



## Impact of Emotional Intelligence on Academic Performance among Young Adults: Moderating Role of Parenting Style

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### Abstract

This study aims to check the relationship among emotional intelligence and academic performance in parenting practices young adults. Data of this study was gathered from self-report using a design of a cross-sectional analysis and an online survey. Two hundred young adults are counted in the sampling technique. The age, sex, and household of these adults are taken under the demographics section. The spss-23 used to analyses the data findings. The study results show a good correlation between parenting style, academic achievement, and emotional intelligence. The findings also suggest that academic success is significantly predicted by emotional intelligence. Additionally, the study examines and contrasts academic achievement, parenting techniques, and emotional intelligence in an adult joint family structure. The results suggest a significant connection amongst academic achievement and emotional intelligence. On the other hand, joint families all follow the same standard of parenting. The study also concerned how parenting practices influenced academic achievement and dynamic intelligence strategies. The trend towards sadism can be predicted by emotional intelligence and parenting style. In conclusion, this study's findings provide new insight into how parental approach, academic success, and adult EQ interact.

**Keywords:** emotional intelligence, academic performance, parenting practices

### 1. Emotional Intelligence

Recent years have seen an uptick in interest in emotional intelligence (EI) result of the recognition of its potential impact on many facets of one's life, including academic achievement. Yet, there has not yet been a consensus on how to define emotional intelligence in the academic world. The debate amongst academics over whether EI is a set of characteristics or a skill continues. The psychologist and author BAR ON used the term emotional intelligence in 1988. It refers to the aptitude of person to identify and accomplish feelings. On the other side, he used the word EQ to quantify emotional intelligence with intellectual quotient. In 2000 Mayer and Salovey used the word emotional intelligence as the ability to monitor and manage own and other person's emotions and stated it in their book imagination knowledge and Personality.

Higher levels of emotional intelligence are linked to improved academic performance (Nwadinigwe & Azuka-Obieke, 2012). Emotions and new knowledge are processed in the brain. Information is absorbed and competence is developed. Moods are predisposed by what we reflect. The connections between feelings and knowledge are multifaceted and work in both directions. Emotions serve as the neural pathways connecting sensory data with cognitive processing. Positively construing sensory data prompts action and boosts drive in pursuit of a goal. Due to the negative stimuli, no learning can take place (Triesch, 2015). Negative emotions, such as worry, anger, or melancholy, might impede a person's ability to teach (Lawson, 2002).

What sets apart human intelligence is the for logical thought and appropriate action in a variety of contexts (Moshahid, 2017). It has been suggested that one's ability to "think emotionally" and "exercise adequate emotional control," which are both measures of "emotional intelligence," can be tested. Despite Shahid and Malik's (2016) finding of a moderate link, several researchers have demonstrated a highly positive association between EI and academic success. Mayer et al, 2008 emotional intelligence includes reflecting inwardly on one's emotions and using that details to inform decisions. Some of the abilities that make up this construct include emotional perception, facilitation, comprehension, and regulation. Higher emotional intelligence test scores are typically associated with better emotion regulation. The research study will use EI, the concept of Salovey and Mayer, to investigate the relationship between EI and college achievement for young adults. This study analyses whether parenting style influences the connection among emotional intelligence and academic success. Result of our study adds to the growing body of knowledge.

#### 1.1. Academic performance

Academic performance refers to a pupil's skill to perform best in academic activities, such as classwork, exams, and assignments. It is a measure of how well a student is able to achieve the learning outcomes and objectives set by their educational institution. Academic performance can be affected by a number of variables, including the student's cognitive abilities, motivation levels, study habits, and socio-economic background. Research has shown that students who have a strong academic performance are more likely to have positive life outcomes, such as higher levels of income and better overall health.

