

# The Relationship between Emotional Quotient (EQ) and Parents and Responsibility of Students

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## ABSTRACT

The study aims to determine the relationship between Emotional Quotient (EQ) and parents and responsibility of students. According to mentioned purpose, researcher examines the relationship between parental Emotional Quotient and responsibility of children. Therefore he just describes the current situation and studies the relationship between Emotional Quotient and responsibility of the children without manipulation or control of variables. Present study is a correlation study. The study used two questionnaires: 'responsibility' and 'Emotional Quotient' to collect data. The study population included all male and female high school students in 2011-12 in Zirab city number of which was 1350, respectively 700 girls and 650 boys obtained using simple random sampling. The sample size is 300. For sampling purposes, in this study 216 mothers and 84 fathers were selected from 300 parents. Finally, these 300 parents who were with other children began referring and completing questionnaires. To analyze data obtained from samples, methods of descriptive and inferential statistics were used. In order to analyze data SPSS software was used. Considering that hypothesis testing mostly requires correlation analysis of individual's response and variables are of interval, mainly for testing hypotheses, correlation and regression techniques are used. Finally, results of hypotheses showed that: among fifteen parameters of Emotional Quotient, problem solving, independence, self-actualization, emotional self-awareness, optimism, self-esteem, flexibility, responsibility, and empathy are significant in  $0.05 \alpha$  with variable of children responsibility in  $0.05 \alpha$  and in other parameters their relationship was not significant. Furthermore, parents with high education levels have children with high responsibility. Also it was shown that responsibility of daughters is more than sons.

**KEYWORDS:** parental Emotional Quotient / responsibility of children / gender.

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## INTRODUCTION

Family is a small community which lies in a larger community. Therefore, any good or bad deeds of family affect on propelling society to good or bad. A society which emphasizes on social education starts its first training steps from family. A quick glance at the teachings of Islam reveals the extent of family importance considered by this innate religion. It attempted growth and protection of family by determining comprehensive rights and evoked a sense of responsibility in it. Whether man thinks that is free without responsibility? "(Ghiamat: 36)<sup>1</sup>. Almost all parents hope their children become good and responsible people for society. On the other hand, this is natural right of our children to learn important lessons from us and this is our duty to teach them the important habits. We want to train responsible children so that they become committed adults. We want our children respect to feelings, thoughts and behaviors of others and respected by others. We want them to follow a healthy lifestyle and while paying attention to their needs, consider the feelings of others.

One of the anthropologic principles of Islamic approach is considering responsibility and its growth and development in humans. On the other hand, one of the methods to deal with behavioral problems is "giving responsibility". Sometimes people attribute the error to God to run away from responsibility. The Holy Quran says in this regard: Whatever of good reaches you is from Allah and whatever of error is of your area (Nisa: 79)<sup>2</sup>.

Parents and children bond is an important issue which has attracted scholars and experts in education. Family is the first place where children communicate with their surroundings. He learns things like talking, walking, and the way to achieve social norms in family. Therefore, effects of family on all children's characteristics, among which motivation, become clear. Thus, evaluation of family history has been always a favorite subject for researchers.

Investigating the effects of parental social intelligence on different aspects of children growth, has been one of the most active research areas in recent years. During past two decades, number of psychologists interested in studying the effects of cultural background (demographic), on the growth of children has increased. The cultural background of family seems have a significant effect on beliefs of parents to raise their children.

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أَيُّدَسْبَابُ الْإِنْسَانِ أَنْ يَشْرَكَ سُدِّي  
مَا أَصَابَكَ مِنْ حَسَنَةٍ فَمِنَ اللَّهِ وَمَا أَصَابَكَ سَيِّئَةٌ فَمِنْ نَفْسِكَ

Children whom growth and development is along with independence are more responsible. A child, who has been given independence, will be more ready to accept responsibility. This is why individual independence claimed as a model which should be adopted from the beginning of life. Dependence does not help the children responsibility (Barsade, 2000).

Children, on a point of their lives, realize that they are interacting with others. They cannot live alone and have to consider demands, needs and expectations of others as well as their own needs to be answered. Someone who does not care for others and does not feel guilt and liable because of his poor behavior, certainly formation process of his personality has not been well or suffers a kind of illness; such a person cannot be expected to be responsible (Barrera and Ainalys, 2006).

