

## RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND PARENTING STYLE ON STUDENT ACADEMIC ACHIEVEMENT AT HULU TERENGGANU DISTRICT

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### ABSTRACT

This study is to identify the level of emotional intelligence and parenting styles among form one students in secondary schools in Hulu Terengganu. Schools in the state chosen for this study because the students have had the best record of ten consecutive years in the Primary School Achievement Test (UPSR). Therefore, researchers want to identify significant relationships that may exist between the two independent variables with students' academic achievement. The instrument used was a questionnaire distributed to 364 students from Form One in four secondary schools in the area. The data obtained were analyzed using computer software Statistical Package for Social Science (SPSS) version 16.0. Diskriptif and inferential analysis used to answer all of the study. The findings showed that domain of interpersonal skills is the most dominant domain in students emotional intelligence skill. However, over all the level of emotional intelligence among students was moderate level. As for the type of parenting style most dominant among parents is the kind of authoritative parenting style. The findings also indicate that there is a significant relationship between emotional intelligence and academic achievement. However, it was found that there was no significant relationship between parenting styles and academic achievement.

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On completion, close cooperation among parents and teachers need to further enhance the level of students emotional intelligence for the excellence of academic achievement.

**Keywords:** Emotional Intelligent, Parenting Style, Academic achievement

## INTRODUCTION

Students who excel not only succeeded in academics but also need to have emotional intelligence, which is a branch of psychology that is quite new (Mohd Azhar, 2004).

In early introduction to emotional intelligence (EQ), many scholars and thinkers feel doubt the importance in assessing human intelligence because for them, the wisdom of human is judged by intellectual intelligence (IQ), the intelligence of thought or cognitive aspect rather than in terms of emotion.

However, Goleman (1995) have managed to make people realize the importance of emotional intelligence in a person's life through his book Emotional Intelligence. According to him, humans only use 20% of IQ compare 80% EQ for success. Parents can be held liable for any shortcomings in children's academic and their misbehavior at school. Most parents are always busy with daily activities especially for those who work. This causes children getting less attention and affection finally they neglected.

## PROBLEM STATEMENT

Generally, academic excellence among students is often associated with a high level of intelligence of students without realizing the importance of emotional intelligence. According to Parker (2001) who has made a study of the relationship between EQ and academic strengths in the field of education found that academic success at the university is closely related to emotional intelligence.

Allen (2000) stated that there is a positive relationship between emotional intelligence (EQ) and academic achievement. Therefore, this shows that the concept of emotional intelligence also have a big impact on the level of academic achievement.

They called the parents of course dreaming children have a bright future. However, not every parents have a child who can really follow their word. It all depends on the style of parenting practiced by parents in educating their children.

Many parents out there, especially young parents do not have the parenting skills of parenting knowledge properly, causing their children vulnerable to various negative symptoms such as truancy, drug and alcohol abuse. These children also have a low level of academic achievement (Moseley, 1999).

## LITERATURE REVIEW

Zainuddin (2000) conducted a study on 45 people among student leaders at Universiti Teknologi Malaysia (UTM), Skudai, Johor. His research is looking at the relationship between EQ with student leadership. Results showed 73.3% lead has a high level of emotional intelligence and the rest are in the medium level only. According to Zainuddin, to produce outstanding leader must be accompanied by a sound EQ. By leveraging precision EQ, a leader will be able to avoid them from experiencing oppressive feelings in him.

With this, as a student leader who is always required to decide whether under pressure or even stable, they should act wisely by using emotions as best as possible without being affected by external elements.

According to a study conducted by Rasidah (2004) with respect to the deterioration of academic achievement among students, the findings indicate that the lack of attention to his family led to a decline in academic performance of children.

Working parents are always busy and preoccupied to pursue the world of luxury and forget that they have children who need attention and love. Normally less educated parents are not too concerned about their children education because for them without any education, human also were able to resume their life as usual (Kohl, Lengua & McMohon, 2002).

