

A study of Family relationship in relation to emotional intelligence of the students of secondary level

Gunjan Bhatia

Lecturer: Swami Vivekanand College of Education, Jagadhri

Abstract- The present paper aims at studying the emotional intelligence of the students in relation to their family relationship. It attempts to show the effect of family relationship on the emotional intelligence of the adolescents. Emotional intelligence is defined in the terms of self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment, and altruistic behavior and family relationship is defined in terms of parental attitude acceptance, concentration and avoidance. The findings reveal that healthy family relationship greatly influences emotional intelligence of the adolescents. Family is the environment where the children learned to use their faculties and understand and cope with the physical world. It is a time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. They enjoy meeting them on family vacations and family reunions and exchanging Family reunion gifts with them.

I. INTRODUCTION

Family is the environment where the children learned to use their faculties and understand and cope with the physical world. It is a time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. They enjoy meeting them on family vacations and family reunions and exchanging Family reunion gifts with them. Healthy family relationships, Home coziness, love of the dearest people, understanding and care... everybody needs in this life. In the family we get education, learn lifetime values and obtain strength needed to become personalities. When we grow, we learn to respect people who live close to us. We observe our parents and then we either follow their example or choose our own path in life. Hence family relationships start showering their colors of family members.

An ordinary family consists of two parents and a child or several kids. Meantime, there are many incomplete families with only one parent who combines work with the household chores and upbringing of children and has little time for himself or herself. In spite of this it is a good opportunity for children to learn something about life and to keep themselves from making the same mistakes in future.

According to statistical data families with children are happier than the couples who don't hurry to have posterity. In big families elder kids assist their parents in bringing up of their younger brothers and sisters which helps to develop responsibility, kindness, tolerance, sympathy, ability to consider other people's needs, respectful attitude to others...

It's necessary for the today's society to understand the importance of having healthy family relationships. Neither successful career nor financial stability brings as much happiness as our closest people do. Moreover, it is easier to achieve professional success for those who are happy with their private life.

The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. Emotional intelligence has much to do with knowing when and how to express emotion along with controlling it. Empathy particularly is an important aspect of emotional intelligence and this contributes to occupational success.

The emotional intelligence helps in understanding the emotional information and in reasoning emotions. If taken a deep thought, nothing new about emotional intelligence will be found. In some ways or others, emotional intelligence is based on a long history of research and theory in personality, sociology as well as psychology. There has been an impressive and growing research panel that suggests that the abilities of emotional intelligence are important for success in many areas of life. Emotional intelligence is more useful for effective performance at work.

II. JUSTIFICATION OF THE STUDY

Secondary level of Education serves as a link between the elementary and higher education, and plays a very important role in this respect. Apart from grounding the roots of education of a child, Secondary Education can be instrumental in shaping and directing a child to a bright future. The Secondary level of education includes children between the age group of 14-18 years, studying in classes 9-10 leading to higher secondary classes of 11 and 12. The child studying in this level of education is a strange creature between child and man bored by both and understood by neither and is called adolescent. Adolescence (10-19) is a phase of life characterized by acceleration of physical growth and, psychological and behavioral changes thus bringing about transformation from childhood to adulthood. It is a transitional stage of physical and mental human development that occurs between childhood and adulthood. This transition involves biological (i.e. pubertal), social, and psychological changes, though the biological or physiological ones are the

