

## The Effect of Emotional Intelligence and Adaptability on Teachers' Parenting Style (The Case Study of the Teachers of Schools for Girls in Jouybar)

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### Abstract

*The aim of this study is the effect of emotional intelligence and adaptability on teachers' parenting style. The sample of present study has been selected among female teachers in primary schools for girls in Jouybar in which 76 teachers were selected out of 92 individuals. Sampling method has been stratified random sampling. The data for this study was extracted and coded after the completion and collection of questionnaires and has been processed using SPSS software. The frequency distribution table and charts are used for describing the data. Research results showed that there is a significant relationship between emotional intelligence and adaptability of the subjects and there is also a significant correlation between emotional intelligence and parenting style of the subjects. There is also a significant relationship between permissive parenting style and achievement motivation. And finally, there is no significant relationship between authoritarian parenting style and achievement motivation.*

**Keywords:** Emotional Intelligence, Adaptability, Parenting Style

### 1. Introduction

The family as a social system is a group of people who live together through marriage, reproduction and raising children. This system and social organization throughout history has played a vital role on growth and social progress of mankind. Family is undoubtedly the most important organizations which pave the way to growth and physical, psychological and social prosperity (Mousavi, 2009). Research has been done in the field of behavioral disorders have often concluded that behavioral disorders is mainly the result of parents' communication style with children rather than hereditary and biological factors and researchers have concluded that there is a relationship between parents' misconduct and child's behavior disorder and this relationship is very important and shows that the family factor and especially parental behavior in childhood has an important role in the incidence of behavioral disorders in children and adults (Zoroufi, 2001). The enormous changes which have occurred in the areas of intelligence and emotion have challenged traditional views and have emphasized on close and intertwined relationship of intelligence and excitement. Salovey and Mayer (1990), clearly emphasize on intertwist of emotion and intelligence. According to them, "emotional intelligence" is mainly defined as the abilities of individuals in revising their feelings and emotions and others', distinguishing between emotions and the use of information of emotions in problem solving and behavior regulation (Mayer, 2004: 69). Many researchers have assumed that there is a link between emotional intelligence and the effective performance in compliance with the daily demands of life (Dehshiri, 2004: 47). Emotional intelligence is a crucial factor in real life outcomes, such as success in school, success in job and personal relationships and generally in health functioning (Siarouchi et al., 2006: 102). Educating students occurs with the aim of their progress in the field of education. The study of factors affecting academic achievement is a complex issue, because it is a multi-dimensional element and is related very delicately to student's physical, social, cognitive and emotional growth. Many previous researchers were stressing on the effects of mental and cognitive abilities on academic achievement. But over time it became clear that although mental and cognitive abilities somewhat correlated with academic achievement and largely predict academic achievement, they are not the only key to predict academic success. For this reason, in recent years researchers have discovered a series of non-cognitive factors that can affect academic achievement and generally success (Goleman, 1995 and Bar-on 1997). These researchers have achieved significant results on explaining the significance of non-cognitive factors in the success and have shown that if we add non-cognitive values to the cognitive intelligence values to predict the success, the prediction of success significantly will be possible, so that we only use the cognitive intelligence ability values. The main objective of this study is to investigate the "the impact of emotional intelligence and adaptability on teachers' parenting style".

## 2. Emotional Intelligence

Many definitions of emotional intelligence has been proposed by psychologist scholars. Daniel Goleman in 1998 in his book entitled "the function of emotional Intelligence" defines it as follows:

(Emotional intelligence is the ability to understand emotions and feelings in order to extend it as a supporter of thought, knowing emotions and emotional knowledge so that we could order them to provide rational and emotional growth. Emotional intelligence includes four components and twenty capabilities that include:

- Self-awareness: Through a deep understanding of others' feelings, emotions and mental states, ones strengths and weaknesses and the ability to make an accurate assessment could be obtained. In other words, in self-awareness, read and be aware of your emotions and feelings. Self-awareness allows individuals to recognize their strengths and limitations.

2. Self-management: the ability to control affections and emotions, the ability to keep calm in critical and stressful situations, self-motivation and the ability to express inner intentions. In other words, self-management is the ability to control emotions and feelings and sincere and true behaviors. People with self-management skills do not allow them to act grumpy during the day and they know where the origin of the bad mood is and how long it may take.

3. Social awareness: people with these skills know exactly that their words and actions affect others. They know to change their behavior if its effects is negative. An example of social awareness skill is the empathy. Empathy means the ability to enter into the feelings of others or the ability to understand the employees' feelings in the process of smart individual or group decision-making. Relationship management: including establishment of communications, effectiveness, collaboration and teamwork. This skill can be used to spread the enthusiasm and resolve conflicts. Self-awareness and self-management skills are related to individual scope. But social awareness and relationship management skills relate to how to build relationships with people and society and deal rather with the ability of individuals to maintain appropriate relations with others. (Coleman 1998).

