Predicting Children’s Self-Assertiveness Skills Based On Parents’ Emotional Intelligence

1Bahareh Shabgard, 2Oreinab Rahmani, 3Ehsan Rahmani, 4Tamjid Karimi

1Rasht Branch, Islamic Azad university, Rasht, Iran.
2M. A in Educational Science.
3M. A in Counseling.
4M. A in General psychology.

Abstract: The purpose of this research was to predict children’s self assertiveness skills based on parents’ emotional intelligence. Statistical society was all undergraduate college students from Azad University of Rudelen in the academic year 2010-2011. Statistical samples were 400 participants (260 females, 140 males) whom selected with random procedures. For collecting data used from two inventories, Assertiveness Inventory (AI) and Bar-On’s Emotional Intelligence Inventory. Results from multiple regression method in the significant level of 0.01 indicated that parents’ emotional intelligence predicts children’s self assertiveness skills. But mothers’ emotional intelligence has the major role in predict children’s self assertiveness skills. Also, in both groups (females and males), mothers’ emotional intelligence is the primary bases on which children’s self assertiveness skills are predicted.

Key words: emotional intelligence, self assertiveness skills, parents, children.

INTRODUCTION

In the present decade, in which the significance and role of emotions in life are being studied, researchers have emphasized on a factor which is related to both outside and inside self connections: "Emotional Intelligence". Emotional Intelligence represents the ability of evaluation, identification and adaptive presentation of emotion in a correct way. It also includes of understanding emotion and being aware of the emotions and establishing feelings which facilitate cognitive activities, adaptive acts others (Mayer and Salovey, 1997). This ability can guarantee your success in every part of the life such as family life and interaction which children. With Emotional Intelligence, we learn how to feel ourselves and how others react to our feelings, how we think about these feelings and how we can choose one feeling among others, how to recognize our wishes and feels and how to express them (Golman, 2005).

Well brought-up children need something more than Intelligence. It necessitates self analysis and interaction which children, the factor which is underestimated. Bringing up children involves individual emotions (Gotman, 2004). Parents together or each of them have the greatest opportunity to influence on their children Emotional Intelligence. A study at Amory University revealed that the child's Emotional Intelligence is the product of Emotional Intelligence presented by parents, but not child experience of Emotional stress (Bradberry and Greaves, 2005).

Most of the literature in this discipline represent the significance of mother-children relationship and emphasizes the point that primarily child experiences are under the influence of this relationship. Since the mother abilities in controlling their abilities and emotions are more respectable than new born baby, the effect of major care taker emotions on child growth and development is very remarkable. Based on this, when children's self assertiveness skills are considered, mothers emotions, knowledge and skills prove to be more highlighted.

During the past decades, researchers have been trying to identify the factors affecting and directing mother-child relationship. What seems crucial here is the mother’s emotion and feedbacks who play the role the care taker. So, a lot of studies have emphasized the major role of various forms of mothers applied relations form on children’s developmental (bawlby,1976 and Ainsworth, 1978).

According to Golman (2005), for parents the quality of Emotional Intelligence includes factor such as understanding children's feeling the ability or sympathizing, bringing calmness and guiding the child.

During the period of looking after, the mother confronted with different environments such as tough and ceaseless burden of taking care of children, is in unconscious emotions which can be transfer to children via various facial expressions, body language, gestures as well as oral language. Different form of sucking by the baby and the behavior shown during being fed, arises various emotional situations in the mother. These emotional situations should be directed in a way to separate the child from the huge number of external stimulus and to meet the needs which have come up by the internal stimulus. In order for the mother shave witch the baby in bringing calmness with the help of externalization process. In this way mother has the vital role in giving away the necessary country to the child to enjoy the appropriate behavior and avoid improper ones (dadseten, 2001). Therefore interaction of regulated emotions with a predictable and familiar caretaker not only
creates a satisfactory feeling but also paves the way for a positive supportive quest. Such an interaction that Ainsworth (1978) emphasizes on supports discovery of social emotions of physical environment for the child (Ainsworth, 1978).

Bandura (1986) believes that social learning is done through modeling and mimicking others behaviors. Family environment is the first and the most lasting factor which influences on the personality. In addition to parents inheriting influence social position of the family economical situation thoughts and beliefs traditions wishes parents education lever and their age as well as the form of family affects the individual and social behaviors (Hargie and Owen, 1997).

