

Role of Parent-Child Relationship in Emotional
Intelligence of Secondary School Students
in Sikkim

A Dissertation Submitted

To

Sikkim University



In Partial Fulfilment of the Requirement for the
Degree of Master of Philosophy

By

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February 2018

Date:

DECLARATION

I do hereby declare that the dissertation entitled “*Role of Parent-Child Relationship in Emotional Intelligence of Secondary School Students in Sikkim*” submitted to Sikkim University in partial fulfillment of the requirement for the award of the degree of Master of Philosophy in Education, is my original research work which is carried out by me under the supervision of Dr. Subhash Misra, Assistant Professor, Department of Education, School of Professional Studies, Sikkim University, Sikkim. Further, I declare that this dissertation has not been submitted in any form earlier for the award of any degree, diploma or certificate.

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Registration No.:16/M.Phil/EDN/02 22.05.2017

Acknowledgement

I hereby express my sincere gratitude to *Dr.Subhash Misra*, Assistant Professor, Department of Education, Sikkim University for his exemplary guidance and gracious support.His valuable suggestions and encouragement throughout the course of this study has contributed to the successful completion of this study.

I would like to thank *Dr.T.J.M.S.Raju*, Head of the Department and all the faculty members of Department of Education, Sikkim University for their continuous support and guidance throughout the completion of the course.

My utmost gratitude to *Kunzang Peden Bhutia* and *Mecal Ongmu Lepcha* for their endless support, encouragement and for being a source of inspiration to me.I would also like to thank *Yugal Kishore* and his family for all the help provided to us during the time of data collection.I thank my seniors *Anupam Pokhrel* and *Nabin Manger* for their advice and cooperation throughout the course.

My sincere thanks to the principals, teachers and students of all the schools for their active cooperation and participation. I extend my heartfelt thanks to Sikkim Central Library and its staff members for their cooperation.

Special thanks to *Nabin Manger* for the physical get up of this dissertation.

Indeed no words are enough to express my profound love and respect to my *Mother* who has been a pillar of support to me, I would like to thank my family for their unbound affection and constant support.

To the Almighty for his grace

Barsha Chhetri

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CHAPTER I

1.0 INTRODUCTION

The quality in any kind of social relationship is not inherited; it is shaped by our social environment depending on the cultural pattern, ethnicity, norms and other several factors of the particular society. The parent-child relationship is unique bond which is largely influenced by the various factors like social, psychological and cultural pattern etc. A healthy and positive parent-child relationship is an important factor which contributes in the development of the child along with their emotional well being. In every region irrespective of socio-geographic or cultural diversity the bonding between parent-child relations and its influence on overall persona of the child who are in secondary school in a specific region (Sikkim) is still a matter of well thought research and thorough investigation.

Sikkim, a small state situated in the hilly terrain is well known for its peace and tranquility. In some ways this statement can be contradicted as there are so many problem prevailing amongst the school going children with reference to the study conducted by Dr. P. K. Mishra, on *Drug Addiction in Sikkim: A Sociological Study*, from his study it can be noted that “there is also a declining trend in family values of love and care and also the coordination of the children and parents have been lost. This is making the children frustrated and isolated from the family. This has been found to be one of the reasons for many to indulge in drug abuse. Isolations and frustration are making the children not responsible towards their parents and therefore they are not afraid of their reactions and have become more adventurous to drug use and abuse. The community

members do not act as a impediment for the youngsters to fear them if they are to indulge in such behaviors. In the families, where parents are not working and hardship is the way of the life, children fail to achieve their goals; they tend to be dependent on drugs”. The National Crime Records Bureau (NCRB) report 2012 has ranked Sikkim (29.1) as the second highest state in the country in terms of suicide¹. In some ways the parent child relationship is also one of the important factors which are contributing to these social problems. The researcher felt a need to know more about the parent-child relationship and emotional intelligence of the students of Sikkim.

Nowadays the advancement of science and technology in the realm of human life has contributed in the changing pattern of parent-child relationship. According to ‘Globalization and the changing pattern of parent-child relationship: A case study on Dhaka city’ – “the parent child relation is changing due to the impact of western culture that is encouraged by mobile phone and internet. The spread of communication technology in the beginning in 1960s has brought significant changes in parent-child relation.” The parent-child relationship has evolved with the changes in the society due to the advancement of science and technology. The use of social media has influence the life of people to a great extent. Not only parent-child relationship is affected by various factors but it also affects the well being of people involved in such relationship. The harmonious growth and development of child depends on the quality of relationship with the family members especially with the parents. According to Research Facts and Findings (March 2002)“parent child conflict increases as the children move into adolescence. Although this trend is not inevitable, it is common and can be quite

¹ National Crime Records Bureau, Government of India (2012).

distressing for parents and adolescents. Both can feel baffled about what happened to the good old days of family harmony”. The parent-child relationship during adolescence is regarded as complex one, which demands more attention as the child himself/herself is going through some serious physical and psychological changes including emotional change. It is well known fact that adolescence is vulnerable stage when it comes to emotion, the child during this phase goes through immense emotional stress, peer pressure, inferiority complex etc. “Next to motivation, perception and cognition, emotions are viewed as one of the basic functions of the human psyche. Our emotions play quite a significant role in guiding and directing our behaviour whereas our emotional intelligence helps us to manage and express our emotions in an appropriate way in different context. It is an important predictor of the success of personal relationships, family functioning and success in the workplace (Salovey et al.,2002) and accounts for variance in effective leadership over and above personality(Palmer, Gardner and Stough, 2003)”.²

Goleman in his book (Emotional Intelligence, 1995) states “when it comes to shaping our decisions and our actions, feeling counts every bit as much and often more than thought. We have gone too far in emphasizing the value and import of the purely rational of what IQ measures in human life. Intelligence can come to nothing when the emotions hold sway. Thus, emotions play an important role when it comes to ultimate satisfaction in our life. Emotion leads to action, when we feel certain emotion it is intertwined with our mental system causing it to function in a particular situation”. According to Salovey “emotion is one such mental system and these emotional

² Stough et al .,Assessing Emotional Intelligence: Theory, Research and Application (Springer, 2009).

experiences frequently involve cognition. Although, much earlier research on the neurobiology of emotion exists, Maclean expanded upon earlier work by identifying the limbic system as the central site for emotion in the brain. Current controversy exists regarding the usefulness of this global term and whether the component parts of the limbic system indeed function as a system. For example, while the amygdala is centrally involved other limbic structures such as the hippocampus are only peripherally involved. Nevertheless, it is apparent that many of the structures comprising the limbic system play an important role in regulating feelings. It is involved in multiple aspects of emotion, including the recognition of emotional expressions on the face, action tendencies and the storage of emotional memories. The limbic system is very rich in peptide receptors that are involved in drive related behaviours such as eating and sexual behavior, another fact that makes it especially well suited to its involvement in emotions. Limbic structures are also poised to receive signals from the body regarding what the person is experiencing internally, in addition to incoming sensory information from the environment. Through its initial appraisal of the emotional meaning of the information along with its extensive connections with other brain systems, the limbic system sets into motion responses to the incoming information”³. Our emotion is generated in particular situation as response to that situation or people in that situation. Sometimes these emotions are so strong they tend to dominate in such a way that we behave according to our emotion driven forces. On the other hand, if a person lacks emotion then he becomes cripple in terms of living his life in normal way. The experience of emotions either good or bad depends on the particular situation he/she is in or the response from the opposite side during any

³ Salovey , Emotional Development and Emotional Intelligence: Educational Implication (Basic books, 1997).

conversation. We depict our emotion according to the need of the situation. “Human infants are born highly dependent on sympathetic parental responses. Identifying features of the mother are picked up quickly after birth and other individuals who offer care and sympathetic are also soon recognized. Thus a child portrays a feeling of emotional attachment and affection with the people who love and pamper him. All the emotions that we generate in different situation are same in the essence or not, or there is plainly a great deal of diversity in emotion as the english language has about 600 words that refer in some way to emotion or feeling (Oatley& Jenkins, 1996)”⁴.The variation in emotions have formed a part of definitional problem since the emotions was first studied by Charles Darwin in the nineteenth century (1872). “Darwin did not limit his classification of emotions to a short list of discrete ‘basic’ responses (fear, anger, surprise, sadness, joy, disgust and perhaps contempt). He include inter subjective or moral qualities of motivation, such as love, tenderness, sulkiness, hatred, contempt, guilt, pride, shame, among those he attributed to the behaviours of animals and children that he called emotional expressions. His other terms denote different states of the subject’s bodily feeling or reaction to objects such as suffering , anxiety , grief, despair, joy, anger, fear, disgust or the states of experiencing or thinking (meditation, determination , patience, surprise). He deduced that these basic emotions are universal .These emotions could be seen in the facial expression of young infants in every society. He felt that such expressions were instinctive and indicated innate emotions that everyone inherits. Darwin’s theory of emotions depended on interpretations of emotional expressions particularly on face. The basic emotions as mentioned by Darwin can be seen in an