## RESEARCH OBJECTIVE

Here are the objectives that have been identified to carry out this study. These objectives are as follows:

- i. Is emotional intelligence and parenting style are predictors of students academic achievement?
  - a. Identifying whether there is a relationship between emotional intelligence and students academic achievement?
  - b. Is there a relationship between parenting style and students academic achievement?

## METHOD

### *Research Design*

This study was descriptive in nature, involving field studies in the natural environment and a realistic situation (Gay, L. R., Mills, E. G. & Airasian, P., 2009). The researchers chose to use quantitative methods in the process of analyzing the data and will manipulate independent variables involved to see the impact on the dependent variable in a controlled manner.

The independent variables to test whether there is a significant correlation to the dependent variable, the relationship of emotional intelligence and parenting styles on students' academic achievement. Researchers also will look at the strength of the relationships that exist using regression analysis.

The study was conducted on students in Form One in four secondary schools in the Hulu Terengganu district were randomly selected according to the number of samples that have been set.

However, before the actual questionnaire distributed to selected subjects, the researchers also conducted a pilot study to test the validity and reliability of the instrument.

### ***Population and Sample***

The total population of Form One students who were enrolled in secondary schools in the Hulu Terengganu district is about 6564 students

Of the total population, a total of 364 Form One students who have sat the Primary School Achievement Test (UPSR) in 2010 were selected randomly from four secondary schools in the affected areas to be used as a sample.

### ***Instrumentation***

Identification of emotional intelligence of students, researchers have taken a questionnaire from Aderemy (2010) which also involves past study with the reliability of 0.84.

Each item taken was modified according to the requirements of the study.

However, emotional intelligence items adopted by Aderemy also is based on the adaptation Emotional Intelligent Inventory (EQI) built by Tapia in 1998.

## **FINDINGS**

### **Is there a relationship between emotional intelligence and academic achievement?**

The null hypothesis 1: There is a significant relationship between emotional intelligence and academic achievement.

Table 1 shows the analysis of the correlation between emotional intelligence and students academic achievement of students, found a correlation,  $r = 0.148$ . It shows the relationship between emotional intelligence and academic achievement of their students is very weak.

The correlation coefficient is positive that means the relationship between emotional intelligence and students' academic achievement is directly proportional.

The value of  $p = 0.005 < \alpha 0.05$  (two-tailed). The null hypothesis is accepted where the study found that there is a significant relationship between emotional intelligence and academic achievement.

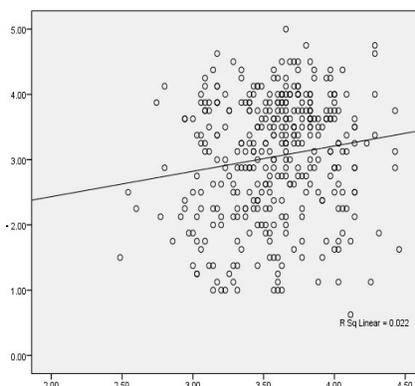
**Table 1.** Correlation Analysis Relationship Between Emotional Intelligence And Students' Achievement Academic

		Emotional Intelligent	Academic Achievement
Emotional Intelligent	Pearson Correlation, r	0.148**	1
	Signifikan (2-tailed)	0.005	
	N	364	364

\*\* Significant at the significance level = 0.05 (2-tailed)

Figure 1 shows that the regression line analysis was performed to evaluate the predictive academic achievement of students' emotional intelligence.

The plot of the distribution of two variables indicate they have a very weak correlation. It is estimated that only 0.2% academic achievement of variables were taken into account on a straight-line relationship than emotional intelligence.



**Fig.1.** Forecast Analysis Academic Achievement of Emotional Intelligence

**Is there a relationship between parenting style and students' academic achievement?**

Independent variables of parenting style will tested whether there is a significant relationship with the dependent variable of academic achievement.

The null hypothesis 3: There is a significant relationship between parenting style and students' academic achievement.