## 3. Definition of Compatibility

In Dehkoda Dictionary, compatibility has defined as agreement in the work, good manners and in the opposite, incompatibility means mistreatment, ill-treatment and non-adjustment. McDonald says: we say someone is compatible when he has learned the answers which enable him/her to interact with his/her environment and somehow to treat in a manner acceptable to the members of his/her community until some needs to be satisfied inside him. A person in a particular social position can adjust and adapt himself/herself to that situation through different methods. Psychologists also have taken the individual's adaptation against environment into consideration and they consider normal those features of personality that cause the individual's adaptation to his/her environment, namely to live in peace with others and achieve his/her position in society. Many psychologists believe that if the improvement in consistency is applied in the sense of conformity with the practices and ideas of others, it cannot be have a healthy description on the personality. They rather emphasize the positive characteristics such as individuality, creativity and discovery in the potential talent. Another definition has been presented to the compatibility thereby the compatibility is the emotional stability and boldness in social relations as well as academic interest in the person which is seen as the emotional, social and educational interest. However, the compatibility or adaptation means adaptation of an individual to the environment, for example, when we say a person is compatible to the environment, it means that he/she is compatible with the group which belongs to it.

Rogers says in the definition of compatibility: By compatibility we mean the continuous adaptation with changes and establishing communication among oneself and the environment in such a way that it enables the maximum self-making along with social welfare enables while observance of external facts. Thus, adaptability means the recognition of the fact that Individual must pursuit his objectives with regard to the socio-cultural frameworks.

Parenting styles: is the methods that parents use in the education of their children, especially on the flourishing talents and blurring the creativity. These methods mainly include domination, heavy reliance and negligence. (Kefayat, 1994, p. 104).

Dominance: This method involves creating significant limitations in child's behavior, words and actions in the field of hygiene, care of equipment, silence, obedience, expressing feelings and so on. Dominant parents may even impose their wishes to children with apathy and tranquility, or adopt an emotional way.

Heavy reliance: in this method, parents sacrifice themselves for their children and in any case they up bring the children dependent on them. These parents delay in cutting off the relationship with their children and consider it necessary to care and supervise fully and constantly. This means that in all time, even in adulthood, they consider

children dependent on support, guidance and control.

Negligence: negligent parents not only do not have control and pressure on their children, but also do not have certain expectations from them. They are not serious in rewarding and punishment. They treat with neglect in doing personal affairs, cleaning and children's homework. They usually do not have time to be with their children and expect their children just not to make a problem for them.

#### 4. Research Method

The sample of the present study has been selected out of the female teachers in primary schools for girls in Jouybar. 76 teachers were selected out of 92 individuals. Sampling method has been stratified random sampling. The library research method has been used in order to gather information regarding the history and literature. The questions raised in the questionnaire, as it was mentioned was of closed type which includes emotional intelligence - Compatibility – and parenting tests. The questionnaire were distributed among the teachers after visiting the schools and expressing the purpose of doing research. All of the questions were completed by respondents with the researchers' description. The data were codified and extracted after filling out and collecting questionnaires and was processed using SPSS software. The frequency distribution table and graphs were used for statistical description of the data.

#### 5. Results

Hypothesis 1: It seems that there is a significant relationship between emotional intelligence and compatibility of the subjects.

**Table 1:** Statistical analysis of the first hypothesis

Variables	Pearson coefficient	Error rate $\alpha$	Sig (significance level)
Emotional Intelligence And Compatibility	0.512	0.05	0.000

Since in the Pearson table the Sig (significance level) value is significant ( $\text{sig} = 0/0000 > \alpha = 0/05$ ) in the error level of 0/05. So, with 95% confidence it was concluded that there is a relationship between the variables. Since the sign of Pearson coefficient is positive, the relationship between the two variables is direct and indeed there is a significant and direct relationship between emotional intelligence and compatibility of the subjects that with the improvement of each of the variables, other variables meliorate too.