⁴ Wilson & Wilson Understanding Emotional Development:Providing Insight into Human Lives(routledge, 2015).

individual especially during childhood, where a child experiences all these emotions in its tender form”⁵. All these emotional forces tend to grown more strong with the developmental stages of an individual. As the child grows older they learn to express their emotions in a more appropriate way in different contexts. There is a difference in emotions that we express indifferent situations and in different places and the intensity of those emotions we feel or express also varies. “The expression of emotion especially during adolescence is influence by peer group which is not always undesirable. Their wish to change society towards practices that are more open and honest and their frequent support of causes may well spring from emotions that are influenced by adolescent group contexts rather than family contexts. Thus, it can be seen that contexts where adolescents meet in groups may have powerful effect on an adolescent’s emotional expression”⁶. Some adolescent can express their emotion in proper way and in proper amount according to the need of the situation whereas other may not be able to express themselves .It mostly depends on the nature of the child , stage of development, relationship between parent and child and the environment in which the child live. There are certain ways in which we depict our emotion in every situation. There are always different ways through which we express our self in different contexts, most of them are expressed in presence of others than in solitude. The emotions that are expressed in social gathering are usually influenced by socially accepted behaviour, cultural pattern, norms of that particular society. There is always a difference in what we feel and express in front of the group of people for a particular incident and what we would actually feel if the same incidents occur when we are alone. For example a girl who is crossing the road

⁵ Nadel & Muir, Emotional Development (Oxford, 2005).

⁶ Wilson & Wilson, Understanding Emotional Development (Routledge, 2015).

her shoe tied loose because of which she has to drag her feet in small steps and even after that she leaves behind one shoe when she takes another step, she then stops in the middle of the road and adjusts her shoes by the time a crowd gathers, drivers honking horns telling her to cross the road, people are staring at her. She felt embarrassed, composing herself she crosses the road without looking at anyone. The whole incident was an embarrassing experience for her but if the same incident would occur with her in absence of all car drivers, people staying at opposite side of road then she might find it annoying rather than embarrassing. The emotions which we express and feel are to some extent influenced by socially accepted behaviour. Indeed our emotion is our response to certain factors that affect us in one way or the other which can be both negative and positive. We are social creature in order to survive we interact with the environment and the people around us. Which means the communication and interaction with each other takes place regularly as a result of which we release our emotion frequently. The way in which we express our emotion in different contexts depends on the environment we live in, people around us and our relationship with those people. The more positivity in the environment and relationships, the person will be able to express himself in more appropriate way with a positive attitude. Everyone is able to manage and express themselves in different situations. The way in which we manage our emotions within us and with the others is denoted by a term "Emotional Intelligence".

Salovey in the book (Emotional Development and Emotional Intelligence, 1997) states -"the understanding of emotional intelligence requires exploring its two terms i.e. intelligence and emotion. Since, the eighteenth century, psychologists have recognized as influential three part division of the mind into cognition (or thought), affect (including

emotion) and motivation (or conation). The cognitive sphere includes such functions as human memory, reasoning, judgment and abstract thought. Intelligence is typically used by psychologists to characterize how well the cognitive sphere functions. That is, intelligence pertains to abilities such as the power to combine and separate concepts, to judge and to reason and to engage in abstract thought. Emotions belong to the second so-called affective sphere of mental functioning which includes the emotions themselves, moods, evaluations and other feeling states including fatigue or energy. Motivation is the third sphere of personality, it refers to biological urges or learned goal seeking behaviour. Definitions of emotional intelligence should in some way connect emotions with intelligence if the meanings of the two terms are to be reflected. However, not everything that connects cognition to emotion is emotional intelligence". "Salovey subsumes Gardner's personal intelligences in his basic definition of emotional intelligence expanding the abilities into five main domains i.e. knowing one's emotion (self awareness), managing emotions, motivating oneself, recognizing emotions in others, handling relationships. Knowing thyself is very necessary and is a fundamental skill of emotional intelligence. A person who lacks emotions are alexithymics who are known to be emotionally flat. It is not that alexithymics don't feel anything but they are unable to identify what exactly they are feeling and put those feelings in words. A person who is well aware of what and how exactly they are feeling are the ones to recover soon from any crisis. They are more skilled in managing emotions either good or bad. When emotions are too muted they create dullness and distance, when out of control- too extreme and persistent, they become pathological as in immobilizing depression, overwhelming anxiety, raging anger, manic agitation. Indeed, keeping our distressing

emotions in check is the key to emotional well-being, extreme emotions that wax too intensely or for too long undermine our stability. One cannot feel the same emotion for a long time and if does then there will be a blandness in that. Emotions cannot be suppressed as every emotion has equal value and significant, it will come out in either way but what one can do is balance those emotions”⁷. Control and balanced emotions makes a healthy mind. The person who is not aware of his own emotion will not be able to feel what others are feeling. Empathy builds on self –awareness, the more open we are to our own emotions the more skilled we will be in reading feelings of others. The failure to understand and feel what the other person is feeling is a major deficit in emotional intelligence .Because the ability to understand what the next person is feeling is a key for happiness. It helps to handle a relationship in more effective way. More you are able to manage emotion with someone else more you can create a good rapport with that person. We give more importance to rational thoughts and actions. We behave in a way what is called socially accepted behaviour. Anything that is not accepted by our society is illegal and forbidden. Our behaviour does not remain the same all the time it changes every now and then .Most of the time we behave according to what we feel and those behaviour are balanced and mild reactions usually comes under the arena of socially accepted behaviour. Goleman (Emotional Intelligence: why it can matter more than IQ? 1995) states “human have two minds i.e. one is rational mind and another is emotional mind. Rational mind is more analytical, sensible and requires validation. Emotional mind on the other hand is more impulsive and powerful likely to indulge in illegal activities”. For example, a student who is quite good in his studies is expelled from the school due to some reason. He was so ashamed of the incident he started avoiding his friends and

⁷ Goleman ,Emotional Intelligence:Why it can matter more than IQ (Bloomsbury Publishing, 1995).

created a distance with the family in order to avoid the questions he don't want to answer and sympathy from the friends triggers him. He started taking drugs in order to avoid or to face the situation. Knowing that drug is illegal and harmful he could not control himself and that intense emotional feeling of embarrassment pushed him towards doing such. This kind of emotion driven forces are so strong and difficult to handle that they can change the way of living and perceiving things completely. It is very much clear that everyone possess emotions that are felt and express in our daily life while some are hidden emotions that come up very rarely. Now, the question lies on how to identify that particular emotion one feels at a time and how to respond to that particular emotion needs a particular skill. There is a chain of responses one can choose to respond to a particular emotion. There is always an option how to react in a situation, in time of crisis or in time of happiness .It depends on one how well he/she can manage those emotions and express it in right context.

According to the article published by Student Health Service (Department of Health 2010, Hong Kong) "Parents have a vital role in the emotional development of their children. Parents can help their children learn how to express their feelings through instructing, modeling and guiding them in applying the skills of emotional management". The development of emotional skills therefore begins at home with a good parent-child relationship. Parents plays an important role in helping the child to identify and label their emotions .The more interaction between the parent and child occur in healthy environment more the child will be able to understand himself because self awareness is very necessary to gain a mastery over emotions. Indeed in order to become emotionally skilled or emotionally intelligent person one has to first understand the different emotions

and to be able to distinguish between them. As said by Goleman in his book (Emotional Intelligence: why it matter more than IQ? 1995) “academic intelligence offers virtually no preparation for the turmoil or opportunity life vicissitudes bring. Yet even though a high IQ is no guarantee of prosperity, prestige or happiness in life, our schools and our culture fixate on academic abilities, ignoring emotional intelligence, a set of traits some might call it character that also matters immensely for our personal destiny. Emotional life is a domain that, as surely as math or reading can be handled with a greater or lesser skill and requires its unique set of competencies. More emphasis is given on EI rather than on IQ .The people who are emotionally adept who know and manage their own feelings well and who read and deal effectively with other people’s feelings are at an advantage in any domain of life, whether romance and intimate relationships or picking up the unspoken rules that govern success in organizational politics. People with well developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity; people who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought”. Emotional skill is very important not only to understand the emotions of our own and others but also to cope up with the crisis, turn the crisis into opportunity and do something that give inner satisfaction and to feel more content, because when we feel more relaxed and satisfied our mind becomes clear and it helps us to observe and understand things. Therefore, emotion matters a lot when it comes to the ultimate satisfaction in life.

