

ORIGINAL ARTICLE

PARENTING STYLES, SELF-EFFICACY, EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT IN MEDICAL STUDENTS

Tania Qamar, Sana Majeed

Riphah Institute of Professional and Clinical Psychology, Riphah International University, Lahore, Pakistan

Background: Academic achievement is the main concern of teachers, college consultants, and parents of students. The objective of this study was to observe the relationship between parenting styles, self-efficacy, emotional intelligence and academic achievement in medical students. **Methods:** Parenting style scale, generalized self-efficacy scale, emotional intelligence scale, and academic locus of control scale were used to measure variables under study. Data was collected from medical students of Lahore. **Results:** Correlational analysis showed highly significant positive association between parenting styles, self-efficacy, emotional intelligence and academic achievement in medical students. Regression analysis showed significant prediction between emotional intelligence and academic achievements. Moderation analysis showed self-efficacy was significant moderator between authoritarian parenting style and academic achievement. **Conclusion:** Medical students who have positive parenting styles, have high self-efficacy and emotional intelligence which leads them towards high academic achievement.

Keywords: Parenting styles, self-efficacy, emotional intelligence, academic achievement, medical students

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INTRODUCTION

Academic achievement is a complicated phenomenon consisting of traditional, intellectual and emotional growth of the students. Academic achievement is the main objective of teachers, college consultants, and parents of students.¹ The aim of education is to achieve academic success.² An optimistic logic of parenting styles, emotional intelligence and self-efficacy is essential for individual's growth in relations of communication, abilities, understandings and academic achievement.

There are much less studies conducted on MBBS students with these variables and that is why there is need to work on this domain to fill this gap. The current study was conducted to help medical students and especially the parents to understand how much parenting styles, self-efficacy and emotional intelligence play an important influence in the academic achievement of medical students. The core determination of the present research was to provide insight to social and clinical setting about parenting styles and its influence on the academic achievement of medical students.

The objective of the current research was to observe the relationship between parenting styles, self-efficacy, emotional intelligence and academic achievement in medical students.

METHODOLOGY

Correlational research design was used in the present study. Purposive sampling technique was used to recruit a sample of 200 medical students of various medical colleges of Lahore.

The researchers obtained institutional ethical clearance from the University. Permission was taken from the authors of scales to use the tools. A booklet was prepared consisting of the informed consent form, demographic sheet and scales, and was provided to the participants for data collection. A pilot study and then the main study was conducted.

The Parenting styles scale³ was developed. The reliability of Parenting Styles Scale was found as $\alpha = 0.95$. This tool had 38 items in which students were requested to rate their parents in relations. Four sets or subscales were offered. The participants were requested to respond to a 5-point Likert scale. Generalized Self-Efficacy Scale⁴ was developed. This scale had 10 items and reliability as $\alpha = 0.82$.

Schutte Emotional Intelligence Scale⁵ was also developed. This instrument had 33 items. Every item of scale was measured on 5-point Likert scale. The reliability of Schutte Emotional Intelligence Scale was found as $\alpha = 0.90$.

Academic Locus of Control Scale⁶ was also used. This scale had 28 items. This scale used True and False format for responses and had reliability as $\alpha = 0.61$.

RESULTS

Parenting styles, self-efficacy and emotional intelligence have highly significant positive association with academic achievement. Emotional intelligence and self-efficacy were significant predictors of academic achievement ($p < 0.005$). (Significant interaction effect of Authoritarian Parenting Style \times Academic Achievement; $B = -0.22, p = 0.00$). The value of R^2 (0.03) explained 3%

variance in the Academic Achievement accounted for by Authoritarian Parenting Style. (Table-1-3).

Table-1: Pearson product moment correlation analysis between study variables in medical students (n=250)

Scales	1	2	3	4
Parenting style	-	0.19**	0.38**	0.90**
Self-efficacy	-	-	0.40**	0.13*
Emotional intelligence	-	-	-	0.29**
Academic achievement	-	-	-	-

* $p < 0.05$, ** $p < 0.01$

Table-2: Hierarchical regression analysis used to predicting academic achievement (n=250)

	Academic Achievement	
	Medical Students	
Predictors	ΔR^2	β
Step 1	0.00	
Parenting Styles		0.02
Step 2	0.01*	
Self-Efficacy		0.10*
Step 3	0.06*	
Emotional Intelligence		0.26*
Total R ²	16%	

a. Dependent Variable: Academic Achievement, b. Predictors in the Models: Parenting Style Scale, Self-Efficacy, Emotional Regulation.

* $p < 0.05$

Table-3: Moderating Role of Self-Efficacy (n=250)

Predictor	SE	B	t
Authoritarian parenting style	0.11	-0.22	-0.2.01
Academic achievement	0.27	-0.42	-1.57
Interaction	0.00	0.00	2.02
R ²		0.03	
F		0.20	

DISCUSSION

Results indicated significant positive relationship between parenting styles, self-efficacy, emotional intelligence and academic achievement. The results showed that prediction between emotional intelligence, self-efficacy and academic achievement was high. Self-efficacy was significant moderator between authoritarian parenting style and academic achievement.

Another research⁷ was conducted to investigate the association of parent's support/participation to self-esteem, hope and academic achievement in 297 university students. The findings of the study revealed sensitivity of parents' support/participation at academic achievement of university students was significant.⁷ One more study⁸ was conducted to investigate the relationship between parental involvement and students' academic achievement in 30 undergraduate students. The result of that study showed high percentages of parental involvement and child academic achievement. In addition, findings revealed that parents' academic level significantly influences academic expectations of their children.

Turner *et al*⁹ conducted a study to examine the association among authoritative parenting style, academic performance, self-efficacy, and achievement motivation in 264 college students. Their findings revealed that authoritative parenting affects positively the academic performance of college students. Gharetepeh *et al*¹⁰ conducted research to explore the role of emotional intelligence in recognizing self-efficacy among 129 school students with changed levels of academic achievement. Results revealed that emotional intelligence and self-efficacy played a significant role to achieving academic achievement.

Turner *et al*⁹ focused on examining the association amongst authoritarian parenting style, academic performance, self-efficacy, and achievement motivation in college students concluded that authoritarian parenting style and self-efficacy showed a significant effect on the academic performance of college students. Yazici *et al*¹¹ explored the effect of emotional intelligence and self-efficacy views on academic achievement of 407 students. Their findings showed that self-efficacy was a significant predictor of academic achievement. Suleman *et al*¹² conducted a research to find out association between emotional intelligence and academic achievement among 142 students. Their results showed that emotional intelligence was a significant predictor of academic achievement.

CONCLUSION

Medical students who perceived positive parenting styles have high self-efficacy and emotional intelligence which leads towards high academic achievements.

LIMITATIONS & RECOMMENDATIONS

The sample size of present research (250) was small. A larger sample could evolve even better understanding and enhance the validity and reliability of research.

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Address for Correspondence

Tania Qamar, Riphah Institute of Professional and Clinical Psychology, Riphah International University, Lahore, Pakistan. Cell: +92-304-4812980

Email: taniaqamar56@gmail.com

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