A range of human characteristics are inherited to create abilities and capabilities in humans. Responsibility (as a personal attribute or characteristic) has no specific gene by which a family becomes responsible. That is, responsibility is not transferred through DNA codes. If someone does not have enough brain, genetic and biological ability, he does not understand that whether he is expected or not; obviously he does not understand the meaning of responsibility. Responsibility is not inherited but it means a conventional, moral and educational concept. In terms of mind, human is only able to access words and concepts and he can understand and apply them. It is a phenomenon which grows in the context of family and social relationships and interactions by which an individual faces.

Emotional Quotient is an important series of abilities; such like that an individual can maintain his motivation, sustain in front of hardships, delay his impulses and control them, regulate his mood, prevent impairing power of thinking by disturbance, feel empathy with others and hope. Intelligence quotient (IQ) and emotional quotient (EQ) are not incompatible with each other but differ. Knowing that someone is a top graduate only means that he has been very successful on those aspects which are measured by scores and possibly his intelligence quotient (IQ) is high. But the problem is that it does not tell us anything about his responds toward ups and downs of life. Academic intelligence - intelligence quotient or IQ - practically does not create preparation for life crisis and entanglements. Although high intelligence quotient does not ensure welfare, social personality or happiness in life, our schools and culture focus solely on academic performance. They ignore Emotional Quotient that is a series of abilities and attributes which are extremely important in the future of people. Unlike intelligence quotient, with a history of approximately one hundred years research on hundreds of thousands individuals, Emotional Quotient is a new concept. While some believe that intelligence quotient cannot be changed much through experience or training but Emotional Quotient and major emotional abilities can be taught to children and its level can be improved in adults (Bar-on, 1997). Accordingly main purpose of this study was to determine the relationship between Emotional Quotient and parents and responsibility of students. Also researchers attempt to find an appropriate response to the following questions:

1. Is there any relationship between Emotional Quotient and parents and responsibility of students?
2. Which Parameters of Emotional Quotient in parents are suitable predictors of students' responsibility?

### **Objectives**

The main objective of present study was to determine the relationship between Emotional Quotient and parents and responsibility of children.

The specific goals are expressed as follows:

- determine the difference between responsibility of boys and girls.
- determine the effect of Emotional Quotient in educated and non-educated parents on responsibility of children.

### **Hypotheses**

- There is a relationship between parental Emotional Quotient and responsibility of children.
- Responsibility is different in boys and girls.
- Relationship is different between Emotional Quotient of educated and non-educated parents on responsibility of children.

## **METHODOLOGY**

Research method is stratified, logical, systematic and accurate method to identify problems, collect data, and analyze data and valid inferences. Hence, scientific research is not only based on personal experience or perception and intuition, but also it is objective and accurate (Sekaran, 2006, 6).

Since this study examined the relationship between parental Emotional Quotient and responsibility of children hence it just describes the current situation and studies the relationship between parental Emotional Quotient and responsibility of the children without manipulation or control of variables. As a result, present study is a correlation study. The study used two questionnaires: 'responsibility' and 'Emotional Quotient' to collect data.

### **(CPI-R) Responsibility Inventory**

To assess responsibility in this study, scale of responsibility obtained from California personal Scales (CPI-R) was used. There are 462 items in the scale. There are 42 items related to responsibility which were extracted from the scale and were used as scale of responsibility.

California personal scale is one of the best paper and pencil questionnaires which measures personal characteristics of normal subjects. It is performed both individually and in groups in maximum one hour and has considerable technical accuracy.

In 1957 its measures were reduced to 18; again in 1987 it was revised by Guffand the number of questions increased to 642 and the number of measures to 20 (Piri, 2002).

Many researchers have examined the reliability and validity of the California personal scale all of which showed acceptable reliability and validity of the questionnaire. Guff (1987) reviewing numerous studies on California personal scale concluded that variation of coefficients, retest and internal consistency, is the average of 52% to 81% and the average validity coefficient is 70%. reported the validity of the questionnaire in 62%. Studies have been done on cross-cultural validity of the questionnaire in France, Italy, Japan, Poland, Switzerland and Taiwan all of which have demonstrated its optimal reliability and validity (Mousavi Pour 2000).

Rezaee (1998) calculated reliability coefficient of responsibility by concurrent validity method. Therefore scores obtained from the scale was correlated to scores obtained from a 4-item questionnaire of responsibility which was developed by the researcher. Correlation coefficient was considered as the index of reliability value of which was 61% and was significant in the level of 0.1%.

