

A STUDY OF PARENTING STYLE IN RELATION TO EMOTIONAL INTELLIGENCE, UPON PRIMARY SCHOOL STUDENTS WITH DISABILITIES

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The issue that has been investigated by this study is represented by the differences in emotional intelligence of the child with disabilities, depending on the parental style it was involved with. It is highlighted that family education plays a key role in shaping the character and personality of the individual, because the family is the first and most important community in which the child lives. A teacher who knows the relationship between parenting style and the emotional intelligence of the child with disabilities can advise his parents by helping them to become aware of their major role in forming their children.

The article deals with the four parental styles: demanding, authoritarian, permissive, negligent. Exigent parenting creates the healthiest environment for a growing child and helps create a productive relationship between parent and child. Authoritarian parenting style, also called strict parenting style, characterizes those parents who are demanding but not sensitive or affectionate. Permissive parenting style, also known as indulgent parent, is another potentially harmful style. These parents are responsible, but they are not demanding to be good while trying to avoid confrontation. Parental carelessness is one of the most damaging parenting styles that can be used in parent-child dynamics.

It is stated that developing emotional intelligence through educational communication involves building constructive social relationships between teacher-child, child-child, child-parent, child-community.

Disabilities are determined due to deficiencies (physical, sensory or intellectual) and health conditions (mental illness). The article provides a number of recommendations for a good emotional development of the child with disabilities. It is recommended that parents encourage children to identify their own solutions to various problems without offering them “own variants”, thus children are starting to develop and improve their sense of responsibility. Regardless of their age, children with disabilities should not be taught to deny their feelings and emotions. They should be taught how to recognize and control their own emotions and also understand that they are normal and that there is nothing wrong with exteriorizing emotions.

Key words: parenting style, emotional intelligence, a child with disabilities.

Family education plays a key role in shaping the character and personality of the individual, because the family is the first and most important community in

which the child lives. In education, parents use individual or combined parenting styles that have different benefits and consequences for the child. Poor relationships between parents and children have negative effects (aggression, hyper-emotivity, instability, anxiety, etc.). Harmonizing parent-child relationships, and a balanced and affectionate family life develops personality traits opposite to those listed above: the child trusts in his own power, adapts easily to school life, and acquires a real emotional balance.

A teacher who knows the relationship between parenting style and the emotional intelligence of the child with disabilities can advise his parents by helping them to become aware of their major role in forming their children.

Considering the importance of parental influence in the formation of the child's psychological structure, it is important to study how parental style influences the development of the emotional intelligence of children with disabilities.

The importance of family in the education of the young generation has been the subject of research by such scholars as: the socio-pedagogical aspects Baran-Pescaru Emilia; the psychosocial interpretations of family education are evident in the sociology of Elisabeta Stanciulescu; Baumrind (1967) has numerous studies on style typology of parenting. In Republic of Moldova there are specific studies on the problems of family education analysed by the psychologist Cuznețov Larisa.

Emotional intelligence studies are relatively recent, starting around the 1990s, and three major directions in the definition of emotional intelligence are represented by: John D. Mayer and Peter Salovey, Reuven Bar-On, Daniel Goleman.

Although each of the variables has been studied independently or in relation to others, there are not many studies investigating the correlation between those three (parental style, the emotional intelligence of healthy primary school student and with disabilities) so the present study offers to investigate these relations.

The problem that has been investigated by this study is represented by the differences in emotional intelligence of the child with disabilities, depending on the parental style it was involved with.

The main object of the study is to quantify in an objective manner the effects of different parenting styles on emotional intelligence of the primary school student with disabilities.

Revision of literature:

1. *Parental style*. Man's life is possible through interaction, and parents are the main source of human communication. Types of family educational models can be classified according to two axes of analysis: authority relation – liberalism (strictness – permissiveness); love relation – hostility (attachment – rejection).

The indicators used for the analysis of the first axis reflect parental constraints on the activity of children, responsibilities that are attributed to them,

how to exercise parental control, the rigor to which it applies, the rule of observing the rules, etc. In the second axis, indicators can be reflected: the degree of engagement of parents in children's activity; support for children; the time spent on education; receptiveness to the problems of new generations; emotional states related to children's needs, etc. [6, p. 91].