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Academic performance can be influenced by a range of factors, in precise but not exclusively the mental ability, motivation, self-regulated learning, study habits, teacher quality, classroom environment, and socio-economic status (SES). For a comprehensive review of research on these factors, please refer to the following articles (García-Sancho et al., 2019). Achieving goals and feeling self-efficacious, self-esteem, and learned sadness are all associated with academic success. Using the prior research, we classify the four learning objectives: mastery, performance approach, avoidance performance, and work. (Fenollar, 2007). Students' academic performance, self-efficacy, and self-esteem indirectly impact their efforts, self-processing mechanisms, and accomplish goals. Students that pursue their educational performance goals have high levels of drive, perseverance, and concentration, according to ELLIOT (1999). Using cursory research and without the intrinsic motivation associated with performance-avoiding objectives. In 1997, Elliot and Church found that. Many studies (Cole & Whittaker, 2008; Dupeyrat & Mariné, 2005; Elliot et al., 1999; Fenollar et al., 2007; Lam, Yim, & Ng, 2008) stress the significant efforts as the precursor to academic achievement.

The improved academic performance is connected to the achievement of long-term goals. Setting mastery goals positively influences deep processing (Dupeyrat & Mariné, 2005; Fenollar et al., 2007; Liem et al., 2008; Senko & Miles, 2008), the level of the student efforts relates to the use of the surface and processing strategies. For example, (Chouinard et al., 2007; Fenollar et al., 2007). Student aspiration impacts academic success. Different motivating factors above intrinsic interest involve the student goal orientation. The performance goals positively correlate with academic success. (Church, Elliot, & Gable, 2001, Durik, Lovejoy, Johnson, 2009, Senko and Miles, 2008, Wolters, 2004). However, other research (Dupeyrat and Mariné, 2005. , Fenollar et al., 2007, Liem et al., 2008, Senko and Miles, 2008; Sins, van Joolingen, Savelsbergh, Hout-Wolters, 2008) study found that there is a no relation among the performance of the student and performance method.

### **1.2. Association among Academic performance and Emotional Intelligence**

There are several facets of academic success that can be influenced by a student's emotional intelligence. One study, for instance, linked emotional intelligence to higher rates of school attendance, class involvement, and motivation. Students' capacity to manage their own education may also depend on their emotional intelligence. One study indicated that the use of metacognitive procedures including planning, monitoring, and evaluating one's own learning was positively correlated with EQ (Mihai & Avram, 2014). Studies have suggested the importance of emotional intelligence in some fields of study. In one study, for instance, EQ was found to have a stronger correlation with success in language and social studies than in mathematics and science (Pekrun, Elliot, & Maier, 2009). Academic success has been found to correlate positively with emotional intelligence. Higher-EQ students may have an easier time with things like stress management, goal-setting, and interpersonal communication, all of which have a positive impact on their schoolwork (Brackett, Rivers, & Salovey, 2011).

Emotional intelligence impacts a student's learning drive (Brackett & Katulak, 2006). Participating in programs that increased the students' emotional intelligence resulted in better marks (Mavroveli, Petrides, Rieffe, & Bakker, 2007). Based on Goleman's EI model meta-analysis by Durlak et al. in 2011, these learning programs facilitated 11 applicants to better their academic skit. The growth of the skill sets is prioritized by Goleman's competencies for emotion and social and emotional learning. These skill-sets include self and social consciousness, supervision, and responsibility in decision-making (CASEL, 2015).

Relations among personality and EI, between personality and performance, between published intelligence and performance, between intelligence and personality, and between the many personality types are discussed (Newman, 2013). In other words, we are creating a more complete picture than ever before of how much EI predicts academic performance, taking into account its relative relevance in comparison compared to other well-established indicators of academic success (Nijenhuis, & Bakker, 2015; Poropat, 2017). As a result, we are creating a more complete picture than ever before of how well EI predicts academic performance, taking into account its relative relevance in comparison to other widely recognized predictors of performance.

The EI is associated with eh better outcomes, but the positive effect of the EI disappears after correction of the personality and intelligence. It is seen that the positive impact of the EI disappears after controlling the personality. The study of how different parenting styles affect children's school performance has long piqued the interest of academics and advocacy groups. Indeed, a wide diversity of research take documented how parenting practices affect children's academic success (Starr, 2015; Ahmed, et al., 2019). Balogun et al (2016) a correlation was found between the parents' parenting style and their children's academic success. These are positively related to each other. Scholars decide authoritative parenting is a significant factor in a child's success.

