

An Investigation Upon The Relation Between Emotional Intelligence And Parent Attitudes

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ABSTRACT

The relations of the parents with their children and whether they know how to develop self-confidence of their children are important factors within personal development. Parents need to acquaint about directing their children's behaviours, understand the purpose of the problematic behaviours of the children and where they result from, and also to learn how to respond to these behaviours constructively. The main purpose of this research is to determine the emotional intelligence of the school children between the ages of 11-15; and to describe the relations between emotional intelligence levels and perceived parents attitudes. For this purpose 82 children, who lived in İzmir and Aksaray, were applied Parents Attitude Scale and The Students' Frequency of Using Their Emotional Intelligence Adequacies Scale were carried out. The results were evaluated through SSPS 22. According to the results obtained, while the children perceive themselves as quite good in terms of all sub-dimensions of emotional intelligence, they stated that the attitudes their parents show them reflect democratic attitudes more. It was found that emotional intelligence sub-dimensions (self-consciousness, managing emotions, motivating emotions, empathy and social skills) were in a significant and positive relation with parental attitudes which are perceived democratically however they were in a negative and insignificant relation with the perceived authoritarian and protective/caring parental attitudes.

Key words: Emotional intelligence, parental attitudes, personal development

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INTRODUCTION

The studies of development psychologists concerning child rearing attitudes and the effect of these attitudes on the social and emotional developments of the young and the children since they have an effect on all dimensions of personal development and its being a fundamental socialization tool, have increased in 30 years. Parents are the fundamental resources that teach their children cultural values and rules. However how a child of parent is supposed to behave and how to become is generally different than other parents (Onur, 1997). Development psychologists believe that the differences among child rearing attitudes will cause different results in terms of the psychosocial and emotional development of the children (Morris, 2002). In Baumrind's (1971) observation and laboratory studies the interaction between the child and the parents was examined and 4 dimensions were determined regarding parent style about the issue of child rearing: parental control, accurateness within the parent-child communication, expectation of maturity and care /support dimensions. Depending on the combinations of four dimensions mentioned, Baumrind (1971), suggests three main parenting styles. These are authoritarian, democratic and permissive parenting styles. The parents, who

have the features mentioned in all dimensions at high levels, are called democratic. (Yılmaz, 1999).

Different from Baumrind, Maccoby and Martin (1983), discuss parenting style in terms of two dimensions: sensitiveness and demanding/control. At the point where these two dimensions intersect four kinds of parenting styles are mentioned; democratic, authoritarian, permissive/tolerant and permissive/negligent.

It is known that the most appropriate family environment for the psycho-social development of the children and the adolescents is the democratic parent and child relationship, in which love and respect are basis (Kuzgun, 1973; Jaubert, 1991). The researches indicate that the young, whose parents are democratic, are more successful at school, have more self-confidence, are less respectful and have less tendency for depression compared to those whose parents are authoritarian (Garg, Levin and Tremblay, 2016) Ganley, 2004). In addition it is indicated that these children's accepting themselves, adapting to society and self respect levels are higher than the children whose parents are tough and demanding (Kuzgun, 1973; Kılıççı, 1981; Yılmaz, 1999; Ganley, 2004). The strict disciplinary rules, consulting to punishment can be a factor for the child developing a worried, neurotic personality with low self-confidence (Hortaçsu, Oral, and Gültekin, 1991). It is stated that the young, whose parents are authoritarian, are blind obedient and successful at school however they have less self-confidence in social issues (Kuzgun and Bacanlı, 2005). In families that directed to authority, which is defined by Baumrind (1971), authority is used with love. It is observed that the children that come from these families have high level of success tendency and self-confidence and they have less undesired behaviours (Yılmaz, 1999).

When the concept of emotional intelligence is defined discussing in details, it is the state of having self-control, motivating oneself, delaying desires, arranging emotional changes, resisting against handicaps, approaching to others with love and understanding, intuiting their deepest emotions and being relax in relationships (Goleman, 1999; Epstein, 1998). Goleman shows emotional ability classification, which was discussed by Salovey and Mayers (1990), as a basis to emotional intelligence view.

1. Knowing their own emotions (Self-awareness)
2. Managing emotions
3. Motivating oneself
4. Being aware of the other people's emotions (empathy)
5. Controlling relationships

In order to define emotional intelligence, which started with Goleman and is attempted to be explained with several models, firstly it is necessary to define emotion concept and understand how it emerged (Titrek, 2007). Because particularly the family being in the first place, school, environment, business environment and relative environment have an important role within the development of the individual. The emotions emerged reveal ideas and ideas reveal out behaviours. The role of the family in gaining the concept of emotional intelligence, which can be defined as knowing at what level, when and where to use the emotions and having the adequacy of applying, has a more important place than any other variables.

