



## TO PREDICT STUDENTS' MOTIVATIONAL BELIEFS BASED ON MOTHERS' EMOTIONAL INTELLIGENCE

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### ABSTRACT

This research, using descriptive-correlation method, aims to predict motivational beliefs based on mothers' emotional intelligence. The study population included all senior high school female students and their mothers in Sanandaj city. Using two-stage cluster random sampling method, 371 people were selected for the study. The data collection tools consist of the Bar-On Emotional Quotient Inventory (EQ-i) and Motivated Strategies for Learning Questionnaire (MSLQ). SPSS software and Pearson correlation and regression tests were used to analysis the data. The results showed that there is a significant relationship between mothers' emotional intelligence and female students' motivational beliefs. The research findings demonstrate that mothers' emotional intelligence is one of the main factors contributes to form the motivational beliefs..

**Keywords:** *emotional intelligence, motivational beliefs, social maturity*

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### Introduction

As one of the foundations of solidarity of the family, mothers have the most psychological effects on children because they are responsible for the family sentiments. There are different psychological theories in childhood, such as the theory of attachment (1) and psychoanalytic object relations theory (2) demonstrating the key role of the mothers in the family. Balbi uses the concept of attachment to explain the formation of chaotic behavior in children. Mother's emotional intelligence is one of the features which can influence on the evolution of children's mental health. Interesting and expanded aspects of mother's emotional intelligence have attracted public attention, in addition to psychologists and psychiatrists, in recent decades (3). Emotional intelligence can play a critical role as a significant factor in adaptation and social acceptance. The personal ability to adapt and challenges in life and consistent performance depends on the emotional and rational capabilities. Emotional competencies are effective not only for social experiences, but also for individual experiences. In fact, some researchers believe that a person's consciousness and inner life will be considerably determined by emotional experiences (4). Emotional intelligence includes awareness, emotion regulation, and the true expression of emotions. Thus, an important aspect of emotional intelligence is the ability to identify, express and control emotions and the inability of a person in any of these capacities will lead to such disorders as anxiety and mood disorders. And, this suggests deficiency in emotional self-regulation which is the key feature of emotional intelligence (5). Denham, Renwick-DeBardi, and Hewes in a study regarding the emotional intelligence between mothers and children demonstrated that children of mothers who have sufficient skills to

regulate their emotions are more likely to pay attention to the emotions of their peers and participate in helping behaviors)6(. They also showed that long-term negative emotional connection prevents children's emotional development. So, compared with their peers, these children less likely offer favorable responses to the mothers and peers emotions. Golchin and Hossini-Nasab in a study, compared the behavioral problems in children of mothers with high and low emotional intelligence and found out that the children of high emotional intelligent mothers show less average behavioral problems [conduct disorder, social aggression, attention problems - immaturity, anxiety and withdrawal (7). Other studies conducted based on theory of mind revealed that there is a significant relationship between women overall score of emotional intelligence and emotional productivity component with children's scores on false belief tasks. These results indicate that parents, who desire to be a pattern and a model for their children, should have some sort of emotional awareness in order to adjust their emotions and express the proper emotional reaction and response. Also, when parents talk to their children about the emotions, they must try to shelter them against the benefit of emotional awareness and the ability to adjust it and therefore perspective-taking and theory of mind. Studies show that emotional intelligence of the mother is one of the main factors contributes to shaping the motivational beliefs in children (8).

Motivational beliefs are a set of personal and social standards which people refer to do a task or an action (9). These beliefs involve criteria regarding the people's reasoning for selecting methods of doing a task. They are also influenced by the consequences of behaviors, identification with others and other factors and they are subject to change in different situations (10). In his research, Singh showed that there is a positive and significant relationship between the mothers' emotional intelligence and their motivational beliefs(11). Mothers' Emotional intelligence strengthens motivational beliefs and increases the individuals energy in order to achieve success. Beliefs will change so drastically that they will guide the person towards the path to success and life. The findings of a research conducted by Mosavi indicate that components of emotional intelligence (problem solving skills, independence, stress tolerance, self-actualization, emotional self-awareness, interpersonal relationships, optimism, impulse control, flexibility, empathy, assertiveness and self-esteem) not only influence on the motivational beliefs, but also may increase or improve them(12). Emotional intelligence will lead to strengthening the motivational beliefs and increase individual's vitality to achieve success. These beliefs will change in such a drastic way that they will guide the individual towards the path to success and life (13,14).

### **Methodology**

The current study is practical in terms of objectives and a non-experimental descriptive (descriptive-correlation) research in terms of data collection method.

### **Population, sample size and sampling method**

Population for this research study comprises all senior high school female students in the district 1 and 2 and their mothers. The total study population included 11344 people. Sample sizes calculated by Cochran's formula (Cochran's sample size Tables) in this study, and two-stage cluster random sampling method was used to select 371 students and mothers.