### **1.3. Perceived Parenting Style**

Perceived parenting style refers to an individual's subjective perception of their parent's behavior, attitudes, and interactions with them, which can shape their emotional, social, and cognitive development. It is a construct that reflects the extent to which a child perceives their parent's behavior as responsive, demanding, and controlling. The

parenting style that a child perceives can affect their self-esteem, (Lee *et al.*, 2022) coping mechanisms, mental health, and overall well-being. Diana Baumrind is a pioneering and seminal theorist of parenting. Baumrind (1966) provided a framework for classifying parental approaches along two dimensions—responsiveness and demandingness—in her key work. Parenting styles were also categorized, with authoritative, authoritarian, permissive, and neglectful being four main categories. A parent with an authoritative style is both responsive and demanding, while a parent with an authoritarian style is tough but not responsive. Low levels of responsiveness and demandingness represent neglectful parenting as in permissive parenting.

#### **The moderating role of parenting style among emotional intelligence and academic performance**

A child's emotional intelligence development affects how much involvement their parents have in their education. The different parenting ideologies was examined that highlighted the Dr Zainuddin Abu Bakar and Dr Nor Baizura Md .They learned how well students did in their secondary school classes based on their emotional intelligence and how their parenting styles affected this. It was found that children with higher emotional intelligence did improve in their classes, that parenting styles significantly impacted a child's emotional intelligence. Researchers have discovered that parenting styles significantly moderate the connection between EQ and academic success. High levels of warmth and support, as well as clear and consistent norms and expectations, characterize authoritative parenting, and this style has been linked repeatedly to improved academic performance (Darling & Steinberg, 1993; Steinberg, Elmen, & Mounts, 1989).). Studies have also shown that authoritative parenting can assistance to shield the undesirable effects of stress on academic performance (DeVoe & Buehler, 2014). The study found that parenting style is a significant factor in the school performance of the child. This information is helpful for parents, teachers, and therapists looking to enhance student performance in the classroom.

#### **1.4. Objectives**

- To examine the connection between emotional intelligence, parenting style and academic performance in young adults
- To investigate the effect of emotional intelligence on academic performance
- To analyse means difference in family status among emotional intelligence, academic performance and parenting style.
- To inquire result of moderating parenting style on emotional intelligence and academic performance.

#### **1.5. Hypotheses of the Study**

- Emotional intelligence, academic performance, and parenting style would have a significant relationship.
- Emotional intelligence will significantly impact academic performance among adults.
- There will be a significant mean difference in family status among emotional intelligence, academic performance, and parenting style.
- There would be a moderate effect of parenting style on academic performance and emotional intelligence.

#### **1.6. Significance of the study**

This study discovers the relationships among emotional intelligence, academic performance and moderating parenting style in young adults. The study shows that successful parenting approaches boost academic success and dynamic understanding. The study also checks the relationship between emotional intelligence, academic performance, and parenting styles. The knowledge from this study will find helpful for parents, therapists and educators to develop strategies that improve the emotional intelligence and academic demonstration of young adults. The role of parenting styles improves emotional intelligence and academic success that is the significant sources of happiness and success in work life.

#### **1.7. Problem Statement**

The connection between parenting style, emotional intelligence, parenting style, and academic success in adults needs more concentration, despite the increasing oeuvre of studies on both. Therefore, this study strives to fill this knowledge gap by inspecting the connection between emotional intelligence, parenting style, and academic performance in young adults. Specifically, we will discuss how passionate intelligence influences academic performance and how parenting style moderates this relationship.

## **2. Literature Review**

Cochran's formula for determining sample size and a multistage random selection procedure were used to pick 35 participants from a pool of 9,386 Iranian high school students for the study. Students with high Emotional Intelligence and Social Competence are predicted to be more socially adaptable and to have better academic performance based on the results showing that EI and social competence have a significant positive relationship with academic achievement (Akbari Booreng et al., 2015). Incorporating social and emotional learning into the schoolroom has been shown to boost students' academic achievement and social competence.

