A study of Emotional Intelligence of Secondary School Students in relation to their Parent Involvement

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Abstract

The present research aims to examine the emotional intelligence of secondary school students in relation to their parent involvement. The current study targeted a population of 200 secondary school students of Chandigarh. Descriptive survey was done for the collection of data. The data was analyzed statistically by using mean, S.D., t-test and Pearson's coefficient of correlation (r). Findings of the study revealed that no significant relationship exists between emotional intelligence and parent involvement secondary school students. The study recommended that stakeholders in education needed to identify and understand the psychological needs of adolescents. Study, recommends future research on how emotional intelligence fluctuates and test if emotional intelligence can be taught by implementing workshop and counseling.

Keywords: emotional intelligence, parent involvement

I. INTRODUCTION

At adolescent stage, adolescents are facing psychological problems such as depression, anxiety and frustration one of them increasing with rapid rate is aggression due to less emotional intelligence.

Emotional intelligence as a form of social intelligence that involves the ability to monitor own and others feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and action (Salovey and Mayer, 1990).

Emotional intelligence is a construct that reflect a person's capacity to manage emotional responses in social situations (Muchinsky, 2003). It is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior (Coleman, 2008).

Parental involvement can be defined as engaged participation by parents in a consistent, organized and meaningful way in a consultation, planning, implementation and evaluation of programs and activities that assist their child's development. Parent involvement refers to the amount of participation a parent has when it comes to schooling and her child's life (Althoff, 2010). Parental involvement is a combination of commitment and active participation on the part of the parent to the school and the student (Sanlad, 2019).

1. Review of Literature

Awasthi & Katyal (2005) concluded that females were found to have higher emotional intelligence than that of males. Özabaci (2006) indicated that there was a positive correlation between emotional intelligence and family cooperation. Nasta and Sala (2012) proposed the fact that the development level of emotional intelligence is influenced by the five parental styles: authoritarian, dictatorial, permissive, democratic and rejecting / neglecting. The manner, in which parents reported to their own adolescents, marks the level of development of emotional intelligence. Adekeye , Alao, Adeusi, Odukoya and Godspower (2015) indicated that father's authoritative parenting style and mother's authoritative parenting style contributed to the prediction of emotional intelligence and only mother's authoritative parenting style could significantly predict the emotional intelligence of senior school students. Sra & Kaur (2016) found that there is a positive correlation between emotional maturity and parental involvement.

II. OBJECTIVES OF THE STUDY

1. To study and compare the emotional intelligence of male and female secondary school students.
2. To study and compare the parental involvement of male and female secondary school students.
3. To study and compare the emotional intelligence of government and private secondary school students.
4. To study and compare the parental involvement of government and private secondary school students.
5. To study and compare the emotional intelligence of secondary school students in relation to their parental involvement.
6. To find correlation between emotional intelligence and parental involvement of secondary school students.
7. To find correlation between emotional intelligence and parental involvement of female students of secondary school.

8. To find correlation correlation between emotional intelligence and parental involvement of male students of secondary school.

III. HYPOTHESES OF THE STUDY

1. There will be no significant difference in the emotional intelligence of male and female secondary school students.
2. There will be no significant difference in the parental involvement of male and female secondary school students.
3. There will be no significant difference in the emotional intelligence of government and private secondary school students.
4. There will no significant difference in the parental involvement of government and private secondary school students.
5. There will be no significant difference in the emotional intelligence of secondary school students in relation to their parental involvement.
6. There will be no significant correlation between emotional intelligence and parental involvement of secondary school students.
7. There will be no significant between emotional intelligence and parental involvement of female students of secondary school.

8. There will be no significant correlation between emotional intelligence and parental involvement of male students of secondary school.

IV. METHOD OF THE STUDY

In the present study, descriptive survey method is used to collect data.

The sample comprised of 200 secondary school students of class 10th of Chandigarh, out of these, 100 government school students (50 males and 50 females) and 100 private school students (50 males and 50 females) were selected randomly. The random sampling technique was employed for the selection of schools.

Tools used
- Mangal Emotional Intelligence Inventory (MEII) developed by Mangal and Mangal (2009)
- The Parental Involvement Scale (TPIS) by Chauhan and Arora (2009)

Statistical techniques used

The statistical analysis used in the study is descriptive statistics including Mean, Standard Deviation, t-test and the data was further tested by Pearson Correlation.

