



*Journal of Advances and
Scholarly Researches in
Allied Education*

*Vol. IV, Issue VII, July-2012,
ISSN 2230-7540*

FAMILY RELATIONSHIP AMONG HIGH SCHOOL STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

Family Relationship among High School Students In Relation To Their Emotional Intelligence

Madan Singh¹ Dr. Dinesh Kumar²

¹Assistant Professor, Saraswati College of Education, Madlauda, Panipat, Haryana

²Assistant Professor, Ch. Devi Lal College of Education, Jagadhari, Haryana

Abstract – This study made an attempt to study family relationships among high school students in relation to their emotional intelligence. The sample of the present study comprised 300 high school students of Panipat district of Haryana state. Family Relationship Inventory developed and standardized by Sherry and Sinha and emotional Intelligence scale developed and standardized by Hyde, Pethe and Dhar were used. The findings showed that significant relationship was found between emotional intelligence and parental acceptance. Insignificant but negative relationship was found between emotional intelligence and parental concentration. Significant but negative relationship was found between emotional intelligence and parental avoidance.

Key Words: Family Relationship, Emotional Intelligence and high school students

INTRODUCTION

The family much like a human body is a holistic structures consisting of interrelated parts, each of which affects an affected by every other part, and each of which contributes the functioning of whole. Family is not only complex social system; it is also a dynamic system as well. Every member family is a developing individual and the relationship bet" husband and wife, parent and child, sibling and sibling change in ways that can influence the development of family member. Not only does each family member in-flu the behaviour of every other member, but also the relationship between any two family members can affect the interaction relationship of all other family members.

Recent conceptualizations of parent-child attachment endorse the view that children's emotionality and regulation emotions are related to the quality of parent-child relationships. Attachment styles and relationships have been view reflecting strategies for regulating emotion in interpersonal relationships. Specific emotion related parental practice is associated with children's expression of appropriate emotion. Parental discouragement of the expression of emotion is to deficits in understanding other's emotions and is linked with lower levels of social competence and peer acceptance: In contrast, parental support and

environment that afford opportunities to children influence emotional regulation. Thus, relative to emotional regulation and social efficacy, it appears that factors within the family like warmth, responsiveness, and empathy with the child's emotional experience contribute to the development of competent self-regulation.

Adolescence, being the transitional period between youth and maturity, is the time when trouble starts brewing in the parent-kid relationship throughout life, many developmental changes take place. Parents need to adapt themselves to the situation. An adolescent goes through changes that are physical, emotional as well as social and try to carve an idea for him/ her. Parents are the same anywhere around the world love their children and want the best for them. However, it rush of daily pressures, some of them tend to neglect or face the fact that effective communication is the key to bringing the best in their children. Children, especially teenagers, vulnerable and it is necessary that parents talk to them r effectively.

JUSTIFICATION OF THE STUDY

Research has indicated that the home environment parental involvement 'greatly contribute towards a child's development and learning. Home variables

such as part educational status, income, social background, education environment at home, and provision of educational facilities parent-child relationship contribute significantly towards learning environment of the child at home. Home plays significant role in language development of a child related deficiencies often lead to difficulties in basic con formation which is essential for further learning.

Although family constitutes the child's first and r enduring social environment, its influences on development of child's emotional and social competencies have received relatively limited research attention. T'il date, few studies are already available have focused separately on various attributes of parenting, parent-child relationships, family environment and family influences on emotional development the child, social development of the child. Studies are available on various attributes of parenting. Parent-child relationship and home environment.

The review of the empirical research indicates that involvement and monitoring are robust predictors of adolescent: achievement. Several studies, however, indicate that, parental involvement declines in adolescence, prompting the call for future research on the reasons for and associated consequences of this decline Furthermore, the review indicates that authoritative parenting styles are often associated with higher levels of student achievement, although these findings are not consistent across culture, ethnicity and socio-economic status. An integration of studies that have been conducted to assess satisfaction in the parent-adolescent relationship is wanted, including evaluation of measures to assess their satisfaction with one another. Limited research has been done on relationship between family environment and emotional and social development of the child. Most of the researches have been done on parental involvement on the overall development of the child and his/her school performance. These researches have been conducted in foreign countries but empirical work and evidences are still wanting in India. Present venture was an attempt by investigator to study the family relationship among high school students in relation to emotional intelligence

STATEMENT OF THE PROBLEM

Family relationship among high school students in relation to their Emotional Intelligence

OPERATIONAL DEFINITION OF THE KEY WORDS USED

Family Relationship

Family is the basic unit of human experience. The family is a holistic structure comprising of interrelated parts, ea which affects and is affected by every other part. Every member of the family is a developing individual and the relationship between the members also changes in ways that can influence the

development of each family member.

In the present study home environment refers to the scores obtained on family relationship inventory by Sherry and Sinha.

EMOTIONAL INTELLIGENCE

According to Goleman (1995) emotional intelligence consists of five components knowing our emotion awareness), managing them, motivating ourselves, recognizing emotions in others (empathy) and handling relationships.