In general, there are three styles of education that clearly define the characteristics of each educational style and which specifically indicate the parents' belonging to a certain style. These are: permissive, authoritative, democratic [1, p. 56–95].

Another vision, where parenting style is defined as parenting attitude to parenting and includes three dimensions: involvement – defined by the degree to which parents are interested, informed and involved actively in the child's life; support in gaining child's autonomy – defined by the degree to which parents appreciate the child's perspective and use techniques that encourage choice, initiation and participation in decision-making; affection - defined by the degree to which parents are receptive and sensitive to their child

These three features, listed above, satisfy the child's basic psychological needs: autonomy, competence and connectivity, and facilitate his / her inner motivation.

Parental style based on these three features causes greater child internalization of parental attitudes and adaptation to their behavior, determines the development and regulation of their perceptions and abilities, and the acquisition of emotional skills.

“The specific structure of certain values, practices and behaviors characterized by a certain relationship established between control and parental affection” [7].

Perspectives on the education of a child can be divided into two groups: typology approaches – affection; dimensional approaches – control.

In the group of typological approaches, those which are related to sensitivity (affection) and exigency (control), form four parental styles: demanding (a balanced relationship between affection and control); authoritarian (low affection, high degree of control); permissive (high degree of affection, little control); negligent (low degree of affection and control).

Exigent parenting creates the healthiest environment for a growing child and helps create a productive relationship between parent and child.

Parents displaying this parental style are easily recognizable due to their large but realizable expectations for their children and, at the same time, provide understanding, support and affection.

Authoritarian parenting style, also called strict parenting style, characterizes those parents who are demanding but not sensitive or affectionate. Authoritarian parents do not allow an open dialogue between parent and child, and expect

children to observe a strict set of rules and expectations. They usually rely on punishment to ask for obedience or to teach a lesson.

Permissive parenting style, also known as indulgent parent, is another potentially harmful style. These parents are responsible, but they are not demanding to be good while trying to avoid confrontation.

The benefit of this parental style is that parents are usually very caring and loving. There are few rules set up for the children of permissive parents, and the rules are inconsistent when they exist. This lack of structure causes these children to grow with little self-discipline and self-control.

Some parents adopt this approach as an extremely contradictory approach to authoritarian education in their own childhood, while others are simply afraid to do something that could upset the child.

Parental carelessness is one of the most damaging parenting styles that can be used in parent-child dynamics. The negligent parent is different from other styles where parents rarely fluctuate naturally negligently in response to child behavior. If a parent acknowledges a negligent parent, or if someone recognizes that he or she may know a negligent parent, it is important to understand that these parents (and the children involved) need assistance so that they can return to the right path to have a healthy and communicative relationship within the family.

2. *Emotional intelligence*. Developing emotional intelligence through educational communication involves building constructive social relationships between teacher-child, child-child, child-parent, child-community.

In the definition and characterization of the term emotional intelligence three main directions were outlined:

I. First one represented by J. D. Mayer and P. Salovey. These two authors consider that emotional intelligence refers to the individual's capabilities / abilities: to perceive and express as accurately as possible their own emotions and the emotions of others; to accede or generate feelings when they facilitate thinking and effective action; to understand and to exercise control over their own feelings, and on the feelings of others, so that they can contribute to the development of the person.

II. Second one is represented by R. Bar-On. This direction groups the essential components of emotional intelligence into five factors: intrapersonal factors (consciousness of own emotions, optimism / assertiveness, respect and considered for oneself, self-reliance, independent); interpersonal factors (empathy, mutually positive interpersonal relationships, social responsibility); adaptability (problem solving, reality testing, flexibility); stress control (tolerance to frustration, impulse control); general disposition (satisfaction, happiness, optimism).

III. Third one is represented by D. Goleman. According to him, emotional intelligence is built from: the consciousness of his own emotions (the awareness and the name of the emotions, the understanding of the generating causes, the

distinction between feelings and actions); self-control of emotional feelings (appropriately mastering and expressing emotions, tolerance to frustration and anxiety, self-esteem, positive thinking); personal motivation (productive use of emotions, perseverance, responsibility, flexibility, openness to creativity); empathy (observation and careful listening of the other, the ability to be in the position of the other, sensitivity and understanding to the problems of others); social skills (pro-social attitudes and behaviors, positive relationships with others, conflict resolution, interpersonal communication skills).

