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**CHARACTERISTICS OF PARENTING PRACTICES AND THEIR
RELATIONSHIP TO EMOTIONAL INTELLIGENCE AND
ACADEMIC PERFORMANCE**

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Summary. Emotional intelligence is a key aspect in education and should be included in the curricula of students today, this research aims to account for the importance of parenting practices in emotional intelligence and how that affects the academic performance of children in first grade. The research has a mixed approach where the TMMS 24 survey adapted to children from 6 to 8 years old was applied and an in-depth interview was conducted with first grade children from the Colegio Liceo Femenino Mercedes Nariño IED in the city of Bogotá and the Institución Educativa Clemente Manuel Zabala in the city of Cartagena, the results show that parenting practices do have a significant influence on emotional intelligence and these in turn influence academic performance, since there is a socio-cultural gap between the two cities that has an impact on the categories mentioned above. These results reinforce the importance of emotional intelligence in families and its relevance in school curricula.

Key words: Emotional intelligence, academic performance, parenting practices

**CARACTERÍSTICAS DE LAS PRÁCTICAS DE CRIANZA Y SU
RELACIÓN CON LA INTELIGENCIA EMOCIONAL Y EL
DESEMPEÑO ACADÉMICO**

Resumen. La inteligencia emocional es un aspecto clave en la educación y debe estar incluido en los currículos de los estudiantes actualmente, esta investigación pretende dar cuenta de la importancia de las prácticas de

crianza en la inteligencia emocional y como eso repercute en el desempeño académico de los niños y niñas de grado primero. La investigación tiene un enfoque mixto en donde se aplicó la encuesta TMMS 24 adaptada a niños y niñas de 6 a 8 años y entrevista a profundidad a niños y niñas de grado primero de los Colegio Liceo Femenino Mercedes Nariño IED en la ciudad de Bogotá y la Institución Educativa Clemente Manuel Zabala en la ciudad de Cartagena, dentro de los resultados se evidencia como las prácticas de crianza si influyen significativamente en la inteligencia emocional y estas a su vez en el desempeño académico, ya que se evidencia una brecha socio cultural entre las dos ciudades que repercuten en las categorías mencionadas anteriormente, estos resultados refuerzan la importancia de la inteligencia emocional en las familias y su pertinencia en los currículos escolares.

Palabras clave: Inteligencia emocional, desempeño académico, prácticas de crianza

Introduction

Throughout time it has been evidenced the little importance that educational institutions give to emotional intelligence, focusing their attention specifically on academic knowledge, leaving aside affective areas, one of these is the emotional management of the being that in one way or another affects the academic performance of students, aspects such as food, sleep, the way to reach the study, mistreatment, family conflicts, learning difficulties, among others, are aspects that directly affect learning. As mentioned by Fernández and Extremera (2002), in traditional schooling the value of the intelligent person has been considered to be a child who is academically brilliant and achieves high scores in I.Q. tests, however, they also refer that there are two reasons to debate this idea, one is that academic intelligence does not guarantee professional success and the second is that it is not a requirement for success in everyday life, this is achieved from other types of emotional and social skills, with this position we can identify the importance of emotional intelligence in our children and that it is reinforced and learned from the family and school.

Likewise, it is important to highlight the studies carried out internationally, nationally and locally, by students and professionals that demonstrate the analysis of some of the categories that have been chosen for this research, having as support a theoretical support that deepens the interpretation and evaluates in what type of population these categories have been evaluated.

In relation to parenting practices, the regulation of behavior and affective support is an important part of parenting. This regulation deals with the control exercised by parents and shows that when it is positive, children demonstrate better behavior and control of emotions; on the contrary, if it is negative, emotional and behavioral self-regulation is hindered (Aguirre, 2002).

In this sense, taking into account the different types of upbringing found in the cultures of the cities where the research was carried out, makes sense and demonstrates the importance of relating the categories to inquire about academic performance, providing the institutions with strategies that allow for a better emotional intelligence of the children and that contribute to the positive upbringing practices that arise in the research. (Aguirre, 2002)

Likewise, throughout the research, surveys are conducted with children in first grade of the two schools to show their emotional intelligence indexes and interviews with parents to show the parenting practices they have towards their children, and to relate them to the different theories of education and positive parenting.

It is also important to evidence that parents have characteristics that are mentioned in the

theories such as establishing schedules, promoting values and transferring generational cultural knowledge, the difficulty arises in the way these limits are imposed, shouting or hitting and not negotiating and dialoguing as theoretically proposed, these aspects are reflected in the teachers' meetings, as well as in the results of the interviews conducted with the families.