A lot of scales were developed in order to evaluate how parent-child relationship is perceived according to the individual/child in parallel with the importance of parents-child relationships in the individual's life. Some of these can be line up like this: "The Memories of the Child Regarding Upbringing Experience" which was developed by Kenny (1987) and Attachment to Parents Question List Continuity of Attachment Scale" (Cited from. Kapçı and Küçüker, 2006).

In our country the tools that evaluate parents-child relationship according to the child, adolescent or adult perception of the relationship, were developed and adapted. The first of these was "Parents Attitude Inventory", which was developed by Kuzgun. Through this tool the democratic, authoritarian and careless parent attitudes are evaluated (Kuzgun and Bacanlı, 2005).

The relationships of the parents with their children and whether they know how to develop self-confidence of their children are important factors in the education of the children. The parents, who are the first teachers of the children, knowing how to teach what is important. Parents need to acquaint, understand the problematic behaviour's purpose and where it results from and learn responding in a constructive way to these behaviours.

The main purpose of this research is to determine the levels of emotional intelligence of the children at the age range of 11-15; and to describe the levels of emotional intelligence levels, perceived parental attitude and the relation between these two.

METHOD

The Model of the Research

This research is one of relational scanning model. The level of significance between the Parental Attitude and Emotional intelligence levels was examined.

The Study Group

The sample of the research consists of 82 students, 57 of them were female and 25 of them were male. The applications were applied to 110 students, they were filled missing and 28 of the data gathering tools were deactivated. Within the research 82 children at the age of 11-15, and who lived in İzmir and Aksaray participated. 97.6% of the children attend public schools and 2.4% of them attend private school. 93.9% of the children have nuclear family structure and 6.1% of them live in broken families or with one parent. The information about the children and parents, who participated in the research, is given in Table 1 and they are related to socio-demographic variables.

Table1. The Distribution of the Children Who Participated in the Research According to Socio-Demographic Variables

	Variables	N	%
Gender	Female	57	69,5
	Male	25	30,5
The Ages of the Parents	20-35	23	28
	36-50	58	70,7
	51- and older	1	1,2
Income Level	Low	25	30,5
	Medium	45	54,9
	High	12	14,6
The Education Level of the Parents	Not Literate	1	1,2
	Elementary	39	47,6
	Secondary	17	20,7
	University	25	30,5
Sibling Number	No Sibling	20	24,4
	1 Sibling	29	35,4
	2 Siblings	24	29,3
	3 and more	9	11

In Table it is seen that 69.5 % (n=57) of the children, who participated in the research, were female, 30.5% (n=25) of them were male students. It is seen that the parents of the children are mostly at the age of 36-50. This age range indicates that 70.7% of the participators are at the adulthood period. While %54.9 of the parents stated that their income levels were at medium, 47.6% of them graduated from elementary schools, 25% of them graduated from university. It is seen that 24.4% of the children, who participated in the research, were the only child in the family and 35.4% of them had a sibling.

Data Gathering Tools

Parents' Attitudes Scale: In order to determine the parental attitudes of the students Parental Attitude Inventory, which was developed by Kuzgun (1972) and revised by Eldeleklioğlu (1993), was used in the research. The inventory has three sub-dimensions such as Democratic Parental Attitude, Authoritarian Parental Attitude and Protective-Demanding Parental Attitude. In the application the responds to be given to the items were expected to be graded in a Likert type scale which was 5 graded. Parental Attitude Inventory consisted of totally 40 items. The internal consistency coefficient of the scale was 0,89 for the democratic sub-dimension, it was 0,82 for the protective/demanding dimension and it was 0,78 for the authoritarian dimension (Kuzgun and Bacanlı, 2005).

