

## Parenting Style Influencing Emotions and Attitudes Among Gifted and Talented Students

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**Abstract:** The development of emotional intelligence is formed as a result of various aspects and one of them is through social interaction among the family. This study aims to see the trend or parenting style that can influence attitudes and emotions among clever students. The focus of this study is to identify the emotional problems and attitudes of clever students, as well as to identify parenting styles that affect the emotions and attitudes of clever students. This study was carried out following the hypothesis that there was no correlation between the emotional problems of the clever students and parenting style, and there is no correlation between the problems of the attitude of the clever students with the parenting style. This is a cross-sectional study, using a non-standard questionnaire built by the researcher, which researchers obtained information on parenting styles that influenced emotions and attitudes among clever students in three high-performance schools in Kuching, Sarawak. The population of the study involved 60 students of various levels from three outstanding academic achievers in Kuching, Sarawak, randomly selected. The implications from this study, parents will be able to see and explore every one of the parenting styles that will affect the emotions and attitudes of children, thus improving themselves in giving the best love for children.

**Keywords:** Attitudes, emotions, gifted and talented students, parenting styles

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## Introduction

Adolescent development is influenced by its environment. According to Zuria, Razak and Salleh (2001), the closest and most important environment for adolescents is the family. This is because the family is the most basic institution in the formation of the attitudes and personality of adolescents. Likewise the academic achievement of students depends not only on how the learning process in the classroom is carried out, but also depends on how the individual personality process is formed, and the applied familial aspects affect the individual himself (Amy, 2000).

The family is a social institution that plays a very important role in shaping the emotions, attitudes and moral behaviors of students. Mustafa (1997) explains that the construction and formation of the ummah starts from the family institution. All religious teachings demand towards good and reject all evil. The main basis should be emphasized from an early age is the level of socialization of children through religious aspects, as the Malay proverb says 'let the bamboo bend from the shoot'.

According to Rosmah (2004), the family institution is the first school for a child in shaping life with parents, the family is also the first teacher. A baby begins to learn from seeing and then imitates the behavior and speech of those around him. As Zulkifli (2007) said, parents are the best role models for children. Kimberly (2007) states that going through adolescence is often described as the most critical and challenging moments for an adolescent as well as a parent. Effective parental education must take into account all the needs of all aspects of adolescent development so that the process of adjustment that adolescents go through can be passed as well as possible.

The family plays an important role in the development of an individual, in terms of emotions, attitudes and behavior. Parents are the main pillars that shape adolescents, as parents are the first individuals involved in the process of socialization and development of children (Hamidah, 2013; Goleman, 1995; Bowlby, 1982). Throughout adolescent growth and development, it is heavily influenced by parents through parent-child relationships (Salimynezhad, Poor, & Valizade, 2015). The failure of parents in fulfilling every aspect of children's development, will have a great impact on the children themselves. The development of adolescent emotional intelligence should be flexed from an early age to form a group of adolescents with high emotional intelligence. Thus parents are the main pillars, as parents are the first individuals involved in the process of socialization and development of children (Hamidah, 2013; Goleman, 1995; Bowlby, 1982).

There is an assumption that this group of gifted students rarely face problems related to emotions and attitudes. But the fact is, these gifted students are also no exception to face the same situation as other students. Therefore, there are some parents who often cause stress to their children, especially in terms of improvement and commitment at the most excellent level from the academic aspect. This condition sometimes causes stress on the psyche of children, and in turn can lead to negative attitudes and behaviors to channel feelings of stress from parents.

Loeber and Farrington (2000) and Loeber and Stouthamer-Loeber (1986) found that parenting style practices are important in shaping children's development. Noorzihan (2004) states that children's morals start from home. Children from an early age and most of the time are in the family circle. Thus, every personality, mental, physical, emotional and attitudinal development of children is under the control of the parents in particular, and the institution of the family in general. The effectiveness of parents in performing their roles depends on their interaction and communication with children.

Every parent wants their children to be good human beings in all respects, but parents should first show good character and example for children to follow. In this day and age, teenagers are exposed to an environment that can bring teenagers to a negative scene, if teenagers are brought up in a lame upbringing environment at home. Without the maturity of mind adequately supplied by the parents to the children, it will open up space for the children themselves to be stuck with unhealthy symptoms on the outside.

Past studies have been conducted on the relationship between parenting styles that affect students' attitudes, personalities and behavioral problems. Yet researchers overlooked related issues of the same, but were also faced by gifted students, where they also faced emotional and attitude problems that were influenced by parenting style. In this study, researchers will study about parenting styles that influence emotions and attitudes among gifted and talented students, in three high schools in Kuching area.

## Method

### Research Design

This study is descriptive, which is a survey by questionnaire in which it aims to get an idea of something that is happening. According to Azizi et al. (2006), a descriptive survey aims to obtain measurements or descriptions related to the conditions or characteristics of the population. In this study, researchers wanted to obtain information on parenting styles that influence emotions and attitudes among gifted and talented students, in three high -performing schools in Kuching, Sarawak.

### Research Subjects

The study population involved 60 students of various levels from three secondary schools with outstanding academic performance in Kuching, Sarawak, who were randomly selected. In general, researchers use any subject or sample available for most studies or research conducted (Mohd Majid, 1993). Three schools with excellent academic performance have been selected around Kuching, Sarawak. Each school, there will be 20 respondents randomly selected from various levels. Three schools that achieved the best academic performance in the area around the city of Kuching, Sarawak were selected as the place for this study. Schools with outstanding academic performance were selected to conduct this study because this study was to look at parenting styles that influence emotions and attitudes among gifted and talented students.