**Table 2:** Components of emotional intelligence and compatibility

Components	Pearson coefficient	Error rate $\alpha$	Sig (significance level)
Problem solving and compatibility	0.56	0.05	0.000
Happiness and compatibility	0.51	0.05	0.000
Independence and compatibility	0.44	0.05	0.000
Stress tolerance and compatibility	0.59	0.05	0.000
Self-actualization and compatibility	0.62	0.05	0.000
Emotional self-awareness and compatibility	0.56	0.05	0.000
Realism and compatibility	0.41	0.05	0.000
Interpersonal relationships and compatibility	0.58	0.05	0.000
Optimism and compatibility	0.54	0.05	0.000
Self-esteem and compatibility	0.53	0.05	0.000
Impulse control and compatibility	0.59	0.05	0.000
Flexibility and compatibility	0.59	0.05	0.000
Accountability and compatibility	0.59	0.05	0.000
Empathy and compatibility	0.52	0.05	0.000
Self-Instrumentality and compatibility	0.57	0.05	0.000

Since in the Pearson table the Sig (significance level) value is significant ( $\text{sig} = 0/0000 > \alpha = 0/05$ ) in the error level of 0/05. So, with 95% confidence it was concluded that there is a relationship between two variables. Since the sign of

Pearson coefficient is positive, the relationship between all variables is direct and indeed there is a significant and direct relationship between all indicators of emotional intelligence and compatibility of the subjects that with the improvement of each of the variables, other variables meliorate too.

**Table 3:** Emotional Intelligence and Components of compatibility

Components	Pearson coefficient	Error rate $\alpha$	Sig (significance level)
Emotional intelligence and compatibility at home	0.49	0.05	0.000
Emotional intelligence and health compatibility	0.65	0.05	0.000
Emotional and social adaptability	0.61	0.05	0.000
Emotional intelligence and emotional adjustment	0.55	0.05	0.000
Emotional Intelligence and occupational compatibility	0.53	0.05	0.000

Since in the Pearson table the Sig (significance level) value is significant ( $\text{sig} = 0/0000 > \alpha = 0/05$ ) in the error level of 0/05. So, with 95% confidence it was concluded that there is a relationship between two variables. Since the sign of Pearson coefficient is positive, the relationship between two variables is direct and indeed there is a significant and direct relationship between all indicators of emotional intelligence and Compatibility Indicators of the subjects that with the improvement of each of the variables, other variables meliorate too.

Hypothesis 2: It seems that there is a significant relationship between emotional intelligence and parenting styles of the subjects.

**Table 4:** Statistical analysis of the second hypothesis using Pearson coefficient

		emotional intelligence	
Parenting Style	Authoritative	0.009	p-value
		0.05	$\alpha$
		0.416	Pearson coefficient
	Authoritarian	0.12	p-value
		0.05	$\alpha$
		-0.09	Pearson coefficient
	Permissive	0.016	p-value
		0.05	$\alpha$
		-0.21	Pearson coefficient

As can be seen in Pearson Table, there is a significant relationship only between authoritative parenting style and achievement motivation ( $0/05 > \text{p-value}$ ), that since the sign of Pearson coefficient is positive, the relationship between the two variables is direct. There is also a significant relationship between permissive parenting style and achievement motivation ( $0/05 > \text{p-value}$ ), that due to the fact that the sign of Pearson coefficient is negative, the relationship between the two variables is reversed. And finally there is no significant relationship between authoritarian parenting style and achievement motivation ( $0/05 < \text{p-value}$ ).

Hypothesis 3: It seems that there is a significant relationship between compatibility and parenting style of the subjects

**Table 5:** Statistical analysis of the third hypothesis using Pearson coefficient

		compatibility	
Parenting Style	Authoritative	0.000	p-value
		0.05	$\alpha$
		0.591	Pearson coefficient

	Authoritarian	0.031	p-value
		0.05	$\alpha$
		-0.14	Pearson coefficient
	Permissive	0.032	p-value
		0.05	$\alpha$
		-0.17	Pearson coefficient

As can be seen in Pearson Table, there is a significant relationship only between authoritative parenting style and achievement motivation ( $0/05 > p$ -value), that since the sign of Pearson coefficient is positive, the relationship between the two variables is direct. There is also a significant relationship between Permissive parenting style and compatibility ( $0/05 > p$ -value), that since the sign of Pearson coefficient is negative, the relationship between the two variables is also reversed. And finally there is no significant relationship between authoritarian parenting style and achievement motivation ( $0/05 < p$ -value) that since the sign of Pearson coefficient is negative, the relationship between the two variables is reversed.

Hypothesis 4: It seems that emotional intelligence and teachers' compatibility have a significant impact on their parenting.

**Table 6:** Summary of regression model

R (the correlation between variables)	R <sup>2</sup> (determination coefficient)
0.662	0.438

As you can see, the overall correlation between the research variables is equal to 0/662, which indicates a strong correlation between the research variables. Also, according to the coefficient of determination, the result is that emotional intelligence and teachers' compatibility have allocated, 0/43 of teachers' parenting style changes which is a moderate percentage and the remainder is related to other components that has not been studied in this research.

