

Parenting Approaches and their Effects on Academic Success in Children with Emotional Intelligence

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Abstract

This study examines how various parenting philosophies affect kids' academic achievement, paying special attention to the relationship that emotional intelligence plays as a mediating factor. Parenting styles are categorized as authoritative, authoritarian, permissive, and uninvolved, and their impact on academic achievement and emotional intelligence is examined. The study takes a quantitative approach, looking at data gathered from kids and their parents using correlational analysis. Important discoveries show how parenting techniques differ in terms of academic achievement and emphasize how emotional intelligence affects these results. The findings suggest that there is a considerable correlation between improved academic achievement and specific parenting approaches, particularly those that involve high levels of support and involvement. This study adds to our understanding of how parenting styles can affect kids' academic performance, particularly when it comes to their emotional growth.

Keywords: Parenting Approaches, Academic Education, Children, Emotional Intelligence

1. INTRODUCTION

Most parents are always concerned about their children's achievements. The vast majority of parents genuinely care about their children's success in all areas of life, whether it's in the classroom, the arts, athletics, or something completely else entirely. Many people have different opinions on the best ways for parents to do this. When it comes to their children's achievements, some parents believe it's best to take a more relaxed approach, while others are more focused. Examining how different parenting styles affect their children's academic achievement was the driving force behind this research. In this study, four parenting ideologies were identified: authoritative, authoritarian, permissive, and uninvolved.

Even though it puts a lot of pressure on their child, authoritarian parenting is very supportive. Authoritarian parenting is characterized by strict rules and little to no support for the child, much as authoritative parenting. These parents will be quite demanding and unsupportive whenever there's a need for personal interaction. Although they won't be too strict, children of permissive parents will be treated with immense kindness and care. These parents are less authoritarian and more of friends. Lastly, aid and direction are not provided by absentee parents. Finding out which style is more strongly associated with academic achievement is the primary motivation for this research. As a result of authoritative parenting, students are more likely to succeed academically and receive helpful direction in reaching their goals, which should allow them to reach their maximum potential.

Over the last several decades, a diverse range of studies have focused on this same subject. The relationship between parental methods and academic achievement has been the subject of extensive investigation.

Researchers in the Bhagalpur area looked at the question of whether or not stringent parental involvement increases students' grade point averages (GPAs) in school. However, parenting style may not affect school GPA because there are many other factors that influence academic performance, such as a learning disability, biological limitations, or involvement in an excessive amount of extracurricular activities. If parenting styles indeed affect children's academic achievement, then certain parenting tenets should be linked to good grades and others to bad ones. If parenting approaches do not impact grade point averages, then there should be no association between particular parenting ideologies and high-achieving students. Other variables may have been more important than the students' upbringing in this instance, since the results of this study did not back the concept that specific parenting styles affect GPA. Once a youngster reaches puberty and starts attending school, research shows that their peers have a bigger impact on them than their parents.

2. LITERATURE REVIEW

Bal, A. et. al.(2019) looked into the extent of behavioral result discrepancies in Wisconsin and the predictors of them in an effort to close this gap. We performed staggered strategic regression analysis using data from the entire state. The findings showed that pupils of Native American and Latino descent were twice as likely to receive exclusionary discipline than children of African American descent. Compared to pupils of other identities, understudies of African American and Native American descent were many times more likely to be labeled as emotionally disturbed. Although there was a relationship between the discrepancies in results and the identity, orientation, neediness, language, attendance, and academic proficiency of the understudies, school factors—aside from the percentage of understudies who transferred—did not prove to be statistically significant predictors. The consequences for further study and practice are discussed.

Emerson, E. (2021) suggested that some of these health disparities are preventable, shady, and unfair, as people with intellectual disabilities are more likely to be exposed to deeply ingrained social determinants of chronic weakness. This is because the underlying socioeconomic causes of weakness that give rise to them are the reason why. These are some of the experiences that people with intellectual disabilities are likely to have compared to their peers: living in poverty, not being employed (or, in the unlikely event that they are, working in hazardous conditions), being subjected to prejudice and brutality, encountering major obstacles in their quest for access to quality medical care, and feeling weaker in the face of difficulty. That is, they represent instances of health disparities brought about by "the societal conditions where individuals are conceived, develop, live, work, and age." Social determinants of health are mentioned in relation to these circumstances. The factors that come under this group include early childhood experiences, educational attainment, economic status, business and good work, lodging and environment, and effective frameworks for the prevention and treatment of health care.