### Research Instruments

This study involves the distribution of questionnaires because this method is easier to administer by the school and the data obtained is easy to analyze. The distribution of questionnaires in this study aims to obtain feedback on the research questions and information required. From the respondents. The research instrument is in the form of a non -standard questionnaire constructed by the researcher. The questionnaire submitted to the respondents is divided into 3 parts, namely parts A, B, and C. Part A will look at the most dominant emotional problems among intelligent students. Part B will look at the most dominant attitude problems among intelligent students. Section C will look at parenting styles that influence the emotions and attitudes of intelligent students.

## Results and Discussion

The questionnaire was distributed to 60 respondents, consisting of 38 female respondents and 22 male respondents. To all responses were randomly selected from various levels, and from the three best academically performing schools in Kuching. Part A looked at the most dominant emotional problems among intelligent students: 51.7% said they felt depressed, 48.3% sometimes felt like crying for no apparent reason, 98.3% wanted themselves valued, and 98.3% also wanted themselves given trust.

**Table 01. Emotional Problems Among Gifted and Talented Students**

No	Items	Yes	No
1	I feel depressed	51.7%	48.3%
2	I'm not confident	50%	50%
3	I did not dare to make a decision	43.3%	56.7%
4	I'm worried about hanging out/making friends with other people	25%	75%
5	I was hesitant to manage myself	20%	80%
6	I sometimes cry for no apparent reason	48.3%	51.7%
7	I am not happy with my life	28.3%	71.7%
8	I always felt like I had failed	28.3%	71.7%
9	I want myself to be valued	98.3%	1.7%
10	I want myself to be trusted	98.3%	1.7%

Section B looked at the most dominant attitude problems among intelligent students: 68.3% who felt like screaming with all their might, 48.3% who felt like punching something or someone, 48.3% who felt like doing something out of the norm, 61.7% who felt their life boring, 66.7% who feel angry or upset suddenly, and 100% say they don't like it when their privacy is violated.

**Table 02. Attitude Problems Among Gifted and Talented Students**

No	Items	Yes	No
1	I sometimes feel like screaming	68.3%	31.7%
2	I sometimes feel like skipping class/school	43.3%	56.7%
3	I sometimes feel like punching something/someone	48.3%	51.7%
4	I sometimes feel like hurting myself	31.7%	68.3%
5	I sometimes feel like doing something out of the norm	48.3%	51.7%
6	I sometimes feel my life is boring	61.7%	38.3%
7	I sometimes suddenly angry	66.7%	33.3%
8	I sometimes feel like hurting other people	31.7%	68.3%
9	I hate my life	16.7%	83.3%
10	I don't like my privacy being disturbed	100%	0%

Section C looks at parenting styles that influence the emotions and attitudes of gifted students. Items 1 to 5 are Authoritarian parenting style characteristics, items 6 to 10 are Authoritarian parenting style characteristics, items 11 to 15 are Permissive parenting style characteristics, and items 16 to 20 are Neglect parenting style characteristics.

**Table 03. Parenting Styles That Influence the Emotions and Attitudes**

No	Items	Yes	No
1	I feel my future is determined by my parents	30%	70%
2	I felt my life was framed and directed entirely by my parents	21.7%	78.3%
3	There was no discussion or compromise in every ruling by my parents	18.3%	81.7%
4	I felt the rules and regulations by my parents were very strict and oppressive of me	16.7%	83.3%
5	I am punished/fined when I make a mistake	43.3%	56.7%
6	My parents often ask me to talk about things	68.3%	31.7%
7	My opinion is heard and appreciated	70%	30%
8	Parents put conditions on me, but I understand the rationale to each condition set	76.7%	23.3%
9	My parents were firm, but still supportive and encouraging in what I did	88.3%	11.7%
10	I was given the freedom to do things, but was still given guidance and rationale by my parents	90%	10%
11	My parents always supported all my actions	63.3%	36.7%
12	My parents will fulfill what I want	30%	70%
13	I don't feel stuck to getting what I want	48.3%	51.7%
14	I have no problem communicating with my parents	78.3%	21.7%
15	There has never been any conflict between me and my parents	41.7%	58.3%
16	I am free to make every decision in life	35%	65%
17	I am free to hang out with anyone I want	43.3%	56.7%
18	My parents never took notice of me	11.7%	88.3%
19	My parents were too unassuming when I felt like being heard	33.3%	66.7%
20	I felt like I was not cared for by my parents	15%	85%

With the analysis according to the responses by the respondents, most answered Authoritative parenting style as the parenting style practiced in their respective family systems. So with Authoritative parenting style, able to show no dominant emotional and attitude problems among these intelligent students. The dominant emotional and attitude problems that the researchers tried to highlight, also showed a slight and almost insignificant percentage difference.

Adolescents are those who are still undergoing a comprehensive developmental process. As a parent, it is wise to choose a parenting style approach to suit the trends of today's teenagers. The acquisition of the overall findings of this study will be able to provide information that can be used as a basis for parents to be more focused in the process of educating children. This study is also expected to be a useful guide to departments or agencies such as the Ministry of Education Malaysia and the Ministry of Women, Family

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and Community Development in finding solutions to help raise awareness about the importance of parenting education.

## Conclusion

As these youths are an important asset of the country, then they should be a priority in the effectiveness of education so that they become a very valuable national gem that is able to contribute energy and expertise to the country. It is hoped that with the existence of educational programs based on parenting education, hopefully give maximum impact on the development of emotions and positive attitudes among adolescents.

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