Rezaee (1998) calculated reliability coefficient of responsibility scale by three methods classifying odd and even questions, Cronbach's alpha and Guttman, and achieved 69%, 70% and 69% respectively which is an appropriate reliability.

Saadati (2004) obtained the reliability of questionnaire using retest in 81% which was significant at 1% suggesting that the questionnaire is highly reliable.

The reliability of the questionnaire has been reported in 79% by present author using split method.

### **- Bar-on's Emotional Quotient Questionnaire - (EQ-i) for Parents**

The first Bar-on's Emotional Quotient Scale developed in 1980 with the question that why some people are more successful than others. In this year, the author presented a concept, definition and measure of non-cognitive intelligence (Bar - On, a1997, b 1997). Following 17 years research, the first EQ scale was developed. His Emotional Quotient scale has five scales or dimensions (intrapersonal skills, coping with pressure, adaptability and job creation), and fifteen subscales.

Test responses are adjusted on a 5 points Likert scale (totally agree, agree, partly, disagree or totally disagree). Scales of tests include:

Emotional self-awareness (ES): The ability to be aware, understanding own feelings

Assertiveness (AS): ability to express feelings, beliefs and explicit thoughts, defense of own constructive and rightful skills.

Self Regard (SR): ability to be aware of own perceptions, self-acceptance and self-respect.

Self-actualization (SA): ability to understand potential capacities and do what we can do, try to do and enjoy

Independence (In): Ability to direct own thoughts and actions and to be free from social tendencies

Empathy (EM): Ability to be aware of and understand the feelings of others and to value them.

Social Responsibility (RE): Updated ability as a member with a sense of cooperation, efficient and productive in group.

Interpersonal Relationship (IR): Ability to establish and maintain mutually satisfying relationships which is recommended by emotional affinity, intimacy, love and affection.

Reality Testing (RT): Ability to measure and coordinate between what experienced emotionally and what actually exists.

Flexibility (FL): Ability to adapt thoughts and behavior with changing environments and situations.

Problem solving (PS): Ability to recognize and define problems as well as creation and realization potential effective solutions.

Stress Tolerance (ST): Ability to withstand events and situations of high emotions by active and positive coping with pressure.

Impulse Control (IC): Ability to resist an impulse, experimental activities or reducing them by active and positive coping with pressure.

Optimism (OP): Ability to look clever to life and enhance positive attitudes even in case of misery and negative emotions.

Happiness (HA): Ability to feel happiness in life, enjoy self and others by positive, explicit, funny and humorous feelings.

Scale of intrapersonal skills includes itself and scales of emotional awareness, assertiveness, self respect, self-actualization and independence. Scale of interpersonal skills includes scales of empathy, social

responsibility, and interpersonal relationships. Scale of resisting pressures (stress management) includes the subscales of stress tolerance and impulse control. Adjustment scale includes subscales of flexibility, problem solving and reality testing. Scale of general mood includes subscales of happiness and optimism (Kiani, 2002).

This questionnaire has 90 items which is the first cross-cultural questionnaires assessing Emotional Quotient. The test is conducted in three stages in Iran. After applying some changes to the original questionnaire, removing or changing some questions and resetting the questions of each scales, questionnaire reduced from 117 to 90 items. Necessary actions were taken about its psychometric quality. In the third stage, data analysis was performed in the following domains (Samouiy, 2005).

Two basic types of reliability studies was conducted on (EQ-i), internal consistency and retest reliability (Bar-on, 2006).

**- Internal consistency**

Internal consistency refers to the extent that all questions measure a same structural scale. This method estimates reliability by once implementation of questionnaire and measuring content consistency of scale (Sattari, 1992).

Amount of P indicates significant and direct relation between questions related to each scale and its total score which means that considered question measures something that the relevant scale considers.

**Reliability of test by calculating Cronbach's alpha**

Cronbach's alpha was reported 93% for total test. It (calculated alpha in the third stage) is equal to alpha calculated in the second stage (Samouiy, 2005).

**Reliability of test by implementation of parallel or matched forms**

Simultaneously with Emotional Quotient test, an organized interview was taken about the amount and variety of emotions, feelings, emotional and personal characteristics of the study group. Interview questions were designed so that appropriate information can be obtained about non-cognitive intelligence (emotional, social, and personal aspects). After implementation of two forms (interviews and tests) the questionnaire was scored. Analysis of results showed a significant relationship between data obtained from interviews and test in SPSS software at 0.001 (ibid.).