Method

The methodological basis of this research is of a mixed nature, as described by Hernández-Sampieri et al. (2014) are "systematic, empirical and critical research processes and involve the collection and analysis of quantitative and qualitative data, as well as their integration and joint discussion" (p. 534). This is taking into account that emotional intelligence is measured quantitatively and parenting practices should be analyzed in a more detailed and reflective way.

As epistemological bases of this type of research is pragmatism, having room for much of studies and researchers of qualitative and quantitative methods (Creswell & Plano-Clark, 2011; Greene, 2004; Johnson & Christensen, 2012; Lieber & Weisner, 2010; Morris & Burkett, 2011; O'Brien, 2013, cited by Hernández-Sampieri et al., 2014). Likewise, Niglas (2010, cited by Hernández-Sampieri et al., 2014) exposes a multidimensional paradigmatic model expanding the points of view that can be analyzed in the research. In this sense, having a lens that allows the researcher to see the different points of view of what is to be analyzed, generates an added value to the research and this is something that has not been evidenced in the subject, based on the reviewed antecedents.

Similarly, Hernández-Sampieri et al. (2014) take up Chen (2006) who mentions mixed methodology as an integration of methods in a study, which provides to have a more complete picture of the study phenomenon, allowing the original structures to be maintained or modified according to the research objectives. Having said the above, for this study it is very important to explain the research phenomenon from several points of view, which in the future can generate actions with families and children, strengthening emotional intelligence and accompanying in parenting practices that should be taken at present.

According to Hernández-Sampieri et al. (2014) propose to think about when to use the mixed method, focusing on the fact that it is important not to force a tool, but to choose the ones that best fit the research problem, starting from the problem statement and the context. This last point is relevant in this research, since the intention is to make a comparison between the upbringing practices of the Bogota culture and the Cartagena culture, identifying cultural aspects through discourse analysis and the indexes of emotional intelligence and academic performance that are analyzed statistically, which is why this method is appropriate for our research.

Among the mixed methods, the Explanatory Sequential Design (DEXPLIS) is the one chosen for this research, which is characterized as explained by Hernández-Sampieri et al. (2014) for an initial stage where quantitative data are collected and analyzed, these first data will have the function of informing the qualitative data that will be collected later. In a second stage, qualitative data is constructed on the information obtained and, finally, both acquired knowledge is integrated, interpreted and a report of the findings is given. In this sense, the intention is to be able to collect quantitative data on the emotional intelligence and academic performance of the children that emerged from the last issue of newsletters, in order to analyze the data obtained on the parenting practices reported in the interviews with parents.

Within the qualitative research exercise is the in-depth interview as a method of data collection, this time it will be applied in the research called *Characteristics of parenting practices in emotional intelligence and academic performance* and the specific objective that guides the in-depth interview is to analyze the parenting practices exercised by parents in first grade students.

Next, the in-depth interview is identified as the technique to collect information at a qualitative level through the narratives of the people, going into detail about the information presented in the school scenarios, regarding the parenting practices of the parents of first grade children. This is why the interview is recognized as the gathering of information and, additionally, accounts for the contextual frameworks that permeate it. The intention with the design of the interviews and the technical sheet is to show the discourse on the parenting practices of the parents and to make an understanding of the culture, given that they take place in two different cities such as Bogota and Cartagena

As a research exercise, it is proposed to adapt a survey already conducted for adults that meets the criteria and categories of what is to be evaluated in the research project called *Characteristics of parenting practices in emotional intelligence and academic performance* and the specific objective that guides the research survey is to determine the emotional intelligence indexes presented by first grade students. In this sense, this exercise is an adaptation of the TMMS 24 (Trait Meta-Mood Scale) survey conducted by Fernández-Berrocal et al. (2004) based on the initial test of the Trait Meta-Mood Scale (TMMS-48) by Salovey, Mayer, Goldman, Turvey and Palfai for adults that fits the needs of the project, which are boys and girls aged 6 to 8 years approximately, this is freely available to the public with the parameters to be applied in adolescents and adults. It should be noted that a search for emotional intelligence surveys for boys and girls has been carried out, initially there is no survey that covers these ages, secondly, within the surveys reviewed, both for children of other ages and for adults, the survey that analyzes the categories sought in this research is the TMMS 24, which with the items it covers provides answers to the proposed objectives.

