

PARENTING STYLES, EMOTIONAL INTELLIGENCE AND SELF-ESTEEM AS PREDICTORS OF ACADEMIC UNDERACHIEVEMENT AMONG GIFTED ADOLESCENTS

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Abstract

Emotional intelligence is the ability to perceive, understand and manage one's emotion. It is thought to be a crucial determinant of students' behavioural disposition. Also, the way parents discipline their children leads to deep and lasting consequences for the child's emotional life. A harsh treatment has its implication and empathic understanding does too. The relationship between affective and emotional aspects of parental behavior and the child's emotional adjustment is family and culture specific. Self-esteem relates to negative or positive attitude towards self and concerns how individuals perceive and evaluate themselves. It is an affective, psychological, and personality dimension of the self and encompasses a constellation of judgment about physical attributes, psychological competence, social interaction, coping skills, and mental abilities about self. Students identified as gifted and talented are not a homogenous group. Talents and strengths among sample of students drawn from a so-called average population. The most common component of the various definitions of gifted underachievement involves identifying a discrepancy between ability and achievement. Some causes of underachievement are related to students' emotions; pressure to confirm; fear of failure and low self-esteem. This paper will be reviewing parenting styles, emotional intelligence and self-esteem as predictors of academic underachievement among gifted adolescents.

Key words: Parenting styles, Emotional Intelligence, Self Esteem, Gifted Adolescents

Introduction

Despite the giant strides of Binet & Simon (1926) and other test experts, Gardner (2013) & Goleman (2015) among others argued that it is not intelligent quotient (IQ) but emotional intelligence (EQ) that determines one's success in life. The person who is high on emotional intelligence is found to be better in handling the situations of life than one who has low levels of emotional intelligence. Since emotional intelligence is the ability to perceive, understand, and manage one's emotion, it is thought to be a crucial determinant of student's behavioural disposition. The way parents discipline their children leads to deep and lasting consequences for the child's emotional life. A harsh treatment has its implication and empathic understanding does too. Extant literatures on how parents treat their children shows some parents as being indifferent

to their children while some display warmth (Goleman, 2015). According to Nihara, Tamiyasu & Yoshikazo (2017), the relationship between affective and emotional aspects of parental behaviour and the child's emotional adjustment is family and culture specific. This brings to light the importance of the family as much learning occurs through interaction between a child and his family members especially the parents. The family thus is the bedrock for the growth of emotional intelligence. As Goleman (2015) rightly pointed out that family is our first school for emotional learning. A close emotional bonding and adequate communication between children and parents with clear specifications for behaviour can make children emotionally and socially competent, responsible, independent and confident. Thus, emotional intelligence is closely associated with parenting. Parenting refers to the aspects of raising a child and there are several styles often employed by parents to raise their children. Parenting style is therefore a psychological construct that is defined as standard strategies used by parents to bring up their children. Baumrind (2017, 2019, 2020 & 2021) in series of studies identified three parenting styles namely authoritative, authoritarian and permissive. These three styles vary according to the degree of warmth and control exercised and is useful in understanding its contribution to the emotional well-being of children. Because parenting styles and practices predict so many developmental outcomes, it makes sense to believe that they also protect children's emotional intelligence.

Emotional intelligence is a conjoint of different abilities, and therefore, it has been presumed that it can be trained and perfected (Goleman, 2018). Through training, individuals are expected to develop positive behavior and establish positive social relationships (Baron & Parker, 2020). Emotional intelligence also refers to the capacity for recognizing one's own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships. Unlike intelligence quotient (IQ) which changes little after adolescent years, emotional intelligence (EI) is largely learnt, is not fixed genetically or develops in early childhood but continues to develop and is predominantly environmentally determined (Goleman, 2015). Emotional intelligence has four branches including the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotions in the self and others (Mayer & Salovey, 2017). Perceiving emotion is the ability to identify emotion in the self and others. Facilitating emotion is the ability to use information that explains felt emotions in order to prioritize and direct thinking. Understanding emotion is the ability to understand relationships among emotions and how emotions transitions from one state to another. Regulating, or managing, emotion is the ability to regulate emotion in oneself and others (Mayer & Salovey, 2017). These four branches are arranged in order from more basic psychological processes to more complex psychological processes. For example, the lowest level branch involves the relatively simple task of recognizing and expressing emotion. On the contrary, the highest level branch involves the conscious regulation of emotions to enhance emotional and intellectual growth (Mayer & Salovey, 2017). Baumrind (2019) contended that parenting styled have strong effect on children's emotional development. They have been found to influence children's self-control (Baumrind, 2017, 2019 & 2020), sociability (Van den boom, 2014), social competence (Gottman, Katz & Hooven, 2017), depression symptomatology (Lempers, Clark Lempers & Simons, 2019) and coping strategies (Meesters & Muris, 2014). Parenting styles influence so many characteristics of children. Unfortunately, there is dearth of research in this area in Nigeria, especially among students in post primary institution.