Validity is significantly important (Ganji 1999). Purpose of basic validity testing is to evaluate that questionnaire have been successful in measuring what was designed for or not.

Nine validity studies were conducted on (EQ-i): superficial validity, factorial content, convergent and divergent structure, criterion groups, diagnostic and predictive.

The validity studies have been conducted specifically to investigate that whether questions of major parts seems (superficial validity) cover scope of each scale and limits of scales (Content validity), to determine that to what extent basic structure of questionnaire was confirmed (factorial validity), to determine that subscales to what extent measure considered structure, not something else (structural validity, convergent, divergent and reference group), to measure capability of questionnaire in diagnosis and distinguishing those with higher Emotional Quotient from those with lower (diagnostic validity), and whether emotional intelligent behaviors can be predicted in the future (Predictive validity) (Bar-On, 2006). Among mentioned validities for (EQ-i) many researches have been done on structural validity. Results of structural validity (EQ-i) are shown with several questionnaires such as: Beck Depression Inventory (1987), Stress Coping questionnaire (Andlr and Parker, 1990), Eysenck Personality questionnaire (1975), Minnesota Multidimensional Personality questionnaire (1989, MMPI-2), 5-factor questionnaire (NED) (1991), 16-factor personality questionnaire (FP 16, 1970), traits meta-mood scale (1995), Toronto alexithymia scale (1994), 90-sign check list (SCI-90, 1973) Zung Depression Self Evaluation scale (1965) (Bar-On 2006).

The study population included all male and female high school students in 2011-12 in Zirab city number of which was 1350, respectively 700 girls and 650 boys.

For sampling purposes initially a girls-high school and a boys-high school randomly selected among high schools of Zirab. Then among students of these two high schools, 150 girls and 150 boys were selected by simple random sampling. Then by cooperation of these schools principals, parents were asked to refer schools in order to participate and complete the questionnaires. Parents were comprised from 216 mothers and 84 fathers. Finally, these 300 parents who were with other children began referring and completing questionnaires. For those parents who were illiterate or poorly educated, questions were read carefully and their answers were recorded.

In order to attract maximum cooperation of parents, one of the parents (mother or father) was allowed to participate in the study and complete questionnaires. Thus, the majority of respondents were mothers. Demographic information about the sample is presented in table 1.

**Table (1) sample size, age range and parents' income**

Education	Sample size	Age range	Income
Guidance or less	93	35-53	40000-700000 T
Diploma	105		
Associate or higher	102		

To analyze data obtained from samples, methods of descriptive and inferential statistics were used. SPSS software was used in order to analyze data. Data analysis is multistage process in which data obtained by collection tools in population, are classified and then processed to establish a variety of analysis and relationships between data, in order to test the hypotheses (Hafez Nia, 2007, 306-305).

- Descriptive Statistics: These statistics merely describe population. Its purpose is to calculate population parameters. In this study, frequency distribution tables, mean and standard deviation are used for descriptive statistics.

- Inferential statistics: Researcher calculates sample by using values. Then using statistical estimation and hypothesis testing, statistics can be generalized to the population parameters. In general, in statistical argument, whenever speaking of inference and deduction, it is called inferential statistics (Azar and Momeni, 2002, 8).

Used statistical tests are as follows:

Given that hypothesis testing mostly requires correlation analysis of individual's responses and variables are interval, correlation and regression techniques are mainly used for testing hypotheses.

**Data Analysis: Data description**

**Table (2) distribution of parental educational level**

Parental education level	Frequency	Percentage	Aggregate percentage
Guidance	75	25.0	25.0
High school	21	7.0	32.0
Diploma	126	42.0	74.0
B.A	36	12.0	86.0
M.A	42	14.0	100.0
TOTAL	300	100.0	

The results above show that 25 percent of parents are with guidance education level, 7 percent high school, 42 percent diploma, 12 percent BA and 14 percent MA.

**Table 3 distribution of students' age**

Gender	14	15	16	17	Total
girl	36	78	18	18	150
	12.0	26.0	6.0	6.0	50.0
boy	18	78	36	18	150
	6.0	26.0	12.0	6.0	50.0
Total	54	156	54	36	300
	18.0	52.0	18.0	12.0	100.0

Results show that 50% of the subjects are male and 50% female. Totally, there are 100 samples of which 18 percent are 14 years old, 52 percent 15, 18 percent 16 and 12 percent 17.