In relation to the above, as mentioned by Taramuel and Zapata (2017) The TMMS questionnaire (Trait Emotional Meta cognition Scale) which is based on the original by Salovey and Mayer, the first to measure emotional intelligence, has 24 items that are answered by 5-point Likert-type scale and is focused on 3 factors:

Attention to emotions: Emotional attention refers to the awareness we have of our emotions, the ability to recognize our feelings and know what they mean. Emotional clarity: It refers to the ability to know and understand emotions, knowing how to distinguish between them, understanding how they evolve and integrate into our thinking. Emotional repair: It refers to the ability to regulate and control positive and negative emotions (Taramuel and Zapata, 2017, p.166).

Taking into account the intention of this research, which is to carry out a comparative analysis between the child-rearing practices of two different cultural sites, the population to work with are children, parents and mothers of the schools Liceo Femenino Mercedes Nariño IED in the city of Bogotá and the Educational Institution Clemente Manuel Zabala in the city of Cartagena, for this occasion the first grades of primary school will be taken, these courses have children from 6 to 8 years old approximately.

For the sample, first we take up again the concept exposed by Hernández-Sampieri et al., (2014) "Normally the sample aims to achieve a balance between "saturation of categories" and "representativeness" (p. 567), thus it is necessary to reflect on two issues,

take into account the probability sampling and guided by reasons that are part of both methodologies, the second is that the sample is taken by the resources, time and opportunities that exist. In this sense, it is necessary to take into account some points of view for this research, since one of the postulates of the authors is reflected in the current reality that is lived in the country and in our institutions, such as the coronavirus pandemic that for a time generated a virtual work with the students and at this moment a work of alternation, where the children are not attending the school in its entirety due to capacity. For this reason, a convenience sample was used, which as Hernández-Sampieri et al. (2014) citing Battaglia (2008a) state "these samples are formed by the available cases to which we have access" (p.390), taking into account the situation mentioned above and the work that was achieved with the children who were attending school at that time.

For this reason, a sample of 10 girls will be taken for the survey at the Mercedes Nariño High School for Girls and a sample of 12 boys and girls will be taken for the survey at the Clemente Manuel Zabala Educational Institution. As for the interview, it will be carried out randomly with 5 families of children to whom the survey has been applied.

Results

Through the interviews, the deductive categories exposed at the beginning of the research were found, which are: parenting and emotional intelligence. On the other hand, the inductive or emergent categories are those that arise from what the researchers observe, in this case: the category of punishments.

In agreement with Izzedin and Pachajoa (2009), who take up the basic concept of the Royal Spanish Academy, which states that the word *crianza* refers to the nutrition and feeding of children, to guiding, instructing and directing them, it is evident that in the city of Cartagena families coincide in the teaching of manners, values and education, which would be part of instructing them according to this definition, however, they leave aside nutrition and feeding, guiding and directing them.

In this sense, in the city of Bogota it is evident that parents are oriented towards the bases of education that is imparted for life, they relate that several aspects of children should be taken into account, such as social or cultural, among others, this idea of upbringing is related to the concept proposed by Izzedin and Pachajoa (2009), who retake the basic concept of the Royal Spanish Academy that states that the word upbringing refers to the nutrition and feeding of children, to guide, instruct and direct it. These aspects are permeated by culture and in early childhood they are full of meanings and emotions, and parents in this city identify all these aspects.

Next, emotional intelligence is analyzed, where Goleman's (1995) first competence is taken up again, which is the knowledge of emotions, and it is here where the human being learns about the ability to recognize those emotions that arise in everyday life and allows them to be understood and accepted. According to the statements of the families in the city of Cartagena, the lack of knowledge of emotions is evident in their affirmations, which leads to the children not being able to understand and accept them, and that the following competencies such as the control of emotions are not generated either, the consequences are family chaos where scolding and authoritarianism prevail.

In parallel, the population of the city of Bogota recognizes emotions and try to control them, addressing the two competencies proposed by Goleman, give them their space and try to understand what is happening, this is very positive to have a good emotional intelligence, it is worth mentioning that the school has also emphasized the education of emotional intelligence to strengthen these processes with families.