The tense of modern life is in a way that each individual continually encounters with different individual and social situations. In such situations there is always a fear that the individual wants and rights get affected (Rees and graham, 1991). Self-assertiveness skills one of social skills components which involves the ability of oral and non-oral transfer of feelings, thoughts and emotions without experiences a lot of anxiety or feeling guilty and without violating others social position and dignity. Understanding this point that we shouldn’t sacrifice our legal rights and value system, the ability to defend ourselves against being sacrificed and exploited by others, distinguishing when assertiveness behaviors brings positive or negative results depends to tally on self-assertiveness skills (Bolton, 1986). Assertiveness has a close relationship with self-actualization and self-esteem and contributes to the establishment of self-actualization feeling in social interactions. Features of people with self-confidence to some extent overlaps with their assertiveness features: defending personal rights, the ability of saying “NO”, beginning, continuing, finishing and the ability to solve special social problems (Rezaee, 1999).

It seems that the role of family in forming personality features is obvious and many studies have emphasized on the role of parents in forming children’s behavior. Baumrind (1991) has reported that developing social skills, self-confidence and psychological health enjoys a direct relationship with how children are brought up by parents. Also evidences are that children who don’t have of warm family environment show inappropriate social behaviors (Hargie and Owen, 1997). Therefore paying attention to the influence of various ways of bringing up children the role of parents as the most influential factors in establishing social skills is undeniable. On the other hand researchers have emphasized on the relationship between different ways of bringing up children and the development of life skills. Some of them believe that there is significant relationship between parents bringing up methods and the quality of life skills in adulthood (Slicher, Picklesmer, Guzak, Fuller, 2005).

In the same way, some of the studies have emphasized on the role of individual differences in physiological and cognitive responses that facing with environmental factors. Also, studies have revealed that the relationship between environmental experiences and psychological health is mediated by a number of variables such as personality features and sex. In addition, researchers have found that individual differences in response to environmental conditions may depend on personal evaluation processes. Also, some studies have emphasized on the role of sexual differences in comprehending stressful events and the levels of relevant responses (Hirokawa, et al., 2002).

Furthermore, psychological findings indicate that women’s facial activity for expressing emotion is more comparing to men. A remarkable number of studies show that parents of pre-elementary children treat with their daughters in a different way that elicits them more emotional responses comparing to sons. For example, one of these researches shows that mothers of 18 month girls usually use the words that describing emotions (sadness, anger, happiness) (Dunn, bretherton, Munn, 1987, reported by Turner and et. al, 2002). According to some studies sexual socialization plays an important role concerning the individual differences in expressing emotions (Grossman, Wood, 1993, reported by by tamers and et al., 2002).

Considering the influence of bringing up method on social behavior, problem solving skills, independence and decision making (Elliot, 1990) and increasing self-confidence (Khademian, 1994) and also establishing an environment for cognitive development and emotional security of children (Winsler, Mudigan, Aquilino, 2005) and from the other hand, the influence of teaching self-assertiveness on social skills (Lizarraga and et. al, 2003) and increasing self-confidence (Yen-Ru Lin and et al., 2004), it is expected that various methods of bringing up children affects the extent to which teaching self-assertiveness can be influential.

Therefore, present study has attempted to evaluate two hypothesis: first, if self-assertiveness skills is predictable based on mothers Emotional Intelligence, second, whether the level of predict ability of self-assertiveness skills based on parents’ Emotional Intelligence is different among two groups of girls and boys.

**Methods:**

The statistical society of this research consists of under graduate students of Azad University in Rudehen in the 2010-2011 academic year and also their parents. In order to do the sampling first a different major of the given society were selected randomly, then observing the girl and boy proportions in the society the number in the sample group was determined and finally, using the simply random selection method, the final sample
(n=400) was decided. Among these, there were 260 female and 140 male, finally the questionnaires were applied individually for each participant.

**Evaluation Device:**

Self-assertiveness inventory of Gambrills and Richy: it includes 40 question expresses a situation which requires the participant to express the possibility of these behaviors by choosing one of these choices: 1= always, 2=usually, 3= almost, 4=rarely, 5= never. In a study done by Piri (2004) validity of the inventory is determined by hierarchical factor analysis which generally demonstrates to be 0.48 the total self assertiveness variance. The reliability of the inventory is determined through test, retest method in a study done by Gambrills and Richi (1975) to be 0.82 and through Cronbach test in study by Piri (2004) to be 0.85.

Emotional Intelligence inventory of Bar-on: It includes 90 questions which involve variety of indexes such as: problem solving, happiness, independence and stress tolerances. The question answer based on a 5 degree scale form totally agree =1 to totally disagree =5. The suitable reliability in other methods of evaluating reliability is reported to be 0.8 and in Isfehan University study, the reliability degree in add and even method is reported to be 0.88 also, the validity of the test is 0.76.

