

NEGLECT PARENTING STYLE AND ACADEMIC ACHIEVEMENT IN MEDICAL STUDENTS: MODERATING ROLE OF EMOTIONAL INTELLIGENCE

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ABSTRACT

The present study was investigated the relationship between Neglect Parenting Style, Academic Achievement and moderating role of Emotional Intelligence in Medical Students. The study was conducted on 250 medical students which were taken from different medical colleges of Lahore through Purposive sampling. The results of the study showed that highly significant negative association between Neglect Parenting Style and Academic Achievement in Medical Students. However, highly significant positive relationship between Emotional Intelligence and Academic Achievement. Results also indicated significant prediction between Emotional Intelligence and Academic Achievement in Medical Students. Finding also revealed that Emotional Intelligence play significant moderating role between Neglect Parenting Style and Academic Achievement. Results concluded that high Emotional Intelligence could be reduce Neglect Parenting Style and it led toward better Academic Achievement of Medical Students.

Keywords: Neglect Parenting Style, Emotional Intelligence, Academic Achievement, Medical Students.

INTRODUCTION

As guardians' parents are the one who nurture and raise a child. Parents influence the child's especially the relationships they develop with people around them. However, Academic achievement is a complicated phenomenon consists on traditional, intellectual and emotional growth of the students. Academic achievement is the main feature of teachers, college consultants, and parents of students (Lv et al., 2014). The aim of education was to achieve academic achievement (Javadi et al., 2017). Academic achievement was the expectation to find pleasure in understanding challenge and hard performances (Cecco & Crawford, 1977). Academic achievement was a terming which a learner, educator or institute has achieved their small and longstanding learning objectives. Collective GPA and achievement of educational standards such as secondary school diplomas and bachelor's degrees characterize academic achievement (Trice, 1985).

In addition, Environmental and some psychosocial factors like parents' attitude towards the child, stressful situations or dysfunctional family environment can be effect academic achievement (Repetti, Taylor & Seeman, 2002). Thus, Social relationships play an important role in maintaining the troubled behavior (Sroufe et al., 2000).

Furthermore, academic achievement of students particularly in higher school level is not only an indicator of success or otherwise of schools but a main basis and aim for the future of

children both in state and in overall. Educational results have become a sensation of interest to all and this explanation for the motive why scholars have been working hard to complex aspects which influence against good academic performance (Aremu & Sokan, 2002). This sensation has been discussed in literature as academic achievement, or educational working. Academic achievement of students has attracted attention of scholars, parents, policymakers and planners. *Academic success* is also of the great *significance* because people who are working might require higher levels of education to deal with the advanced technologically requiring professions of the future (Fred, 1962).

Parenting Styles

Parenting style is a psychological concept representing standard approaches and styles that parents use in their child rearing. Parenting has an extensive reflected and an analytically significant area of effect with respect to early adolescents' change (Baumrind, 1993). A research was conducted to study the relationship between parenting styles and academic achievement among university students. Results showed neglect parenting style and academic achievement has significant association (Zahedani et al., 2016).

Emotional Intelligence

Emotional intelligence describes adaptive interpersonal and intrapersonal emotional functioning. It indicates the level to which a person can evaluate and control feelings in personality and others, and use emotions for difficulty management (Schutte et al., 1998). Individuals with greater emotional intelligence showed extra positive societal working in personal affiliation, well-known in friends as pro-social, less aggressive and convictable (Brackett et al., 2011). These features enhanced societal ability and strong relations which helps in logic and intellectual growth leading to well educational performance (Ford & Smith, 2007). Emotional intelligence assists in ordering of judgments, performance rule and properly reformed routine selections which assistances academic achievement (Brackett & Salovey, 2011).

LITERATURE REVIEW

A study result showed Parenting Style and Academic Achievement has significant association. Moreover, results showed significant association between Neglect Parenting Style and Academic Achievement of the students (Zahedani et al., 2016). Emotional Intelligence played a significant role to Achieving Academic Achievement (Gharetepeh et al., 2015). Johnson (2016) conducted a study and results showed Emotional Intelligence can reflect as a cluster of abilities which devote to the appropriate valuation, parameter of emotions, the use of moods for highest Achievement in education, career and life. Also, Emotional Intelligence was a significant predictor of Academic Achievement.