While Elksnin and Elksnin (2006) claim that competent parents may instill emotional intelligence in their offspring, (Joanne, 2016) contend that this trait improves with age, reaching a peak between the ages of 40 and 50. Research suggests that some children may be born with a greater capacity for emotional intelligence (Cooper, et al., 2015). Yet, parental carelessness and emotional manipulation may have a negative impact on these possibilities. So, according to the findings of (Rezvani et al., 2016), overly involved parents stunt their children's emotional development.

Additional research by Rashidi et al. (2013) shows that children whose parents exhibit violent, rejecting, or obsessive parenting methods have lower levels of emotional intelligence as adults. This is manifested clearly through feelings of rage and a lack of motivation. So far, Engels is the only researcher to examine the link between parental attachment and emotional adjustment among adolescents aged 12 to 18 in terms of their social skills and relational competence (Clarke, 2001). According to the reviewed literature, children who showed their parents a high degree of trust and communication developed better social skills.

Furthermore, research conducted over the decades following Camerson et al (2020). Initial idea detailing the influence of parenting style on adult personality has demonstrated strong linkages to ideas like happiness, self-discipline, pride in oneself, and contentment in one's relationships (Permatasari et al., 1993; Turner et al. 2018, Enku., 2014, Turpyn et al., 2015). In this study, we retrospectively analyzed the lives of college students to determine if there is a link among parenting styles and emotional intelligence (Goleman, 1995). Characteristics of Being a Parent Since its conception, the term "parenting style" has been understood to refer to a combination of positive and negative reinforcement techniques (Baumrind, 1966; Ausubel, 1954; Betts et al., 2009).

Goleman (1995) lay much of the groundwork for the widespread acceptance of the concept of emotional intelligence. Goleman (1995) concluded that disparities in relational and vocational results between people of high and low IQ may be explained by traits of "emotional intelligence," such as perseverance, self-control, and motivation. Several researchers have since introduced new classifications. The ability to both reason about and factor in one's own emotions was central to the definition of emotional intelligence proposed by Mayer et al. (2008). They found three ways of looking at EQ: (1) the "specific ability" approach, which puts emphasis on (3) the "transcendental" approach, which emphasizes one's ability to use EQ to achieve transpersonal goals, emphasizes one's ability to use feelings to gain different skills like perceiving the feelings of others (Mayer et al. 2008). Instead, Petrides (2001) zeroed particularly on the differences between emotional and logical intelligence, viewing the former as a quality and the latter as an ability. Ability-based emotional intelligence pertains to specific cognitive talents, contrasted with trait-based emotional intelligence, which is assessed in personality (typically self-report) studies and centers on innate characteristics. The implication of emotional intelligence by Salovey and Mayer in 1990 covers all the aspects.

- recognize other person's emotions
- employ emotions as a tool
- controlled emotions
- use them in development

The authors presented a tiered framework for acquiring emotional intelligence, beginning with the ability to identify and categorize emotions and progressing to the more nuanced skill of controlling one's own emotions. Emotional intelligence can be conceptualized using either a trait or an ability paradigm, according to the majority of studies (Schutte et al. 2011). Success in relationships (Lopes et al. 2004), school and health (Turpyn et al. 2015), and careers all benefit greatly from emotional intelligence (Jung et al., 2012). In addition, research on emotional intelligence has focused on its implications for teamwork, productivity, and contentment in the workplace (Carmeli 2003, Chien et al. 2012, Lee 2012).

Studies have found that the influence of parenting way on child consequences can be moderated by a variety of factors. One such factor is child temperament. Research has shown that children with difficult temperaments are more probable to experience behavior problems if their parents use an authoritarian parenting style, whereas children with easy temperaments may fare better with permissive parenting styles (Eisenberg et al., 2001). The child age is another moderator of the connection between parental strategies and offspring success. Researchers have uncovered a connection among parenting styles and academic achievement is stronger for younger children than for adolescents (Chen & Kaplan, 2001). This may be because younger child more reliant on their paternities for guidance and sustenance, whereas adolescents are more independent and may seek support from peers or other sources.