**Table 7:** ANOVA Table

F	Degree of freedom	Sig (significance level)
37.18	(3,73)	0.000

Considering that Sig value (significance level) is significant, the result is that the regression equations is significant and in fact we are allowed to use the regression equations.

**Table 8:** Regression coefficients

Sig	t	Standardized coefficients	Non-standardized coefficients		Model
		Beta	SE	B	
0.000	6.25		0.059	0.367	Fixed amount
0.000	14.48	0.346	0.017	0.255	emotional intelligence
0.000	19.16	0.493	0.019	0.358	compatibility

As can be seen, emotional intelligence and compatibility are significant at the level of 0/05 and remain in the regression model and have the ability to predict teachers' parenting style which among these dimensions, the factor of the compatibility, given that the amount of its beta (Beta) is larger, have a greater effect on the teachers' parenting style and emotional intelligence is in the next rank.

## 6. Conclusion

Since there is a negative and significant relationship between the person-environment compatibility in two dimensions namely demand-capabilities and values-facilities and teachers' emotional intelligence, if the increase or decrease in the compatibility leads to increase or decrease in the teachers' emotional intelligence, so it is recommended that the structural factors of compatibility in teaching job is identified and some strategies are implemented to resolve individual and environmental problems so that the emotional intelligence level among teachers could be decreased by enhancing individual's compatibility with the environment. Because emotional intelligence is a very common phenomenon among teachers is causing great anxiety among them. [15] Additionally, male teachers compared to female teachers have much more emotional intelligence, this may be the result of too much work pressure in working environment, the role of men engaged in the provision of family needs and difficulties due to the poor economic situation, undermining their occupational values and the lack of job security. Therefore, paying attention to the teachers' material and spiritual matters in all fields will reduce their problems significantly and will reduce the amount of their emotional intelligence. In the field of levels of education and teaching experience and their relationship with emotional intelligence, due to differences in the results, it is recommended that with respect to the resources and factors causing emotional intelligence, the extensive researches are carried out in this area.

In general, emotional intelligence appears as a sign of mental diseases. When a person, to resolve bottlenecks, encounters a problem and cannot fix it, there is a possibility of emotional intelligence and its intensity depends on the individual and the environment.

Nowadays, family, school, media, network of friends and public places (streets, shops, parks, theaters, temples, etc.) are the main and effective sources of any community. However, among these elements, the family has the first and greatest influence on the process of creation of human social and cultural identity and the manner of formation of this identity.

Since families have a great difference in terms of economy, community and culture, as well as types of behavior with children and the family atmosphere and the relationship of parents with children which leads to the forms of freedom, autocratic or democracy, they are different.

Children are not trained alike in terms of social character and cultural identity. Attitudes, perceptions and behavior of the families have the most impact on children's social behavior and cultural and social identity. With renewed emphasis on the lack of generalizability of the results of my qualitative research, some of the findings are as follows:

College education or cultural activities such as: reading, artistic hobbies, traditional religious activities, (not fanatically and ideologically) are factors which cause: firstly parents often consider children as adults and secondly, allocate them a time and negotiate with them. Most of these parents will have an approach with their children based on democracy or freedom. As a result, their children will be more creative and less actor, and they will never be a presenter. Of course, parents whose education is at diploma level or less, but their cultural activities is in accordance with what is mentioned, they will also educate children creator and actor. In general, the parents whether college-educated or low-literate or illiterate, if don't have cultural activities such as: reading, artistic hobbies, religious activities, (not fanatically and ideologically) or other ideologies, it will cause that they do not give their children equal value as given to adults and therefore they not have any time for their children, and have a relationship with them based on tyranny. As a result, such families' children often becomes presenter and a few will be actor.

As a final conclusion we can say that democratic parenting style raises social and creator children. The pivot of democracy is based on dialogue, negotiation and consultation. Dialogue is the main pillar of democracy and the main factor of the existence of negotiation and consultation in the family. The cultural activities of all kinds play an important role in the production of this type of attitude. In autocratic parenting styles in which dialogue has no place, most of the children are presenter. Parent's tolerant styles if there is any time and parental attention, mostly produces creative children and in the absence of talk time, it produces actor ones. The point which should be considered on the study samples, including samples of ethnography and interviewed, economic situation, almost play no role in the relationship between parents and children. And the factors which are the main tracer of parents' behavior with their children, level of education, study, attitude and type of relationship with religion, and their worldview, in a word, most of their cultural capital was as the main navigator of behaviors and parents' relationships with children namely parenting style.

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