15, are M=114.03 (SD=4.45), M=122.41 (SD=1.28), M=129.35 (SD=2.77) and M=138.52 (SD=3.48), respectively. The appropriate statistical method, i.e. the analysis of variance (ANOVA), was used to test the difference between the early adolescents' emotional intelligence in relation to father's education status. The ANOVA statistical method for the equally mean value scores of the early adolescents' emotional intelligence was conducted using the SPSS software. The results indicated that there is statistical significant difference between early adolescents' emotional intelligence based on father's education status ($F=441.89, p<0.01$). Table 3 presents the results of the ANOVA that tested the difference between the mean of early adolescents' emotional intelligence by five groups of father's education status.

A significant difference only suggested that there is a significant difference among the means for the different groups. However, it does not identify the group means that are significantly different. Hence, to determine the groups that are significantly different, the LSD Test was used.

Consequently, the multi comparisons of LSD confirmed the results of the ANOVA (i.e. the ANOVA's comparisons between the groups of father's education status).

The findings of this study confirm some results of the previous research and also support the finding in Yeh's (1999) study which suggested that the students whose parents receiving higher education exhibit higher emotional intelligence. In addition, some researchers (Luster & McAdoo, 1994; Sobolewski & Amato, 2005; Menaghan & Parcel, 1991) believe that parents who are higher educated tend to have higher standard of living, better solving problem skills, communication and possess more information about child development compared to parents with lower level of intelligence and fewer years of education. Goleman (1995) presents the finding that the higher of parents' education level, the higher of their children's emotion will be. Thus, it revealed the significant difference between the education of their parents' and the emotional intelligent. The results indicated that there is a slight difference between the levels of early adolescents' emotional intelligence by father's education level. Moreover, early adolescents' emotional intelligence showed a different ranking, with the father's

education groups of master's degree and higher obtained (M=138.52, SD=3.48) more than bachelor's degree (M=129.35, SD=2.77) and higher than associate degree, (M=122.41, SD=1.28) and high school diploma and lower (M=114.03, SD=4.45), respectively. These show that the early adolescents, whose father has higher level of education, possess higher emotional intelligence.

Table 1: A summary of samples for early adolescents by demographic variables

<i>Demographic Variables</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<i>Sample</i>	234	100.00
<i>Early Adolescent's Gender</i>		
<i>Male (boy)</i>	116	49.6
<i>Female (girl)</i>	118	50.4
<i>Total</i>	234	100
<i>Father's Education Status</i>		
<i>High school, diploma, and lower</i>	84	36.4
<i>Associate degree</i>	60	26.0
<i>Bachelor's degree</i>	66	28.6
<i>Master's degree and higher</i>	21	9.1
<i>Total</i>	231	100

Table 2: Descriptive information of early adolescents' emotional intelligence in terms of father's education

<i>Father's education</i>	<i>Emotional Intelligence</i>		
	<i>Mean</i>	<i>N</i>	<i>SD</i>
<i>High school diploma and lower</i>	114.03	84	4.45
<i>Associate degree</i>	122.41	60	1.28
<i>Bachelor's degree</i>	129.35	66	2.77
<i>Master's degree and higher</i>	138.52	21	3.48

Table 3: A summary information of the ANOVA for early adolescents' emotional intelligence according to father's education status

	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig</i>
<i>Between Groups</i>	14496.87	3	4832.29	441.90	.000
<i>Within Groups</i>	2482.33	227	10.94		
<i>Total</i>	16979.20	230			

Note: $P<0.01$

Table 4: The multiple comparisons LSD test between the mean of early adolescents' emotional intelligence summary by different groups of family's education status according to father's education level.

<i>Multiple comparisons LSD test, Dependent Variable = EI of early adolescents</i>						
<i>High school diploma and lower, Associate degree, Bachelor's degree, Master's degree and higher</i>		<i>MD</i>	<i>SE</i>	<i>Sig.</i>	<i>95% co. Level</i>	
<i>I = father education</i>	<i>J = father education</i>				<i>Lower</i>	<i>Upper</i>
<i>High school diploma</i>	<i>Associate degree</i>	-0.200	.559	.130	-9.48	7.28
	<i>Bachelor's</i>	-	.54	.00	-	-

<i>and lower</i>	<i>s degree</i>	15.324 _*	4	0	16.40	14.25
	<i>Master's degree and higher</i>	24.494 _*	.80 7	.00 0	- 26.08	- 22.90
<i>Associate degree</i>	<i>High school diploma and lower</i>	-0.200	.55 9	.13 0	7.28	-9.48
	<i>Bachelor's degree</i>	-6.941 _*	.59 0	.00 0	-8.10	-5.78
	<i>Master's degree and higher</i>	16.111 _*	.83 8	.00 0	17.76	14.46
<i>Bachelor's degree</i>	<i>High school diploma and lower</i>	15.324 _*	.54 4	.00 0	14.25	16.40
	<i>Associate degree</i>	6.941 _*	.59 0	.00 0	5.78	8.10
	<i>Master's degree and higher</i>	-9.170 _*	.82 9	.02 0	- 10.80	-7.54
<i>Master's degree and higher</i>	<i>High school diploma and lower</i>	24.494 _*	.80 7	.00 0	22.90	26.08
	<i>Associate degree</i>	16.111 _*	.83 8	.00 0	14.46	17.76
	<i>Bachelor's degree</i>	9.170 _*	.82 9	.02 0	7.54	10.80

Note: The mean difference is significant at .05 level

4. Conclusion

Based on the findings of the current research, has shown that fathers who have had more years of education are more likely to have their early adolescents' emotional intelligence scores to be in the higher category as compared to those fathers of less educated families. According to a study by Rhea and Luther (2001), family educational expectations were found to be significantly related to early adolescents' emotional intelligence. In more specific, father's expectations are defined as hoping their early adolescents to achieve social skills. So, regarding to this finding, it is important to consider emotional intelligence educational workshops in schools for family and early adolescents, with topics such as emotional and sentimental self-consciousness, increasing stimulation and learning via manipulating and changing feelings, emotional self-regulation (negative emotions in particular alexithymia), and using emotions for problem-solving. As the effects of families on the development of emotional intelligent levels of individuals are highly emphasized, some programmes supporting emotional intelligence may also be included in family education.

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