Kugbey, N.(2015) examined the effects of various parenting philosophies on teens' academic achievement and self-esteem in the Ho municipality in Ghana's Volta Region. A total of one hundred twenty (120) understudies from two different schools were chosen concurrently using random selection. The study employed a cross-sectional review methodology, with the factors under investigation being measured through the use of the Parenting Style Scale, the Finish obviously evaluation records, and the Rosenberg Self-Regard Scale. The data analysis was performed using a Two-way Analysis of Variance. The findings showed that teenage academic achievement and self-esteem were significantly influenced by the way parents reared their children. However, there was no evidence of any inequalities in the teens' academic performance or sense of worth in terms of their orientation. These findings have the consequence that adolescent psychological and social outcomes are significantly influenced by the way parents raise their

children. Therefore, when it comes to raising children, parents and other caregivers should make sure they are using the greatest techniques.

Igbo & Ihejiene (2014) investigated the effects of various parenting philosophies on secondary school understudies' academic achievement and inclination toward antisocial behavior. The study was carried out in three distinct local government education administrations in the Cameroonian Northern Territory district of Garoua. An ex-post facto plan was chosen as the review's purpose. The sample of three hundred and fifty pupils was drawn from the population using a multi-stage sampling procedure. The 45-item "Parenting Style Questionnaire" and the 15-item "Deviant Behavior Questionnaire" were the two instruments used by the researchers to collect data. The researchers conducted a thorough review of the pertinent literature before designing a four-point scale for each of these devices. The purpose of the analysis of variance (ANOVA) was to test the study hypotheses. The research findings indicate that the parenting styles of secondary school students have an effect on their academic performance as well as their likelihood of participating in deviant behavior. More particularly, the findings of the two disproved theories showed how parenting practices have a significant impact on pupils' aberrant conduct. It was suggested that in order to help parents with their parenting obligations, the public authority should require that parents be encouraged to participate in any parenting education programs that are organized by the public authority, through the relevant agencies.

Hurrell, K. E. (2016) examined the differences in the meta-emotional thinking of parents, focusing on emotional coaching and emotional awareness of children with anxiety disorders ages 7 to 15 (N = 74) vs those without anxiety problems. Parents were asked to complete a series of questions assessing their children's emotional regulation skills. Parent-child interactions were observed during specific tasks, and meetings were held to find out about the children's feelings and the manner in which they were receiving coaching around those feelings. These findings demonstrated that parents of kids with anxiety disorders were less conscious of their own feelings as well as those of their kids. Parents of children with anxiety problems received far less emotional coaching from their children than parents of children without anxiety disorders. youngsters with anxiety disorders found it more difficult to regulate their emotions (control feelings) than youngsters without anxiety disorders.

3. RESEARCH METHODOLOGY

This study's main goal is to assess how parenting practices affect kids' academic achievement, especially in terms of their academic performance and emotional intelligence. The goal of the research is to identify the parenting approach that is most closely linked to improved academic performance and to understand how emotional intelligence influences this relationship.

3.1. Study Design

This study uses a quantitative methodology to examine the connections between academic accomplishment, emotional intelligence components, and parenting styles using correlational analysis. This cross-sectional study gathers information from a sample of parents and kids to evaluate parenting styles, emotional intelligence, and academic achievement in the present.

3.2. Participants

The children from different educational institutions are included in the study sample. Based on their academic performance, participants are grouped into five ranges: 50–59%, 60–69%, 70–79%, 80–89%, and 90% and above. Every range serves as a foundation for examining how parental practices affect academic achievement. The parenting style of these children's parents is also reported by the parents in the sample.

3.3. Data Collection

- **Academic Achievement:** Grade Point Average (GPA) or comparable performance indicators are the main emphasis of academic performance data, which is gathered from school records.
- **Parenting Styles:** Four categories—disapproving, dismissing, laissez-faire, and emotion coaching—are used to classify parental methods in the assessment of parenting styles. Items on parental expectations, support, involvement, and responsiveness are included in the questionnaire.
- **Emotional Intelligence:** Five components are assessed on a standardized scale to determine emotional intelligence: Interpersonal and intrapersonal skills, adaptability, stress management, and total emotional quotient (EQ). Each component's mean rating is provided by the scale.

