The Emotional Intelligence of Children’s Behavior in an Attentive Parenting Style of Kindergarten School with reference to Nakhon Ratchasima Province

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Abstract
Kindergarten is the important foundation for education. In order to build emotional Intelligence behavior, some of the kindergarten schools in Nakhon Ratchasima have done study process through the Diana Baumrind parenting style. The study outcome revealed that the Nakhon Ratchasima’s kindergarten schools have used appropriate adjustable and flexible parenting styles towards children’s maturity. The teacher’s care level is fair and the majority of children are in a highest level of emotional intelligence behaviors.

Keywords: emotional intelligence behavior, attentive parenting style, kindergarten school, Nakhon Ratchasima Province.

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Background/History

Today, the societies all around the world is getting more complicated and people should adjust themselves to the global changing situation especially emotional adjustment. For anyone who has high competent knowledge but lack of emotional intelligence will never be able to succeed in learning, business processing or managing (JaruwanSakulkoo 2543). Just a successful graduation and a desirable job don’t always mean a successful factor in your career or life. (Veerawat Punnitamai 2542: 13).

Concept of Emotional Intelligence

Goleman (JaruwanSakulkoo 2543: introduction; reference from Goleman 1998: 93-104) quoted an emotional intelligence concept is a personal self management. The emotional intelligence is knowing self. He knows within himself what is good and what is fault. He can appropriately manage to control his emotion, understand and sympathize to other people’s feeling, be always flexible and having an initiative idea as well as being optimistic. So, emotional intelligence is an important feeling factor towards daily life.

Goleman (Supaporn Pisitpatana 2543: 8-9; reference from Goleman 1998) has presented the 5 elements of emotional intelligence. Emotional intelligence is consisted of self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness is when a person knows what is the cause of the emotion and how it will affect himself, to others and to job performance. Self-regulation is the ability to control emotion and its motivation appropriately by carefully using words according to situations, accepting failure and find proper solution. Motivation is the use of internal power to stimulate oneself to perform action that lead to targets without realizing external motivation. Empathy is the knowing of feeling of other people that around you. Social skill is the ability to build up relationship with others and can persuade them to cooperate in doing something successfully that will be useful to public society.

At present, the Thai’s educational management has realized about improving Thai people’s emotional aspect and has focused on
improving every aspect to make Thai people perfect as in accordance with the intentions of the National Education Act 2542. So, the study arrangement suggests that people improvement must do in both knowledge and emotional status in order to build a perfect person as according to educational determination. The aim of study is to produce a smart, good and a happy person with emotional intelligence to live around and adjustable according to environment, and it should be the one who effectively knows how to utilize his/her emotional power in order to live happily and prevent his/her away from problems. (Nongnuij Pattanapong 2550:1)

**Kindergarten School Educational Arrangement**

Kindergarten educational level is an important fundamental level for emotional intelligence behavior and can be able to process through various forms. One of the interesting forms is presented by Diana Baumrind (1971). Baumrind has illustrated that there are 2 dimensions in parenting care. 1) Controlling or demand dimension and 2) Responsive dimension is to respond to children’s needs. By integrating the two dimension of Baumrind, it has created other 3 forms of parenting style. They are 1) Authoritative parenting style that intends to control and respond to children’s feeling. 2) Authoritarian parenting style that intends to control but with no respond to children’s feeling and 3) Permissive parenting style that intends to non-control but responsive (Dulaya Jittayasothorn 2552:173).

The domestic kindergarten schools especially in Nakhon Ratchasima province have used the Baumrind’s idea for more than 3 years to aim on children’s emotional intelligence. In order to confirm the outcome procedure, the researchers think they should study the emotional intelligence by using the parenting style care form. Despite the study of emotional intelligence of kindergarten school in Nakhon Ratchasima province will offer suggestions to improve many kindergarten schools in nation-wide.
The study of emotional intelligence of children’s behavior in an attentive parenting style of kindergarten schools especially in Nakhon Ratchasima province

The study purposes which have been through the research processes of this emotional intelligence of children’s behavior in an attentive parenting style of kindergarten schools especially studying in kindergarten schools in Nakhon Ratchasima province are:

1. To study the form used of an attentive parenting style, in case study of Nakhon Ratchasima’s kindergarten schools.
2. To study teachers’ attentive parenting style levels in kindergarten schools especially in Nakhon Ratchasima province’s kindergarten schools.
3. To study the behavior of children’s emotional intelligence in the form of attentive parenting style in kindergarten schools especially in Nakhon Ratchasima province.