Studies on self-esteem, emotional intelligence, and parenting styles have identified considerable associations that validate their importance to human development (Asghan & Beshaiat, 2021; Belcan & Nastasa, 2017; Bibi et al., 2016; Buri. 2019: Buri et al., 2021; Pinquart & Gerke, 2019). Although the strengths of their associations range from small to moderate, contradictory conclusions are pervasive, partly because analytical choices that informed the conclusions are primarily correlational. Questions about their complex relationships remain unanswered: predictive validity in the context of competing variables, bidirectional association, and reciprocal predictive relationships among them remain unexplored: questions about relative stability versus developmental dynamism of self- esteem in terms of its association with progressively evolving emotional intelligence remain unanswered; and analytical considerations to disentangle the conceptual overlap between self- esteem and emotional intelligence remain largely ignored. This article examines the associations and differences in self-esteem, emotional intelligence, and parenting styles among young adults, with the aim of generating knowledge that transcends the nature and extent of their correlations.

Meaning and Concept of Self-Esteem

Self-esteem relates to negative or positive attitude towards self and concerns how individuals perceive and evaluate themselves (Rosenberg, 2015). It is an affective, psychological, and personality dimension of the self and encompasses a constellation of judgment about physical attributes, psychological competence, social interaction, coping skills, and mental abilities about self (Cheung, Cheung & Hue, 2015a). As an affective appraisal of self, it has endured considerable empirical scrutiny. It has been associated with health, personal and professional burnout, mental health, academic performance and achievement and victimization and perpetration of bullying (Brackett, Rivers & Salovey, 2021). A study found non-suicidal self-injury and sense of identity assessment form scores in adolescents to be predictive of self-esteem (Akdemir, Aslan, Aydos, Nalbant & Quhadaroglu-Qetin, 2016). A meta-analysis of studies also indicates that self-esteem is negatively associated with aggression (Teng, Liu & Guo, 2015) and depression and anxiety (Orth & Robins, 2014).

Meaning and Concept of Emotional Intelligence

A cognitive ability that is deemed critical to understanding self-esteem is emotional intelligence, which is described as the “ability to engage in sophisticated information processing about one’s own and others’ emotion and the ability to use this information as a guide to thinking and behavior” (Mayer et al., 2018). It concerns how people perceive and understand emotions of self and others and successfully regulate and communicate those emotions in interacting with others (Goleman, 2018). Over the years, the conception of emotional intelligence has evolved from being conceived as a constellation of interconnected mental abilities to being considered a blend of dispositional traits (e.g., happiness, self- esteem, optimism, and self-management; Mayer et al., 2018) a proliferation of models that seems to undermine its predictive validity. Nevertheless, retaining emotional intelligence as a constellation of interconnected mental abilities is critical to understanding its predictive validity of dispositional traits.

