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## Examining the Emotional Intelligence level of Students of Kohat University of Science and Technology in relation to Parents' Level of Education

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### Abstract

Recent researches have explored the various pathways by which parent education may affect their parenting and child outcomes. Parenting methods have been found directly related to emotional and social development and hence Emotional intelligence in children. Conception of emotional intelligence as an ability to perceive and regulate emotions correctly is the pivot of a child's life adjustment and adaptation; consequently to success in life. Therefore this study aimed to relate the emotional intelligence scores of students of master level at Kohat University of science and technology to their parents' level of education. The raw mean scores on the emotional intelligence scale showed a regular increase with the increase in the level of parent education, but the results were not found to be significant. In spite of having some limitations in terms of sample size and the current law and order situation of the area, the study may serve as a significant base for further studies over this topic.

**Keywords:** Parents' Education Level, Emotional Development, Social Development, Emotional Intelligence, Parenting, Life Adjustment, Adaptation.

### Introduction

The recent claims by psychologists, particularly by the experts of emotional intelligence that EQ matters more than IQ for success in life attracted educators and researchers. They started to study EI in relation to all those factors that may take part in the development of it. In old concepts emotion were considered as "passion, and complete detachment from cerebral control, and destructive" (Peter Salovey. Keynote address VI). But with passage of time this particular idea was rejected, and emotions were tagged to be beneficial; asserting that emotions are adaptive and organize our thinking. They help us know what to pay attention to, and they motivate our behavior" (Peter Salovey. Keynote address VI). May be the idea took a turn when scientists looked at Darwin in a new perspective who suggested that emotional system in animals and human beings is an intelligent one, as it helps us survive. It was very unfortunate that this perspective of emotions was largely ignored. Later scientists and researchers merged the two

concepts of emotion and Intelligence in to the term “Emotional intelligence’. Emotional intelligence brings together the fields of emotions and intelligence by considering emotions as useful means of information that helps one to make sense of and understand the social environment. (Peter Salovey and Daisy Greal.Mayer). Salovey and Mayer (1990) first defined EI as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”(p.189). Bar-on, another scientist started on the concept and defined EI “in terms of an array of emotional and social knowledge and abilities that influence our overall ability to effectively cope with environmental demands “

It was no doubt (Goleman, 2005) who in the real sense freed the concept of success from the shackles of IQ alone through publishing his book” Emotional intelligence (1995) and brought the term emotional intelligence to limelight. In the book he proclaimed emotional intelligence as the main contributing factor for a person’s success in life. He argued about the challenging questions of for example what can be done to make our children able to fare well in life and why people of high IQ fail in life. According to him it is emotional intelligence which makes a difference, which he considered include “self-control, zeal and persistence and the ability to motivate oneself”. He proposed to teach children these skills, to give them a better chance to use their potential of intellectual ability. In the same book he has described “marshmallow test” which is almost the most widely quoted example.

### **Relationship of EI to Parents’ Level of Education**

Family life is our first school for emotional learning, Goleman’ psychologist and author of emotional intelligence wrote in his book “Emotional Intelligence”. That book described in detail about the scientific research that has led to our understanding of this field.” in this intimate cauldron we learn how to feel about ourselves and how others will react to our feelings; how to think about these feelings and what choices we have in reacting; how to read and express hopes and fears. This emotional schooling operates not just through the things parents say and do directly to children, but also in the models they offer for handling their own emotions and feelings and those that pass between husband and wife. Some parents are naturally furnished with the ability of emotional teaching, while some may be autocratic in their style. Alberto Alegre and Mark Benson (2008) studied parental practices and styles of Spanish parents and the way they influence the development of the emotional intelligence of their children found out that the practices did influence the emotional intelligence of children. Early experiences of childhood affect children’s’ brain ‘cognitive’ and behavioral development creating behavioral and physiological foundations-adverse-or favorable. In general, higher levels of education entails a extensive vocabulary and wider scope of conversation and verbal interaction in the home, therefore children of such parents get wider ability to have greater ability to perceive emotion and clearly express themselves. Higher education level attainment enable parents to adopt better teaching styles to promote their chid’s development (Bee et al., 1969; Harris, Terrel, & Allen, 1999; Laosa, 1980). Moreover parents holding higher degrees in education are more involved with their children and lower levels of antagonism are reported (Fox, Platz, & Bentley, 1995). Outer environment such as safety, presence of playgrounds-access to fresh produce etc can have a significant effect as well. A report by (Robert wood Johnson foundation, 2008)

maintains that parents' education, socioeconomic status, and the child's neighborhood affects his physical social, psychological and emotional behavior. And the effect maintains itself up to adulthood and onwards. Parents' education entails for better economic prospects and sufficiently equips with knowledge of child developmental requirements, resulting in better home environment, there is an increased probability that children to such parents would be well developed.