### **Data collection method**

Bar-On Emotional Quotient Inventory (EQ-i)

The first scale of Emotional Intelligence was initially designed in 1980 indicating why some people are more successful than others in life. In 1980, the concept and definition of the scale of non-cognitive intelligence (Bar-On, 1988, 1992, a 1996, c1996, a1997, b 1997) was presented by the authors and the first Emotional Intelligence Scale was made after 17 years of research(15). This questionnaire is composed of 90-items which is the first cross- cultural or trans-cultural questionnaire designed to assess the emotional intelligence. In Iran, the test was conducted in three phases and after making some changes in the original questionnaire, some items were deleted, modified and some questions rearranged. Then, inventory was reduced from 117 to 90 questions. The Emotional Intelligence Scale consists of 5 scales and 15 subscales. Test responses are set based upon a Likert Scale of a five point scale, including (strongly agree, agree, somewhat disagree or strongly disagree). Shoja Heidari, conducted a research in which Cronbach's alpha for the entire test was reported 93% This scale of alpha (calculated at the third stage) is consistent with the calculated alpha in the second stage(16). Nine types of validity are carried out (validity, Factor content, construct convergent, divergent, depends on the criteria, diagnostic and predictive) upon (EQ-i).

### **Motivational Strategies for Learning Questionnaire (MSLQ)**

Motivational Strategies for Learning Questionnaire (MSLQ) was developed by Pintrich and De Groot (1990) to assess the self-regulation strategies and motivational beliefs and called it the test for the motivational strategies for learning. Developed based on social cognitive approach, this tool is has been established based on the cognitive and motivational interactions. Motivational Strategies for Learning Questionnaire consists of a total of 47 items, as well two scales and some sub-scales. In a study of Cronbach's alpha, Pintrich and De Groot (1990) computed the sub-scales of motivational beliefs as follows: self-efficacy 0.89, intrinsic valuing 0.87 and test anxiety 0.75 87/0. Cronbach's alpha for the two sub-scales of the self-regulated learning strategies -cognitive strategies and self-regulation- was calculated as 0.83 and 0.74, respectively. In a study conducted

by Bidjerano (2007), Cronbach's alpha was obtained in a range between 0.60 to 0.84 for sub-scales of the questionnaire. Similar results have been obtained in studies carried out in Iran Abedini and colleagues, retesting the assessment with a group of 30 people in a month interval, estimated the reliability coefficient of the test. The level of alpha in that study was calculated 90% for the entire test while the same level for each of the subtests was in a range between 0.68 to 0.87. The reliability of the instrument, in another study conducted in Iran, was calculated using Cronbach's alpha coefficient, which reached a value of 91% in the total scale (17).

### Findings:

**Table1:** The coefficient of correlation between emotional intelligence of mothers and motivational beliefs of daughters

Significance level	The coefficient of correlation between emotional intelligence of mothers and motivational beliefs of daughters	
0.000	0.156	

**Table2:** the mean and standard deviation of variables

The standard deviation	mean	Research Variable
13.65	132.16	Emotional Intelligence
4.92	118.44	Motivational beliefs

According to the results showed in table 2, the research hypothesis is confirmed in the significant level of 0.05. Thus, the results showed that there is a significant relationship between mothers' emotional intelligence and senior high school female students' motivational beliefs. Correlation intensity is 0.156 and in a straightforward direction. In other words, increase in mothers' emotional intelligence will lead to escalation of students' motivational beliefs.

**Table 3:** The results of model estimation

The dependent variable: Girls' Motivational beliefs			Explanatory variable
(P- value)	T- statistic	Coefficient	
0.000	8.518	2.817	Constant value
0.003	3.027	0.298	Mothers' emotional intelligence
9.16			statistics F
0.003			P-value
0.124			R2

<b>0.122</b>	<b>Adjusted R2</b>
<b>1.565</b>	<b>Durbin-Watson</b>

Using the column coefficients for the girls' motivational beliefs, the regression equation can be as follows:

$$Y = 2/817 + (0/298)X$$

According to the results showed in table (3), mothers' emotional intelligence quotient is positive and significant at the 95% level. So, there is a direct and positive relationship between the variables. Based on the obtained results, the coefficient of determination for the dependent variable, girls' motivational beliefs is equal to 0.124. This value indicates that the 12.4 percent of changes in girls' motivational beliefs can be explained by changes in mothers' emotional intelligence. According to the table above, the calculated significance level for the F statistic equals to 0.003 indicating that the regression is significant at the 95% level. According to the determined indicators, the model is adequately intended.

### Discussion and Results

The results indicate that 12 percent of the total variance of motivational beliefs in girls is determined by the mother's emotional intelligent. The conclusion of the data suggests that emotional intelligence of mothers in this model influences on the daughters' motivational beliefs. These results are consistent with the findings of other researchers(8,9,11,12,14).

These studies designate that if parents want to be a pattern and an ideal for their progenies, they should develop a specific emotional awareness and display the suitable emotional feedback and response. Also, when parents talk to their children about the emotions, they must try to protect them against the advantage of emotional awareness and the ability to modify it and consequently perspective-taking and theory of mind. Studies also show that the mother's emotional intelligence is one of the main causes contributes to shaping the motivational beliefs in children and directs them towards success and achievement. Beliefs will change in such a drastic way that they will guide the person towards the path to success in their life. Emotionally intelligent mothers will help students increase the motivational beliefs and they also can improve educational performance, as well as social skills.

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