Table 2 shows the results analysis of correlation between parenting style and students' academic achievement, found a correlation,  $r = 0.082$ . It shows the relationship between parenting styles and academic achievement of their students is very weak.

The correlation coefficient is positive that means the relationship between emotional intelligence and students' academic achievement is directly proportional.

The value of  $p = 0.117 > \alpha = 0.05$ . The null hypothesis was rejected in which the study found that there was no significant relationship between parenting style and academic achievement.

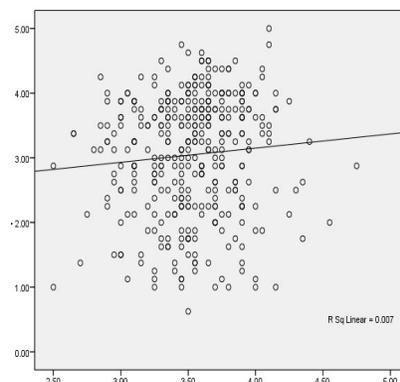
**Table 2.** Correlation Analysis Relationship Between Parenting Style Academic Achievement

		Parenting Style	Academic Achievement
Parenting Style	Pearson Correlation, r	0.082	1
	Signifikan (2-tailed)	0.117	
	N	364	364

**\*\* Significant at the significance level = 0.05(2-tailed)**

From Figure 2 shows that the regression line analysis was performed to evaluate the predictive students' academic achievement from their own parenting style.

The plot of the distribution of two variables indicate they have a very weak correlation. It is estimated that only 0.04% of academic achievement variables were taken into account on a straight-line relationship over students' parenting styles.



**Fig.2.** Forecast Analysis Academic Achievement of Parenting Styles

## DISCUSSION

### *Discussion study of relationship between emotional intelligence and academic achievement.*

Based on the findings, there was a significant relationship between students' emotional intelligence and their academic achievement. However, the relationship is very weak.

This is in line with the findings of a study conducted by Ng (2002) says that three of five domains of emotional intelligence like domain of self-awareness, emotional control domain and the domain of empathy significantly correlated with students' academic achievement. Even so, the relationship between emotional intelligence and academic achievement is weak.

The findings of a study conducted by Nguyen (2003) also gave similar results with this study that there is a significant relationship between Malaysian Students' Teaching Diploma Course emotional intelligence with their academic achievement. He added that between domains having relationship is emotional control domain, the domain of self-motivation and self-awareness domain.

### *Discussion The results of Study on Relationship Between Parenting Styles and Students' Academic Achievement.*

Based on the results of this study showed that there was no significant relationship between parenting style and students' academic achievement. Even if viewed back parenting style is the most dominant type of authoritative parenting style. Even so, the level of academic achievement is only moderate.

If we think logically, parents who adopt an authoritative parenting style of educating children with a firm and disciplined of course will be able to produce a bright child, particularly in academia.

This is proven to the findings of a study conducted by Rasidah (2004) says that children or students who have received less attention and affection from their family that adopt a neglect style will cause less interested in the lessons. This is because there are some parents who are less educated do not emphasize the importance of education because of their life does not depend on education (Kohl et al., 2002).

## CONCLUSION

From what has been discussed in this chapter, clearly shows that individuals who wish to succeed in life is not only dependent on intellectual intelligence but also requires stability in terms of emotional intelligence.

Good emotional control is very important when a person is in a stressful situation. This is because of a failure in the control of emotion will cause a person to act out of control like suicide that was reported by the weekly newspaper on 17 April 2011.

Those who commit suicide are sane, but due to lack of emotional intelligence to cause them to take action to commit suicide to escape from problems incurred.

The role of parents is also very important in providing a suitable mold to form a subsidiary that has positive skills no matter in terms of behavior or even his inner nature.

Attention and perfect upbringing of the parents will be able to prevent children from being involved in acts that beyond the violation of the norms of society and state laws. Lack of attention and affection from parents can cause the growth of children self-esteem be troubled.

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