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Abstract

Keywords:

emotional intelligence; parental competence; parenting.

According to Bar-On and Parker (2011) emotional intelligence is a set of skills that positively influences a person's ability to adapt to environmental requirements.

Parental competence is also defined as a function specific to parents, while also representing the style in which they fulfill their parental responsibilities. (Johnson et al., 2014)

The main purpose of this study is to identify the relationship between parents' emotional intelligence and parental competence.

The results obtained showed that parental competence does not depend entirely on the level of emotional intelligence of the parent. Following the distribution between the level of parental competence and the level of emotional intelligence, it was demonstrated that those parents who recorded a high score of parental competence (80-100 points), did not obtain the highest values of parental competence. Through the distribution of the values of the emotional intelligence coefficient according to gender, the female gender obtained higher values of emotional intelligence compared to the male gender.

The positive value of the Pearson correlation coefficient of 0.12 indicates that the level of emotional intelligence of adults positively influences the perception of parenthood in the form of a reward.

Emotional intelligence is also applicable in the field of parenting, helping to improve the perception of adults on the challenges encountered in the process of educating the child. This research provides new opportunities to investigate the impact that a parent's emotional intelligence and parenting skills have on a child's development.

Zusammenfassung

Schlüsselworte:

emotionale Intelligenz; elterliche Kompetenz; Elternschaft.

Laut Bar-On und Parker (2011) ist emotionale Intelligenz eine Reihe von Fähigkeiten, die die Fähigkeit einer Person, sich an Umweltaforderungen anzupassen, positiv beeinflussen.

Die elterliche Kompetenz wird auch als eine Funktion definiert, die für die Eltern spezifisch ist und gleichzeitig den Stil darstellt, in dem sie ihre elterliche Verantwortung erfüllen. (Johnson et al., 2014).

Der Hauptzweck dieser Studie ist es, die Beziehung zwischen der emotionalen Intelligenz der Eltern und der elterlichen Kompetenz zu identifizieren.

Die erhaltenen Ergebnisse zeigten, dass die elterliche Kompetenz nicht vollständig vom Grad der emotionalen Intelligenz der Eltern abhängt. Nach der Verteilung zwischen dem Grad der elterlichen Kompetenz und dem Grad der emotionalen Intelligenz wurde gezeigt, dass diejenigen Eltern, die eine hohe Punktzahl der elterlichen Kompetenz (80-100 Punkte) verzeichneten, nicht die höchsten Werte der elterlichen Kompetenz erzielten. Durch die Verteilung der Werte des Koeffizienten der emotionalen Intelligenz nach Geschlecht erhielt das weibliche Geschlecht im Vergleich zum männlichen Geschlecht höhere Werte der emotionalen Intelligenz.

Der positive Wert des Pearson-Korrelationskoeffizienten von 0,12 zeigt an, dass der Grad der emotionalen Intelligenz von Erwachsenen die Wahrnehmung der Elternschaft in Form einer Belohnung positiv beeinflusst.

Emotionale Intelligenz ist auch im Bereich der Elternschaft anwendbar und trägt dazu bei, die Wahrnehmung von Erwachsenen in Bezug auf die Herausforderungen bei der Erziehung des Kindes zu verbessern. Diese Forschung bietet neue Möglichkeiten, um die Auswirkungen der emotionalen Intelligenz und der Erziehungskompetenz eines Elternteils auf die Entwicklung eines Kindes zu untersuchen.

1. Introduction

The main concepts of this study are emotional intelligence and parental competence. The literature and previous studies in the field of emotional intelligence and parental competence offer a wide

range of definitions and explanations of the two concepts.

The concept of emotional intelligence finds its roots in the philosophy of Socrates, whose motto was

"know yourself" (Goleman, 2018).