Rationale

The study helps to understand how Neglect Parenting Styles and Emotional Intelligence influence the Academic Achievement of students. Understanding the importance of Emotional Intelligence especially in medical students and helps to understand the effect of Neglect Parenting Styles.

Objectives

- To investigate the negative relationship between Neglect Parenting Styles and Academic Achievement.
- To examine the positive relationship between Emotional Intelligence and Academic Achievement.

- To study the predictive role of Neglect Parenting Style and Emotional Intelligence on Academic Achievement in Medical Students.
- To examine the moderating role of Emotional Intelligence between Parenting Style and Academic Achievement.

Hypothesis

- There is likely to be a negative relationship between Neglect Parenting Styles and Academic Achievement.
- There is likely to be a positive relationship between Emotional Intelligence and Academic Achievement.
- Neglect Parenting Style and Emotional Intelligence are likely to be predict Academic Achievement in Medical Students.
- Emotional Intelligence is likely to be play a moderating role between neglect Parenting Style and Academic Achievement.

METHODOLOGY

Research Deign

Correlational research design was used to investigate the relationship between Neglect Parenting Style, Academic Achievement and moderating role of Emotional Intelligence in Medical Students.

Sample

The sample size of 250 male and female medical students. The sample size was determined by “G Power Analysis”.

Sampling Technique

Purposive Sampling was done.

Measures

Assessment measures included the following.

Demographic Information

A list of different questions like name, age, sex, education, marital status, and relationship with siblings, parents and spouse, monthly income of family or participants, residence, socio economic status, number of siblings, education of parents, and family system was given to the participants to collect information.

Parenting Styles Scale

Parenting Styles Scale (PSS; Jerusalem & Schwarzer, 1995) was used to measure the level of parenting styles. This tool has 38 items. This scale has four subscales; authoritative, authoritarian, permissive and neglect. This tool used 5-point likert scale.

Schutte Emotional Intelligence Scale

Schutte Emotional Intelligence Scale (SEIS; Schutte, 1998) was used to measure the level of emotional intelligence. This instrument has 33 items. This scale has 4 subscales: perception of emotion, managing own emotions, managing others emotions and utilization of emotion. Every item of scale is measured on 5 point Likert-type ranging from 1(disagree strongly) to 5 (agree strongly).

Academic Locus of Control Scale

Academic Locus of Control Scale (ALCS; Trice, 1985) was used to measure the level of academic achievement. This scale has 28 items. This scale used True and False format for responses.

Procedure

The participants were approached at different medical colleges and universities. Each participant was provided with the Information Sheet for detail information regarding the research and a Consent Form to make sure that the participants were willingly participating in the research. They were informed about the ethical consideration of the study. After that pilot study and main study was conducted.

Results

Data was analyzed using Statistical Packages for Social Science (SPSS.21).

Table 1

Pearson Product Moment Correlation Analysis between Study Variables in Medical Students (N=250)

Variables	1	2	3	M	SD
1. NPS	-	.39**	-.01**	66.08	11.62
2. EI	-	-	.27**	76.62	12.86
3. AA	-	-	-	23.56	4.48

** P < 0.01, *P < 0.05

Note: NPS= Neglect Parenting Style, EI= Emotional Intelligence, AA=Academic Achievement, M= Mean, SD= Standard Deviation

The results in above table shows that Neglect Parenting Style has significant negative relationship with Academic Achievement. Emotional Intelligence has highly significant positive association with Academic Achievement.

Table 2

Hierarchical Regression Analysis Predicting Academic Achievement on Neglect Parenting Styles, Emotional Intelligence and Academic Achievement in Medical Students (n=250)

Predictors	Academic Achievement Medical Students	
	ΔR^2	β
Step 1	.00	
Neglect Parenting Styles		-.10
Step 3	.08*	
Emotional Intelligence		.31***
Total R ²	28%	

Note: *p < .05. , **p < .01. , ***p < .001.

a. Dependent Variable: Academic Achievement

b. Predictors in the Models: Neglect Parenting Style Scale, Emotional Intelligence.

Results in above table revealed that Emotional Intelligence was significant predictor of Academic Achievement.