**Table (4) distribution of students' educational grade**

Gender	First grade	Second grade	Third grade	Total
girl	114	18	18	150
	38.0	6.0	6.0	50.0
Boy	96	18	36	150
	32.0	6.0	12.0	50.0
Total	210	36	54	300
	70.0	12.0	18.0	100.0

Results show that 70 percent of students are in the first grade, 12 percent in the second degree, and 18 percent third grade.

**Part II: Data analysis**

First hypothesis: There is a relationship between parents' Emotional Quotient and responsibility of children.

To test these hypotheses, univariate regression was used. Correlation was initially calculated between Emotional Quotient of parents and responsibility of children in order to obtain a relationship between variables followed by calculating dependent variable with respect to independent variables.

**Table (5) the correlation between Emotional Quotient of parents and responsibility of children**

	Parents' EQ	Children's responsibility
Pierson's Correlation coefficient (r)	Parents' IE	1.000
	Children's responsibility	0.232
Sig.	Parents' IE	0
	Children's responsibility	0.010
numbers	Parents' IE	300
	Children's responsibility	300

Results show that  $r$  is (232/0 =  $r$ ) between EQ of parents and responsibility of children. The relationship is positive and direct. In conclusion if Emotional Quotient of parents is in a higher level responsibility of children is higher.

**Table (6) regression coefficients of parents' Emotional Quotient and children responsibility**

Model	Multiple correlation coefficient	Coefficient of determination	Modification coefficient	estimate Deviation error
1	0.232	0.054	0.044	3.48

Results show that coefficient of Regression determination between Emotional Quotient of parents and responsibility of children is  $R^2=0.054$  which shows 4.5% of the variation in responsibility of children is related to parents Emotional Quotient.

Analysis of variance confirms results of Regression Determination Coefficient. Results of the table shows the observed  $F$  ( $F=17.01$ ) is significant at the 5% alpha level and the null hypothesis rejected.

As a result, coefficient of regression determination can be confirmed.

**Table (7) regression linear equation of parents' EQ and children's responsibility**

Regression model	Nonstandard $\beta$		Standard $\beta$		t	Sig.
	B	Standard error	$\beta$			
The intercept (a) of parental EQ	10.94	2.183	0.232		5.01	0.001
	0.028	0.007	0.232		4.12	0.001

#### Dependent variable: children responsibility

Above Table  $\beta$  shows final results of the regression. According to this table regression line equation can be drawn:

(Parental EQ)  $0.028 + 10.94 =$  responsibility of children

Results show that parental EQ have a significant and predictable effect on the responsibility of children. Also Considering the amount of  $\beta$  it is clear that per one unit increasing in parental EQ responsibility of children increases 0.232.

Results of correlation matrix showed among fifteen parameters of Emotional Quotient, parameter of problem solving with  $r$  equal to 0.275, Independence with  $r$  equal to 0.266, Self-actualization with  $r$  equal to 0.174, Emotional self-awareness equal to 0.238, Optimism equal to 0.338, Self esteem equal to 0.376, Flexibility equal to 0.175, responsibility equal to 0.304 And empathy with  $r$  equal to 0.212 in  $0.05\alpha$  are significant with the variable of children responsibility in  $0.05\alpha$ . The relationship between other parameters is not significant. In order to perform regression analysis, parameters which were not significantly related to responsibility were removed and other parameters entered into the regression equation.

**Table (8) Coefficient of regression determination of parental EQ and responsibility of children**

Model	Multiple correlation coefficient	Coefficient of determination	Modification coefficient	estimate Deviation error
1	0.616	0.379	0.310	2.96

Results show that coefficient of Regression determination between Emotional Quotient parents and responsibility of children is  $R^2=0.379$  which shows 37.9% of the variation in responsibility of children is related to parents Emotional Quotient.