Rocco M. supports the idea that “the formation of emotional intelligence depends largely on the degree of obesity, automatisms being invested in the family or school environment.

However, both natural sensitivity, emotional intelligence, and general or traditional intelligence have an adaptive character, ensuring survival of the person” [5, p. 145].

Although classifications of emotional intelligence components differ from one approach to another, however, they have tangential points and are of particular interest and special attention to each of them.

3. *Children with disabilities*. The child's admission to school, the complex request may be the time to identify issues that until then have been ignored. There are cases where child development does not correspond to that of children of the same age. Many of these cases can occur and can be detected from birth, others occur during development. Regardless of the situations that led to the emergence of these problems, we consider it necessary to clarify several important aspects.

Many of the topics related to the understanding of disability (what is, the environment, diversity, prevention, disability and human rights and others) have been analyzed and developed in the World Report on Disability, prepared in 2011 by the World Health Organization Collaboration with The World Bank. In education, children with special educational needs (CES/SEN) are spoken.

A. Racu and A. Danii believe that disability actually certifies a lack of competence, determined by the restriction of physical and mental abilities.

According to the specialized dictionary, disability sums up a number of functional limitations that can be met in any population. Disabilities can be determined due to deficiencies (physical, sensory or intellectual), health conditions (mental illness), but they also depend on the environment [4, p. 80].

4. *Relationship between variables*. The experimental research was based on the data and information of the theoretical investigations, following the characteristics of the phenomena of the educational style in the family and the emotional intelligence of the child.

The pedagogical experiment aimed at identifying the level of emotional intelligence in small schools and determining the educational style in the family.

In the empirical research we used two methods, namely: testing (the “Emotional Intelligence” test, elaborated by psychologist Daniel Goleman, adapted by M. Rocco for children and questioning (the questionnaire for determining the educational style in the family, elaborated by researcher R. Ovcearova).

The experimental sample consists of 40 pupils who graduate from primary school. Some of them are from urban areas, part of rural areas.

A comparative study of 20 healthy children and 20 children with disabilities was performed, of which 24 are girls and 16 are boys. These children come from families with little, average and high level of ability to contribute to the formation of man and his social integration. This criteria does not mainly influence the emotional intelligence manifestation but fulfilling family’s primary function of emotional security assurance which is the expression of individuals’ awareness of the importance of emotional security, the necessity and role of affection in family. This leads to necessity of a higher tolerance between parents and between parents and children, opposite to parental authoritarianism and domination, specific to traditional societies. From this perspective, the result is that a special attention payed to the emotional violence of children in the family, the emotional violence being an expression of parental/adult’s failure to offer a corresponding development environment, through inadequate forms of behavior (restrictions, threats, hostility, rejection, humiliations, denigration).

After emotional intelligence test by Daniel Goleman (the adopted version of Mihaela Rocco) was applied, the following results were obtained upon the sample of 40 pupils: 30% under average, 66% average level of emotional intelligence, over average 3 % and 1% of exceptional results.

Appliance of the comparative test of healthy children and children with disabilities results in the following: one healthy boy has an exceptional intelligence level, 33% under average, 66% manifest average emotional intelligence. The group of children with disabilities manifest lower emotional intelligence: 80% under average and 20% average level.

Regarding gender difference of emotional intelligence level, was noticed that the under average levels of emotional intelligence are 41,65% at boys and 44,65% at girls. On average level, boys manifest 48% and girls – 55,5%, while there are no girls to manifest an exceptional level on emotional intelligence, but boys manifest 8,33%.

The emotional ability should be developed so that the emotional coefficient to be above average. The emotional ability is useful in everyday life, in confrontations met by every person.

Emotional awareness guides people towards an appropriate behavior. The lack of emotional awareness elads them to isolation and disfunction.

Average emotional awareness and under average emotional awareness produces a victim attitude. Both produce a negative impact on life and on the success achieved by child in the educational system.

