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Correlation between Parenting Skills, Children's Emotional and Intelligence Quotient with School Readiness

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ABSTRACT: School readiness is critical to academic achievement in first grade. However, often parents only focus on cognitive readiness without paying much attention to children's emotional factors and parental factors that affect school readiness. This study aims to identify the relationship between parenting skills, emotional quotient (EQ), intelligence (IQ), and children's school readiness. This study uses a correlation design that focuses on parental and internal factors. The research subjects were parents and students from 21 kindergartens in Magelang (n=165) who were selected through simple random sampling. Data collection was carried out through online questionnaires for parents, Raven Intelligence Scale, EQ Scale, and school readiness tests for children. The data obtained were analyzed through regression analysis techniques. The results of the study show that emotional intelligence has the strongest correlation with school readiness. Intelligence also correlates with children's school readiness. However, there is no significant correlation between parental skills and children's school readiness. Based on gender, there is no significant difference in school readiness between boys and girls. The findings of this study imply that school readiness needs to be improved by developing children's emotional intelligence as important as cognitive intelligence

Keywords: parenting skills, children's EQ and IQ, school readiness

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1 INTRODUCTION

Children aged five to seven years old are expected to have the readiness to learn (Crnic & Lamberty, 1994; Edwards et al., 2008; Sudarsih, 2011). Readiness to learn is needed when children enter the formal school age. In addition to learning readiness, children's school readiness also involves a set of emotional, behavioral, and cognitive skills that are needed to learn, work and function optimally in the school (Pagani & Messier, 2012). Several studies on school readiness conclude that several important components play a role, namely cognitive and non-cognitive components (Janus & Offord, 2007).

Some studies on school readiness conclude that several important components play a role, namely social-emotional competence, self-regulation, learning ability, physical well-being, motor development, social and emotional development, approaches to learning, language development, dan general knowledge, and cognition (Shaari & Ahmad, 2016); Pamela, 2014: Joyner & Theodore, 2005). The results of these studies have previously been proven by Coolahan et al., (2020) which emphasize the existence of interconnections between social, emotional, and cognitive domains in the learning and teaching process. School readiness is also influenced by how parenting factors for children in the early days of life (King & Humphreys, 2020). Parents have a critical role in this school readiness. Every developmental aspect including cognitive, emotional, social, and behavior can develop optimally when parents stimulate appropriately (Edwards et al., 2008).

Children who are academically forced before their maturity is ready will show a decrease in academic potential in the future (Cohen, 2006). Some of the results of previous studies indicate that drop-out rates are highest in grade 1 Fields (Arnold et al., 2008). In Indonesia, the drop-out rate of children in primary school still shows a high number of 10.268 million. There are 1,12% of 1,29 million students at 1–3 who drop out during the pandemic.

These conditions need to be prepared by the parents and preschool teachers. But parents and teachers often only focus on preparing academically or cognitively aspects. Emphasis on academic readiness often leads to neglect of preparedness in terms of social, physical, and independence of children. Researchers are interested in examining how internal factors in children both cognitive abilities or intelligence quotient, emotional intelligence, and external factors in the form of interaction between children and parents influence children's readiness. The researcher was also interested in observing whether there were differences in learning readiness between the boys and girls.

2 THEORETICAL STUDY

Children's school readiness at the preschool stage is a predictor of the success of children in the next stage (Pagani & Fitzpatrick, 2014). This is to the development theory which state that child development goes through predictable stages. There are internal and external factors that affect children's school readiness. External or environmental factors involve social-economic status, learning environment at home, and children's

involvement in quality preschool programs (Arnold et al., 2008). The role of parents as the first provider of stimulation for children at home plays an important role in shaping children's school readiness (Shan et al., 2019). Parents have an important role in the development of children's personalities, education, and psychology. The three main roles of parents that influence children's school readiness are parents' expectations of school success, cognitive stimulation that children receive while at home, and positive interactions between children and parents (Lunenburg, 2011). Based on a neuro-science study developed by Shonkoff et al., (2000) it was proven that the initial interactions of children with the caregiver will affect their neurochemicals. A more diverse environment in the parenting process will increase the complexity and enlarge the structure of the brain. This affects the cognitive, emotional dan social development of children.

In addition to external factors, several internal factors originate from the children that influence school readiness, namely age-based, cognitive, and socio-emotional fields (Blankson et al., 2017; Dawson, Courtney; Huitt, 2011), dan physical readiness. Age is still the main measure for entering formal schools. It is closely related to a child's maturity in psychical dan other aspects. Social and emotional factors play an important role in academic success (McLanahan et al., 2005). Children that exhibit poor aggression and self-adjustment behaviors tend to have a higher risk of experiencing dropouts and consequences in later childhood and adolescence (Raver & Knitze, 2002).