In relation to the emerging category, Ruiz (2010), who explains punishment as "behaviors that have painful or undesirable consequences, will be suppressed" (p. 4), also relates it to a negative stimulus to reduce a behavior or eliminate it. 4), they also relate it to a negative stimulus to reduce a behavior or eliminate it, which is how in the city of Cartagena it is evidenced that they seek to take away a benefit or something that the child likes, and also physical punishment, which can generate problematic side effects, including poor academic performance, defiance of authority and the development of aggressive behavior towards their peers. In contrast, in the city of Bogotá, the parents' accounts show that they also try to reduce or eliminate undesired behavior by taking away things that the girls like; in most cases, alternatives are sought and physical punishment is completely avoided; however, one of the mothers mentions that it occasionally occurs, but apparently in a controlled manner, "a slap on the wrist"; this does not mean that it does not leave consequences in the future.

As the interviews were conducted, it is perceived in the dialogue with the families that in the city of Bogota the way they refer to the girls is affectionate and they are aware of all the needs that may arise for their daughters, whether physical or emotional. On the contrary, in the city of Cartagena, it is evident that families use their children to carry out adult activities and give them responsibilities that do not belong to them, which affects both emotional intelligence and academic performance.

Finally, the overall context of the interviews reflects the vulnerability of families in the city of Cartagena, many of whom are displaced by violence from the Montes de María and the Pacific and relocated from the foothills of La Popa, due to the damage caused by the winter, as well as migrants from Venezuela, where in most cases their work is informal. As mentioned by Ramírez (2005), one aspect to take into account when talking about parenting is the social and/or economic class, which influences the level of education, profession, income and place of residence, among others. In the city of Bogota the population has formal jobs and, although there is a diversity of cultures from different parts of the country, there is evidence of a civic culture of capital, it is worth noting that the school has high quality standards that contribute to the education of both fathers and daughters and this is reflected in the emotional intelligence and academic performance.

Table 1 below shows the percentages of the results of the TMMS 24 survey adapted for boys and girls aged 6 to 8 years, according to the three categories to be analyzed and subdivided by city, as well as the graphs that show the percentages and complement the results of Table 1 by city. It should be clarified that the students who participated were those who at the time began to attend in person, upon returning to the classroom it is evident that the children were at a fairly low reading level, which is why during the application of the survey was supported by the teacher for the reading and explanation of the instrument.

Table 1

Emotional intelligence indexes according to TMMS 24 survey adapted for children aged 6 to 8 years old

	Attention	Clarity	Repair
Bogotá	30,75	33,37	29,62
Cartagena	11,5	14,37	12,75

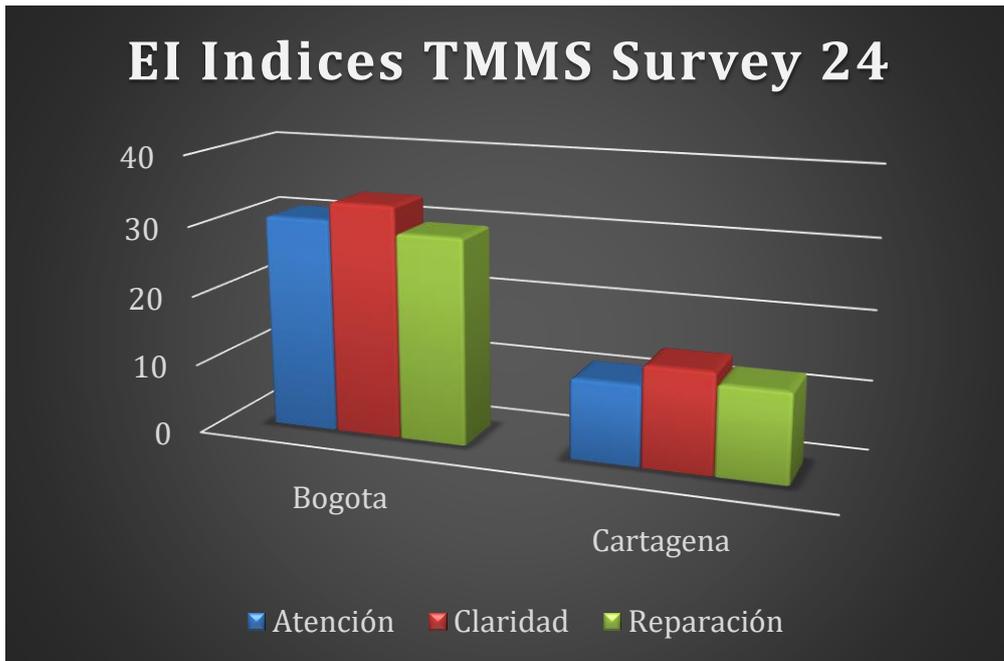
In relation to the table and graphs presented above, it is evident that in the city of Bogotá, with a percentage of 30.75, girls have an adequate attention to emotions; in the city of Cartagena, with a percentage of 11.5, both girls and boys show little attention to emotions and should improve their attention.