Students' Frequency of Using their Emotional Intelligence Adequacies Scale: The scale was developed by Titrek (2003) and its validity/reliability test was made. The scale was 5 Likert type and it consisted of totally 5 sub-dimensions and 72 questions. Every dimension in the emotional intelligence scale (self-consciousness, managing emotions, motivating emotions, empathy and social skills) was arranged as a sub-dimension. It is not only an evaluation scale by one self, the researcher who adapted the scale, had a form that the students could be evaluated by the teachers (Titrek, 2007). From sub-dimensions self-consciousness, managing emotions and motivating emotions were gathered under the title of personal adequacies, empathy and social skills sub-dimensions were discussed under the title of social adequacies (Goleman, 1999). When the sub-dimensions of the scale are glanced at;

- a. Self-consciousness (Being Aware of Oneself): It is an emotional adequacy, which involves the person's knowing his or her inner world, preferences, resources and intuitions.
- b. Managing Emotions (Get One's Act Together): Managing emotions can be defined as the doer's managing his or her inner world, impulses and resources arranging them.
- c. Motivating Emotions: It can be stated as the person's moving his or her emotions in accordance with purposes and devoting his or her emotions to make these purposes come true, being ambitious and patient paying effort for sustaining his or her studies for the long term.
- d. Empathy: It can be described as perceiving the emotions, needs and ideas of other people in relationships and intuiting their emotional needs responding to these needs at the right time correctly.
- e. Social Skills: It can be described as the whole of behaviours that the individual is supposed to have, change according to instant conditions, accepted in social life and directed to developing social life.

FINDINGS

In accordance with the purpose of the research firstly the results obtained from the sub-dimensions of the emotional intelligence of the children, who participated in the research, and the results regarding perceived parental attitudes were examined.

Table 2. The table of average and standard deviation regarding perceived parental attitudes and sub-dimensions of the Children' Emotional Intelligence

	N	Average	Standard Deviation
Emotional Intelligence Sub-dimensions			
SELF-CONSCIOUSNESS	82	4,1596	,46319
MANAGEMO	82	4,1292	,40854
MOTIVEMO	82	4,1603	,48530
EMPATHY	82	4,2250	,54820
SOCIAL SKILL	82	4,1166	,47918
Parental Attitudes Sub-dimensions			
DEMOCRAT	82	4,3317	,57176
AUTHORITA	82	2,2963	,83036
PROTECTCARE	82	2,9504	,75008

When Table 2 is observed it is seen that the scores of the children in self-consciousness, managing emotions, emotional motivating, empathy and social skills, that were the sub-dimensions of emotional intelligence, are above the average and the score average regarding democratic attitude in parental attitudes are higher than authoritarian and protective/caring family scores. According to these results, while children perceive themselves quite good in terms of emotional intelligence, it can be said that the attitudes that their parents show them mostly reflect democratic attitudes.

In addition in accordance with the purposes of the research the relation between the children's emotional intelligence level and the sub-dimensions of the parental attitudes they perceived.

Table 3. The Level of the Relation between the Children's Intelligence Levels and the Sub-dimensions of Parental Attitudes They Perceived

	1	2	3	4	5	6	7	8
SELF-CONSCIOUSNESS	-	,739**	,724**	,533**	,590**	,371**	-,181	-,116
MANAGING EMOTIONS		-	,748**	,681**	,630**	,449**	-,253*	-,151
MOTIVATING EMOTIONS			-	,681**	,687**	,492**	-,172	-,101
EMPATHY				-	,742**	,459**	-,122	-,062
SOCIAL SKILLS					-	,441**	-,106	-,009
DEMOCRATIC						-	-,264*	-,080
AUTHORITARIAN							-	,663**
PROTECTIVE-CARING								-

****P<, 001* p<, 05**

When Table 3 is observed it is seen that there is a significant relation between the children's emotional intelligence sub-dimensions (self-consciousness, managing emotions, emotional motivating, empathy and social skills) and the perceived parental attitude sub-dimensions (democratic, authoritarian and protective/caring) at the level of 0.001 and 0.05. According to this finding it is seen that as long as the self-consciousness level of the children perceived parental democratic attitude increases. There is significant and high relation between self-consciousness variable and the perceived parental protective/caring attitudes. No significant relation was found between self-consciousness variable authoritarian perceived parental

attitudes. When the relation between “managing emotions” variable, which is one of the sub-dimensions of emotional intelligence, and perceived parental attitudes is observed, it is seen that the highest relation is with the “democratically” perceived parental attitude. There is a significant and high relation between democratic parental attitude and managing emotions variable. However there is a significant reverse relation between managing emotions variable and perceived authoritarian parental attitude. According to this result as long as the children’s level of managing emotions increases authoritarian parental attitude decreases. No significant relation was found between the parental attitudes perceived as protective/caring and the children’s level of managing emotions.

According to Table 3 there is a significant and high relation between “managing emotions” variable and perceived “democratic” parental attitude. However no relation was found between “motivating emotions” variable and the parental attitude perceived as authoritarian and protective/caring. We can conclude that as long as “motivating emotions” variable, which is one of the sub-dimensions of emotional intelligence, increases the parental attitude perceived as democratic increases as well.