Emotional intelligence is conceived less in isolation to itself than in relation to other cognitive, dispositional, or personality traits. It has effects on learning, relationships, social, occupational, and psychological well-being and draws its explanatory power from socially challenging opportunity theory (Goleman, 2018). It is associated with aggressive behavior ,

mental illness (e.g., depression, anxiety disorders, bipolar disorder, aggressive behavior; alcohol and substance abuse; Brackett et al., 2021, Trinidad & Johnson, 2012) and academic performance (MacCann, Jiang, Brown, Double, Bucich & Minbashia, 2020). It is based on cognition, in contrast to self-esteem, which is based on affect (Roberts et al. 2021). It is amenable to improvement and capable of improving performance (Cheung et al. 2015b). It is “an indicator of psychological adjustment”. Because self-esteem stability was low during childhood, increased throughout adolescence and young adulthood, and declined during midlife and old age (Trzesniewski, Donnell & Robins, 2012). It is possible that emotional intelligence is likely to accelerate self-esteem among adolescents and young adults and improve declining self-esteem in persons in midlife and old age.

Meaning and Concept of Parenting Styles

A consistently identified major influence on self-esteem is parenting styles, which could be described as entailing child-rearing values and goals, as well as parenting practices and attitudes in raising children (Pinquart & Gerke, 2019). Baumrind (2016) described three prototypes of child-rearing practices: (a) permissive (For example, “the permissive parent attempts to behave in a non-punitive, acceptant, and affirmative manner toward the child’s impulses, desires, and actions”); (b) authoritarian (i.e., “the authoritarian parent attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority”) and (c) authoritative (i.e., “the authoritative parent attempts to direct the child’s activities in a rational, issue-oriented manner. She encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform”). Based on Baumrind’s conceptualization, Buri (2019) developed a parental authority questionnaire to operationalize parenting styles. Parenting styles are associated with internalizing, externalizing, and general maladjustment problems, problematic, binge drinking, and peer problems (Obimakinde, Omigbodun, Adejumo & Adedokun et al., 2019). Among the three major parenting styles, authoritative parenting has been consistently associated with positive outcomes (For example, “psychosocial competence . . . maturation, resilience, optimism, self-reliance, social competence, self-esteem;” compared to negative outcomes associated with authoritarian parenting (For example, aggression, delinquency, anxiety disorders, stress, general adjustment problems; Adubale, 2017 and permissive parenting (For example, depression, anxiety; Adubale, 2017; Moreno et al, 2020; Williams et al, 2019; Wolfradt et al, 2013). In general, punitive parenting style has detrimental effects on the mental well-being of children.

Parents play an influential role in molding and shaping the behavior of adolescents. From this perspective, Coste (2015) recognizes the work of Baumrind (2016), a clinical as well as developmental psychologist best known for her work on parenting styles. Baumrind (2016) identified three parenting styles based on parental demandingness and responsiveness, which included authoritative parenting, authoritarian parenting, and permissive parenting. Juvenile delinquency is directly linked to the behavior of parents they adopt to treat their children (Coste, 2015). Hoskins (2014) pointed out that young people’s parents are more frequently blamed for the criminal or delinquent behavior displayed by their children. Some of the courts even penalize parents for the inconsiderate or antisocial conduct of their children. Juvenile is a time in which youth looks for self-identity and autonomy. Some of them engage in activities that are illicit in nature, and thus their parents become worried about their well-being.

Delinquent behavior is one of the most distressful problems during the period when people are considered adolescents, that is, between the age of 13 and 18. According to Griffin, Botvin, Scheier, Diaz & Miller (2020), the list of delinquent activities include refusal to adhere to the parental demands, alcohol use and drug addiction, stealing, property destruction, theft and rape. It is a fact that opinion regarding the causes of delinquent behavior vary; but it is generally agreed that delinquent behavior in adolescent years is more common than in the group of people of other age.