**Table (9) regression linear equation of parents' EQ and children's responsibility**

Regression model	Nonstandard $\beta$		Standard $\beta$		t	Sig.
	B	Standard error	$\beta$			
Problem solving	-6.09	57.6			-0.926	0.357
	0.073	0.221	0.063		0.329	0.743
Self-actualization	0.375	0.276	0.354		2.36	0.017
Emotional self-awareness	0.269	0.262	0.288		1.66	0.100
Realism	0.449	0.274	0.394		2.64	0.01
Optimism	0.522	0.518	0.311		1.01	0.316
Self-esteem	0.627	0.287	0.448		2.18	0.031
Flexibility	0.527	0.323	0.350		1.16	0.106
Responsibility	-0.789	0.327	-0.563		-2.41	0.018
Sympathy	-0.051	0.189	-0.049		-0.268	0.789
independence	0.733	0.351	0.680		2.08	0.040

**Dependent variable: of children responsibility**

Above Table  $\beta$  shows final results of the regression. According to this table regression line equation can be drawn.

Results show that parental self-actualization, self-esteem, responsibility, independence have a significant and predictable effect on the responsibility of children. Also Considering the amount of  $\beta$  it is clear that per unit increasing in parental self-actualization increased responsibility of children by 0.354, per unit increasing in parental realism causes increased responsibility of children by 0.394, per unit increasing in parental self-esteem causes increased responsibility of children by 0.448, per unit increasing in parental responsibility causes decreased responsibility of children by 0.563, per unit increasing in parental independence causes increased responsibility of children by 0.680.

Second hypothesis: responsibility is different between boys and girls. To test this hypothesis we used independent t groups. Null hypothesis and the contrary are as follows:

**Table 10 Descriptive statistics related to responsibility of girls and boys**

Gender	Numbers	Mean	Standard deviation	Mean standard error
Girl	150	20.60	4.22	0.597
Boy	150	19.16	2.59	0.367

**Table (11) t-test for independent groups to compare the responsibility of girls with boys**

	F test for equal variances		T-test for comparison of means			
	F	Sig.	T	Degree of freedom	Sig.	Mean difference
responsibility	0.048	0.234	3.73	298	0.001	1.50

Results show that observed t ( $t=3.73$ ) is significant at 5% $\alpha$  and the null hypothesis is rejected. In other words there is a significant difference between mean responsibility in girls (60/20) and boys (16/19), so that, according to means, it is clear that responsibility of girls is more than boys.

Third hypothesis: Parental Emotional Quotient and education level is effective on responsibility of children. To test this hypothesis, two-way ANOVA was used.

**Table (12) intergroup factors**

	Variable	numbers
EQ	Low EQ	3
	Average EQ	204
	High EQ	93
Parental education	Low education	96
	Average education	126
	High education	78

Above table is related to intergroup factors, including parental Emotional Quotient and education level.

**Table 13 Descriptive statistics related to children responsibility regarding parental EQ and education level**

EQ	Education	Average	Standard deviation	Numbers
Low EQ	Average	24	0	3
	Low	19	2.59	60
Average EQ	average	18.19	2.22	123
	High	26.14	6.64	21
High EQ	Low	20.50	2.15	36
	high	21.68	2.66	57

As it is clear, parents with low EQ are in average in terms of education level. Parents with average EQ are in low, medium and high level. Average responsibility of parents with higher education level is more. Parents with high EQ are in lower and higher education level. Parents with higher EQ and with higher education level tend to have more average responsibility.

**Table (14) equal variances test**

F	Degree of freedom 1	Degree of freedom 2	Sig.
1.319	294	5	0.325

Results of equal variance F show that F observed in 0.05 $\alpha$  is significant. Null hypothesis is rejected. In other words equality condition of variances exists.

**Table (15) intergroup factors**

Source	Chi Set	Degree of freedom	Mean square	F	Sig.
Intercept	20308.55	1	20308.37	258.37	0.001
Parental EQ	178.54	2	89.27	11.35	0.001
Parental education	1097.89	2	548.94	69.83	0.001
Interaction between EQ and education	323.93	1	323.93	41.21	0.001
Error	2311.20	294	7.86		
total	122703	300			

Results of above table show that there is a difference in children's responsibility among parents with low, average and high levels of EQ. Observed F ( $f=35.11$ ) is significant at  $0.05\alpha$ . As a result null hypothesis rejected that there is not any difference between Emotional Quotient of parents and responsibility of children.

There is a difference between responsibilities of children regarding parental educational level. Scheffe post hoc tests show differences. Finally, it was shown that interaction between parental Emotional Quotient and education level is effective on responsibility of children ( $f=41.21$ ) is significant at  $.05\alpha$  and null hypothesis is rejected. Also  $R^2$  was shown as 8/37 percent. EQ and education are effective on responsibility of children.