**Findings:**

The descriptive data related to parents Emotional Intelligence grades (father and mother) and their children’s self-assertiveness skills have brought in table 1:

**Table 1:** statistical indexes related to parents EI and children self-assertiveness skills.

<table>
<thead>
<tr>
<th>Variance</th>
<th>Standard Deviation</th>
<th>Mean</th>
<th>Number</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1177.54</td>
<td>34.31</td>
<td>319.06</td>
<td>400</td>
<td>Parents EI</td>
</tr>
<tr>
<td>1099.28</td>
<td>33.15</td>
<td>321.94</td>
<td>400</td>
<td>Mothers EI</td>
</tr>
<tr>
<td>182.83</td>
<td>13.52</td>
<td>105.69</td>
<td>400</td>
<td>Children self-assertiveness skills</td>
</tr>
</tbody>
</table>

**First Hypothesis:**

Children self-assertiveness skills are predictable based on parents Emotional Intelligence.

Table 2 shows (correlation coefficients table) the intercept and standard coefficients in predicting children self-assertiveness skills based on parents emotional intelligence.

**Table 2:** table of parents EI coefficients and children self-assertiveness skill without sexual filtering.

<table>
<thead>
<tr>
<th>Tolerance</th>
<th>VIF</th>
<th>Significance</th>
<th>T</th>
<th>Standard Beta</th>
<th>Non-standard Beta</th>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.01</td>
<td>7.11</td>
<td></td>
<td>2.814</td>
<td></td>
<td>-20.06</td>
<td>Constant</td>
</tr>
<tr>
<td>0.387</td>
<td>2.28</td>
<td>0.01</td>
<td>14.78</td>
<td>0.455</td>
<td>0.012</td>
<td>Fathers EI</td>
</tr>
<tr>
<td>0.437</td>
<td>2.28</td>
<td>0.01</td>
<td>16.93</td>
<td>0.522</td>
<td>0.013</td>
<td>Mothers EI</td>
</tr>
</tbody>
</table>

The calculated correlation amount equals 0.91 which shows that there is positive and strong relationship a between the variables in away that the calculated demonstration coefficient reveals 83 percent of the changes in variable of children self-assertiveness skills is justifiable through parents EI. Checking standard coefficient amounts (Beta) reveals that mothers EI, comparing to fathers EI, enjoys a stronger power in predicting children self-assertiveness skills.

**Second Hypothesis:**

Predicting self-assertiveness skills based parents Emotional Intelligence is different in boys and girls groups.

In table 3 (table of correlation coefficients), the intercept and standard coefficients of predicting girl self-assertiveness skills based or parents EI is brought together:

**Table 3:** table of coefficients for parents EI and girls self-assertiveness skills.

<table>
<thead>
<tr>
<th>Tolerance</th>
<th>VIF</th>
<th>Significance</th>
<th>T</th>
<th>Standard Beta</th>
<th>Non-standard Beta</th>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.01</td>
<td>4.85</td>
<td>0.01</td>
<td>11.63</td>
<td>0.461</td>
<td>0.015</td>
<td>Fathers EI</td>
</tr>
<tr>
<td>0.387</td>
<td>2.85</td>
<td>0.01</td>
<td>13.01</td>
<td>0.519</td>
<td>0.016</td>
<td>Mothers EI</td>
</tr>
</tbody>
</table>

The calculated correlation amount equal 0.91 which shows there is appositive and strong relationship between the variables. In a way that the calculate demonstration coefficient reveals 85 percent of the changes in the variable of girls self-assertiveness skills is justifiable through parents EI. Checking standard coefficient
amounts (Beta) reveals that mothers EI comparing to fathers EI enjoys a stronger power in predicting girls’ self-assertiveness skills.

In table 4 (table of Correlation coefficients), the intercept and standard coefficients of predicting boys self-assertiveness skills based on parents EI is brought together:

Table 4: Table of coefficients for parents EI and boys self-assertiveness skills.

<table>
<thead>
<tr>
<th>Tolerance</th>
<th>VIF</th>
<th>Significance</th>
<th>T</th>
<th>Standard</th>
<th>Non-standard</th>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beta</td>
<td>Standard error</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.546</td>
<td>1.83</td>
<td>0.01</td>
<td>9.27</td>
<td>0.448</td>
<td>0.021</td>
<td>0.192</td>
</tr>
<tr>
<td>0.546</td>
<td>1.83</td>
<td>0.01</td>
<td>10.93</td>
<td>0.529</td>
<td>0.021</td>
<td>0.229</td>
</tr>
</tbody>
</table>

The calculated correlation amount equals 0.89 which shows that there is a positive and strong relationship between the variables in a way that the calculated demonstration coefficient reveal 79 percent of the changes in the variable of boys self-assertiveness skill is justifiable through parents EI. Checking standard coefficients amount (Beta) reveals that mothers EI comparing to fathers EI enjoy a stronger power in predicting boys’ self-assertiveness skills.