We are social creature and cannot remain isolated from the society; loss of any social contact may lead us to unhappiness and dissatisfaction life. Our relationships

across the life-span provide important elements of our well-being. They reflect the manner in which societies organize themselves to maintain the social order as well as the ability of individual to participate and contribute effectively. Our relationship is influenced by culture and conduct of the particular society. The importance of relationships in our life is well known, as stated by Hansoon & Carpenter in their book (Relationship in Old Age, 1994) - "It is observed that the loss of important relationship leads to feelings of emptiness and depression (Freud 1917/1957; Bowlby ,1980).Relationships influence our lives in so many ways and sometimes so subtly that we scarcely notice. In many respects, our established relationships are the anchors around which we structure our immediate and lifelong priorities, our daily schedules and significant events and our views of self and the world. Relationship plays an important role in self conduct and self growth. Persons involved with relationships tend to be less affected by everyday problems, to be more effective and to act with a greater sense of control and independence. Those without relationships often become isolated, cynical, mistrusting and depressed. Those caught in poor relationships tend to develop and maintain negative perceptions of self, find life less satisfying and often lack the skills or motivation to make changes (Duck, 1988). Indeed the power relationship is reflected in the tendency for some in negative relationships to stay in them; they often report a fear of having no relationships and consider a bad one better than none at all(Davis & Hagen, 1992).Positive relationship is desired to produce a positive outcome in all sphere of life. Much of what we get out of relationships benefits our psychological and emotional well-being which includes happiness, life satisfaction, positive sense of self and relative freedom from negative mood states or psychopathology. We depend on feedback from

others for development of our self-concept and validation of our self worth, it even seems true that relational functioning at times has the power to color the whole sense of one's life. Freud (1917/1957) the connections between depression and relationships have been postulated and verified. The focus varies from the loss of relationship, to relationship problems and relational stress, to how relationships block or offset the ability of negative events to evoke depression - the importance of relationships is clear. Relationships probably impact the attitude with which one approaches life, without relationships one might be more tenuous in self-concept and more dependent on external validation resulting in greater anxiety or self-doubt⁸. This could contribute to negative outcome. Relationships impact life functioning, it acts as strong motivating factor to do well in our life and may contribute to negative outcomes e.g. a person going through trouble relationship continuously suffers immense emotional stress which confines his ability to reasoning, to proceed in life and may completely change his outlook towards life. The effects of relationships both good or bad directly contributes to our emotional well being, which helps us to cope with our daily life problems in an effective way. Our relationship plays an effective role in nurturing our emotions and our emotional intelligence helps to manage our emotions which contribute in our behaviour towards other. Adolescence is one of the important phase of life, "Erickson in his theory of psycho-social development has described adolescence as identity vs role confusion where he/she goes through a crisis of identity versus role confusion. It is also known as a period of dramatic physical growth and changes along with emotional growth. They subsequently crave for their identity to be fully recognized as they wanted to be treated as adults and not as

⁸ Hansson & Carpenter ,Relationship in Old Age: Coping with the challenges of transition (Guilford Press, 1994).

children”⁹. It is simply a phase which needs more attention and positive vibes from all relationships surrounding him/her. Along with the physical changes the adolescent goes through psychological changes due to which they suffer immense emotional stress, mood swings, embarrassment, fear etc. This may often led the child to take alcohol; drugs indulge in other illegal activities which may lead to self destruction. A positive and healthy relationship with the family members, friends especially with the parents is helpful in coping up with such emotional disturbances. Every relationship around the child influences and contributes in the formation of the behaviour and attitude with their growing age. Since, the child in the beginning is more attached to parents than anyone, so the quality of relationships with the parents directly influences the development and well being of the child.

The negative family environment may lead the child indulge in inappropriate acts. This kind of situation if arises produce a juvenile delinquent and later is more vulnerable to involve in criminal activities. According to Journal of Criminal Law and Criminology 1972 “factors contribution to delinquency are found not only in the mental and physical make-up of the individual but also in his present and past environment. Unwholesome influences and difficult situations encountered in early childhood are probably as important casual factors of delinquency as are present conditions”. The healthy and positive parent-child relationship is necessary especially during the phase of adolescence for their physical and emotional growth and development. With the growing age the child learns to handle a relationship with the peoples around them. Each relationship contributes in the formation of behaviour of the child. The kind of relationship between a

⁹ Mangal, Advance Educational Psychology (PHI Learning, 2010).

parent and child is nowadays more influenced by all the technological development in our society. The influence of such artificial developments in any relationship is not always desirable; it has its own pros and cons. A good parent-child relationship has become an art to maintain. Adolescence is especially a phase where both the parent and child may face serious setback in their relationship as the child goes through physical and psychological changes. They want a more freedom from the parents and the society. Boys and girls during the phase of adolescence demands more attention, they wanted to become popular among their peer group and desire to become best sometimes put their life in danger. The phase of adolescence is also described as a period of storm and stress because of the whole process of brainstorming and ongoing changes in them. "Many of the changes that define adolescence can lead to conflict in parent-adolescent relationships, as they gain an increased capacity for logical reasoning which leads them to demand reasons for things they previously accepted without question"¹⁰ the relationship with the family members especially with the parents usually ends up in bitter note. Parents during this phase is seen to be more concern and strict for their child's well being .They tend to become extra careful of what his/her child is doing, on whose company the child is in, they want to know the every single move of their child .All these care and concern are natural on the part of a parents but this basic things becomes quite extreme during the child's adolescence phase. Matters of conflict between adolescent and parent at this time tend, in the majority of cases to be about everyday matters, such as dress, decorum, jobs around the house. Parent's list of do's and don'ts is not desirable by the adolescents. They want to do what makes them look good in front of friends. Peer

¹⁰ Parent-Child Relations in Adolescence, Research Facts and Findings (ACT for Youth Centre of Excellence, March 2002).

influence is pretty obvious at this stage, since they tend to maintain distance from the parents and increases closeness with their friends. The wrangle between the parent and child doesn't last long as the child moves into another phase but if the proper care is not given at a time then the child may ends up with a feeling of hatred towards their parents. The authoritative character of the parents over small things leads to create a distance with their child. No child wants to be clutched by their parents as they see themselves as an adult. The feeling of being able to take care of their own and to deal with the world is no new among adolescents. The desire to become the best in the group and to prove their parents are the powerful forces that drives them. The most important thing that needs attention at this stage is emotions of adolescence. The intensity of emotions that flows within the child at this age is very strong and passionate that makes them do their task enthusiastically. They are more energetic, vigorous, tireless and aggressive as well. The growing critical thinking skills of the child makes them able to point out the logical flaws of the parents which often acts as start up argument between parent and child. Piaget suggested four developmental stages of intellectual development where in formal operational stage (12 to 15years) he mentioned that the "intellectual development and functioning takes a very sophisticated shape at this stage as the child learns to deal with abstraction by logical thinking"¹¹. The child refuses to accept the authority without questioning them. Children of today are more sophisticated, they tend to grow beyond their biological age. They do not hesitation to express their opinions especially at the adolescence phase. If they feel that something is going wrong they question their parents without any second thought. The parents may find this kind of attitude and behavior of child as annoying. A dispute between the parent and child during adolescence is

¹¹ Mangal, Advanced Educational Psychology (PHI Learning, 2002).

inevitable. However this stage of life is unique as it needs more attention both by the parent and child to develop a positive and healthy relationship. Lack of awareness among the parents regarding the developmental changes which the child is going through may not help them in understanding their child. It is very important for the parents to understand their child in order to create a good and healthy rapport with them. The clash of opinion between parent and child existed from early time but there are several factors that are contributing in the quality of parent -child relationship presently which was not there before. The flexibility in relationship does not prove the happiness. The number of juvenile delinquency, suicide rate, indulging in drugs and alcohol is increasing day by day. There is a gap of communication, understanding and supporting in the family. With each passing time people are becoming busier than ever .Everyone is striving towards getting the best possible luxurious life. Most of the parents both mother and father are working nowadays, the competition has arise to live in more comfort and luxury. This kind of environment may affect quality of parent – child relationship directly or indirectly which may lead to increase a gap between the parent and child. Such environment if continued to exist then it may be assumed that it will be hard for both the parent and child to spend some quality time with each other and share the things that helps to understand each other. Due to the advancement of technology most recently the viral internet game named as blue whale challenge came in highlight. This game has taken a life of more than hundred of children across the globe. The most important thing to notice is the reason behind the audacity of the child to play such dare game that can take their life. An article published by ‘The Indian Express, 28 October, 2017’ states “lonely and depressed” children were usually attracted to such games. This all directly points out the

gap that exists between parent and child. When there is no proper understanding in any relationship then there will be no support at the time of a need because one does not know what is going on in others life. Similar situation occurs nowadays because of the busy and hectic life most parents are unaware of what their child is doing. They fail to understand the child is behaving different, what are the reasons, what is troubling them from inside. These all are the questions every parents need to know for the well being of the child. The kind of environment in which parent-child relationship has grown up over the past few years needs more attention. Parents are only the one who can reduce the gap that is increasing day by day because the more distance between the parent and child more the child will crawl in isolation. Therefore a parent-child relationship during adolescence needs extra care and understanding on the part of parent to know their child and to support them through their emotional up and downs.