V. Results and discussions

Hypothesis 1

Table 1: Results showing mean, S.D. and t-value on emotional intelligence and its various dimensions between male and female secondary school students

Dimensions of Emotional Intelligence	Mean(M)		S.D.		t-value	Level of Significance
	M₁ (Male=100)	M₂ (Female=100)	S.D.₁ (Male)	S.D.₂ (Female)		
Intra Personal Awareness	13.58	13.31	3.15	2.97	0.622	Not Significant
Inter Personal Awareness	12.61	12.58	3.30	3.15	0.066	Not Significant
Intra Personal Management	14.10	14.32	3.93	3.44	0.421	Not Significant
Inter Personal Management	13.16	12.94	2.36	2.80	0.599	Not Significant
Emotional Intelligence	53.45	53.15	6.91	6.50	0.316	Not Significant

Table 1 reflects that the mean scores of emotional intelligence of male and female secondary school students do not differ significantly

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Hypothesis 2

Table 2: Results showing mean, S.D. and t-value of parental involvement between male and female secondary school students

Variable	M₁ (Male=100)	M₂ (Female=100)	S.D.₁ (Male)	S.D.₂ (Female)	t-value	Level of Significance

Parental involvement	86.96	86.90	10.38	10.23	0.041	Not Significant

Table 2 reflects that the mean scores of parental involvement of male and female secondary school students do not differ significantly.

Hypothesis 3

Table 3: Results showing mean, S.D. and t-value of emotional intelligence between government and private secondary school students

Dimensions of Emotional Intelligence	M₁ (Government =100)	M₂ (Private =100)	S.D.₁ (Government)	S.D.₂ (Private)	t-value	Level of Significance
Intra Personal Awareness	13.78	13.11	3.05	3.04	1.552	Not Significant
Inter Personal Awareness	12.68	12.51	2.97	3.47	0.372	Not Significant
Intra Personal Management	14.04	14.38	3.75	3.62	0.651	Not Significant
Inter Personal Management	13.02	13.08	2.47	2.72	0.163	Not Significant
Emotional Intelligence	53.52	53.08	6.77	6.65	0.463	Not Significant

Table 3 reflects that the mean scores of emotional intelligence of government and private secondary school students do not differ significantly.

Hypothesis 4

Table 4: Mean, S.D. and t-ratio of parental involvement between government and private secondary school students

Variable	M₁ (Male=100)	M₂ (Female=100)	S.D.₁ (Male)	S.D.₂ (Female)	t-value	Level of Significance
Parental involvement	86.61	87.25	9.83	10.74	0.43	Not Significant

Table 4 it reflects that the mean scores of parental involvement of government and private secondary school students do not differ significantly.

Hypothesis 5

Table 5: Mean differentials in emotional intelligence of secondary school students in relation to their parental involvement

Dimensions of Emotional Intelligence	M₁ (High=54)	M₂ (Low=54)	S.D.₁ (High)	S.D.₂ (Low)	t-value	Level of Significance
Intra Personal Awareness	14.66	12.70	3.26	2.80	3.35	Significant at 0.01 level
Inter Personal Awareness	13.16	12.42	3.55	3.27	1.12	Not Significant
Intra Personal Management	14.11	14.20	2.83	4.12	0.13	Not Significant
Inter Personal Management	13.05	13.00	2.70	2.19	0.11	Not Significant
Emotional Intelligence	55.00	52.33	6.72	6.28	2.12	Significant at 0.05 level

Table 5 reflects that the mean scores of emotional intelligence of secondary school students in relation to their parental involvement (high and low) differ significantly.

Hypothesis 6

Table 6: Results showing correlation between emotional intelligence and parental involvement

Dimensions of Emotional Intelligence		Intra Personal Awareness	Inter Personal Awareness	Intra Personal Management	Inter Personal Management	Emotional Intelligence
Parental involvement	Female	0.257**	0.235**	0.102	0.170	0.359**
	Male	0.225*	-0.099	-0.088	-0.077	--0.021
	Total students	0.240**	0.063	0.000	0.056	0.162*

From table 6, it is clear that the total scores on emotional intelligence and its dimensions of intra personal awareness and inter personal awareness of female secondary school students were positively and significantly correlated with their parental involvement.

From table 6, it is clear that the total scores on emotional intelligence of male secondary school students were not significantly correlated with their parental involvement.

From table 6, it is clear that the total scores on emotional intelligence and its dimension of intra personal awareness of secondary school students were positively and significantly correlated with their parental involvement.

VI. CONCLUSIONS

1. The male and female secondary school students do not have significantly differed on their emotional intelligence.
2. The parental involvement of male and female secondary school students do not differ significantly.
3. The private and government secondary school students do not have significantly differed on their emotional intelligence.
4. The parental involvement of private and government secondary school students do not differ significantly.
5. The emotional intelligence of secondary school students in relation to their parental involvement (high and low) differ significantly.
6. The emotional intelligence of female secondary school students were positively and significantly correlated with their parental involvement.
7. The emotional intelligence of male secondary school students were not significantly correlated with their parental involvement.
8. The emotional intelligence of secondary school students were positively and significantly correlated with their parental involvement.

It means parental involvement has a positive influence on the development level of emotional intelligence of the children. It is suggested that guidance should be provided to the parents as they can assist their children on how to control their emotions.

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