easiest to measure objectively. The period of Adolescence is filled with intellectual and emotional changes in addition to other major biological and physical changes. It is a time of discovery of self and one's relationship to the world around him or herself. Researches have indicated that the home environment and parental involvement greatly contribute towards a child's development and learning. The role of parents, child rearing styles and thus the outcomes in the individual personality of the child cannot be ignored. Individuals raised in cohesive family structures, are more likely to develop feelings of empathy and to assume responsibility for their parents. When healthy relationship with parents in family prevails the adolescent feels secure, well-adjusted and thinks himself accepted in family and later in his life, he remains well-adjusted and feels that society accepts him. Although family constitutes the child's first and most enduring social environment, its influences on development of child's emotional and social competencies have received relatively limited research attention till date. So a pressing need was felt to understand the concepts of parent-child relationship and emotional intelligence of the adolescents. Adolescence is a stage of heightened emotionality. Emotional disequilibrium is frequently seen in adolescent children. This generally relates to radical physical change and discomfort associated with them in early adolescence period. Studies are available on family relationships and emotional intelligence and proved that importance of family relationships on emotional intelligence of the adolescent. Eisenberg, Fabes and Murphy(1996) examined the relations of mother's and fathers' reported emotion related practices to parents' and teachers' reports of 3rd-6th grade children's social skills, popularity, and coping; as well as the quantity and quality of children's comforting of an infant. Mothers' problem- fathers' reactions focused reactions tended to be positively associated with children's social functioning and coping, whereas maternal minimizing reactions tended to be linked to lower levels of social competence and high levels of avoidant coping. There were few findings for, although fathers reported fewer problem-focused reactions with socially competent daughters. Emotion-focused and problem-focused maternal reactions as well as encouragement of the expression of emotion were associated with boys' comforting behavior, although a moderate level of maternal encouragement of the expression of emotion was associated with quality of girls' comforting. Rice, Cunningham and Young (1997) tested in their study the association of parental attachment bonds to emotional adjustment mediated by social competence. Relational variables were expected to be more important in the development of social competence and emotional adjustment for Black students than for White students; there were no directional hypotheses for gender differences. Gender of parent differences emerged, in which attachment to father generally was a better predictor of social competence than was attachment to mother. In all analyses, social competence was a significant predictor of emotional adjustment. Fincham, et al.(1998) assessed children's attributions in parent-child relationships and examined their association with positivist and behavior displayed toward the parent. Also determined whether depressive symptoms account for these associations, and investigated whether parent and child attributions are linked. 10 to 12 year old children completed several questionnaires and were observed during parent-child

interactions. Children's attributions for parent behavior were related to positivist of the parent-child relationship and to self and parent-reported conflict and observed behavior with the father. These associations were not due to children's depressive symptoms but potentially augment our understanding of the effect of depression on parent-child relationships. Finally, gender moderated the parent attribution-child attribution association; the results underscore the importance of children's perceptions of family processes.

In the adolescence period, equilibrium of physical, mental and social forces is lost with the result that the individual has to make new adjustments with his own self, with the family and with the society at large. But very few studies are available on the role family relationship play in the adolescent's life in making adjustment. Al-Yagon, Michal (2009) examined how vulnerability and protective factors at the individual level (child's disabilities; patterns of attachment), and at the family level (fathers'/mothers' affect), help explain differences in socio-emotional and behavioral adjustment among children aged 8-12 years with co morbid learning disability (LD) and attention deficit hyperactivity disorder (ADHD) or with typical development. Participants were 118 father-mother-child triads: 59 couples and children with comorbid LD/ADHD and 59 couples with typically developing children. Preliminary analyses indicated significant group differences on all children's measures and on fathers' and mothers' affect measures. As hypothesized, findings showed the contribution of parents' positive and negative affect to children's adjustment, with differences for fathers' versus mothers' affect. Discussion focuses on understanding the unique value of fathers' and mothers' affect on children's well-adjusted functioning. Simpkins, Sandra D. et al (2009) identified unique clusters of parenting behaviors based on parents' school involvement, community involvement, rule-setting, and cognitive stimulation with data from the Panel Study of Income Dynamics-Child Development Supplement. In early (n = 668) and middle adolescence (n = 634), parents who provided high cognitive stimulation (i.e., cognitive enrichment parents) or engaged in all parenting behaviors (i.e., engaged parents) had the highest family income, parent education, and percentage of European Americans. Adolescents of cognitive enrichment or engaged parents often evidenced the highest academic and social adjustment. Adolescents whose parents set a large number of rules (i.e., "Rule setters") or were also heavily involved in the community (i.e., the "Managers" cluster) had the lowest adjustment. Dwairy, Marwan; Achoui, Mustafa(2010) conducted a study on 'Adolescents-Family Connectedness: A First Cross-Cultural Research on Parenting and Psychological Adjustment of Children' he found that Connectedness between children and their family is a major factor that distinguishes between collective and individualistic cultures. The "Multigenerational Interconnectedness Scale", measuring adolescents-family connectedness was administered to adolescents in nine western and eastern countries. The findings show that connectedness in eastern countries was higher than that in western ones. Female adolescents were more connected to their families than males. Connectedness was higher among families with a higher economic level and where the parents had more education. Financial and functional connectedness was associated with adolescents' better mental health, whereas emotional