Adolescence is the period of life between childhood and adulthood. It is during this period during which the biological and maturational changes take place. Indeed, it is a period of physical growth and changes along with the emotional growth. In general adolescence is a time when many earlier developments are reworked or refined into more advanced forms. The forces behind adolescent development are undoubtedly the physical changes that transform a child into an adult. These changes impel social changes in the life of the adolescent and these in turn produce both cognitive and emotional effects. They try to establish a separate identity and spread their emotional dependency outwards from the family. They try to come out of their dependency from their family circle to deal with the world as an independent individual. The feeling of self-dependence emerges within this period which motivates them to make their own decision. Peer influence is

more during this stage; coming out of parent's reach they try to evolve an independent prominent figure among the peers. More closeness with the peer groups can be seen during this stage. The emotional attachment is sometimes more with the friends than parents. As the child moves into adolescence they learn to express themselves in different contexts. They express their opinion regarding different things in different situations in an effective way. They tend to rely on those people who are also going through the same phase. However, the emotional development of the child during adolescence depends on the care and the quality environment provided during the early stage of development. Parents and society has an important role to play during this period, as the child is emotionally weak and fragile they are more likely to get influenced or indulge in illegal activities. A whole process of brain storming occurs in the mind of the child during this stage. Wrong guidance delivered to them can put them in chaos because of which whole process of mental development will be disturbed. Adolescents are full of energy and enthusiasm to do something better and bigger; the intensity of emotions that flows within them sometimes may command their action. Improper guidance during adolescence may put them at risk of criminal behaviour and may suffer the deleterious effects which will have on their emotional and personal relationships. As youth culture becomes more commercialized and exploitive the context in which most adolescents must reach full independence becomes an increasingly negative factor in their emotional growth. By the time child moves into adolescence they learn the appropriate display of emotion in different contexts. It becomes hard for the adolescents to manage and control their feelings if the past experience and environment of the child with the family is not healthy. When the child is brought up in family where the quarrel between the parents is often or

on daily basis will affect the development of the child in long run. It will rather influence the child to do the same things in future .This kind of environment does not really support the mental growth of the child. Such adolescents may not be able to react suitably to the different problematic situations that come up on daily basis. They may lack in ability to cope up with daily life problems. For the healthy development of the child a positive and healthy environment in the family is essential, environment where the children get proper care and nurtured by the parents. A healthy relationship between both the parents and within the family members acts as important supporting factor for the emotional development of the child. When a child feels that they don't have a secure family to rely on, they get more influenced by the youth culture, they try to push themselves away from the family and search for the emotional support in the company of others. The company of peers are not always a negative one, it can be said that different groups of people adolescent meet or live in the company of those have a strong effects on the emotional well being of adolescent and in the way they express themselves in different situations. Adolescents tend to get provoke easily and involve in those things which is not good for them. In order to avoid the embarrassment or to become prominent in the group they try to do things that is harmful for them. Those adolescents whose family environment is not satisfying in terms of relationships and emotions are more vulnerable to get provoke and enrage. The flow of intense emotional energy within them leads them to take up actions not suitable for them. Holding back and to remain in silence during adolescent is very hard. They are aggressive and impulsive to do actions then remain silent. These emotional feelings are so strong and powerful that if not handled in proper way can turn the life in complete opposite direction. Some adolescents cannot hold back their anger

and usually end up in combat. This kind of behaviour leads them to do illegitimate actions in future. While there are some adolescents who are sophisticated and diplomatic, they tend to react maturely in different situations and manage their emotions in better way. This all depends on the family environment; more positive family environment is more the child will be able to identify and manage his or her emotion and express it in different situations with efficiency.

1.2 REVIEW OF RELATED LITERATURE

A literature review is a written summary of journal articles, books and other documents that describes the past and current state of information on the topic of research study. It helps the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. A careful review of the research journal, books, dissertations, these and other sources of information on the problem to be investigated is one of the important steps in planning of any research study. With the help of related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way¹². Thus, the review of related literature is an important step in research study.

The related research studies conducted both in India and abroad are presented below:

Thakre and Gupta (2006) studied the effect of perceived parenting styles on aggression and emotional intelligence among adolescents, the result of the study indicated no

¹² Koul, Methodology of Educational Research (Vikash Publishing House,2009).

significant difference between the adolescent's aggression and emotional intelligence on parenting styles.

Sethi (2006) studied emotional intelligence in relations to sex, parent-child relationship, adjustment and happiness. The findings of the study revealed that emotional intelligence training is very effective in improving adjustment and happiness of the subjects ,its effects is almost similar for both the sex groups i.e., for males and females. That is, males and females do not differ considerably in gaining from emotional intelligence training in respect of their adjustment and happiness.

Lenaghan (2007) in study of an examination of the role of emotional intelligence in work and family conflict revealed that emotional intelligence acts as a protector variable in the impact of work-family conflict on one's well being. Higher emotional intelligence positively influences well being. Additionally, the result also revealed that the low emotional intelligence and low work family conflict yielded similar well-being scores as those with high emotional intelligence and high work-family conflict.

Singh (2008) studied mental health as related to locale, gender and emotional intelligence among adolescents. The findings of the study revealed no difference in mental health of adolescents in gender variation, whereas a significant difference was found in mental health of adolescents in relation to locale. Urban students are significantly higher in emotional intelligence in comparison to rural adolescents.

Koneri (2010) in study of emotional intelligence in relation to parental involvement and self concept of adolescents revealed that high parental involvement influences the components of emotional intelligence like interpersonal, stress management adaptability,

general mood, positive impression and total EQ of adolescents. The parental care and support are positively associated with emotional intelligence, parental love is associated with the development of higher emotional intelligence.

Turley et al (2010) studied the unanticipated educational consequences of a positive parent-child relationship. The parent-child relationship and educational outcomes are not always bound together in simple monotonic relationship, while supportive parents might nourish in their children two loyalties i.e. to school and to family. Although these loyalties can coexist harmoniously while students remain in primary and secondary school but these loyalties may be may at odds during the transition to college.

Alegre (2011) studied parenting styles and children's emotional intelligence: what do we do we know? the study revealed that parental responsiveness ,parental emotion- related coaching and parental positive demandingness is related to children's higher emotional intelligence, while parental negative demandingness is related to children's lower emotional intelligence. The way in which parenting styles and practices predict children's emotional intelligence in similar or different ways that they also predict other developmental outcomes.

Khajehpour (2011) studied the relationship between emotional intelligence, parental involvement, and academic performance of high school students. The result indicated that there is a positive and significant relation among emotional intelligence, parental involvement and academic achievement of the participants. This suggests that emotional intelligence and parental involvement could predict academic achievement of the high school students.

Nastasa and Sala (2011) studied adolescent's emotional intelligence and parental styles, the results of the study revealed that the manner in which parents report to their adolescents leaves its mark on the level of development of the emotional intelligence and on how they behave in interpersonal relationships. The teenagers ability to manage their own emotions and impulses, to be more flexible and to express emotions in an assertive manner depends to a large extent on the style adopted by the parents and the relations between the family members.

Bhatia (2012) in study of family relation to emotional intelligence of students of secondary level revealed that healthy family relationship greatly influences emotional intelligence of adolescents. The study also revealed a significant relationship between emotional intelligence and parental acceptance.

Skaar and Williams (2012) studied the emotional intelligence as a predictor of adolescent risk behavior participation and perception. The results showed that in younger adolescents emotional intelligence is related to participation in some types of risk behaviours and their more sophisticated emotional intelligence abilities may help them in avoid participation in behaviour such as drinking and driving. However, in older adolescents emotional intelligence is related to perception of risk and not to participate in behaviours. Older adolescents with high emotional intelligence may overcome social circumstances even though they perceive the action of a higher risk value.

Panwar (2012) in study of evolving strategy for emotional management at different levels of emotional intelligence in relation to personality characteristics and achievement at secondary level, the findings of the study revealed that students belonging to high

emotional intelligence are better than students of low emotional intelligence in emotional management and the students belonging to introversion level of personality are better than students of extroversion level of personality on anxiety component of emotional management.

Salguero et al (2012) studied the perceived emotional intelligence as predictor of psychological adjustment in adolescents: a 1 year prospective study. The findings of the study suggested that perceived emotional intelligence is a stable predictor of adolescent adjustment and may serve as a useful resource for preventive interventions.

Shalini and Acharya (2013) in study of perceived parental parenting style on emotional intelligence of adolescents the results of study revealed that the father's authoritative and authoritarian parenting style significantly correlated with emotional intelligence and fathers were perceived to be more authoritative towards girls than boys. Findings suggest the greater involvement of fathers and adopting an authoritative approach in bringing up emotionally intelligent adolescents.

Keijsers and Poulin (2013) studied the developmental changes in parent-child communication throughout adolescence. The study revealed that parent-child communication decreased in early adolescence, as indicated by decreasing parental solicitation, decreasing adolescent disclosure and increasing secrecy. Girls' communication with parents intensified in middle adolescence as indicated by increasing parental solicitation, increasing adolescent disclosure and decreasing adolescent secrecy. For boys, disclosure declined in early adolescence, but secrecy and solicitation were stable throughout adolescence.