Parental competence is a system of knowledge, skills, abilities and skills supported by specific personality traits, through which the parent manages to successfully fulfill parental responsibilities, prevent and overcome crisis situations in order to develop the child. (Milcu, Griebel & Sassu, 2008)

2. Theoretical foundation

2.1. Emotional intelligence - theoretical and practical aspects

Emotional intelligence is defined as a component part of social intelligence, involving the ability to monitor one's feelings and emotions, as well as the ability to discriminate between them. (Salovey, Brackett & Mayer, 2007)

Bar-On characterizes emotional intelligence as a combination of abilities, skills and noncognitive skills, which influences a person's ability to adapt to the demands and pressures of the environment. (Bar-On & Parker, 2011)

The components of emotional intelligence are: "self-awareness, social consciousness, self-management, relationship management." (Goleman, 2016, p.8).

This type of intelligence is cultivated by parents who are followers of inductive discipline and availability for the child, therefore emotionally intelligent parents (Segrin & Flora, 2019) there are no significant gender differences in the level of emotional intelligence. (Chohan & Habib, 2020)

Elias (2019) formulates a series of specific principles of education based on emotional intelligence, referring to: awareness of the feelings of the parent, but also of those around, manifestation of empathy and understanding the views of others, gaining balance and resistance to emotional impulses and behavioral.

Parents' emotional intelligence plays a significant role in their psychological well-being and is also influenced by the parenting style adopted (Nguyen et al., 2020), positively determining the emotional behavior of their children. (Alegre, 2011) An increased level of intelligence emotional support of the parent, but also the support offered to the child determines the improvement of his emotional skills and resilience. (Basel & Samara, 2019) At the same time a parenting style based on emotional intelligence will positively influence the child's level of emotional intelligence,

but also his psychological health. (Olutope et al., 2019)

The parent who has acquired skills to regulate their own emotions is more likely to become constructively involved in childhood-specific emotional and behavioral disorders. This type of involvement determines the emotional self-regulation of the child. (Hajal & Paley, 2020) On the other hand, a parent who is not able to understand and regulate his own emotions, manage his own stress and relate effectively to those around him will not be able to provide adequate support to the child. (Wamsler & Restoy, 2020 by Brackett et al., 2010)

Emotional communication is important, although it is ignored in most parental interventions. (Shaffer, 2019) A study on this topic found that those young people who perceived their parents as offensive or avoidable, internalized these behaviors that they further used in resolving conflicts, also demonstrating the inability to express their feelings. Young people who perceived their parents as emotionally intelligent were able to resolve conflicts and express their emotions in a social way. (Martinez et al., 2019)

The usefulness of emotional intelligence is proven once again by models of emotion regulation that are largely influenced by the quality of interactions in early childhood. (England - Mason & Gonzales, 2020)

2.2. Parental competence - theoretical and practical aspects

Vukusic (2018) defines parental competence as a system consisting of different behaviors of the parent, in order to support the child's development.

Parental competence is also defined as a function specific to parents, while also representing the style in which they fulfill their parental responsibilities. (Johnson et al., 2014) This involves adapting to the situational context, improving family life, developing self-confidence in caring for the child, motivation for caring for him, and achieving stability in difficult times. (Mohammadi et al., 2020)

This type of competence involves the use of strategies such as: child discipline, parental availability for his child, consistency and flexibility, reflection on reactions (Siegel, 2019), relationship based on communication (Ziglar, 2019), emotion training, coordination of children in the direction problem solving. (Gottman, 2018) Parental intervention strategies for child growth and development are also determined by parental stress, which in turn influences

the quality of the parent-child relationship. (Weitlauf, Vehorn, Taylor & Warren, 2012; Ngwoke, 2019 in McKenry & Price, 2005)

The adult who has skills in the field of parenting demonstrates emotional and social intelligence manages to combine parental care and concern with the requirements for the child, formulated in accordance with his stage of development. (Segrin & Flora, 2019)