Table 3
Moderating Role of Emotional Intelligence (n=250)

Predictor	SE	B	t
Neglect Parenting Style	.13	-3.25	-.43
Academic Achievement	.07	-.16	-2.12
Interaction	.00	.00	3.03
R ²	.11		
F	10.65		

Note: *p < .05. , **p < .01. , ***p < .001.

Results indicated that significant interaction effect of Neglect Parenting Style x Academic Achievement (B=-.39.68, p= .00). The Value of R² (.11) explained 11% variance in the Academic Achievement accounted for by Neglect Parenting Style.

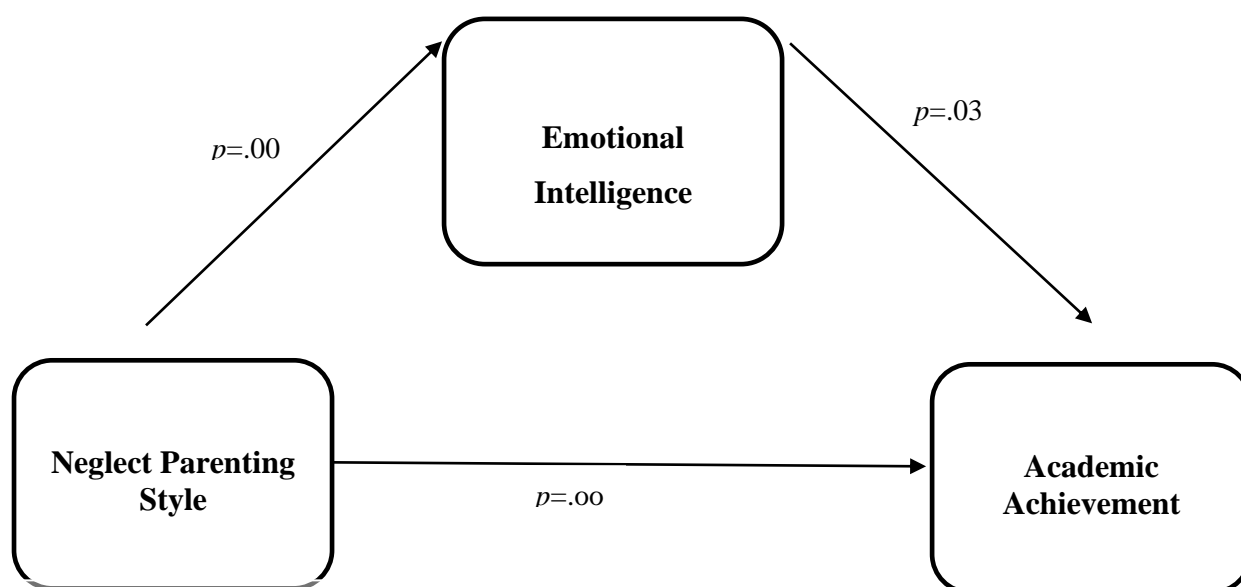


Figure 3.1

Figure 3.1 Show Moderating Role of Emotional Intelligence Between Negative Parenting Style and Academic Achievement

DISCUSSION

The current study showed highly significant positive correlation between Emotional Intelligence and Academic Achievement. Previous literature supported the findings. Another research was conducted to assess the relationship between emotional intelligence and academic achievement. Results of the present study showed significant prediction between Emotional Intelligence and Academic Achievement in Medical Students Parker, Cerque, Barnhart and Harris (2004) conducted a research to find out association between Emotional Intelligence and Academic Achievement among (n=677) students. The results showed Emotional Intelligence can reflect as a cluster of abilities which devote to the appropriate valuation, parameter of emotions, the use of moods for highest achievement in education, career and life. Also, Emotional Intelligence was a significant predictor of Academic Achievement. Findings of the present study showed emotional intelligence played significant moderating role between neglect parenting style and academic achievement. A retrospective study was conducted to study association between neglect parenting style to adult emotional

intelligence. Results showed that emotional intelligence was lower for those raised neglecting parenting styles, indicating that the association between this style has the strongest negative relation to adult emotional intelligence (Cameron, Cramer & Manning, 2015). Another research was

CONCLUSION

It is evident from the current research and previous researches that Medical Students who have high Emotional Intelligence led towards high Academic Achievement.

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