connectedness (or dependency) was associated with psychological disorders. The association between connectedness and psychological disorders was not the same across countries. Roosa, Mark W.(2010) examined a stress process model in which stressful life events and association with delinquent peers mediated the relationship of neighborhood disadvantage to Mexican American early adolescent's mental health. The authors also proposed that child gender, child generation, and neighborhood informal social control would moderate the relationship of neighborhood disadvantage to children's experiences of stressful life events. With data from 738 Mexican American early adolescents, results generally provided support for the theoretical model although the relationships of neighborhood disadvantage to stressful life events and adjustment were weaker than expected. Additional research is needed to corroborate these results and determine why neighborhood disadvantage may have different relationships to adjustment for Mexican American early adolescents than for others. Hazen, Andrea L.(2009) identified profiles of maltreatment experiences in a sample of high-risk adolescents and investigated the relationship between the derived profiles and psychological adjustment. Participants are 1,131 youth between the ages of 12 and 18 years involved with publicly funded mental health and social services. Information on physical, sexual, and emotional maltreatment and psychological symptoms are obtained in interviews with adolescents and their primary caregivers. Findings highlight the need for agencies to identify and provide appropriate intervention for youth who experience multiple types of maltreatment.

It has been felt by the researcher that adjustment problems and emotional problems of adolescents are increasing day by day in the present Indian society due to modernization and westernization. It becomes essential now to develop good physical and mental health in youth to prevent such problems to the fullest possible extent. Parent-child relationship is the important regulatory factor of adolescents' behavior. Child rearing practices play an important role in the personality development of the children. Healthy child rearing practices of parents can create controlled environment of love and discipline that is favorable for helping children in need of overcoming distress. From the above literature it has been observed that almost no integrated research has been done on the importance of parent child relationship on emotional, adjustment and mental development of the adolescents of secondary level in India. Present venture is an attempt by investigator to study the family relationship among adolescents of secondary level of education in relation to emotional intelligence, adjustment and mental health.

III. STATEMENT OF THE PROBLEM

“A STUDY OF FAMILY RELATIONSHIP OF ADOLESCENCE STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE.”

Definition of the key terms

Emotional Intelligence- Emotional intelligence is a unitary ability helpful in knowing, feeling, judging emotions in close

cooperation with one's thinking process to behave in a proper way, for the ultimate realize of the happiness and welfare of the self in tune with others. In the present study emotional intelligence was assessed on the basis of the following dimensions: self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behavior.

Family Relationship- In the present study family relationship means parents' relationship with their child and the attitudes which parents express towards their children as a result latter develop certain attitude towards their family and home environment. In the present study student's perception of parental attitudes viz: acceptance, concentration and avoidance were examined.

Secondary Level of Education: World wide, 'Secondary Education' is the term most frequently used to designate the second stage of formal schooling. Secondary Education embraces a unity of schooling commencing at age of fourteen or fifteen and concluding between the ages of eighteen and nineteen, depending on the country and its organization for education. Secondary education in the age group of '14-18' in the Indian national perception is essentially for all. The National Policy on Education (NPE) 1968, clearly enunciated a national educational pattern of 10+2+3, where it was clarified that secondary education structure would comprise 2 years of lower Secondary Education(9-10th) and 2 years of Higher Secondary Education(11-12th).

Adolescence-is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood (age of majority),^{[1][2]} but largely characterized as beginning and ending with the teenage stage

IV. OBJECTIVES OF THE STUDY

1. To study the relationship between emotional intelligence and family relationship of adolescence students at secondary level of education.
2. To study the difference between high and low emotional intelligence on family relationship of adolescence students at secondary level of education.