When the relation between “empathy” variable and perceived parental attitudes it is seen that there is significant and high relation between the parental attitude perceived as democratic and empathy variable. When the empathy levels of the children increase, the level of the parental attitudes’ being perceived as democratically increases as well. Whereas the relation between empathy variable and authoritarian/protective/caring attitude, which are among other perceived parental attitudes, is insignificant.

Finally when the relation between “social skill” variable and perceived parental attitude is observed it is seen that there is a significant and high relation between democratically perceived parental attitude and social skill variable. It was found that the relation between the parental attitude perceived as authoritarian and protective/caring and social skill variable, was insignificant.

In summary in Table 3, it was found that emotional intelligence sub-dimensions (self-consciousness, managing emotions, motivating emotions, empathy and social skill) are in a positive and significant relation with democratically perceived parental attitude however they are in a negative and insignificant relation with perceived authoritarian and protective/caring parental attitude.

DISCUSSION

In this research the relation between emotional intelligence variable and the parental attitude the children perceive is examined. Within the all sub-scales (self-consciousness, managing emotions, motivating emotions, empathy and social skill) of emotional intelligence it is seen that the children can perceive themselves adequately and they stated that their families showed democratic attitude mostly. This finding is significant in terms of democratic parental attitude, which is considered to be an important ground for emotional intelligence being generated, showing its existence. The education levels, age ranges and socio-economic conditions of the parents whose children participated in the research explain these results. In addition considering the fact that majority of the children, that constituted the sample, lived in nuclear family these findings become more meaningful. Generally the parents, who have awareness pattern at medium and high level, showing democratic attitude is indicated in any studies (Argyriou, Bakoyannis and Tantaros, 2016; Karadayı, 1994; Baumrind, 1968; Hortasçu, 2003). The positive effect of the democratic attitude on the children’s emotional intelligence is vitally important in terms of especially personal development (Konra and Hendl, 2002). In

Baumrind (1968)'s study, which is about parenting styles, it is mentioned that the parents, who adopt democratic attitude, are trying to bring up their children as individual who can express themselves well and encouraging for mutual verbal communication. Accordingly the communication performed through speaking can be evaluated as one of the major applications of democratic attitude (Yılmaz, 2001). Parents' preference of approaching their children with physical reactions may have emerged as a part of cultural differences peculiar to our society.

In addition it was found that emotional intelligence sub-dimensions (self-consciousness, managing emotions, motivating emotions, empathy and social skill) are in a positive and significant relation with democratically perceived parental attitude however they are in a negative and insignificant relation with perceived authoritarian and protective/caring parental attitude. In a similar study, in which the effect of parental attitudes on the children personal characteristics is examined by Karadayı (1994), the parental attitude was measured through various questions that involve dimensions such as discipline, spoiling, care and being democratic. In conclusion a positive relation was found between good and close relationships with parents and optimism, cheer, fighting against, ease, self-confidence, self-respect and dependency to parents. It was found that strict parental discipline is related with pessimism, shyness and dependency to friends. This finding supports the results obtained from the research.

Another finding obtained from the research there is a significant and reverse relation between emotion management levels of children and perceived authoritarian parental attitude. In other words as long as the children's level of managing emotions increases authoritarian perceived parental attitude decreases. It can be said that the children, who grow up within the families who do not show authoritarian attitude, can turn into more adequate and successful individuals who can be literate of their own emotions (Hamarta and Demirtaş, 2009). Also gaining awareness regarding how emotional intelligence develops will contribute positively to the process of enabling personal guidance to the students in educational environments (Yeşilyaprak, 2001).

In conclusion it can be said that the inconsistency that the parents show in their child rearing styles, is an approach that can cause important personality disorders that handicap the self perception of the child. Whereas the parents must be consistent to themselves while they are being consistent to the child. The constraint of either this research or the measuring tools that gauging parental attitudes is about the problems concerning revealing the differences that emerge because of taking the attitudes of both parents together. Because in many studies the attitudes of the mother and the father are considered as if these are their common attitudes, and the children can fill these kinds of scales thinking the attitudes of the mother or the father only. Therefore within the process of measuring the parental attitudes it is thought that making separate measurements for the mother and the father and the comparison of the results will present more significant/meaningful results.

The findings obtained are limited with the measurement power of the measurement tools and the sincerity of the children who fill the scales. Therefore the repetition of similar studies will be useful. On the other hand it can be said that in addition to the variables above structural equation modelling studies to be performed with variables such as personal characteristics, endurance and optimism are needed.

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