In the present study the emotional intelligence assessed on the basis of the following dimensions: Awareness, Empathy, Self-Motivation, and Emotional Stability. Managing Relations, Integrity, Self-Development, Value Orientation, Commitment and Altruistic Behavior

OBJECTIVES OF THE STUDY

The following objectives were formulated for the present study

1. To study the relationship between parental acceptance behaviour and emotional, intelligence of students.
2. To study the relationship between parental concentration behaviour and emotional intelligence of students.
3. To study the relationship between parental avoidance behaviour and emotional intelligence of students.

HYPOTHESES

1. There exists significant relationship between parental acceptance behavior and emotional intelligence of student
2. There exists significant relationship between parental concentration behavior and emotional intelligence of students.
3. There exists significant relationship between parental avoidance behavior and emotional intelligence of students.

METHODOLOGY

Keeping in mind the nature and objectives of the present study, descriptive survey method of research used.

SAMPLE

The investigator went through the simple random sampling technique for selecting the sample. The

investigator has selected a sample of 300 students of class IX from Schools Panipat districts of Haryana state.

While selecting the sample, it was ensured that all the students belonged to almost same socio-economic status, almost similar school environment conditions and from urban areas only.

TOOLS USED

1. Family Relationship Inventory (FRI) by G.P. Sherry and J. C. Sinha;
2. Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar.

STATISTICAL TECHNIQUES USED

In order to find out the relationships between family relationship and emotional intelligence of high school students, Product moment correlation (r) techniques was used.

RESULT OF HYPOTHESES

Ho No 1 that there exists significant relationship between parental acceptance behaviour and emotional intelligence of student

Table-1

Coefficient of Correlation between Parental Acceptance and Emotional Intelligence

Variables (N=300)	df	Coefficient of Correlation (r)	Level of Significance
Parental acceptance Vs Emotional intelligence	299	0.197*	P>0.01

***Significant at 0.01 level.**

Interpretation: Table 1 shows that the calculated 'r' value 0.197 between emotional intelligence and parental acceptance is significant at 0.01 level of significance. It means that there exists significant relationship between emotional intelligence and parental acceptance. Hence, the hypothesis framed earlier i.e., there exists significant relationship between emotion intelligence and parental acceptance is retained.

Ho No 2 that there exists significant relationship between parental concentration behavior and emotional intelligence of students

Table-2

Coefficient of Correlation between Parental Concentration and Emotional Intelligence

Variables (N=300)	df	Coefficient of Correlation (r)	Level of Significance
Parental concentration Vs Emotional Intelligence	299	-0.032**	P<0.01

****Not Significant at 0.01 level.**

Interpretation: It can be observed from table 2 that the calculated r value -0.032 between emotional intelligence and parental concentration is negative and not significant. It means that there exists no significant relationship between emotional intelligence and parental concentration. Hence, the hypothesis framed earlier that there exists significant relationship between emotional intelligence and parental concentration is not retained.

Ho No 3 that there exists significant relationship between parental avoidance behavior and emotional intelligence of students

Table-3

Coefficient of Correlation between Parental avoidance and Emotional Intelligence

Variables (N=300)	df	Coefficient of Correlation (r)	Level of Significance
Parental avoidance Vs Emotional Intelligence	299	-0.277	P>0.01

****Significant at 0.01 level. Interpretation:**

Table 4.33 reveals that the calculated 'r' value -0.277 between emotional intelligence and parental avoidance is negative but significant at 0.01 level of significance. It means that there exists significant but negative relationship between emotional intelligence and parental avoidance. Hence, the hypothesis which stated that there exists significant relationship between emotional intelligence and parental avoidance is not retained.

MAIN FINDINGS

Findings related to family relationship and high school students emotional intelligence:

- Significant relationship was found between emotional intelligence and parental acceptance
- Insignificant but negative relationship was found between emotional intelligence and parental concentration.
- Significant but negative relationship was found between emotional intelligence and parental avoidance.

EDUCATIONAL IMPLICATIONS

The study has its implications for the teachers, administrators, parents and their relationships with children especially adolescents. These parent-child relationships are carried forward to influence all subsequent relationships, be with peers, with friend, with teachers, and even life partners. Parents should introspect their respective roles in making these relationships healthy as for most children there is a cascading effect in which early family relationships provide necessary support for effectively engaging in peer world, which in turn provide the foundation for more expensive, complex peer relationships.

Parents should evaluate what and ideal parent is like because a child transitioning into adolescent phase becomes idealistic as far as his/her relationships with parents are concerned the parents should realize that the very real interaction with their children, are placed next to his/her schema of an ideal parent. Since emotional health, social adjustment and scholastic achievement of children is influenced by their parents accepting, warm and nurturing behavior, it becomes important on part of parents to provide ample affection and time to their growing child.

The present study has its implications for teachers. Teachers should make parents aware of their child's performance at school. Parents should be acquainted with their child's needs and parental co-operation can be sought to help the child in and out of home. Teachers should keep parent: well informed about their child's attitude, aptitude, interests emotional well-being, about his/her individual and peer group activities. A regular reporting to the parents should be done about the child's progress and weaknesses. Teachers should update the parents by providing information regarding

their child's social behavior at the school, his/her relationships with teachers and classmates.

The study also has its implications for the administrators School principal should bring about frequent and enhance parent-teacher meet, so that information about the child overall well- being can be shared and a mutual understanding can be developed. Administrator of the school should arrange for allocation of funds and resources for such parent-teacher interactions. The administrator can also seek feedback and suggestions from the parents with respect to the overall school environment.

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