**Table (16) Scheffe test related to impact of parental EQ on responsibility of children**

E.Q	Numbers	Level 1	Level 2
Average	204	33.18	
Low	93	56.19	
High	3		88.22
Sig.		0.345	0.124

Above Scheffe test results indicate that parents with high EQ have children with high responsibility. There is significant difference in responsibility among children of parents with low and average EQ and parents with high EQ. But there is no significant difference in responsibility among children of parents with low and moderate levels of EQ.

**Table (17) Scheffe test related to effect of parents education level on children responsibility**

Education	Numbers	Level 1	Level 2
Average	126	18.33	
Low	96	19.56	
High	78		22.88
Sig.	0.245		1.000

Above Scheffe test results indicate that parents with higher education level have children with high responsibility. There is a significant difference in responsibility among children of parents with low and average education and parents with high education. But there is no significant difference in responsibility among children of parents with low and average education level.

## Conclusion

Results of the study showed that a higher parental EQ, more responsibility of children. Among fifteen parameters of Emotional Quotient, there is a significant relationship between problem solving, Independence, Self-actualization, emotional self-awareness, optimism, Self esteem, empathy and flexibility with responsibility and there is no such relationship between other parameters.

Remsden and Hubbard (2002) concluded that high levels of expressed negative emotions in mothers are correlated with low levels of emotional acceptance, and emotional self-regulation in children.

In fact, regarding these results, we can infer that the higher parental EQ, higher responsible children they can train. Also if students become familiar with parameters of Emotional Quotient in family, they can express their opinions in community, defend their opinions, contact with friends, classmates, and neighbors and show them sympathy and consultation. Otherwise, when they enter a group they do not know what to say and how to behave and they are not capable of establishing social relations and interactions with others.

Results also showed responsibility is different in girls and boys. Responsibility of daughters is more than sons.

Results showed that there is a difference in responsibility of children among parents with low, medium and high level of EQ. Parents with higher education level has children with high responsibility. There is a significant difference in responsibility among children of parents with lower and average education level and parents with high level of education. But there is no significant difference in responsibility among children of parents with low and average education level.

Consistent studies include:

Luster and Radyn (1996) revealed that maternal education is an important predictor of children intelligence, academic motivation and good scores in school.

According to Kamii and Raidn (1967), mothers with low levels, in education and economic terms, rarely take into account demands of their children and expect them submission.

Regarding researches mentioned, it is clear that parental cultural context have a significant effect on their beliefs and convictions toward parenting and the child's behavior and as a result his performance.

There is no doubt that parental beliefs influenced by cultural context such as educational levels has an important influence on parenting and a result child development, intelligent, and cognitive abilities.

Assuming that most parents want smart children, but may have different opinions and beliefs about nature of intelligence this study aims to investigate the relationship between parental beliefs about parenting and children's intelligence and cultural characteristics such as education.

According to findings which indicate the impact of parental EQ on responsibility of children, main recommendations based on the findings to improve study and research among teachers are presented as follows:

1 - According to the results, family plays an important role on raising and responsibility as a factor influencing on evolution of the social aspects of students. Therefore, it is essential that a special place is considered for families to develop parental skills in formal and informal programs.

2 - Since parental EQ has effect on students responsibility. Thus, it is suggested that social skills training is prepared for parents in parent-teacher meetings which are held at the school.

3 - A special place should be considered to develop EQ and responsibility of students in formal and informal educational programs.

4 - Considering the importance of parental EQ and responsibility of children in life, it is recommended that required planning and coordination is made by educational programs authorities in order to use Emotional Quotient training plans for parents.

5 - Since responsibility is the most precious gift to children so that they assume their adult duties, it is recommended that correct information and educational atmosphere is provided in schools to educate responsible people.

6 - Since results indicated EQ and level of education has an effect on responsibility of students it is recommended that authorities pay special attention to parental education to improve responsibility of future generations.

In this regard, the present study faced with following limitations:

1- Controlling multiple confounding variables which have influence on studied variables was not possible.

2 - Lack of responsibility Persian Resources

3 - Due to implementation of the study in various schools, it was not possible to run simultaneously in spatial and temporal circumstances.

4 - The lack of responsibility parameter in questionnaire

5 - Given that the study was performed in a research centers (Zirab city) thus, generalization of the findings should be treated with caution.

6 - The study population is limited to male and female high school students in the Zirab; thus generalization of the results to other educational levels and in other cities should be done with caution.

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