3.4. Data Analysis

As shown in Table 1, the data analysis includes calculating mean scores for the components of academic accomplishment and emotional intelligence. The association between parenting styles and academic accomplishment is evaluated using Pearson correlation coefficients; the results are displayed in Table 3 and reveal which parenting styles have a substantial impact on achievement. Table 2 compares the mean academic achievement scores for several parenting philosophies and shows the relationship between parenting methods and academic success. Graphs that show these associations graphically, like Figure 1, make it easier to understand how parental practices impact academic achievement.

4. DATA ANALYSIS

4.1. Academic Achievement and Emotional Intelligence

The average scores for the academic performance and emotional intelligence components of children are shown in Table 1. better academic accomplishment is linked to better emotional intelligence ratings, according to the study. The average scores for the emotional intelligence components are somewhat lower for children with poorer academic accomplishment (50.00), with intrapersonal skills scoring 70 and adaptability scoring 82, for an EQ Total of 85. Emotional intelligence scores often climb with academic accomplishment; children who achieve academically at a level of 90.00 have the greatest ratings for emotional intelligence, with 98 for intrapersonal skills and 104 for adaptability, translating into an EQ Total of 97. This shows that academic success and emotional intelligence are positively correlated, meaning that children who succeed academically also become more proficient in emotional intelligence skills like interpersonal and adaptability.

Table 1: Average scores for kids' academic achievement and emotional intelligence

Children's Academic Achievement	Intrapersonal	Interpersonal	Stress Management	Adaptability	EQ Total
50.00	70	74	87	82	85
60.00	94	91	85	92	86
70.00	100	91	84	100	93
80.00	94	94	84.6	101	90
90.00	98	99	86	104	97

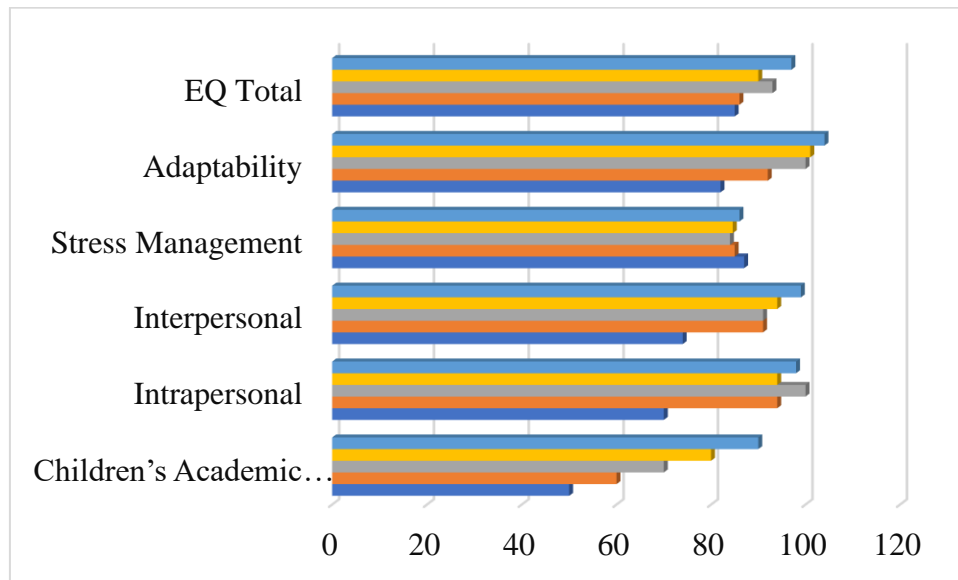


Figure 1: Average scores for kids' academic achievement and emotional intelligence

4.2. Parenting Styles and Academic Achievement

The average academic accomplishment scores of children under various parenting methods are shown in Table 2. According to the statistics, kids with Emotion Coaching parents typically outperform kids with Disapproving, Dismissive, or Laissez Faire parenting styles in terms of academic success. For example, children with parents who coach them emotionally score an average of 46.7, while children with parents who dismiss or disapprove score lower at 41. These children are in the top academic performance level (90% and above). All performance ranges show this pattern, with Emotion Coaching consistently producing the top results. This implies that, in contrast to more passive or unsupportive parenting approaches, a parenting strategy marked by emotional support and direction is positively connected with better academic performance.