V. HYPOTHESES

1. There exists positive relationship between emotional intelligence and family relationship of adolescence students at secondary level of education.
2. Secondary school adolescence with relatively higher level of emotional intelligence will have more strong family relationship in comparison to adolescence students with relatively lower level of emotional intelligence.

VI. RESEARCH METHODOLOGY

The present study is based upon Descriptive research and the variables to be studied are ,Emotional Intelligence and Family

Relationship. The researcher will use descriptive statistics like mean, median, mode, standard deviation and t-test for interpretation of the data.

VII. SAMPLE

A sample of 340 secondary school students will be taken by using simple random sampling method. the sample of the research is 340 students of 4 out of 21 districts of haryana.10 schools from each district will be chosen for the sample of the research by the researcher.

VIII. PROCEDURE OF DATA COLLECTION

Phase1: the researcher will use questionnaire to collect relevant data from the students. The questionnaire will be given to the students to fill up the answers.

Phase 2: the questionnaire will be collected from the students.

IX. TOOLS TO BE USED

The investigator will select following tools for collecting authentic information from the respondents:

Family Relationship Inventory standardized by Dr. G. P Sherry and j. C. Sinha.

Emotional Intelligence Test standardized by Anukool Hyde, Sanjyot Pethw and Upinder dhar.

Delimitations

1. The study will be delimited to Secondary School Students only.
2. The study will be delimited to the schools of 4 Distt.of Haryana State only-yamuna nagar, kurukshetra, karnal and Ambala.
3. The study will be delimited to 10 schools of each district selected for the sample.

Statistical techniques used

Product moment coorelation, one way annova and t-test were employed in order to analyse and interpret quantitative data.

X. MAIN FINDINGS

Findings related to emotional intelligence of students and family relationship

One of the objective of the present study was to find out the relationship between emotional intelligence and parental acceptance. The result obtained has been presented in table given below:

Technique	Variables	EI	PA	Level of significance
Pearson's product moment correlation	EI	1.00	0.197	Significant at .01 level
	PA	0.197	1.00	

- significant relationship was found between emotional intelligence and parental acceptance.

The second objective of the study was to find out the relationship between emotional intelligence and parental concentration. The result obtained has been presented in the table given below

Table

Technique	Variables	EI	PC	Level of significance
Pearson's product moment correlation	EI	1.00	- 0.032	Not significant
	PC	- 0.032	1.00	

No significant relationship was found between emotional intelligence and parental concentration.

The third objective of the study was to find out the relationship between emotional intelligence and parental avoidance. The result obtained has been presented in the table given below

Technique	Variables	EI	PV	Level of significance
Pearson's product moment correlation	EI	1.00	-0.277	Significant at .01 level
	PV	-0.277	1.00	

There exists significant but negative relationship between emotional intelligence and parental avoidance.

XI. EDUCATIONAL IMPLICATIONS

The study has its implication for the teachers, administrators, parents –children relationships. These relationships are carried forward to all subsequent relationships, be with friends or peers. The present study has its implications for all mentioned above. Parents should be made aware of their ward's . teachers should make parents aware of their child's emotional well being at school. School principal should bring about frequent and enhanced parent teacher meet, so that information about the child's overall well being can be shared and a mutual understanding can be developed.

XII. SUGGESTIONS FOR FURTHER RESEARCH

The sample of present study was taken from one district of Haryana state . same study can be undertaken from other states also.

A further investigation can be made to study the comparative account of mother-child relationships and father- child relationships.

Further studies can be conducted to compare students from government and public schools.