Likewise, the category of clarity mentions that in men an adequate clarity is found between 26 to 35 and between 24 to 34 in women for an adequate clarity regarding emotions, in the city of Bogota with a percentage of 33.37 it was shown that girls are found with adequate clarity, but with a tendency to excellent understanding of emotions. While in the city of Cartagena the percentage is 14.37, showing that both boys and girls need to improve their understanding of emotions.

Finally, regarding the repair of emotions for men there is an adequate repair with a score between 24 to 35 and for women with a score between 24 to 34, in this way, it is evident that for the city of Cartagena the percentage is 12.75 being very low the score and both boys and girls should improve their regulation, while in the city of Bogota the percentage is 29.62 being adequate the regulation of emotions for girls.

Figure 1

Emotional Intelligence Indexes: inter-city comparison of the results of the TMMS 24 survey adapted for boys and girls aged 6 to 8 years



On the other hand, taking into account the academic performance of the students, comparative tables are made to show the academic performance of the children in both Cartagena and Bogotá. It is important to mention that the school in Bogotá has a high quality certification, so the evaluation is made from 1 to 100 and is approved with 80, and in Cartagena it is made from 1 to 5 and is approved with 3.5, which is the basic.

Figure 2

Average grades of academic achievement in the city of Cartagena

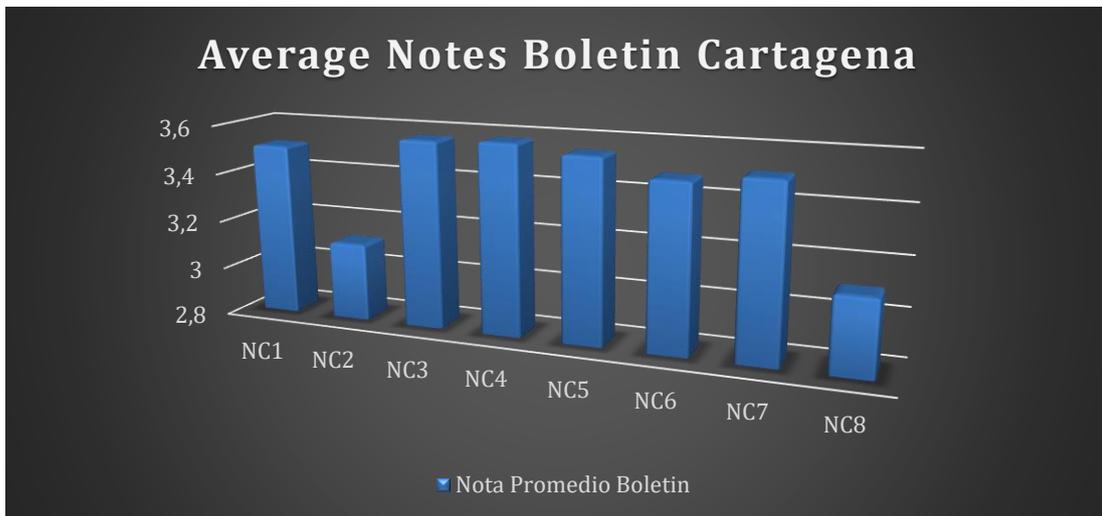


Figure 3

Average yield grades in the city of Bogota

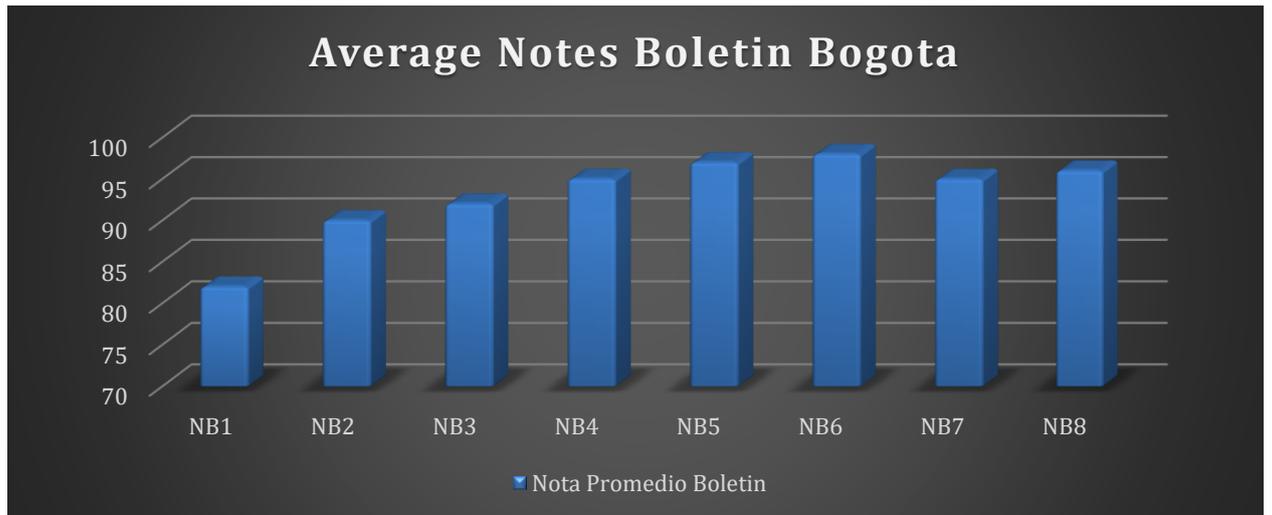


Figure 4

Comparison of grade point average between the two cities



After converting the grade value indexes to generate an equivalence in the averages, it is evident that in a rating scale from 0 to 5 in the city of Bogotá the average is 4.6, with a result of a higher level, while in the city of Cartagena the average is 3.4 with a result lower than basic, this taking into account the passing grade per city. In conclusion, academic performance reflects significant differences, an aspect related to the results of the emotional intelligence survey, where they are higher in the city of Bogotá.

Discussion and conclusions

Thus, it is evident that there are significant differences in the accounts of the interviewees from the cities of Cartagena and Bogotá, such as the conception of upbringing that is related to integral aspects of children in the city of Bogotá and focuses on respect, while in the city of Cartagena it is centered on manners, ignoring other important details such as the clarity and importance of family rules. On the other hand, the meaning and knowledge given to boundaries is similar in both cities. Thus, in the city of Bogotá it is evident that parenting practices are oriented towards positive and democratic parenting, while in the city of Cartagena they are oriented towards authoritarianism.

