

A study of Family relationship in relation to emotional intelligence of higher secondary school students in Dindiu District

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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, self development, commitment, and altruistic behavior and family relationship. The findings reveal that healthy family relationship greatly influences emotional intelligence of the adolescents. Family is the environment where the children learned more in their family. It is a time when they don't bother with trivial things, such as the family relationship, because they know they are the leader of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents and also the family members. They enjoy meeting them on family vacations and family reunions and exchanging Family reunion gifts with them.

Key words: Emotional Intelligence, Parents relationship

INTRODUCTION

Family is the environment where the children learned more things and understand to 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 leader of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents, 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, love of the dearest people, understanding and care... everybody needs in their 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. 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. 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.

Today's society to understand the importance of having healthy family relationships. Neither successful career nor financial support 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.

JUSTIFICATION OF THE STUDY

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.

Child's emotional and social competencies have received relatively limited research attention. So a pressing need was felt to understand the concepts of parent-child relationship and emotional intelligence of the adolescents. 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.

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. 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.

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. 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. 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.

STATEMENT OF THE PROBLEM

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.

OBJECTIVES OF THE STUDY

1. To study the relationship between emotional intelligence and family relationship of higher secondary school students.
2. To study the difference between high and low emotional intelligence on family relationship of higher secondary school students.

HYPOTHESES

1. There exists positive relationship between emotional intelligence and family relationship of students at higher secondary level of education.
2. Higher Secondary school students 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.

RESEARCH METHODOLOGY

The present study is based upon Descriptive research and the variables to be studied are ,Emotional Intelligence and FamilyRelationship. The researcher will use descriptive statistics like mean, median, mode, standard deviation and t-test for interpretation of the data.

SAMPLE

A sample of 340 secondary school students will be taken by using simple random sampling method.

PROCEDURE OF DATA COLLECTION

- 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.
- The questionnaire will be collected from the students.

TOOLS TO BE USED

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

- Family Relationship Inventory scale prepared by the investigator.
- Emotional Intelligence Test standardized by Mangal S.

Delimitations

1. The study will be delimited to Higher Secondary School Students only.
2. The study will be delimited to the schools of Dindigul District only

Statistical techniques used

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

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:

Table 1

Technique	Variables	EI	PA	Level of significance
Pearson's product moment correlation	EI	1.03	0.196	Significant at 0.01 level
	PA	0.196	1.03	

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 2

Technique	Variables	EI	PC	Level of significance
Pearson's product moment correlation	EI	1.02	-0.033	Not Significant
	PC	-0.033	1.02	

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

Table 3

Technique	Variables	EI	PA	Level of significance
Pearson's product moment correlation	EI	1.03	-0.276	Significant at 0.01 level
	PA	-0.276	1.03	

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

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. 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.

SUGGESTIONS FOR FURTHER RESEARCH

- The sample of present study was taken from Dindigul District. same study can be undertaken from other districts 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 various types of schools.

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