Education level is directly related to the income level of families and both of these in turn are the basic factors which determine the socioeconomic status of the family. Parents' social and economic resources can affect the quality and stability of their relationship with their children and children's emotional development. Maternal depression, which disturbs mother-child bonding is more common among low income mothers than high income.

Higher income and/or educational attainment among parents are associated with more responsive attitude to children and influence their feelings. It is argued that highly educated and socially advantaged parents provide higher levels of psychological support for their children through environments that encourage the development of social and emotional skills. Since emotional intelligence encompasses one's ability to interpret the emotional cues of others and appropriately respond to them; more investigation is needed to be done to understand the impact caused by access and exposure to resources in diverse social norms and values.

Goleman (1995) affirmed that the higher the education level of parents, the higher the level of their children's' emotional intelligence. It indicates the difference between the educations of parents' and the emotional intelligence. Fathers' style of disciplining his children produces positive life adjustment (Chen, 2001). On the basis of relevant research emotional intelligence has significant fluctuations among parenting style, parent;' education level, family member (Goleman, 1995; Yeh, 1999; Chen, 2001). On the basis of certain research findings, the EI was also found relevant to parents' degree of education, stable marital status, parenting style, and the while family atmosphere (Goleman,1995; Chen, 2001; Gottman, Katz & Hooven, 1997). Investigating whether there is a relationship between the education level of parents and the emotional intelligence of the offspring or not constitutes the case of this study. We have tried to search for the answers to the following questions.

Is there a relationship between the emotional intelligence of students and their parents attained level of education?

### **Methods and Procedure**

It was a descriptive study in which emotional intelligence scores of students were taken as dependent variable and parents' level of education was taken as independent variable. The main focus was to find out differences in emotional intelligence scores of students of master level on the basis of their parents level of education. All the master level students of Kohat University of Science & Technology (KUST) constituted the population of the study. For selection of sample, 10 departments were selected through simple random sampling and again 200 students (100 male and 100 Female) of master level were selected through convenient sampling.

Research instruments:

Two questionnaires were used.

- i) Bar On Eqi questionnaire for finding emotional intelligence level.
- ii) Demographic information sheet.

**Data Collection and Interpretation**

All the students had to fill both of the questionnaires. Since the questionnaires were to be used for research purpose only, that is why they bore no name compulsion. Demographic information sheet was attached to EI questionnaire and consisted of questions about the demographic information of respondent's i.e. age, Gender, parents' education. The respondents had to state their Age in years; they had to check one of the given options out of Male/Female for gender information. For collection of data, permission was sought from the Heads of respective departments. Since the emotional intelligence Questionnaire approximately takes 30-40 minutes therefore permission for one hour time was taken. The students were briefed about the construct of emotional intelligence. Verbal consent was taken from them, and those who did not want to participate were allowed to leave the participation.

Out of 200 sample KUST students of Master level, 155 completed the questionnaire. So 155 were included for the analysis and the rest discarded. The percentages of students on the basis of demographic are given below. Data were arranged by the researcher for the purpose of describing and analyzing as follows:

**Analysis of Demographic Section**

**Tab1:Gender.**

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	100	65.2	65.2	65.2
Female	55	34.8	34.8	100.0
<b>Total</b>	<b>155</b>	<b>100.0</b>	<b>100.0</b>	

Data analysis of table 1 shows that there were 100male respondents and 55female respondents with percentages 65.2% and 35.8% respectively.

**Tab2: Father Education Wise Score**

<u>Father Education</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Minimum</u>	<u>Maximum</u>
<u>Illiterate</u>	<u>22</u>	<u>389.00</u>	<u>38.075</u>	<u>325</u>	<u>449</u>
<u>Primary</u>	<u>16</u>	<u>390.75</u>	<u>35.957</u>	<u>345</u>	<u>454</u>
<u>Middle</u>	<u>8</u>	<u>393.87</u>	<u>32.739</u>	<u>328</u>	<u>445</u>
<u>Metric</u>	<u>34</u>	<u>396.40</u>	<u>49.686</u>	<u>270</u>	<u>492</u>
<u>Inter</u>	<u>19</u>	<u>403.89</u>	<u>35.764</u>	<u>322</u>	<u>461</u>
<u>Bachelor</u>	<u>25</u>	<u>408.00</u>	<u>42.938</u>	<u>352</u>	<u>505</u>
<u>Master</u>	<u>18</u>	<u>410.69</u>	<u>48.213</u>	<u>328</u>	<u>497</u>
<u>Higher Studies</u>	<u>12</u>	<u>420.17</u>	<u>51.462</u>	<u>326</u>	<u>505</u>
<b><u>Total</u></b>	<b><u>155</u></b>	<b><u>402.90</u></b>	<b><u>42.977</u></b>	<b><u>270</u></b>	<b><u>505</u></b>

