

DO PARENT CHILD RELATIONSHIP AND GENDER INFLUENCE EMOTIONAL INTELLIGENCE OF ADOLESCENTS?

Dr. Monika

Abstract

The purpose of present article was to study emotional intelligence in relation to parent child relationships of adolescents. The sample comprised of 341 (Mean age = 17.38 Years, SD = 0.88) adolescents (studying in 10+1 class) out of these 176 (Mean age = 17.64 Years, SD = 0.88) were male and 165 (Mean age = 17.22 Years, SD = 0.84) were female. Data were collected by using Emotional Intelligence Scale (1988) developed by Hyde and Dhar and Parent Child Relationship Scale (2002) developed by Rao. Results by t-test revealed that female adolescents have significantly higher emotional intelligence than male adolescents. Parent child relationship was better between parents and male adolescents than between parents and female adolescents. Result of Pearson product moment correlation showed that male adolescents have significant higher coefficient of correlation between emotional intelligence and parent child relationship than female adolescents. Results of ANOVA showed that emotional intelligence of adolescents did not differ significantly at low, average and high levels of parent child relationship. Male adolescents having low parent child relationship, male adolescents having average parent child relationship, male adolescents having high parent child relationship, female adolescents having low parent child relationship, female adolescents having average parent child relationship, and female adolescents having high parent child relationship have same level of emotional intelligence.

Key Words: Emotional intelligence, Parent Child Relationship

Emotional intelligence has been rooted from social intelligence, which was first coined by Thorndike in 1920. He defined it as "sensitivity to others and to act wisely in human relations" (Berlinger et al., 1996). Gardner (1983) in his theory of multiple intelligence explained the interpersonal intelligence and intra personal intelligence. These intelligence influence the social relations to a great extent. Authors consider that the foundation of almost all the social relations is based on parent child relations. This theoretical consideration was empirically tested in this article. A few studies provided insufficient directions such as Gakkar (1997) reported that the parents' attitude greatly influenced the growth and development of child. Positive Parent-Child Relationship are born of families that are close, families that do things together and families in which needs of children are taken care of (Ladd et al., 1998). Positive behavior of Parents is significantly and positively related to emotionally mature adolescents (Kaur, 2001).

No doubt, quality of parent-child relationship is of significance in the personality development of the child. Since the most intensive social interaction of the child during

crucial development stages occurs within family and especially with the mother, the mother-child relationship would be of major importance in the personality development in comparison to father-child relationship (Symonds, 1939). Keeping this indication, gender differences were assessed. Further, gender differences in emotional intelligence assessed by Amelang et al. (2006), Amritha et al. (2006), Danehy (2006), Feldman (2003), Harrod et al. (2005), Tapia (1999), Tapia et al. (2001), and Varshney (2007) also direct the study in same direction. For in-depth understanding of influence, interaction analysis was done. Above cited studies guided the researcher to frame following objectives:

Objectives

- To study gender differences in Emotional Intelligence and Parent Child Relationship of adolescents.
- To study the correlation between Emotional Intelligence and Parent Child Relationship of Adolescents.
- To find out the difference in correlations between Emotional Intelligence and Parent Child Relationship of

Adolescents on the basis of Gender.

- To find out the influence between Parent Child Relationship, Gender and their interaction on Emotional Intelligence of Adolescents.

Sample

The present study was conducted on Adolescents studying in (class 10+1) Senior Secondary Schools affiliated to Punjab School Education Board. Students were selected by cluster sampling technique keeping in mind strata based on gender. The sample comprised of 341 adolescents out of these 176 were male and 165 were female.

Procedure

The data were collected in a set of two visits to each school in sample. The prior permission from the Principals of the selected school was taken. An intact class was taken for

the data collection at a time. The instructions of the tool were made clear to them. After that the tool was administered on them according to the instructions given in the respective manual and the response-sheets were collected. The same class was visited again on next day and the next tool was administered on them in the same way. The same procedure was followed for all the tools in all the school.

After collecting the required data from the adolescents, scoring was done according to the instructions given in the manuals of respective tools. The basic information and the scores on each tool were taken and given a tabular form. The table formed was transferred to SPSS for data analysis in the light of framed objectives.