Table 2: Parenting methods and the average scores of children's academic achievement

Children's Academic performance	Disapproving Parenting style	Dismissing Parenting style	Laissez Faire Parenting style	Emotion Coaching Parenting style
50-59%	44	44	39	44
60-69%	40	40	36	45
70-79%	39	39	37	45.5
80-89%	41	41	36	46.2
90% and above	41	41	37	46.7

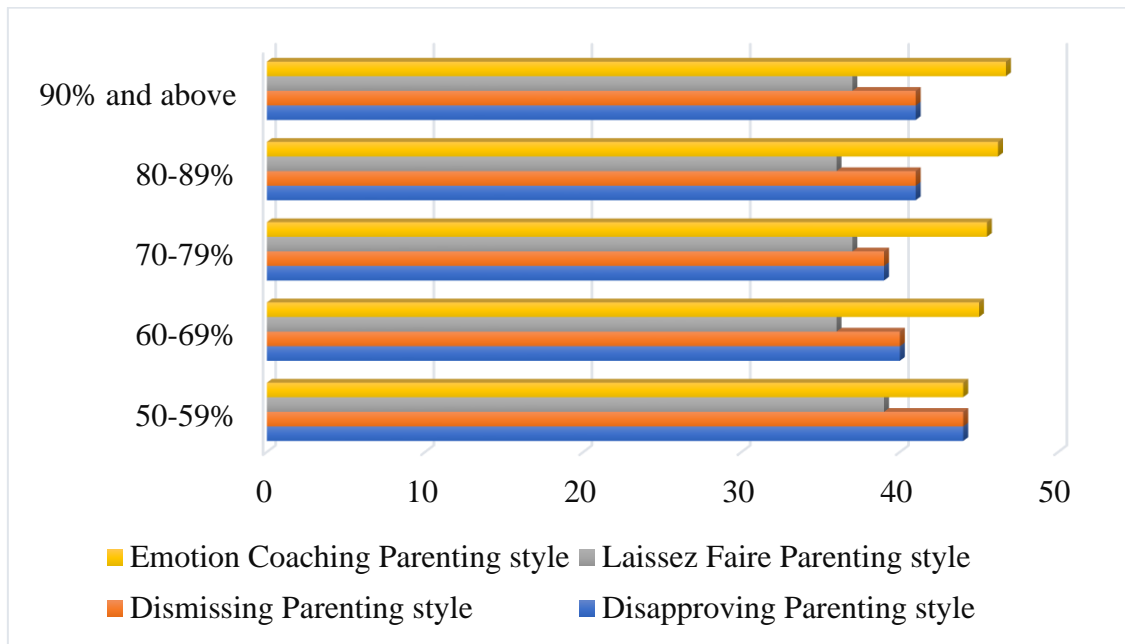


Figure 2: Parenting methods and the average scores of children's academic achievement

The Pearson correlation coefficients between the four parenting philosophies—disapproving, dismissing, laissez-faire, and emotion coaching—and kids' academic success are shown in Table 3. The correlation data show that there is a statistically significant positive association between the Emotion Coaching parenting style and academic accomplishment ($r = 0.165, p < 0.01$), suggesting that this parenting style is linked to better academic performance. As an illustration of a weaker but still substantial link, the Disapproving Parenting style, in comparison, exhibits a moderate positive correlation ($r = 0.64$), even if it is not statistically significant at the 0.01 level. The statistically small connections between dismissing and Laissez Faire styles ($r = 0.30$ and 0.10 , respectively) suggest that there is little to no influence of both styles on academic achievement. Overall, the data shows that among the four parenting philosophies, Emotion Coaching had the strongest positive correlation with academic success, with the other philosophies having little to no effect.

Table 3: The four parenting ideologies and children's academic success are related

		Academic Achievement of Children	Disapproving Parenting Style	Dismissing Parenting Style	Laissez Faire Parenting Style	Emotion Coaching Parenting Style
Academic Achievement of Children	Pearson Correlation	1	.64	.30	.10	.165**
	Sig. (2-tailed)		.32	.625	.871	.009

** . Correlation is significant at the 0.01 level (2-tailed)

5. CONCLUSION

According to the study, authoritative parenting is consistently associated with higher academic achievement, highlighting the substantial impact of parenting styles on academic success. The association between parenting styles and academic achievement is enhanced by emotional intelligence, which plays a critical

moderating function. According to the findings, academic performance is generally higher for children whose parents have high levels of support and engagement in their parenting. More specifically, compared to dismissive, disapproving, and laissez-faire parenting styles, authoritarian and emotion-coaching parenting styles are linked to higher grade point averages (GPAs). These results imply that emotional intelligence and other variables play a crucial role in determining academic performance, even though parenting methods also have an impact. The findings underline the need for more study to examine other factors that may have an impact on academic success and emphasize the significance of supportive parenting in promoting academic greatness.

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