In a study on social support for parents and the role of parental competence, it was shown that those adults who experience feelings of satisfaction and competence in parenting demonstrate constructive parental behaviors. (Yang & Sun & Gao, 2020)

Rejection in early adolescence and maternal criticism, respectively paternal rejection in middle adolescence causes emotional instability among adolescents, confirming the link between children's emotional development and family dynamics and the need for parental competence. (Lazaro et al., 2019)

The usefulness of parental competence and emotional intelligence of parents was also demonstrated in the study conducted by (Murphy, 2020 apud Grolnick, Frodi, & Bridges, 2006) which found that balanced monitoring of the child and his encouragement by the parent during early childhood are associated with lower chances of problems with emotional and behavioral regulation.

3. Research methodology

3.1. Problem statement

The reunion of the two concepts around which the research activity is carried out, namely the emotional intelligence of parents, respectively parental competence, determines the purpose of this study: identifying the relationship between emotional intelligence and parental competence.

3.2. Research hypotheses

The fundamental paradigm of research is quantitative, aiming at an objective knowledge of the following two areas: emotional intelligence and parenting.

H1. Parental competence develops as the level of emotional intelligence increases.

H2. Females demonstrate a higher level of emotional intelligence compared to males.

H3. Parents with a high level of emotional intelligence consider parenting to be a reward.

3.3. Purpose of the study

The main purpose of this study is to identify the relationship between parents' emotional intelligence and parental competence. A second aim of the research aims to identify the level of emotional intelligence according to gender, respectively to establish the link between the level of emotional intelligence of parents and their perception of parent status.

3.4. Research Methods

3.4.1. Subjects

This study involved 144 respondents, of which 129 were female (89.65%) and 15 (10.4%) were male. The predominant age category of the respondents is 30-40 years, in number of 65 (45.1%) followed by the category of 40-50 years in number of 50 (34.7%) of respondents, 17 respondents aged between 20 and 30 years (11.8%), respectively 12 respondents over the age of 50 (8.3%).

3.4.2. Materials

The present study is part of the quantitative paradigm, and the research method implemented for data collection is the indirect survey method. The instruments used are represented by two questionnaires adapted to the scale created by Jean Segal (2002) to measure the level of emotional intelligence and the scale developed by Gibaud-Wallston & Wandersman (1978) to determine the level of parental competence. Both scales are characterized by an acceptable internal consistency: the scale for measuring emotional intelligence with an Alpha Cronbach value of 0.65 and the scale for measuring the level of parental competence with an Alpha Cronbach value of 0.53

Data collection was done using Google Forms. The research tools were included in a single two-part questionnaire. The first part aimed at measuring the level of emotional intelligence, while the second part aimed at determining the level of parental competence of respondents.

4. Results

The hypothesis that "Parental competence develops with increasing level of emotional intelligence" was tested through a distribution of the variables "parental competence" and "emotional intelligence", but also through a correlation between the two variables.

Following this distribution, it was demonstrated that those respondents who obtained scores higher than

60 points also prove the highest level of emotional intelligence, followed by respondents with scores in the range of 80-100 points. From the data analysis, the hypothesis is refuted. At the same time, it is observed that those parents who obtained a score of parental competence between 80 and 100 points, have a lower

frequency of the coefficient of emotional intelligence uncertain than those who obtained a score of parental competence higher than 60 points. (Table 1)

Table 1. Results of the distribution of the parental competence score according to the emotional intelligence coefficient

		The interval in which the parental competence score falls				Total
		<60	>60	=60	Between 80 and 100	
Coefficient of emotional intelligence	Strong EQ	8	30	8	26	72
	Low EQ	6	27	5	8	46
	Uncertain coefficient	2	17	1	6	26
Total		16	74	14	40	144

Also, through the correlation between the emotional intelligence coefficient and parental competence, a negative correlation was obtained with

the value of the negative Pearson of -0.14 which indicates that as the level of emotional intelligence increases, parental competence decreases. (Table 2)