Table 2 above shows the scores of respondents on EQi with respect to their fathers'

Education. Father education level has eight categories, ranging from illiterate, primary level, Middle, Metric, Inter, Bachelor, Master and Higher studies. As it is clearly indicated by the table that as the education of father increases the emotional intelligence mean of respondents also increase. The means are 389.00, 390.75, 393.87, 396.40, 403.89, 408.00, 410.69, and 420.17 respectively for each category of education level of father

**Table3: Mother Education Wise Score**

<u>Mother Education</u>	<u>N</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Minimum</u>	<u>Maximum</u>
<u>Illiterate</u>	<u>59</u>	<u>362.50</u>	<u>24.749</u>	<u>345</u>	<u>380</u>
<u>Primary</u>	<u>45</u>	<u>386.06</u>	<u>33.713</u>	<u>343</u>	<u>460</u>
<u>Middle</u>	<u>17</u>	<u>390.33</u>	<u>29.143</u>	<u>357</u>	<u>411</u>
<u>Metric</u>	<u>14</u>	<u>393.67</u>	<u>34.749</u>	<u>356</u>	<u>444</u>
<u>Inter</u>	<u>9</u>	<u>399.78</u>	<u>36.863</u>	<u>320</u>	<u>475</u>
<u>Bachelor</u>	<u>7</u>	<u>402.38</u>	<u>74.650</u>	<u>270</u>	<u>505</u>
<u>Master</u>	<u>3</u>	<u>406.57</u>	<u>53.684</u>	<u>328</u>	<u>468</u>
<u>Higher Studies</u>	<u>2</u>	<u>417.42</u>	<u>40.401</u>	<u>349</u>	<u>505</u>
<u>Total</u>	<u>155</u>	<u>402.90</u>	<u>42.977</u>	<u>270</u>	<u>505</u>

Table 3 above shows the scores of respondents on EQi with respect to their mothers' Education. Mother education level has eight categories, ranging from illiterate, primary level, Middle, Metric, and Inter, Bachelor, Master and Higher studies. As it is clearly indicated in the table that the mean value of the emotional intelligence scores of respondents increases with increase in education level of father. The means are 362.50, 386.06, 390.33, 393.67, 399.78, 402.38, 406.57, and 417.42 respectively for each category of education level of father.

**Table4: Parent's education level compared on total EQi score through t-test.**

	<u>Respondent</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>Df</u>	<u>t</u>	<u>p.value</u>	
<b>Mother Edu</b>	<b>Male</b>	<b>100</b>	<b>.95</b>	<b>1.417</b>	<b>.141</b>	<b>1.78</b>	<b>.878</b>	
	<b>Female</b>	<b>55</b>	<b>2.31</b>	<b>1.810</b>	<b>.246</b>			
<b>Father Edu</b>	<b>Male</b>	<b>100</b>	<b>2.78</b>	<b>2.161</b>	<b>.215</b>	<b>.987</b>	<b>.96</b>	
	<b>Female</b>	<b>55</b>	<b>4.56</b>	<b>1.679</b>	<b>.228</b>			

**Table5: Pearson r between EQI Scales with Parents' Education: (N=154)**

<u>N = 155</u>	<u>Pearson Correlation</u>	<u>P</u>
<u>Father Education</u>	<u>.278</u>	<u>(.333)n.s</u>
<u>Mother Education</u>	<u>.248</u>	<u>(.554) n.s</u>



### Conclusions

The raw mean scores of respondents' emotional intelligence with respect to parents' education showed a regular increase with higher level of parent education, although the results were not found significant. The non-significant result may be attributed to limitations of the study.

On the basis of mean scores of students with respect to their education level of father, it was observed that those students, who had educated father, got higher scores on emotional intelligence test. It means that father education level may affect the emotional intelligence level of respondents, as higher education level is responsible for bringing good prospects, and liberal attitudes.

Respondents' scores increased with increase in the level of education of mothers. It means that educated mother equip their children with more emotional skills. The reason is educated mothers are more aware of the better principles of bringing up their children. From the research studies it can be concluded that educated parents have an edge over low educated parents in training their offspring in social and emotional learning. Therefore it is imperative for institutions to introduce trainings and awareness campaigns to enable low educated parents so that they can make up for their weaknesses in their attitudes. Similarly educational institutions should provide trainings to students in emotional skills so to enable them adjust and adapt to their lives successfully.

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