Ruiz et al (2013) studied the resolution of parent-child conflicts in the adolescence, the study analyzed the relational conditions that are associated with the adolescents' use of resolution conflict styles by looking at their attachment styles and quality of communication with their parents. A preliminary consideration is that overall adolescents tended to use the three resolution styles, they tended to feel more securely attached than insecurely attached and communicate better with their mother than with their father. In addition, adolescents felt more under criticism and disputes when talking and arguing with their mothers than their fathers.

Arora and Kaur (2014) studied the emotional stability among adolescents in relation to parent child relationship. The findings of the study revealed a positive and significant relationship between the six dimensions of parent-child relationship viz. symbolic punishment, rejecting, object punishment, demanding, indifferent and symbolic reward with the emotional stability of adolescents.

Sharma (2014) studied the adolescent resilience in relation to emotional intelligence, stress, parental bonding and interpersonal reactivity revealed that not all the adolescents who are exposed to negative life events develop behavioural and mental health problems. The study investigated the relevance of stress during adolescence and found out important factors in resilience, emotional intelligence, coping styles, personality dimensions and parental bonding which might be helpful in successful transition of adolescents into highly competent adults.

Gomez- baya et al. (2016) studied the perceived emotional intelligence as a predictor of depressive symptoms after a one year follow-up during adolescence. The findings of the

study revealed gender differences in depressive symptoms and emotional intelligence and further indicated that greater emotional intelligence is associated with a lower presence of depressive symptoms after a one-year follow up. The increase in depressive symptoms during adolescence underlines the need to design programs to prevent depression in adolescence through the promotion of adaptive emotional skills.

Motamedi (2017) in study of developing an emotional intelligence program training and study its effectiveness on emotional intelligence of adolescents with emotional and behaviour problems that living in single parent families showed that emotional intelligence training program could significantly increase emotional intelligence in adolescents with emotional and behavioural problems in single parent families.

Hojjat (2017) studied effectiveness of emotional intelligence group training on anger in adolescents with substance-abusing fathers. Children of substance-abusing parents display higher levels of emotional difficulties .The study indicated that training of emotional intelligence skills was effective in reducing anger in adolescents with substance-abusing fathers.

1.2.1 Summary of the Reviews

After reviewing the studies done earlier with regard to parent-child relationship and emotional intelligence during the phase of adolescence it was known that parental involvement is very effective in the adjustment and happiness of the children. The studies indicated general decrease in parent- child communication during adolescence; on the other hand the expression of emotions by the child in an assertive manner depends to a large extent on style adopted by their parents. The skill of managing emotions is very

important and helpful in the successful transition of adolescents in to highly competent adults in the near future. The presence of depressive symptoms was found lower in the child with greater emotional intelligence and higher presence of depressive symptoms in child with low emotional intelligence. The significance of emotional management is highlighted as very essential for the well being of the child. The importance of parent-child relationship during adolescence cannot be neglected as the researches have proved that the child largely depends on their parent's style of emotional expression for expressing their own emotions. From the above findings drawn from the earlier researches which the investigator has reviewed it can be concluded that both the factors parent-child relationship and emotional intelligence is very significant and can affect the life of the child to a great extent. Therefore, this research endeavor is genuine effort to explore and understand the role of parent-child relationship in the emotional intelligence of secondary school students of Sikkim.

1.3 RATIONALE OF THE STUDY

We live in era of advance science and technology where a mere machine serves human needs. The advancement in the field of science and technology has influenced our life and our relationship in some many ways. Nowadays more importance is given to human needs, demands and pleasure rather than values and beliefs. People are facing more challenges in fact we are struggling with the mundane realities of 21st century. The kind of environment arise has affected the relationship within the family members especially parent-child relationship. Parents regardless of socio-economic status are struggling to find a quality time with their children. Secondary school students who are at the stage of

adolescence, is a period when a child experience rapid physical and psychological changes. In general, adolescence is a time when many earlier developments are reworked or refined into more advance forms. The forces behind adolescent development are undoubtedly the physical changes that transform a child into an adult. These changes impel social changes in the life of the adolescent and these in turn produce both cognitive and emotional effects. Adolescence is said to be an emotionally dangerous phase where they show a risky behaviour. They are said to be emotionally weak and unstable, where they easily get influenced by the people surrounding them. A person who is able to manage his/her own emotions and those of others and is well aware of the emotions experienced by the self is said to be emotionally intelligent. Emotional intelligence helps us to balance our emotions in different situations, which ultimately helps in keeping balance in our relationship with the others. In other words, the quality of relationship with the people around us especially with the parents affects the emotional well being of the child. However, emotional intelligence and parent-child relationship are the important factors responsible for the well being of the child.

1.4 STATEMENT OF THE PROBLEM

The problem is stated as “Role of Parent-Child Relationship in Emotional Intelligence of Secondary School Students in Sikkim”.

1.5 OPERATIONAL DEFINITION OF THE KEY TERM USED

a. **Parent -Child Relationship-** parent-child relationship here refers to the child’s experience about the behaviour and attitude of the parents towards them.

b. **Emotional Intelligence**- emotional intelligence here refers to an ability to manage and express emotions which influences the behaviour towards our relationship.

c. **Secondary School Students**-secondary school students here refer to students studying in class X, who are at the stage of adolescence.

1.6 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:-

1. To assess the parent -child relationship and emotional intelligence of secondary school students.
2. To study the difference in parent -child relationship between rural and urban secondary school students.
3. To study the difference in parent -child relationship between male and female secondary school students.
4. To study the difference in emotional intelligence between rural and urban secondary school students.
5. To study the difference in emotional intelligence between male and female secondary school students.
6. To study the relationship between the emotional intelligence and parent-child relationship of secondary school students.

1.7 RESEARCH QUESTIONS

1. Is there any significant difference in parent-child relationship and emotional intelligence of secondary school students with regard to their gender and locale?
3. Is there any relationship between the emotional intelligence and parent-child relationship of secondary school student?

1.8 HYPOTHESIS

The null hypothesis was formulated for the study. The entire hypothesis was formulated in null form:-

On the basis of objectives following hypothesis have been formulated:

HO₁: There is no significant difference in parent-child relationship among rural and urban secondary school students.

HO₂: There is no significant difference in parent-child relationship among male and female Secondary school students.

HO₃: There is no significant difference among rural and urban secondary school students with respect to their emotional intelligence.

HO₄: There is no significant difference among male and female secondary school students with respect to their emotional intelligence.

HO₅: There is no significant relationship between the emotional intelligence and parent-child relationship of secondary school students.

HO₆: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to protecting.

HO₇: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to symbolic punishment.

HO₈: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to rejecting.

HO₉: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to object punishment.

HO₁₀: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to demanding.

HO₁₁: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to indifferent.

HO₁₂: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to symbolic reward.

HO₁₃: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to loving.

HO₁₄: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to object reward.

HO₁₅: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to neglecting.

HO16: There is no significant difference in parent-child relationship among male and female secondary school students with regard to protecting.

HO17: There is no significant difference in parent-child relationship among male and female secondary school students with regard to symbolic punishment.

HO18: There is no significant difference in parent-child relationship among male and female secondary school students with regard to rejecting.

HO19: There is no significant difference in parent-child relationship among male and female secondary school students with regard to object punishment.

HO20: There is no significant difference in parent-child relationship among male and female secondary school students with regard to demanding.

HO21: There is no significant difference in parent-child relationship among male and female secondary school students with regard to indifferent.

HO22: There is no significant difference in parent-child relationship among male and female secondary school students with regard to symbolic reward.

HO23: There is no significant difference in parent-child relationship among male and female secondary school students with regard to loving.

HO24: There is no significant difference in parent-child relationship among male and female secondary school students with regard to object reward.

HO25: There is no significant difference in parent-child relationship among male and female secondary school students with regard to neglecting.

HO₂₆: There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to intra-personal awareness.

HO₂₇: There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to inter-personal awareness.

HO₂₈: There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to intra-personal management.

HO₂₉: There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to inter-personal management.

HO₃₀: There is no significant difference in emotional intelligence among male and female secondary school students with respect to intra-personal awareness.

HO₃₁: There is no significant difference in emotional intelligence among male and female secondary school students with respect to inter-personal awareness.

HO₃₂: There is no significant difference in emotional intelligence among male and female secondary school students with respect to intra-personal management.

HO₃₃: There is no significant difference in emotional intelligence among male and female secondary school students with respect to inter-personal management.

1.9 DELIMITATION OF THE STUDY

The study was delimited to secondary school students studying at class X. The study was confined to 10 dimensions of parent-child relationship scale such as Protecting, Symbolic

Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting. The present study was also confined to the dimensions of emotional intelligence inventory i.e. intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management.