In relation to emotional intelligence the difference in their accounts is significant, since in Cartagena children's emotions are not taken into account, on the contrary, they become invisible to parents, while in Bogota emotion is given importance in its great majority, this being very positive for the control and regulation of emotions in girls.

From the analysis of the interviews with families in both cities and relating these results to the EI and academic performance indexes, it is evident that parenting practices have a great influence on the emotional intelligence and academic results of children, involving aspects such as culture, beliefs, geographic location, among others. For this reason, in the city of Cartagena, families often use physical punishment and tend to ignore the emotions of children and invalidate them with scolding. If this is related to the emotional intelligence indexes shown in the survey, it can be seen that they are low and that improvements should be made in the three categories proposed by the survey. Likewise, analyzing the academic performance, it is evident that it is below basic according to the qualifications of this city, so it can be inferred that parenting practices may have a significant influence on emotional intelligence and this in turn on the academic performance of children.

Likewise, it is evident that in the city of Bogotá they recognize emotions and try to manage and control them, do not usually use physical punishment to change undesired behaviors, and are interested in the physical and emotional needs of the girls. Relating this to the emotional intelligence indexes of the survey, it is evident that the average yields positive and adequate results for the three categories proposed by the survey, also the academic performance shows that it is at a higher level according to the school's own grading rubric, so it can be deduced again that parenting practices influence emotional intelligence and this is reflected in the academic performance of the girls.

Based on the data analysis, it can also be concluded that there are other important aspects that directly influence parenting practices, such as geographic location, socioeconomic status, the demands of the school regarding education, the quality of emotional nurturing that parents provide to their children, the beliefs and educational level of the parents. It is also important to recognize that upbringing is based on example and if parents do not know their emotions and cannot regulate them, neither can they teach this to their children, and in this sense, it is necessary to educate families about emotional intelligence, upbringing practices and their role as parents in today's society.

To conclude, as proposed from the beginning of the research, the importance of emotional intelligence in people is evident, not only in the academic aspect but for various aspects of life in general, such as labor, social, family, among others. Therefore, it is perceived that the school can become a promoter of the strengthening of emotional intelligence, both in students and families, thus addressing a social and institutional problem.

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