The impression of parenting styles on youngster consequences can also be moderated by environmental stressors. For example, children exposed to marital conflict are more likely to experience behavior problems if their parents use an authoritarian parenting style, whereas children exposed to marital conflict may fare better with authoritative parenting styles (Jenkins et al., 2015). Cultural factors can also moderate the relationship amid parenting styles and child consequences. Studies have found that the affiliation between child-rearing styles and child outcomes may be different in collectivistic cultures compared to individualistic cultures (Chen et al., 2000). In collectivistic cultures, where the

wants of the group are listed over the needs of the individual. Authoritative parenting styles may be more active in endorsing positive outcomes in the children.

Youngsters (2006) investigate the parenting style of Iranian students is allied with high emotional intelligence built on a 2011 study by (Asghari et al., 2011). The parenting style of the parents and the way the child perceives it are two important social elements in the development of emotional intelligence. Parenting is defined as a parent's perspective on raising children (Steinberg, 1993). Parenting style and emotional intelligence are studied from many angles because investigators have diverse theoretical viewpoints and use different methodologies and sample populations in the research.

The determination of this study is to inspect how emotional intelligence and parenting styles interact to influence young adults' academic success. The study's basic concept is that feelings influence the way we take in and absorb new information, and vice versa. The study emphasizes five basic abilities central to EI according to the updated definition established by Salovey and Mayer: self and social awareness, management, relational skills, and responsible in the decision-making. It is theorized that a child's emotional intelligence and parenting style are both related to their academic success, and that the parenting style moderates the relationship between the two. Random sampling in several stages researchers in Iran surveyed 9,386 high school pupils. Academic success is found to be significantly correlated with EI and social skills and that students with high EI and social competence perform better in schools. The study also finds that strict parental involvement has children's emotional development and that parenting style is strongly associated with factors like health and happiness as well as with characteristics like self-regulation, confidence, and positive self-perception. This research fills a gap in the literature by literature on emotional intelligence and its connection with academic performance, and provides insights into how parenting styles can influence this relationship.

### 3. Methodology

Research design, demographic variable, sample type, sampling techniques, inclusion and exclusion criteria, sampling techniques, procedures, and measurement scales was discussed here.

#### 3.1. Research Design

The present study is quantitative in nature. Cross-sectional research design was used to predict Relation between dependent and independent variables. This design saved time, and survey methods conducted on participants for data collection. Cross-sectional methods used in this study. Two hundred males and females, young adults under the age range of 18-25 are counted in this study.

#### 3.2. Sample

The study conducted on the 200 adults as a sample in pandemic took part in this research via an online to approach through the convenient sampling technique. The age range of the participant were between 18 to 25 years. Demographic information included age, gender, (male/ female) level of education degree, family system. Respondent were invited to complete the questionnaire via link created and hosted on the internet survey tool Google docs which was posted through WhatsApp groups.

Protection of member's researcher ethically obligated to protect the student's data. Debriefing researcher ethically obligated to describe the nature of research, procedure, and purpose participation of participants in research.

#### 3.4. Instruments

##### 3.4.1. Perceived Parenting Style Scale

Divya and Manikandan's perceived parenting style measure was used to compile the data. Subjective ratings of the respondent's authoritarian, authoritative, and lenient parenting styles are calculated. It has 30 questions to which respondents can provide one of five possible responses: (Divya and Manikandan, 1991).

- 5 is used for strongly agreed
- 4 is used for agree
- 3 is used for neutral
- 2 is used for disagree
- 1 is used for strongly disagree

There are a total of 30 items on the perceived parenting style scale. Each item on the scale is framed in a positive light and assigned a score between 5 and 1. Each of the three perceptual modes is given its own score. Items 1-4 are authoritative; things 7-10 are authoritarian; items 7-12 are authoritarian; items 5-12 are permissive; and items 13-30 are permissive.

##### 3.4.2. Emotional Intelligence Self-Assessment Tool

Petrides (2000) Emotional intelligence is ability to identify and answer emotionally to own and other people. Deal with stressful situations, communicate clearly, show empathy, and try to resolve conflicts. There are a total of 20 pieces. Mark how you feel about each numbered question under the appropriate heading. Total the ratings to find out

how well a person does in that aspect of emotional intelligence (Petrides, 2000). The possible range of your total score on these four measures of EQ is from 5 to 25. If your total score is less than 18 in any category, there is room for improvement there. Learning and growing in emotional intelligence are both possible. Improve through learning from the experiences of others, whether through books, seminars, or mentoring programs inside your workplace or social group.