Although the results reveal that parents EI enjoys the ability of predicting self-assertiveness skill both in boys and girls groups and the calculated correlation coefficients is powerful one in both Groups of boys and girls, but considering the difference between correlation coefficient and calculated demonstration coefficient in both groups of boys and girls we can come to this conclusion that parents EI is more powerful in predicting girls self-assertiveness skills than boys. Therefore the research hypothesis which says there is a difference in prediction of boys and girls self-assertiveness skills based on parents EI is confirmed.

Discussion:
Analysis of the data confirm first hypothesis of the research and revealed that children self-assertiveness skills are predictable based on parents EI. It means that children living in families which their parents enjoy a high Emotional Intelligence, will show a higher degree of self-assertiveness skills and if the parents enjoy a lower degree of Emotional Intelligence, the children self-assertiveness skills will be lower. Bamrind (1991) revealed that more qualified and developed children’s parents had enjoyed warmer and more affectionate parent comparing to other children’ parents, these parents always a good communication with their children (Bamrind, 1991). Other studies have show that parenting methods will make a long lasting influence on children’s behavior, performance and finally their personality in future. For instance, strict and dictator parent who don’t let their child use the self-assertiveness skills, are obstacles for the child development and creativity and prevent their children potential talents to prospect and consequently, these sort of children will find them selves to elusive, aggressive and easily annoyed in future life (Mehrabi, Najarinand, Bahraini, 2002).

Shick (1999) did a research on parents influence on psychological health of the adolescents and concluded that parents personality features that enjoy simultaneous correlation with adolescent psychological health. khademian (1997) in study about pupils indicated that there is a significant relationship between parenting insights and children self-steem. Ketanin and et al., (1997) in a study about children temperament and mothers parenting style concluded that mothers strict pushing methods has a social negative effect on children temperament, behavior, personality and future performance. Also the present study has indicated that children self-assertiveness skills are predictable based on parents behavior, personality and emotional intelligence. Therefore, if parents EI were high, it would influence their parenting and they would have children with high communication skills such as self-assertiveness skills (Ketanin and et al., 1997).

Considering the above mentioned research results, we can say that there is a general agreement among researchers that parents behavior and skill would highly influence on children growing up. And also family relationship affects all aspects of life such as relationship with peers and adults, educations and wrong habits. In addition to this, children’s parent whose enjoy a balance in establishing free and intimate relationships, possess a higher degree of self-confidence, self-assertiveness and psychological health.

Second Hypothesis of The Research:
Predicting children self-assertiveness skills based on their parents EI is done differently in two groups of boys and girls. The result of this hypothesis revealed that in both groups of boys and girls, self-assertiveness skills more on mothers EI.

This means that mothers EI amount has more influence on children self-assertiveness skills in both boys and girls. Also, results from Matud’s study (2004) revealed that woman comparing to men have got better scores in styles of facing or avoiding emotions. The emotional differences have been reported even among 2 years old boys and girls during playing for fun (Tamers, et al., 2002) and in the same way the psychological findings of this study to shows that women facial activity in order to express emotions is higher than men.
Some studies show that sexual socialization plays an important role in individual differences in expressing emotions (Grossman and Wood, 1993. reported from Tamers and et al., 2002). Therefore, this study is consistent with some other studies in terms of a hypothesis which considers a difference between boys group and girls group in prediction of their self-assertiveness skills based on their parents EI. In these kinds of studies, there are a lot of features which are considered as different in boys and girls.

As it be concluded from the results and comparison of them with the history of literature concerning this topic, the relationship between parents EI and children self-assertiveness skills is clear. Factories such as, self-consciousness, independence, self-assertiveness, flexibility, interpersonal relationships, control, sense of responsibility, self-esteem, realism and bearing psychological pressures in parents personality are all among influential parenting and educational factories on children self-assertiveness skill. Of course, some of these mentioned factories are more influential than others.

Regarding the limitations of the present study, it can be mentioned that this study, like many other studies, may have encouraged the participants to use socially accepted strategies in order to avoid the disgrace of lacking personal qualifications, Because of employing self reporting devices instead of considering the actual behavior.

Relying on measurable and instructional approaches (emotional intelligence), the present study tried to describe the sensitive role of fathers and mothers as secure stations. And by focusing on fathers’ and mothers’ emotions for preparing appropriate responses to their child, regards parenting children as an emotional and communicational necessity and emphasizes on instruction of emotional intelligence to mothers and fathers. Therefore, it is better to consider some sessions in different centers such as schools for instructing emotional intelligence to mothers and fathers. Also, in the present study, considering the researcher’s commitment to observing morale principles, all the information about participants was kept as confidential.

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It is very much necessary to thank the dean of Islamic Azad University of Rudehen whose contribution in data collection process was so admirable. Also, I must appreciate Dr.Kadije Abolma’ali and her great efforts in directing the whole program and supervision of the study. At the end, I should acknowledge the university students of Rudehen department who helped me in playing the role of participants and filling out the questionnaires.

REFERENCES