Furthermore, it is also argued that males are more likely to commit offenses than females (Griffin et al., 2020). Nevertheless, Moitra & Mukherjee (2022) argued that there is a noteworthy role of parents in shaping the delinquent behavior of adolescents. For example, they pointed out that home is the place where a normal and healthy development of any child starts and the family constitutes the backbone of an individual. From this perspective, family is considered to be a basic ecology in which the behavior of children is manifested in their childhood by way of negative or positive reinforcement. Talib, Abdullah, & Mansor (2021) argued that the family of a child is a socio-cultural-economic arrangement that has a significant influence on not only the behavior of the children, but also on the development of their characters. Therefore, ignorance in their parenting can lead them towards unwanted damaging effects that ultimately create behavioral problems in children. Baumrind (2016) believes that parenting is a compound activity of many particular behaviors working individually or together that affect the behavior of children. It would not be wrong to state that adolescent delinquency is more concerned with parenting styles. As the literature suggests, the term juvenile delinquency can be defined as a law-breaking act committed by a minor, below the age of 18. This law-breaking act can result in the incarceration in detention centers, rather than prisons or correctional centers (Berger, 2020). Tompsett & Toro (2020) point out that the risk of adolescent's development of delinquent behavior is often headed by parenting style. Authoritarian parental style particularly plays an influential role in developing the delinquent behavior among adolescents that eventually results in negative outcomes (Kerr, Stattin & Ozdemir, 2012). Therefore, it is accurate to state that indifferent parenting styles negatively affects the children in terms of psychological and behavior context, for instance. Hoskins (2014) finds that authoritarian parenting has deep connection with more negative behavioral outcomes.

Conceptualizing Parenting Styles

Baumrind (2016) is widely considered to be the pioneer of introducing parental style and control - authoritarian, authoritative, and permissive. From this perspective, Cheung et al. (2015) points out that the psychologist, Baumrind (2016) conducted a study on children studying in preschool using parental interviews, naturalistic observation and other research methods. As a result, Baumrind identified four imperative dimensions of parenting including expectations of adulthood and control, communication styles, nurturance and warmth and disciplinary strategies. Based on the above mentioned dimensions, Cheung (2015) and Baumrind (2021) suggested that a majority of parents exhibit one of three mentioned parenting styles. Darling (2019) argued that there are four parenting styles including indulgent, authoritative, authoritarian, and uninvolved. This categorization is in accordance with their lowness or highness on parental responsiveness and demanding behavior. Darling (2019) also described the viewpoints of Baumrind (2016) by stating that all of these four parenting styles reflect on different naturally occurring patterns of parental practices, behaviors and values and a different balance of demandingness and

responsiveness. From this perspective, different parenting styles can be separated into two categories such as demandingness and responsiveness.

According to Baumrind (2016), the term demandingness refers to claims in which parents are supposed to be integrated into community and family by their maturity expectations, disciplinary efforts, supervision and willingness to confront a disruptive child. In the same way, Simons, Simons, & Wallace (2014) argue that demandingness parenting can be judged through the level of well-defined monitoring techniques, direct confrontation and discipline patterns utilized by parents. Therefore, it would be justified to state that parents with higher level of discipline patterns, confrontation and monitoring are demanding, whereas parents with lower level of confrontation, inconsistent discipline and monitoring are characterized as not demanding. The term responsiveness is defined by Baumrind (2016) as the ratio of fostering self-assertion and individuality by parents being attuned, acquiescent and supportive to the demands and needs of children. In addition, Baumrind (2016) argued that the level of responsiveness can be measured through the level of communication, reciprocity, and warmth displayed by parents while dealing with adolescents. From this perspective, parents emphasizing on higher level of reciprocal behavior, warmth and communication are considered to be highly responsive, whereas low levels of delineated factors represent low responsiveness. Maccoby & Martin (2013) argued that higher level of responsiveness can be found in permissive and/or authoritative parenting style. On the other hand, Simons, Simons and Wallace (2014) demonstrate that low level of responsiveness is reflected through neglecting and/or authoritarian parenting style.

Baumrind's Typology of Parenting Styles

	Low Demandingness	High Demandingness
Low Responsiveness	Neglecting Parenting Style	Authoritarian Parenting Style
High Responsiveness	Permissive Parenting Style	Authoritative Parenting Style

Source: (Simons, Simons, & Wallace, 2014; Maccoby & Martin, 2013)

Authoritative Parenting Style

Baumrind (2021) first introduced the concept of authoritative parenting style. According to Baumrind (2016), the authoritative parents provide guidance to their children on issue oriented and rational manner. Since the level of demandingness is higher in this parenting style, parents usually welcome effective communication as well as effective relationship between them (Piko & Balazs, 2022). Hoskins (2014) pointed out that authoritative parents display more demandingness and responsiveness by exhibiting more supportive towards harsh behavior. These parents encourage verbal give-and-take, express reasoning behind rules and use power, reason, and shaping to strengthen objectives. This style of parenting is more associated with positive adolescent outcomes. As a result, it is found as most beneficial and effective style of parenting among most of the families. In other words, authoritative parenting style fosters positive well-being of adolescents. For parents to be classified as authoritative, they should fulfill the criterion

proposed by Baumrind (2021). Moreover, for parents to be categorized as authoritative, they should have low score in terms of passive acceptant.