CHAPTER II

METHODOLOGY

Methodology is always determined by the nature of the problem. The researcher should know which methodology to be adopted and why? In the present study descriptive survey method was adopted as it helps the researcher to obtain pertinent information about the current status of phenomena. Descriptive studies are more than just a collection of data; they involve measurement, classification, analysis, comparison and interpretation. It also helps the researcher to draw a valid general conclusions from the facts discovered.

2.1 METHOD OF STUDY

A descriptive survey method has been adopted in the present investigation to obtain pertinent and precise information concerning current status of phenomenon. It was based on what exists at present. It helps to explain educational phenomena in terms of the conditions or relationships that exist, opinions that are held by the students, teachers, parents and experts, processes that are going on, effects that are evident or trends that are developing. The investigator didn't adopt other methods like historical, experimental study design in the view of following ground. Application of historical method of research has not been adopted in the context of the nature of research because historical method is suitable for a research study has interest in analyzing a phenomenon event of condition in the context of forces and factors that operate in the past. For this reason, primary and secondary sources of data as well as internal and external evidences are required.

The experimental method research was not thought to be suitable because of its objectives. This method is used in a research study that analyses the effects of predictors on the criterion variables under controlled situation. In that case, the necessity of increasing or reducing the intensity of the independent variables would have been required. But the objectives of the present study do not show any increase or decrease in the strength of the independent variables. Therefore, the use of experimental method in the study was not deemed to be proper. Contrasted with the historical or experimental design, normative designing are more specific that they direct attention to a particular aspect or dimensions of the research target. Therefore, it was decided to adopt a descriptive study design of ex-post facto type.

2.2 POPULATION

A population to any collection of specified group of human beings or of non-human entities from where an investigator draws sample for his/her study. In this study population refers to the secondary school students studying at class X from all districts of Sikkim.

2.3 SAMPLE

Sample is the small portion of the population that is selected for the observation and analysis. Sample represents the target population. The process of selecting the sample from the target population is called sampling. Simple random sampling technique was used for the study. The units of the population in simple random sampling are selected not at the discretion of the researcher but in such a way that every unit in the population

has the equal chance of being selected as the sample. A sample comprised of 380 secondary school students were selected randomly from all the districts of Sikkim. The sample for the present study was drawn on the basis of District wise Enrolment census of Statistical Journal 2015, Government of Sikkim. The detail of the sampling frame is given below:

Table: 1

District	School	Students	Locale	Gender	
East District	10	152	76R	38M	38F
			76U	38M	38F
Total= 10 School,152Students					
West District	10	96	48R	24M	24F
			48U	24M	24F
Total= 10 Schools, 96 Students					
North District	3	30	15R	7M	8F
			15U	8M	7F
Total= 3Schools, 30Students					
South District	10	102	51R	25M	26F
			51U	26M	25F
Total= 38 Schools, 380 Students					
Total= 33Schools, 380 Students					

2.4 TOOLS USED

A researcher may require many data gathering tools and techniques which may vary in their complexity, design, administration and interpretation. Each tool or technique is appropriate for the collection of certain type of evidence or information for the aimed purpose of the study. To study the parent-child relationship among secondary school students parent-child relationship scale was used. Parent-Child Relationship Scale (PCRS) constructed and standardized by Dr. Nalini Rao was used which consist of 100 items. Each item on parent-child relationship scale has a response option on 5point scale viz always, many times, sometimes, rarely, very rarely. The students has to respond to each statement by giving numbers which indicate responses such as, 'Always' is given 5, 'Many times 'is given 4, 'Sometimes' is given 3, 'Rarely' is given 2, 'Very Rarely' is given 1. Each individual's score was calculated.

Mangal Emotional Intelligence Inventory (MEII) constructed and standardized by Dr.S.K.Mangal and Mrs. Shubhra Mangal was used. The tool consisted of 100 items under the four dimensions, 25 items under each four dimensions where the students has to respond to each item in 'yes' or 'no'.

Reliability and Validity of the Tools

The 100 items Parent-Child Relationship Scale was administered to 194 students twice over a period of four to five weeks. The sample consisted of 96 boys and 98 girls in the age group 13 to 16 studying in the secondary schools .All the students answered all the items for both Father and Mother. The test- retest-reliability coefficient ranged from .770

to .871 for boys the summary of the test-retest reliability coefficients. All the coefficients of correlations are statistically significant at a level of confidence greater than .01.

Face validity of the scale was already established at the development stage when items were reassigned to the dimensions by judges to determine whether or not the items met predetermined definition of behaviour .Construct validity of the scales was attempted by correlating data from a sample of ninety three secondary school students on PCR scales with the data obtained on Bronfenbrenner Parent Behaviour Questionnaire. Correlation coefficients ranged from .289 to .578 and were found to be significant at .05level or above. Scores of one hundred and twenty two students from secondary schools on the five scales of Indian Adaptation of CRPBI, namely, Rejection, Acceptance, Positive involvement, Hostile control and lack discipline were correlated with scores on the PCR scales .All the coefficients of correlation ranging from .328 to .457 were significant at .05 level or above.

The reliability of the emotional intelligence inventory was examined through three different methods namely-

1. Split half method using Spearman-Brown prophecy formula
2. K-R formula (20)
3. Test-retest method (after a period of 4 weeks)

The reliability coefficients derived through these tests are -

1. Split half method = .89
2. K-R formula = .90
3. Test- retest method = .92

The validity for the inventory has been established by adopting two different approaches i.e. factorial and criterion related approach. For adopting factorial approach inter-correlations among the four areas of the inventory was calculated. The correlations among the four areas of the inventory vary from .437 to .716 (after testing these correlations at the .01 level -2 tailed, it was found that all were significant). Thurston's centroid method of factor analysis was employed and after the extraction of second centroid factor from the first residual matrix, it was amply proved that the four areas of the emotional intelligence inventory are quite interrelated and inter-dependent among themselves. For criterion related approach two different external measures used were- Adjustment inventory for college students developed by A.K.P. Sinha and R.P.Singh and Emotional maturity scale developed by Yasvir Singh and Mahesh Bhargava. The validity coefficients (the product moment correlation coefficients obtained between total scores on emotional intelligence inventory and adjustment inventory as well as emotional maturity scale) are -0.662 and -0.613.

2.5 TECHNIQUES OF DATA ANALYSIS

In order to test the hypotheses formulated for the study, both descriptive and inferential statistics was used. To test the significant difference between rural and urban students, male and female students 't' ratio was adopted. To see the relationship between emotional intelligence and parent-child relationship Pearson's correlation method was used.

CHAPTER III

ORGANIZATION AND REPRESENTATION OF DATA

In the first chapter there is problem context delineation and outlining of the problem focus. It is followed by review of related literature which was meant for establishing strong rationale for the study. Subsequently in the second chapter the methodology adopted for the purpose of the study which focuses on design and the procedure constituted the content. In this chapter the investigator has presented the data in an organized form for verification of the hypotheses and interpretation emerging from the findings has been discussed. Thus this chapter has been discussed under two heads, administration and scoring and organization of data. Under administration and scoring the principle of administration of scales, scoring and preparation of data sheet are covered. Under organization of data, the entire variable wise subjected for descriptive measures through mean, median, standard deviation, kurtosis, skewness was depicted. The details of the procedure are described as per the following .The main objective of the investigation is to study the role of parent-child relationship in emotional intelligence of secondary school students with regard to locality and gender. Keeping in view the above criteria the present investigation was carried out.

3.1 ADMINISTRATION OF THE TOOLS

For the administration of the tools i.e. parent-child relationship scale and emotional intelligence a sample of 380 students was selected from all districts of Sikkim. A certain procedure was followed while administering the tools which are given below:

- First the number of schools was selected for the collection of data from each district of Sikkim.
- The investigator also sought permission from Head of institution and HRDD of Sikkim.
- After availing the permission the investigator visits the school for the data collection.
- The investigator established report with the concerned authorities of the school and made clear that neither it is meant for examining them nor for utilizing the same for any purpose rather than research.
- The students were given proper instruction and clarification before responding to the items in the tool.
- No fixed time was allotted for the completion of questionnaire.

3.2 SCORING OF THE TOOLS

The scoring of the tool was done as per the instruction in the manual. In Parent-Child Relationship Scale (PCRS), the students were given numerical value 5,4,3 ,2,1 respectively for Always, Many Times, Sometimes, Rarely ,Very Rarely for the items in the tool. The respondent had to respond to each item by using numerical value which indicates the responses in option. Similarly, in Emotional intelligence the mode of response to each of the item of the inventory is in the form of a forced choice i.e. either ‘yes’ or ‘no’ indicating complete agreement or disagreement with the proposed statement respectively. Thus, in the Emotional Intelligence Inventory there were items where the responses ‘yes’ is the indicative of the presence of the emotional

intelligence and ‘no’ for the lack of emotional intelligence. Similarly, there are items were ‘no’ response provides clue for the presence of emotional intelligence and ‘yes’ for its absence. For scoring one mark is to be provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence.