REFERENCES

- [1] Best J.W., and Kaha J.V. *Research in Education*, Prentice Hall Of India Pvt.Ltd.
- [2] Baron, A. & Byrne, D. (1997). *Social Psychology* ,Massachusetts: Baron, Needham Heights.
- [3] Chauhan S.S.,(2005). *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd., Ed.6.
- [4] Collins, W.A., & Steinberg, L. (2000). Contemporary Research on Parenting: The Case For Nature and Nurture. *American Psychologist*, v55, pp.218-232.
- [5] Di Fabio, Annamaria, Palazzeschi, Letizia (2009). Emotional Intelligence, Personality Traits And Career Decision Difficulties,*International Journal For Education And Vocational Guidance*, vol.9, no.2, pp135-146.
- [6] Dwairy,Marwan (2010). [Parental Acceptance-Rejection: A first Cross-Cultural Research on Parenting and Psychological Adjustment of Children](#), *Journal of Child and Family Studies*, v19 n1 pp8-15 .
- [7] Dwairy,Marwan (2010). [Parental Acceptance-Rejection: A second Cross-Cultural Research on Parenting and Psychological Adjustment of Children](#), *Journal of Child and Family Studies*, v19 n1 pp16-22.
- [8] Dwairy,Marwan (2010). [Parental Acceptance-Rejection: A third Cross-Cultural Research on Parenting and Psychological Adjustment of Children](#), *Journal of Child and Family Studies*, v19 n1 pp 23-29 .
- [9] Dwairy,Marwan (2010). [Parental Acceptance-Rejection: A Fourth Cross-Cultural Research on Parenting and Psychological Adjustment of Children](#), *Journal of Child and Family Studies*, v19 n1 pp30-35.
- [10] Dwairy,Marwan (2010). [Parental Acceptance-Rejection: fifth Cross-Cultural Research on Parenting and Psychological Adjustment of Children](#), *Journal of Child and Family Studies*, v19 n1 pp36-41.
- [11] Eisenberg,N., Fabes, R.A. And Murphy, B.C.(1996). Parents' Reactions To Children's Negative Emotion: Relations To Children's Social Competence And Comforting Behavior. *Child Development*, vol.67,no.5,pp.2227-2247.
- [12] Fincham, F.D. Et Al.(1998). Children's Attributions In The Family; The Children's Relationship Attribution Measure. *Journal Of Family Psychology*, vol.12, no.4, pp.481-493.
- [13] Golman, D.(1995). *Emotional Intelligence*. Bantam Books, New York.
- [14] Klein Matthew., & Pierce, J. (2009-10). Parental Care Aids but Parental over Protection Hinders College Adjustment, *Journal of College Students Retention, Research, Theory and Practice*, v11, n2, pp167-181.
- [15] Lynda et al. (2010). The Different Effects of General Mental Ability And Emotional Intelligence On Academic Performance And Social Interaction, *Intelligence*, v38, n1, pp137-143.
- [16] Mangal S.K. (2005). *Advanced Educational Psychology* Ed.2.
- [17] Payne, W.L. (1986). *A Study of Emotion: Developing Emotional Intelligence, Self-Integration: Relating To Fear, Pain, And Desire*. Doctoral Dissertation at the Union Graduate School, Cincinnati, OH.
- [18] Rice, K.G., Cunningham, T.J. And Young, M.B.(1997). Attachment To Parents, Social Competence, And Emotional Well-Being; A Comparison Of Black And White Late Adolescents. *Journal Of Counseling Psychology*, Vol.44, No.1, Pp.89-101.
- [19] Roe, A. (1957). Early Determinants of Vocational Choice, *The Journal of counsel psychology*, v 4, pp 212-216
- [20] Roosa, Mark W.Et al.(2010). Neighborhood Disadvantage, Stressful Life Events, and Adjustment among Mexican American Early Adolescents, *Journal of Early Adolescence*, v30 n4 p567-592
- [21] Sachdeva M.S., Kumar Chanchal (2010) Vision of Secondary Education in India in the context of 21st century, twenty first century publications,1st ed.
- [22] Schutte, et al. (2001). Emotional Intelligence and Interpersonal Relations, *The Journal of Social Psychology*, v141, n.4, pp523-536.
- [23] Segal,J. (1997). *Raising Your Emotional Intelligence*, New York: Holt.
- [24] Shek, T.L. (1998). A Longitudinal Study Of Hong Kong Adolescents' And Parents' Perceptions Of Family Functioning And Well – Being. *Journal Of Genetic Psychology*, Vol.159, No.4, Jpp.389-403.

AUTHORS

First Author – Gunjan Bhatia, Lecturer: Swami Vivekanand College of Education, Jagadhri