Table 2. Pearson correlation results for emotional intelligence and parental competence

		Coefficient of emotional intelligence	The interval in which the parental competence score falls
Coefficient of emotional intelligence	Pearson Correlation	1	-,145
	Sig. (2-tailed)		,083
	N	144	144
The interval in which the parental competence score falls	Pearson Correlation	-,145	1
	Sig. (2-tailed)	,083	
	N	144	144

To test the hypothesis that females demonstrated a higher level of emotional intelligence compared to males, the distribution of the emotional intelligence coefficient was calculated according to the gender of the respondent (Table 03). From the analyzed data it is observed that a strong coefficient of emotional

intelligence was obtained mostly by female respondents. Assumption. in this case it is confirmed, but in order to establish exactly the validity of the hypothesis, a sample with a higher level of heterogeneity than that of the present study is needed.

Table 3. The results of the distribution of the emotional intelligence coefficient according to the gender of the respondents

		Coefficient of emotional intelligence			Total
		Strong EQ	Low EQ	Uncertain coefficient	
gender of subjects	feminin	63	43	23	129
	masculin	9	3	3	15
Total		72	46	26	144

The hypothesis according to which parents with a high level of emotional intelligence consider parenting to be a reward was confirmed starting from the distribution between the coefficient of emotional intelligence and the respondents' perception on the

status of parent (Table 04). From the obtained data it is observed that the affirmative answers for the item regarding the respondent's perception on the parent status are offered by the respondents who obtained a strong coefficient of emotional intelligence.

Table 4. Concept of parenting as reward

	Coefficient of emotional intelligence			Total	
	Strong EQ	Low EQ	Uncertain coefficient		
Being a parent is a reward for me	strongly disagree	6	0	0	6
	somewhat disagree	2	1	1	4
	disagree	2	2	3	7
	agree	25	18	4	47
	somewhat agree	10	9	6	25
	strongly agree	27	16	12	55
Total	72	46	26	144	

Also, the hypothesis was confirmed by the correlation between the emotional intelligence coefficient and the respondents' perception of the parent status. The positive value of the Pearson

correlation coefficient of 0.12 indicates that the level of emotional intelligence positively influences the perception of parental status in the form of a reward. (Table 5)

Table 5. Pearson's correlation to the concept of parenting as a reward

		Coefficient of emotional intelligence	Being a parent is a reward for me
Coefficient of emotional intelligence	Pearson Correlation	1	,122
	Sig. (2-tailed)		,146
	N	144	144
Being a parent is a reward for me	Pearson Correlation	,122	1
	Sig. (2-tailed)	,146	
	N	144	144

5. Discussions

The present study aims to provide scientific information on the relationship between emotional intelligence and parental competence

The following aspects have been demonstrated: females demonstrate stronger emotional intelligence than males, parental competence does not depend entirely on the level of emotional intelligence of the parent, and the perception of parental status as a reward is found in the case of parents who have acquired skills specific to emotional intelligence. All the information discovered forms the basis for a possible further research that will take place on a larger sample.

The study has two important limitations: the first limit is represented by the low heterogeneity of the respondents, who are mainly female. An increased heterogeneity of the sample would have provided more diversified scientific information. A second limitation of the study is the research tool used to determine the coefficient of emotional intelligence. The scoring method involved obtaining equalities between the two coefficients, which further caused an uncertain coefficient of emotional intelligence in the case of 26

respondents out of 144. A further research will use an instrument for measuring emotional intelligence whose scoring not to be ambiguous.

6. Conclusions

In the context of new paradigms, the provision of rigorous information from a scientific point of view can determine the direction of training, improvement, respectively action of the parents of the 21st century.

This study is the starting point for further research that will study the impact that the level of emotional intelligence of the parent, respectively his parental competence has on the development and behavior of the child.

Authors note: The authors have equal contributions to this article.

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