3 METHOD

3.1 *Participants*

This research is a quantitative study with a correlational design (Creswell, 2015). The independent variable consists of parenting skills, IQ, and EQ of children. The dependent variable is children's learning readiness. The population in the study was group B kindergartens in Magelang. The subjects were chosen by simple random sampling. This study was including 244 kindergarten students and parents from 21 kindergartens in Magelang, Central Java, Indonesia. Cleaning data results have shown that only 165 students' and parents' data can analysis. 90 participants were boys and 75 were girls.

3.2 *Instruments*

School readiness, IQ, and EQ are measured at school. The school readiness scale in this study emphasizes academic readiness measured by developing cognitive aspects and general knowledge. IQ measurements use the Raven scale CPM series, while children's emotional intelligence in this study was measured based on children's emotional knowledge, emotional expression, and emotional regulatory ability. The EQ scale used is the emotional intelligence scale developed by Utami and Novitasari (2020). The four dimensions of parenting skills, namely warmth, involvement, discipline, and responsiveness are developed in the parenting skill scale given to the parents online through google drive. The validity and reliability test of each instrument has met the result of the item analysis test according to what has been determined. The validity testing is

done by using the product moment correlational formula from Pearson which is processed with the help of SPSS version 23 for windows. The reliability test was carried out by Cronbach's Alpha statistical test. The parent's skill questionnaire shows a reliability of 0.912. The school readiness test shows the results of the r table calculation ranging from 0.740 – 0.935. Hypothesis testing using multiple regression to determine the correlation between variables simultaneously between independent variables (parenting skill, IQ, and EQ) and the dependent variable is children's school readiness.

4 RESULT AND DISCUSSION

1.1 *Result*

Subjects are obtained from 21 kindergartens and early childhood education in Magelang, which were originally 244 children, but based on the result of cleaning data, the complete data that can be analyzed both emotional intelligence, cognitive intelligence, parenting skill of parents, as well as school readiness is only 165. Based on the origin of kindergarten and early childhood education, the subject of this research is distributed as presented in table 1.

Table 1. School Distribution and Gender of the Subject

Gender	Statistical Description		Standard Deviation
	Total	Mean	
Boys	90	59,73	10,176
Girls	75	60,65	10,025
Total Subject	165		

One of the requirements for using multiple regression analysis is the fulfillment of normality, homogeneity, and linearity test. In this study to test the normality researcher used the normality test with the One-Sample Kolmogorov-Smirnov Test technique with the help of the Software SPSS 16 software program for Windows. Based on the test, obtained a significance value of 0,115 > p 0,05. Thus, it can be concluded that the data is normally distributed. The second prerequisite test is the homogeneity test. The error variance of the school readiness score in the study subjects produced a value of F = 9,015 with a significance level of 0,289. Significance test > of p=0,05, so it can be concluded that the school readiness score has an equivalent error variance or can be declared homogeneous. The third prerequisite test is the linearity test by calculating the F count compared to the F table. Based on the results of the linearity test obtained an F count of 6,318 with an F table of 14.564. F count < F table so it can be concluded that the research data is linear.

There are five hypotheses proposed in this study. The research hypotheses are, (1) there is an influence of parenting skills, emotional intelligence, and cognitive intelligence on children's school readiness. (2) There is an influence of parenting skills on children's school readiness. (3) There is an influence of emotional intelligence on children's school readiness. (4) There is an influence of cognitive intelligence (IQ) on children's school readiness. (5) There are differences in school readiness in terms of the gender of the child.

Based on these five hypotheses, the statistical analysis used is distinguished by two types, namely using regression analysis test to determine the effect between variables and different tests to determine differences in school readiness based on gender. To facilitate identification, the following are the results of the descriptive analysis data score of the research results (see table 2).

Table 4.2 Descriptive Analysis Score of School Readiness study

Variable	Total	Mean	Standard Deviation
Parenting Skill	165	184,51	12,764
IQ	165	110,079	15,814
Emotional Intelligence	165	23,72	4,522
School Readiness	165	60,15	10,087

To test the following hypothesis, the results of the regression analysis test are shown on the research subject (see table 3).

Table 3. Summary of Results of School Readiness Score Regression Analysis

Variables	Correlation coefficient	Significance	Conclusion
Parenting Skill	-0,44	0,287	Not significant
IQ	0,215	0,003	Significant
Emotional intelligence	0,626	0,000	Significant

Based on table 3 it can be concluded the hypothesis that reads, there is the influence of parenting skills, emotional intelligence, and cognitive intelligence on children's learning readiness is accepted, this is evidenced by the results of the analysis of the variance with score F = 35,186 with a significance level of 0,000 < p = 0,01. Thus, parenting skills, emotional intelligence, and cognitive intelligence jointly influence children's school readiness very significantly. Children who have higher parenting skills, emotional intelligence, and cognitive intelligence will have higher school readiness. Based on the r square obtained R^2= 0,396. Thus, together, it can be concluded that parenting skills, emotional intelligence, and cognitive intelligence influence children's learning readiness by as much as 39,6%. The remaining 60,4% is influenced by other factors.