This study was done with Nakhon Ratchasima province’s kindergarten schools’ administrators, teachers and students that arranged to have an attentive parenting style in the total of 3 schools during November 2013-January 2014.

This research uses both qualitative and quantitative approaches and consists of 3 steps, as follows:

**Step1: The study has used an attentive parenting style, in case study in Nakhon Ratchasima province’s kindergarten.**

This research step is done with a Qualitative Research with the total of 28 kindergarten administrators and teachers. The study methods are studied by observation and in-depth interview. The materials used for this research are observation forms and non-structure interview forms. The information analysis process is from triangulation.

**Step 2: Study the attentive parenting style level of teachers in kindergarten schools especially in Nakhon Ratchasima province.**

For this research step, the researcher has studied with the
group of 234 children of the kindergarten level 2. The research equipments used are the form of attentive parenting style of Baumrind, Pantip Siriwanbuts and team (2545:76-79). By the teachers’ attentive parenting style consists of 8 aspects, they are: An appropriate age demand behavior Regulations and disciplinary aspects. Stimulate to do according to regulations aspect, Warmth, love and supportive aspect, Two-way communication aspect, promote self dependent aspect, Respect one self and each other’s right aspects. To give rewards more than punishment aspects. The information used for statistical analysis is average grade.

Step: 3 The behavioral study of children’s emotional intelligence by using an attentive parenting style form of kindergarten schools especially Nakhon Ratchasima province’s kindergarten schools.

In this research, the researcher has used a sample group of 234 of children from kindergarten level 2. The equipments used for this research is the emotional intelligence test forms by Nongnuj Pattanapong (2550) which consists of 5 aspects as follows: Self-awareness, Self-regulation, Motivation, Empathy and Social skills. The information generated is tested with statistical analysis viz. t-test and descriptive statistics.

Outcome of the Study

1. The use of attentive parenting style form of Nakhon Ratchasima province’s kindergarten schools.

The study outcome stated that the schools that joined the project of an attentive parenting styles are consisted of the 8 characteristics and covered with the 2 important dimensions feature. The 8 characteristics of the attentive parenting styles allow freedom to children according to their maturity, but at the same time, teachers will define scope of children’s behavior and assign guidance for children to follow. Teachers will express love, care, warmth and willing to listen to their opinions and support their various classroom decisions. Teachers will be fair and accept each other’s rights. There will be
explanations and logical advices in case of punishment. Teachers will apply their authorities only when necessary towards children in order to lead to children’s development. Teachers will not do an arbitrary act but will agree with the same agreements. Every teacher has clearly same form and standard guidelines of showing out towards children.

There are 2 main dimensions that cover the parenting care management. They are teachers’ control dimension or teachers’ demand dimensions and children’s responsive dimension. With control dimension, teachers will assign a non-higher standard/over strict rule for children to follow-up and also it is not a minor standard/not to try to use control influential towards children. For children’s responsive dimension, teachers will respond to children with acceptance, understanding and open up for opportunity to children to think and make up their own decisions without ignore or refuse children’s needs.

In overall picture it is clearly reveals that the form of attentive parenting styles that schools are using is appropriately flexible, adjustable and in harmony between children’s responsive dimension and behavior control dimension that effectively apt to children’s maturity.