Nihof & Engels (2017) have a firm belief that authoritative parenting style plays an influential role in the development of healthy adolescent psychologically and socially. This is particularly because authoritative parenting style helps the children to develop higher level of self-reliance self-esteem and ability to employ effective coping strategies, while developing positive self-image (Parker & Benson, 2014).

Authoritarian Parenting Style

The authoritarian parents attempt to evaluate, shape and control the attitudes as well as behavior of their children in line with set standards of conduct, known as absolute standard. In the light of this absolute standard, children are supposed to follow very strict rules defined by their parents. In case the children fail to comply with such rules they are punished. Cheung (2015) points out that authoritarian parents usually fail to come up with reasoning behind such rules. According to Hoskins (2014), authoritarian parents exhibit low responsiveness and they are highly demanding. In this style of parenting, parents emphasize on conformity and obedience and thus expect that they are obeyed without explanation in a less warm environment. Furthermore, authoritarian parents display low level of engagement and trust toward their children. They most often discourage open communication and make strict control of a child's behaviour. In other words, it is widely believed that an authoritarian parent is forceful, punitive and believes that a child should adhere to work in accordance to ethics and should be obedient. In the authoritarian parenting style, parents are more concerned with the traditional family structure: therefore, they limit the child's autonomy along with the parent-child relationship. Since the foremost concern of this parenting style rests within the traditional family structure, the child is demanded to adhere to parent's orders without any questions; therefore, it can be argued that authoritarian parenting style tends to rely on rules that are considered as concrete. According to Nihof & Engels (2017), the authoritarian parenting style is related with the lower level of ability and self-confidence to employ coping mechanisms among adolescents and thus restricts a child to explore his/her capabilities and social interactions, eventually resulting in the child's dependence on parental guidance and direction.

Permissive and Neglecting Parenting Styles

According to Baumrind (2016), permissive parents attempt to behave in acceptant, affirmative and non-punitive manner toward their children's impulses, actions and desires. Considering the definition proposed by Baumrind (2019) that this parenting style tends to have a higher level of responsiveness, it implies that a responsive parent is more likely to define and determine rules associated with family, while encouraging the adolescents to consider it as a resource (Johnson & Kelley, 2021). Neglecting parents are those that show very low level of involvement as well as strictness with their child (Kremers, Brug, De Vries, & Engels, 2013). According to Hoskins (2014), permissive parents can be characterized as exhibiting low level of demandingness and high level of responsiveness, whereas neglecting parents are neither responsive nor demanding. They behave in a manner that is more affirmative toward the impulses, actions and desires of adolescent while consulting with them about family decisions. In addition, they tend to avoid engaging in behavioral control, do not set rules and set a small number of behavioral expectations for their adolescents. From this perspective, it can be stated

that permissive parents actually allow adolescent to actively participate without being concerned for their actions.

Nevertheless, it is widely believed that the delinquent behavior in most of the juveniles is the result of parenting styles. For example, Oduthase (2012) argues that adolescents can be led towards delinquent behavior when they are exposed to lack of intimacy, lack of guidance, lack of parental involvement, lack of parental attachment, anger and blaming. It would therefore not be wrong to state that there is a significant link between the parental styles and individual's tendency to engage in delinquent or violent behavior. In other words, lack of parental involvement and interaction results in increased risk of violence, primarily in male juveniles (Brook, Brook, Rosen, De la Rosa, Montoya & Whiteman, 2014). The adolescent stage brought several dimensions to set life areas such as emotional, behavioral, and social which demand the support of parents. Indeed, parents play a significant role in determining a healthy environment to nourish adolescents. However, it's also factual that psychosocial problems are the trademark of the adolescent's phase, particularly identity development, autonomy; relationships, academic pressure, interpersonal issues, health, and behavioral problems, at any stage adolescents could present biological, social, emotional and moral issues. Prevalence of adolescents' chronic illness, school issues, and psychosocial problems are allied as risk factors (Mayer & Salovey, 2017).