3.3 DISTRIBUTION OF SCORES REFLECTING THE EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

Table 2:

Class-interval	Rural	Urban	Male	Female	Total frequency
39-43	11	6	8	9	17
34-38	49	45	51	43	94
29-33	74	74	75	73	148
24-28	45	44	40	49	89
19-23	9	19	15	13	28
14-18	2	2	1	3	4
Total	190	190	190	190	380

The above presented table shows the scores obtained by the secondary school students in emotional intelligence inventory ranged from 14-43. The maximum number of students falls under the range between 29-33. The value for skewness derived is .96 which shows that it is positively skewed as the curve is inclined to the right. The value of kurtosis derived is 33.96 which is greater than the normal value of

kurtosis i.e. 0.263, it shows that the distribution is said to be platykurtic and is more flat than the normal curve. The distribution of score is present in frequency polygon with smooth frequency curve superimposed on it presented in fig(i).

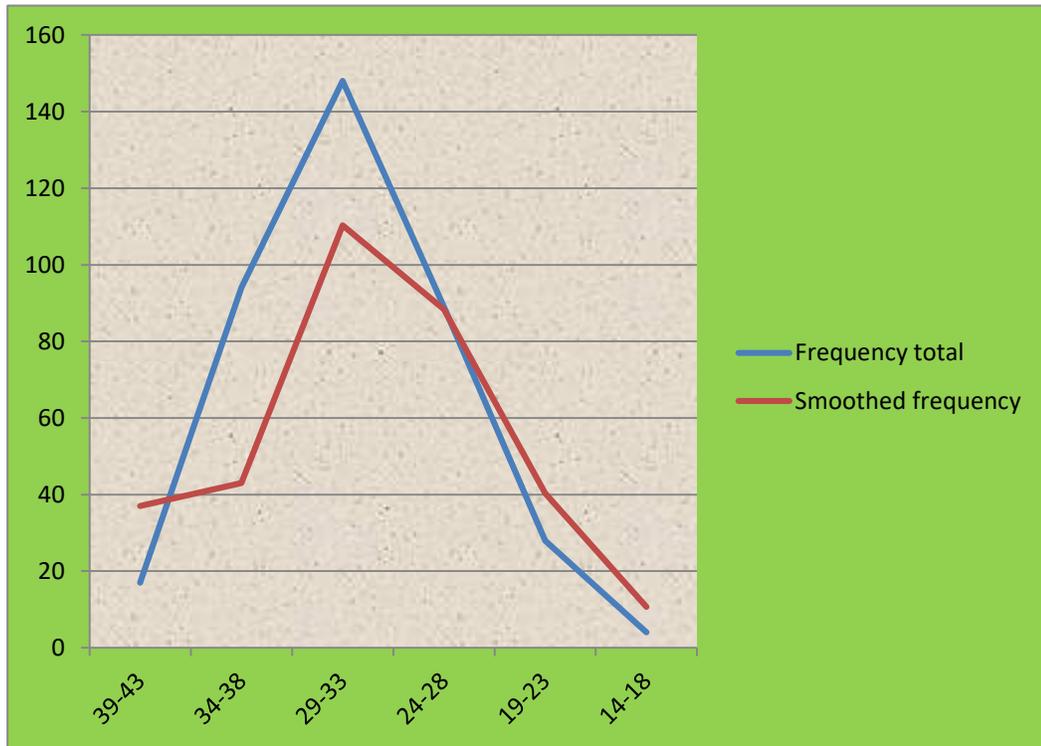


Fig (i) The distribution of scores put into frequency polygon with smoothed frequency curve superimposed on it.

3.4 DISTRIBUTION OF SCORES REFLECTING THE PARENT-CHILD RELATIONSHIP OF SECONDARY SCHOOL STUDENTS

Table 3:

Class interval	Rural	Urban	Male	Female	Frequency total
783-817	2	1	3	0	3
748-782	1	2	1	2	3
713-747	8	4	5	7	12
678-712	15	16	17	14	31
643-677	34	46	49	31	80
608-642	45	41	44	42	86
573-607	37	34	43	28	71
538-572	27	20	14	33	47
503-537	8	11	9	10	19
468-502	7	8	4	11	15
433-467	2	5	0	7	7
398-432	2	2	1	3	4
363-397	1	0	0	1	1
328-362	0	0	0	0	0
293-327	0	0	0	0	0
258-292	1	0	0	1	1
Total	190	190	190	190	380

The distribution of scores as presented in the table above shows the scores obtained by secondary school students in parent-child relationship scale ranged from 258-817. The maximum number of students falls under the range between 608-642. The derived value of skewness is -0.67 which depicts that the curve is negatively skewed as it is inclined more towards the left. The value of kurtosis derived is 1.98 which is greater than the normal value i.e. 0.263 . Therefore, the distribution is said to be platykurtic and is more flat at the top than the normal curve. The distribution of score is present in frequency polygon with smooth frequency curve superimposed on it presented in fig (ii)

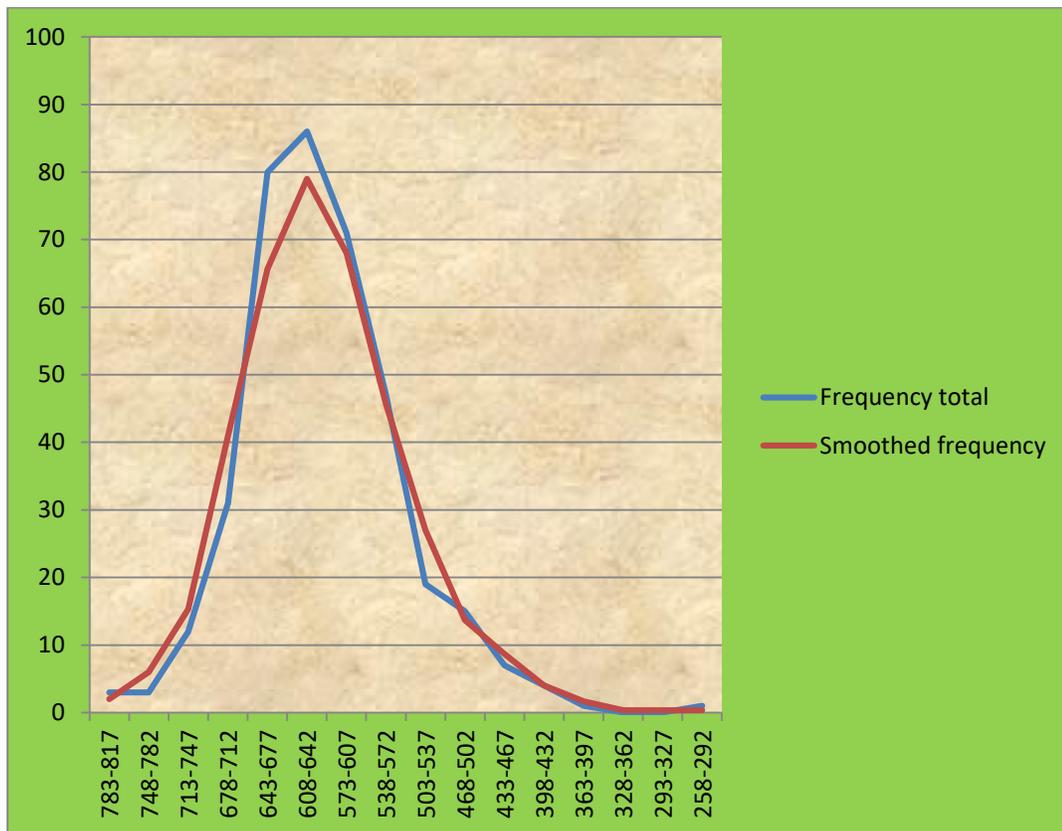


Fig (ii) The distribution of scores put into frequency polygon with smoothed frequency curve superimposed on it.