2. The attentive parenting styles of Nakhon Ratchasima province’s kindergarten schools. In accordance with the application of Baumrind’s parenting styles form of Puntip Siriwanbutr and teams to the kindergarten of class 2, it indicates that the overall picture of teachers’ attention is in a high level. But once considered in an aspect form, mostly are in the high level except in warmth, love, supportive and the rewarding than punishment aspect that have very good level.
Details are indicated in Table. No. 1

**Table 1 The level of kindergarten’s teachers in an attentive parenting style**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Average</th>
<th>S.D.</th>
<th>Training level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The appropriate age behavior demanding aspect.</td>
<td>3.897</td>
<td>.541</td>
<td>Fair</td>
</tr>
<tr>
<td>Regulated and disciplinary assignment aspect</td>
<td>4.124</td>
<td>.648</td>
<td>Fair</td>
</tr>
<tr>
<td>Motivate to do according to regulation aspect</td>
<td>4.113</td>
<td>.224</td>
<td>Fair</td>
</tr>
<tr>
<td>Warmth, love and supportive aspects</td>
<td>3.784</td>
<td>.579</td>
<td>Fair</td>
</tr>
<tr>
<td>Two-way communications aspect</td>
<td>3.787</td>
<td>.614</td>
<td>Fair</td>
</tr>
<tr>
<td>Promote self-dependent aspect</td>
<td>4.579</td>
<td>.547</td>
<td>Very Good</td>
</tr>
<tr>
<td>Respect self and other people’s right aspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do rewarding more than punishing aspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall of attentive parenting styles</td>
<td>4.106</td>
<td>.569</td>
<td>Fair</td>
</tr>
</tbody>
</table>

3. Behaviors of emotional intelligence of children from the use of attentive parenting styles in kindergarten schools especially study in Nakhon Ratchasima.

From the application of emotional intelligence test forms of Nongnuj Pattananpong (2550) towards the kindergarten student of class 2, test marks have taken to differentiate with the t-test marks as according to Chart no. 2. When doing the variation of emotional intelligence according to (Chatchaval Praerattakul 2520:53), we have found out that the overall of emotional intelligence of students are high at the mark of T55-T65 (47.01%). The T65 which is higher and shows that the emotional intelligence is very high (45.73%).
When considered by individual school, it is found that the outcome of schools are in the same direction, that is, most of the schools are having T55-T65 marks and T65 will show that the majority of emotional intelligence are high and higher as according to details of the following Table No. 2.

**Table 2 The result of emotional intelligence of kindergarten students of class 2**

<table>
<thead>
<tr>
<th>Regular T marks</th>
<th>School A</th>
<th>School B</th>
<th>School C</th>
<th>Overall picture</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>T65 and higher</td>
<td>32</td>
<td>42.11</td>
<td>39</td>
<td>45.88</td>
</tr>
<tr>
<td>T55 – T65</td>
<td>35</td>
<td>46.05</td>
<td>42</td>
<td>49.41</td>
</tr>
<tr>
<td>T45 – T55</td>
<td>9</td>
<td>11.84</td>
<td>4</td>
<td>4.71</td>
</tr>
<tr>
<td>T35 – T45</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>T35 and lower</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100.00</td>
<td>85</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Summary**

The study of children’s emotional intelligence behavior of kindergarten schools by using an attentive parenting styles especially kindergarten schools in Nakhon Ratchasima province has revealed that:

1. The use of flexible and mixture of the attentive parenting style forms that involved the 8 characteristics and the 2 dimensions parenting style of the joint kindergarten schools have responded to the children’s feelings and able to control children’s behavior effectively according to their maturity.

2. The teachers’ attentive parenting styles level is in good levels. When considered with each individual aspect, it is found that majority are in
good levels and they are consisted of appropriate demand behavior of children ages aspect, regulation and disciplinary aspects, motivation aspect, two-way communication aspect, self-dependent aspect and self and others respect aspect by warmth, love, supportive and rewarding more than punishment.

3. In the overall picture of kindergarten students class 2 are mostly in high emotional intelligence of (47.01%) and higher is (45.73%) and in consideration of each individual school, it is found that, the 3 schools are resulting in the same directions, that they are in high to the highest emotional intelligence.

**Suggestions**

1. School teachers and administrators should apply the information of the 6 aspects of attentive parenting styles in developing higher level and lift up students’ emotional intelligence to mark group of T65 or more. The 6 aspects are appropriate demand behavior of children ages aspect, regulation and disciplinary aspect, motivation aspect, two-way communication aspect, self-dependent and self aspect and others respect aspects.

2. Kindergarten school administrators can apply the result of emotional intelligence to their own schools in order to continue to improve their schools to the level of Nakhon Ratchasima or higher level.
References