### 3.4.3. Academic performance Scale

DePaul, rapport and Perriello developed the academic performance rating scale in 1991. It consists of 19 items. It measures the academic performance among students. The scoring scale design

- 5 is used for strongly agreed
- 4 is used for agree
- 3 is used for neutral
- 2 is used for disagree
- 1 is used for strongly disagree

### 3.5. Procedures

Data was collected using self-report measure. This method is efficient because all the construct in the study is about the evaluation of user perception. Participant were up-to-date about the determination of the study. They were instructed fill out the questionnaire accurately and honestly and to express their responses in a way they are actually in most situations not in a way they would hope to be. In the last participants were insured about the privacy of their responses. Participants were also asked for the assurance that they should be a Pakistani.

## 4. Results

This study investigates the relationship within parenting style, academic performance and adult emotional intelligence. The statistical analysis was done with the SPSS. The following research was done in this studies that are

- Descriptive statistics for the demographic analysis
- Readability analysis to evaluate the consistency of the scale
- Correlations examination
- Moderation analysis
- The independent t-test to assess the difference in the family status.

### 4.1. Demographic Variables

In order to examine the frequencies of demographic variables, descriptive analyses was used.

**Table 1: Descriptive statistics. (N=200)**

Variables	Categories	frequency	Percentage
Age	18-25	125	62.5
	25-35	75	37.5
Gender	Female	125	63.4
	Male	75	36.6
Education	BS	68	34.0
	MSC	92	46.0
	M.Phil.	40	20.0
Family Status	Nuclear	115	57.5
	Joint	85	42.5

Table shows the demographic statistics of the variables. It indicates the gender ratio of males and females. There are 125 females in this data set, and male is 80. The total number of people aged 18-25 is 125, and the 26-35 frequency is 75. On the other hand, the demographic character of education remains 68 with BS and 92 with MSc, and other M.Phil. Remains 40. And the family status is 115 belong to nuclear family and 85 belong to joint family system.

Table 3 shows the association between parenting style, academic performance, and Emotional intelligence. The study's findings reveal that it positively correlates with adults' parenting style, academic performance, and emotional intelligence.

Table 4 shows how EQ can influence success in the classroom for older students. Academic success was found a strong predictor of emotional intelligence. In addition, scholastic success develops emotional acuity.

**Table 2: Cronbach's Alpha of scales (reliability of scale) (N=200)**

Sr No.	Variables	No. of Items	Alpha value
1	Parenting Style	29	.826
2	Academic performance	8	.773
3	Emotional intelligence	20	.780

Note: PS=Parenting Style, AP=Academic performance, EI=Emotional Intelligence

**Table 3: correlation among study variables (N=200)**

	Mean	Std. Deviation	Alpha	EI	AP	PS
Emotional intelligence	77.2600	12.23302		1	.372	.693
Academic performance	16.7000	4.37468			1	.411
Parenting style	46.3300	7.74345				1

**Table 4: Regression model of study variables (N=200)**

Model	Unstandardized Coefficient B	Standard error	Standardized Coefficients Beta	t-test	p-value
(Constant)	33.977	2.003		16.965	.000
EI	.737	.116	.411	6.350	.000

R<sup>2</sup> = .476, Adjusted R<sup>2</sup> = .475.

**Table 5: Mean, Standard deviation, t-value and scores Analysis of Family status-based evaluation of Parenting style, academic performance and emotional intelligence (N=200)**

Variables	Nuclear (n=115)		Joint (n=85)		<i>t</i> (138)	<i>P</i>	95% CI		<i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Emotional intelligence	73.1000	8.13120	80.0333	13.69655	198	.000	-5.99	.238	0.452
Parenting style	16.3000	3.92461	16.9667	4.65613	198	.054	-0.1	.254	0.456
Academic performance	42.80000	6.24074	48.6000	7.96885	198	.000	-2.3	.254	0.456

Note. CI = Confidence Interval, LL= Lower Limit, UL = Upper Limit.