Disciplining adolescents is the imperative ingredient of parenting and in various parenting styles, punitive parenting is the key style that is extremely linked with the abuse and neglect experienced by the adolescents (Gottman et al 2017). Therefore, literature revealed that in adolescents, psychological reactions are the consequences of punitive parenting such as low self-esteem, depression, anxiety, behavior problems, substance use, delinquency, antisocial behaviors (Cheung et al., 2018) and low achievements (Baumrid, 2021). Nearly across the globe in different cultures controlling and punitive parenting is frustrating and limits autonomy, competence, and belongings. Punitive parenting is considered a risk factor to leave a negative impact on psychological positive growth (Robins & Trzesniewski, 2015). A previous study has shown that punitive parenting is related to abuse and neglect such as shaming, physically punishing, verbal hostility, and the use of harsh discipline ways to manage adolescents (Goleman, 2018).

Self-esteem

Self-esteem is a person's perception of self, formed by the environment and experience. Self-esteem is specifically influenced by environmental factors and parents. Various studies have shown that self-esteem is influenced more by parenting practices used by parents (Rosenberg, 2015). Therefore, punitive parents positively support ripen psychological reactions such as low self-esteem in adolescents (Goleman, 2018) whereas supportive parents develop positive self-esteem in adolescents through their supportiveness, praise, appreciation, familial behaviors towards success, and downfalls (Cheung, 2018). Punitive parenting endorses abuse and neglect in adolescents bringing mild to severe mental health problems in adolescents. The emotional neglect and abuse of parents negatively affect adolescents' self-esteem (Chentsova et al., 2020). It is found that adolescents mostly perceive parenting as demanding and harsh that predicts depressive symptoms and psychological reactions to abuse and neglect in adolescents (Mayer, Salovey & Caruso, 2018). Culturally, parents are less known for the positive disciplining to develop positive self-esteem in adolescents and long-term mental health consequences of abuse and neglect. Therefore, parenting style and development of self-esteem are associated with each

other so it is vital to examine how self-esteem plays a moderating role as a risk and protective factor in the manifestation of psychological reactions to abuse and neglect in adolescents.

Defining Gifted Underachievement

Defining gifted underachievement should be a fairly straightforward task. Unfortunately, just as there is no universally agreed upon definition of gifted and talented learners, no universal definition of gifted underachievement currently exists. Students identified as gifted and talented learners are not a homogeneous group. Talents and strengths among the gifted vary as widely as they do among sample of students drawn from a so-called average population (Rimm, 2017). The most common component of the various definitions of gifted underachievement involves identifying a discrepancy between ability and achievement. Determining why some high ability students demonstrate low levels of achievement is difficult because underachievement occurs for many different reasons. However, practitioners must explore the causes of students' underachievement if they wish to help these children. We believe that in the vast majority of cases, the underachievement of bright students occurs for one of three basic reasons.

1. An apparent underachievement problem masks more serious physical, cognitive or emotional issues.
2. The underachievement is symptomatic of a mismatch between the student and his or her school environment.
3. Underachievement results from a personal characteristic such as low self-motivation, low self-regulation or low self-efficacy. (Siegle & McCoach, 2015).

Each of these causes for underachievement may require a different intervention; special educators should attempt to isolate the reason for student's behaviors before attempting to reverse the underachievement. The ramifications of mismatching the causes and treatments of underachievement can be quite serious.

Causes of Underachievement

A variety of factors contribute to underachievement among gifted children. Two categories of factors: emotional and environmental contributes to underachievement among secondary school students.