Studies that tracked the relation between parenting styles and emotional intelligence in the small disabled disciple found that demanding style is the greatest predictor of emotional intelligence.

Authoritarian and permissive styles have a negative correlation with this ability, and careless style is the most detrimental to the development of the child's personality.

In other words, the demanding parental style offers the affection the child needs, but it also comes with clear boundaries so that it can grow harmoniously and can be in touch with one's own needs and with others.

When parental style is authoritarian, permissive, or even negligent, it predisposes the child to emotional imbalance, the development of low self-esteem and even anxiety.

Educating emotions is done gradually, depending on the child's age, but also on the circumstances. Family education is the notion that is worth studying and exploring.

First of all, family education is the kind of education in which the goodness and the true desire to see in tomorrow's child an individual mature person, a mature person who knows where he goes and what purposes he pursues, for whom the environment in which he lives is not a stranger but a part of himself.

Family is where the child learns to cope with strong emotions, but also with the various affective states that can impress him.

From a young age, a child needs to be taught to recognize, but also to manage his emotions as best he can to use them in his own advantage, thus helping to consolidate and develop their personal relationships, but also with oneself.

For a good emotional development of the child with disabilities, it is recommended that parents encourage children to identify their own solutions to various problems without offering them "own variants", thus children are starting to develop and improve their sense of responsibility.

- Regardless of their age, children with disabilities should not be taught to deny their feelings, annoyances, emotions. They have to understand that they are normal and that there is nothing wrong with exteriorizing emotions.
- The disabled child should learn what humanity means, strong personality, recognition of failure, and the fact that it is not a defeat, but a lesson of life.
- The child with disabilities should be taught to recognize and control their own emotions, and then he can express them to people who are trusted.
- The child with disabilities must learn to become aware of their own feelings from an early age, thus also enlightening the ability to control their strong emotions.

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ДОСЛІДЖЕННЯ СТИЛІВ БАТЬКІВСЬКОГО ВПЛИВУ НА ЕМОЦІЙНИЙ РОЗВИТОК УЧНІВ ПОЧАТКОВОЇ ШКОЛИ З ОСОБЛИВИМИ ПОТРЕБАМИ

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Досліджено відмінності в емоційному розвитку дітей з особливими потребами залежно від різних стилів батьківського впливу. Наголошено, що сімейне виховання відіграє провідну роль у формуванні характеру та особистості людини, оскільки сім'я є першою і найважливішою спільнотою, у якій живе дитина. Вчитель, який знає про взаємозв'язок між стилем батьківського впливу та емоційним розвитком дитини з особливими потребами, може допомогти батькам усвідомити їхню важливу роль у вихованні дітей.

Розглянуто чотири стилі батьківського впливу: вимогливий, авторитарний, поблажливий та відсторонений. Вимогливий стиль є найсприятливішим для виховання дитини і допомагає створити продуктивні взаємовідносини між батьками й дитиною. Авторитарний, або владний, стиль притаманний вимогливим батькам, у яких відсутні почуття та любов до дитини. Поблажливий стиль є потенційно небезпечним і характеризує батьків, які не регламентують поведінку дитини, намагаючись уникнути конфронтації. Батьківська недбалість розглядається як один із найбільш небезпечних стилів батьківського виховання.

Зазначено, що розвиток емоційної сфери шляхом комунікації в процесі навчання та виховання охоплює формування соціальних взаємозв'язків: вчитель – дитина, дитина – дитина, дитина – батьки, дитина – спільнота.

Особливі потреби визначено відповідно до певних порушень (фізичних, сенсорних, розумових) у розвитку дитини, а також за станом її здоров'я (психічні захворювання). Стаття містить низку рекомендацій щодо емоційного розвитку дітей з особливими потребами. Зокрема, батькам запропоновано заохочувати дітей шукати власні способи розв'язання проблем, внаслідок чого у них формується почуття відповідальності. Незалежно від віку дітей з особливими потребами не слід вчити ігнорувати власні почуття та емоції. Вони повинні навчитись розпізнавати та контролювати власні емоції, а також розуміти, що вияв емоцій є природнім для людини.

Ключові слова: стиль батьківського впливу, емоційний розвиток, дитина з особливими потребами.