Measures

1. Parent Child Relationship Scale (2002) by Rao.
2. Emotional Intelligence Scale (1988) by Hyde and Dhar.

RESULTS AND DISCUSSION

Table 1: Significance of difference in Emotional Intelligence and Parent Child Relationship on the basis of Gender of Adolescents

Variable	Gender	N	Mean	SD	SE _p	t	p
Emotional Intelligence	Male	176	138.52	13.57	2.93	6.69	.001
	Female	165	158.41	36.21			
Parent Child Relationship	Male	176	618.60	78.42	7.32	3.34	.001
	Female	165	594.16	53.52			

It is evident from table 1 that there is significant gender difference in emotional intelligence ($t = 6.69, p < .001$) and parent child relationship ($t = 3.34, p < .001$). The mean score on emotional intelligence of females ($M = 158.41, N = 165$) is more than mean score on emotional intelligence of males ($M = 138.52, N = 176$). This means that female adolescents have significantly higher emotional intelligence than male adolescents. Many studies provided similar results such as Vincent (2003) found significant gender effects on emotional intelligence. Some studies indicated that females scored significantly higher on the emotional intelligence than males like Amelang et al. (2006), Amritha et al. (2006), Danehy (2006), Feldman (2003), Harrod et al. (2005), Tapia (1999), Tapia et al. (2001) and Varshney (2007) indicated that female teachers had better impulse control and problem solving skills. Sutarso et al. (1996) showed an overall significant multivariate effect of gender on three factors of EQ. Female students had higher scores on the compassion and self-

awareness factors than male counterparts. However, there was no significant gender difference on the atonement factor. Santesso et al. (2006) found that boys had significantly lower emotional intelligence than girls. Cerciello (2001) indicated that females had higher conflict resolution scores than males. Pandey et al. (2004) uncovered that females were more proficient in managing and handling their own emotions as well as of others. Yuen et al. (2005) disclosed that male adolescent participants gave higher scores in interpersonal intelligence than female participants. In contrast, results of Nishiyama (2006) were unfavourable for Japanese female managers in emotional intelligence, Japanese female managers scored lower in emotional recognition and expression than their male counterparts.

Further, mean scores on parent child relationship of males ($M = 618.60, N = 176$) are more than mean scores on parent child relationship of females ($M = 158.41, N = 165$). This means that parent child relationship is better between parents and male adolescents than between parents and

female adolescents. It may be due to discrimination by parents with their male and female child. It is well known fact

that male child receive higher respect, care, freedom and various preferences than female child.

Table 2 : Coefficients of Correlation between Emotional Intelligence and Parent Child Relationship and Difference in Coefficients of Correlation on the basis of Gender

Variable	Correlation	p	r	SE _D	t	p
Male	.088	.246	.088	.0063	4.76	.01
Female	.058	.456	.058			
Total	-.010	.859	-.010			

It is evident from table 2 that the coefficient of correlation between emotional intelligence and parent child relationship for male adolescents is not significant ($r = .088, p < .246$). The coefficient of correlation between emotional intelligence and parent child relationship for female adolescents is not significant ($r = .058, p < .456$). The coefficient of correlation between emotional intelligence

and parent child relationship of adolescents is not significant ($r = -.010, p < .859$). Further, there is significant difference in coefficient of correlation between emotional intelligence and parent child relationship of adolescents ($t = 4.76, p < .01$). The correlation between emotional intelligence and parent child relationship for males ($r = .088, N = 176, p < .246$) is more than the correlation for females ($r = .058, N = 165, p < .456$).

Table 3: Summary of 3X2 ANOVA for Emotional Intelligence

Source	Sum of Squares	df	Mean Square	F	p
PCR	218.82	2	109.41	0.15	.862
Gender	33317.80	1	33317.80	45.17	.001
PCR x Gender	12.60	2	6.30	0.01	.991
Error	247100.28	335	737.61		
Total	7764775.00	341			

It is evident from table 3 that emotional intelligence of adolescents does not differ significantly at low, average and high levels of parent child relationship ($F(2,335) = 0.15, p < .862$). This means that emotional intelligence of adolescents does not differ significantly at low, average and high levels of parent child relationship.

Emotional intelligence of adolescents differs significantly on the basis of Gender ($F(1,335) = 45.17, p < .001$). This means that male and female adolescents differ significantly on emotional intelligence. Further, The mean score on emotional intelligence of females ($M = 158.41, N = 165$) is more than mean score on emotional intelligence of males ($M = 138.52, N = 176$). This means that female adolescents have significantly higher emotional intelligence than male adolescents.

There is no significant influence of interaction between Parent Child Relationship and Gender on Emotional Intelligence of Adolescents ($F(2,335) = 0.01, p < .991$). This means that male adolescents having low parent child

relationship, male adolescents having average parent child relationship, male adolescents having high parent child relationship, female adolescents having low parent child relationship, female adolescents having average parent child relationship, and female adolescents having high parent child relationship have same level of emotional intelligence.

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