Emotional Causes

There are three causes related to students' emotions: pressure to conform, fear of failure and low self-esteem. Pressure to conform, or to meet traditional expectations, can take several forms. Students especially at the middle and high school level, may feel the need to fit in and appear academically similar to their non-gifted peers. This can lead to students performing below their ability level. Another way the pressure to conform affects gifted children is when students encounter pressure from parents and teachers to meet adults' definition of achievement. Students rebel against these expectations by refusing to engage and thus failing to reach expected levels of academic achievement. Fear of failure, or being afraid of not succeeding, often manifests once gifted students encounter truly challenging work. They may have been the most successful students in their classes or they may have become accustomed to learning easily. As students

move into middle and high school and find more complex material is not as easily mastered, they develop avoidance behaviors, in which they refuse to engage in studying or classwork. By refusing to work, they can cover their failure with this excuse, rather than risking failure by trying and having their fears confirmed. Low self-esteem, or having a skewed concept of one's level of ability, is a third emotional cause of underachievement among gifted students. Students with low self-esteem may come to doubt their abilities even in their area of giftedness, leading to further lack of success.

Environmental Causes

There are three environmental factors: cultural influences, a lack of a supportive academic environment and an unsupportive family structure. Cultural influences, in which students are influenced by their society, can be closely linked to pressure to conform. Students might come from a cultural background in which being smart is seen as a negative, so they do not reach their full potential. In other situations, students might face cultural pressure to succeed, and if their giftedness does not extend to all content areas, they may demonstrate avoidance behaviors. Lack of a supportive academic environment, the instructional setup a student encounters, can cause gifted children to not reach full potential. Students may face numerous obstacles at school, such as teachers not adequately trained to meet their academic needs. In other classrooms, students may find that although they can complete work quickly, this results in simply more work, rather than deeper, more fulfilling work. Students may find gifted programs boring with competition, and if they are underachieving already, comparisons among students may lead gifted children to withdraw academically even further. Family structure, the construct of the student's home life, may be unsupportive as well. Non-gifted parents may be ill-prepared to advocate for or meet the needs of their gifted child. Parents may err on the side of being too permissive or over controlling, both of which can lead to underperformance. Families might be transient, or move often so the student changes schools frequently. These moves can negatively impact the performance of gifted students (Siegle & McCoach, 2015).

Conclusion

The way parents discipline their children leads to deep and lasting consequences for the child's emotional life. A harsh treatment has its implication and empathic understanding does too. Parenting refers to the aspects of raising a child and there are several styles often employed by parents to raise their children. Parenting style is therefore a psychological construct that is defined as standard strategies used by parents to bring up their children. Emotional intelligence is a conjoint of different abilities, and therefore, it has been presumed that it can be trained and perfected. Through training, individuals are expected to develop positive behavior and establish positive social relationships. Emotional intelligence also refers to the capacity for recognizing one's own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships. Emotional intelligence (EI) has four branches including the ability to accurately perceive and express emotion, assimilate emotion into thought, understand emotion, and regulate emotion in the self and others. Self-esteem relates to negative or positive attitude towards self and concerns how individuals perceive and evaluate themselves. Self-esteem is an affective, psychological and personality dimension of the self and encompasses a constellation of judgment about physical attributes, psychological competence, social interaction, coping skills, and mental abilities about self. Negative parenting styles can lead to poor self-esteem and low emotional intelligence in gifted children which can result in gifted

underachievement. Gifted underachievement can be caused by low self-esteem and emotional pressure from parents at home.

Recommendation

- Parents should employ an emphatic and less harsh parenting styles on rearing their gifted adolescents so that they will not become emotional wreck and thus underachieve, that is perform below their potential in their academic endeavor.
- Parents should build up the emotional intelligence of their gifted children by developing an intimate relationship with their gifted adolescents and motivate them to develop good relationship at home and with their teachers and peers at school.
- Parents should make use of different child-rearing values and goals as well as parenting practices that support the development of self-esteem in their gifted adolescents so that they would develop self-regulating behavior that would help them in developing their potential gifts and talents.
- Teachers should collaborate with parents in developing the emotional intelligence and self-esteem of their gifted adolescents by organizing seminars and Parents-Teachers Association meetings.

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