The second hypothesis reads," there is an influence of parenting skills on children's learning readiness" is not accepted. This is based on the coefficient correlation analysis result test with the value r = -0,44 which shows a signification value p = 0,287 > p = 0,05.

The third hypothesis reads, "there is an influence of emotional intelligence on children's learning readiness" accepted. This is based on the analysis of the coefficient correlation test result with a value of r = 0,626 which shows a signification value of p = 0,000 < p = 0,01. Thus, it can be concluded that emotional intelligence influences school readiness, the better child's emotional intelligence the better the school readiness.

The fourth hypothesis reads, "There is an influence of cognitive intelligence (IQ) on children's learning readiness" accepted. This is based on the analysis of the coefficient correlation test result with a value r = 0,125, which shows a significant value p = 0,003 <

p = 0,01. Thus, it can be concluded that cognitive intelligence influences school readiness, the better child's cognitive intelligence the better the school readiness.

The fifth hypothesis reads, "There are differences in learning readiness in terms of the gender of the child" declared rejected. This is based on the calculation of different tests which shows the t-test value = 0,264 with p = 0,608, p > 0,05. It can be concluded that there is no significant difference in school readiness between male and female students.

1.2 *Discussion*

The purpose of this study was to determine the correlation or relationship between parenting skills, emotional intelligence, cognitive intelligence (IQ), and gender on children's school readiness. Overall, there is a very significant relationship between parenting skills, emotional intelligence, and cognitive intelligence on children's school readiness. However, based on the different tests that have been done, it is known that gender differences do not indicate differences in school readiness. This is evidenced by the absence of a significant difference in school readiness scores for boys and girls.

Based on these results it can be concluded that learning readiness is not only influenced by children's cognitive capacity but also strongly influenced by the child's emotional condition which can be observed from his emotional intelligence. In this study, emotional intelligence is even higher than cognitive intelligence. Some of the literature supporting these results is a study from Eisenberg and Fobes (in (Raver & Knitze, 2002) that has identified that children's social and emotional skills are related to the academic performance of children in school. Children at an early age will achieve success in their school transition if they can: (1) accurately identify their emotions with themselves and others, children who cannot do this, permanently shows hostility to others; (2) positive interaction with teacher and peers; (3) manage various feelings of anger, frustration, and distress in dealing various changes in emotional situations; (4) able to enjoy the academic learning process enthusiastically; (5) working attentively, independently, and cooperating with the classroom environment. The results of this study provide important information for teachers and parents to be able to pay attention to the emotion teachers aspects seriously besides cognitive aspects in preparing children to enter formal school.

Based on a hypothesis test regarding the effect of parenting skills on learning readiness that is not proven, the result of this study is not to the results of previous studies (Pianta et al., 2009; Sari, 2019; Shan et al., 2019). The results of the previous study indicate a relationship between parents' role in the form of sensitivity and support of parents towards improving children's academic abilities, as well as their influence on decreasing mathematic anxiety in children. Zhang et al., (2019) research also found a positive relationship between authoritative parenting patterns for early childhood academic skills. However, Xing et al., (2018) research showed that the higher the level of rigid discipline of children, the lower the ability to work memory and the inhibitory control of preschool children in China. The other result from Oyserman et al., (2007) proved that parent involvement in school has an impact on student academic achievement. Many factors

influence parent role in child school readiness. In this pandemic situation, parent stress can impact low parent involvement.

The results of this study have several limitations that need to be considered. Filling out the parenting skills questionnaire through online assisted google drive needs to be supported by direct observation of the interaction of children and parents. Online filling alone has a weakness where the researcher is not able to control the seriousness of parents in filling out the questionnaire. In addition, the tendency of parents to experience bias of "making good" is also unavoidable. Direct observation of parenting skills will be able to overcome the weakness of the questionnaire method.

5 CONCLUSION

Emotional quotient (EQ) and Cognitive intelligence (IQ) are very influential on children's school readiness. In this study it was concluded that parenting skills have not shown a significant effect on school readiness, however, this can be caused by the process of collecting data that still needs to be improved. Observation of parenting skills needs to be improved through more thorough data collection techniques. Parents also need to know that school readiness is not dependent on children's gender. Parents must give the same stimulation to their children both boys and girls.

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