5<sup>th</sup> table compares the emotional intelligence, parenting style, and academic performance among the adults of the nuclear and joint family systems. The study's results indicate a significant difference in the mean of emotional intelligence and academic performance. On the other side, it was seen there is no difference in the mean of the standard of parenting style between adults' nuclear and joint family systems.

**Table 6: Moderation of parenting style between Emotional intelligence and Academic performance. (N=200)**

Variables	1 <sup>st</sup> model			2 <sup>nd</sup> model		
	B	SE		B	SE	
Constant	9.95***	.178***	.19	20.25***		3.1
Emotional Intell.	3.19***	.626***	.17	1.56***	.87***	.09
Parenting Style	4.01***		.62	2.88***	.49***	.40
EI x PS				1.989***	.32***	.39
R <sup>2</sup>	.712				.507	
$\Delta R^2$					.01	

Note: N=200; \*\*\*P<.001.

The table-6 shows the moderation of the parenting style among the tendencies of emotional intelligence and academic performance. In model 1, the value of r square is 0.712, which shows that the predictor explained the 71 per cent variance in the outcomes. The f value (2, 025) is 1240.34, and the value of p is less than .001. The findings show that the tendency of emotional intelligence is B is equal to 0.15, and the importance of p is also less than .001. The parenting style positively predicts sadistic values. B is equal to 0.41, and the value of p is less than .001.

In the second model, model 1, the value of  $r^2$  is 0.50, which shows predictors explained the 50 per cent variance in the outcomes. The value of  $f(8, 441)$  is 30.64 the value of  $p$  is less than .001. The findings show the tendency of the parenting style is  $B=.28$ , and the importance of  $p$  is less than 0.001. The value of  $r$  square is 0.1, showing only a 1 per cent change in the variance of model 1 and model 2 due to the model's goodness.

## 5. Discussion

The results of this education advise that parenting style moderates' connection between emotional intelligence and academic success. Emotionally intelligent parents are more successful in raising their children with solid academic implementation. However, there was no evident change in parenting norms between adults in nuclear and joint family systems. The ideas of emotional intelligence proposed by Goleman the (2001) and Gardner have garnered significant interest from academics and the general public (1993). How to best encourage a child's emotional growth and development is a topic of interest for parents, educators, and therapists (Alegre, 2011). This study analyzed the moderating influence of parenting style on adult children's emotional intelligence, academic performance, and parenting style. This research found a positive correlation among emotional intelligence, academic success, and parenting styles. It recommends that emotional intelligence helps in all aspects of life, including parenting and schoolwork. According to the results, adult academic achievement strongly predicts emotional intelligence. Furthermore, emotional intelligence is an important gage of academic attainment. Baumrind (2005) thinks that a parent's emotional intelligence and academic performance are the most crucial factors. Parents encourage independence by setting limits, enforcing penalties, and explaining their thinking. The theory behind this method is that happy, secure kids are more successful in the classroom (Dwairy, 2010; Yazofol, Seyisa, & Altuna, 2011).

## 6. Conclusion

The researchers found a positive connection among the parenting style and attainment of kids and EQ. Results showed that an individual with emotional intelligence was significantly foreshadowing academic accomplishment. The study also showed that academic success and parenting style significantly affect emotional intelligence. The parenting styles of the nuclear and joint families of the adults do not significantly differ. There was a substantial mean difference in emotional intelligence and academic performance.

### 6.1. Limitations

- This study was limited to adults at the university level.
- Convenient sampling techniques used in this study.
- Students were selected from the BZU Multan.
- The sample of the study was restricted to 200 students.

### 6.2. Suggestions

- The mass of the sample should be increased to generalize the results to the whole population.
- A multistage sampling technique should be used Students of public and private universities must include in that.
- These variables must be studied at diverse level of age groups.

### 6.3. Implementations

Our study uses positive psychological characteristics to examine the function of parenting style as a moderator among emotional intelligence and academic success. Colleges and university pupils also use these variables to learn more about their students, as it is their duty to foster the qualities of positive variables that lead to improved academic, social, and emotional performance.

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