3.5 GRAPHICAL REPRESENTATION OF CUMULATIVE PERCENTAGE FREQUENCY DISTRIBUTION OF SECONDARY SCHOOL STUDENTS IN PARENT-CHILD RELATIONSHIP WITH REGARD TO LOCALE

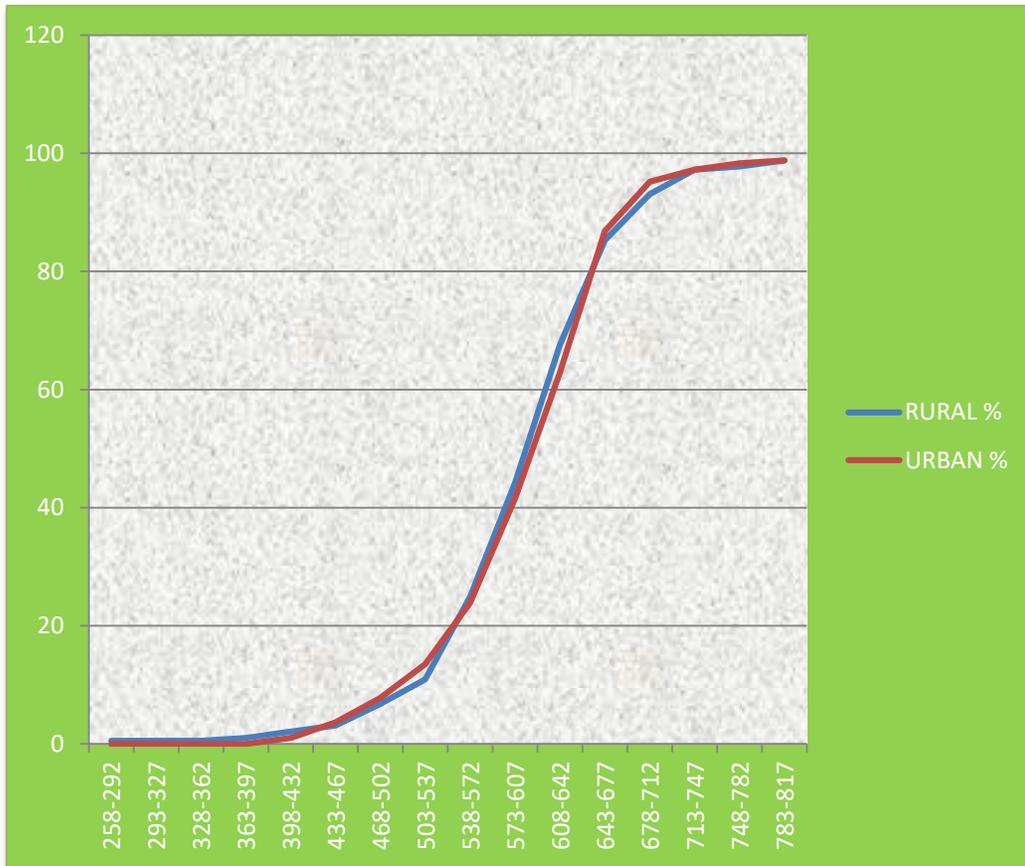


Fig (iii) Ogive showing the score distribution of rural and urban secondary school students with regard to parent-child relationship in percentage

3.6 GRAPHICAL REPRESENTATION OF CUMULATIVE PERCENTAGE FREQUENCY DISTRIBUTION OF SECONDARY SCHOOL STUDENTS IN PARENT-CHILD RELATIONSHIP WITH REGARD TO GENDER

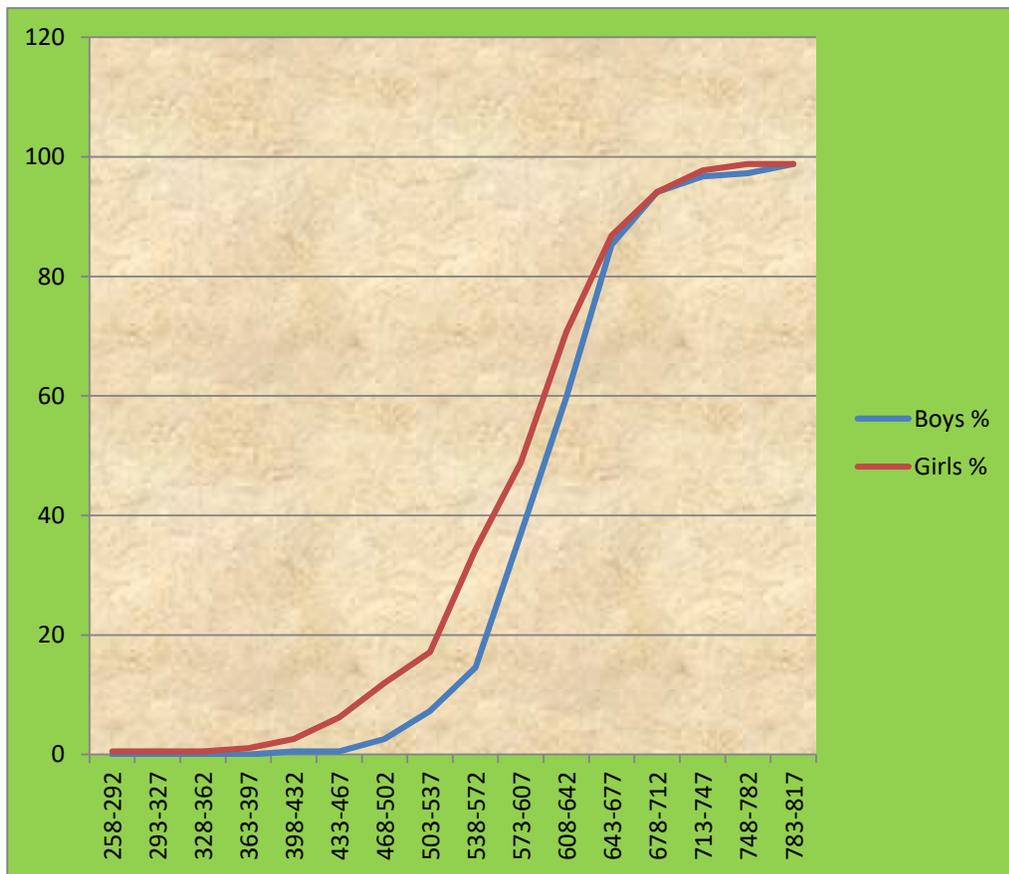


Fig (iv) Ogive showing the score distribution of male and female secondary school students with regard to parent-child relationship in percentage

3.7 GRAPHICAL REPRESENTATION OF CUMULATIVE PERCENTAGE FREQUENCY DISTRIBUTION OF SECONDARY SCHOOL STUDENTS IN EMOTIONAL INTELLIGENCE WITH REGARD TO LOCALE

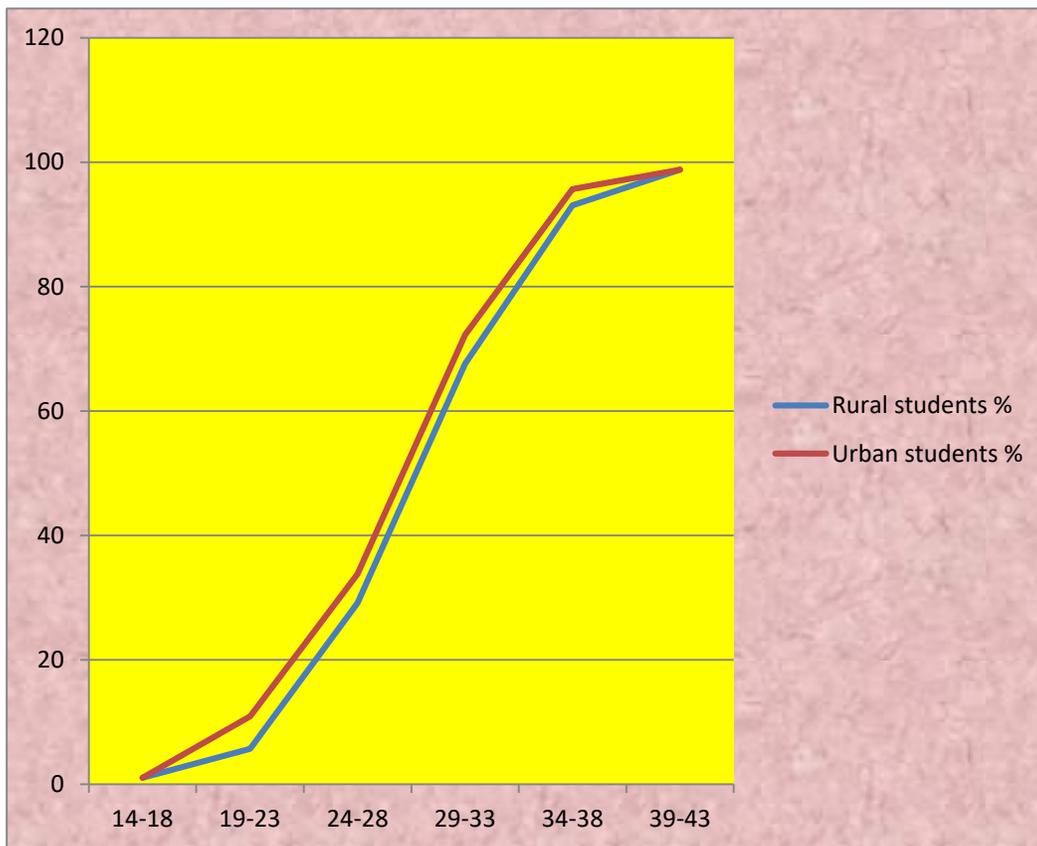


Fig (v) Ogive showing the score distribution of rural and urban secondary school students with regard to emotional intelligence in percentage

3.8 GRAPHICAL REPRESENTATION OF CUMULATIVE PERCENTAGE FREQUENCY DISTRIBUTION OF SECONDARY SCHOOL STUDENTS IN EMOTIONAL INTELLIGENCE WITH REGARD TO GENDER

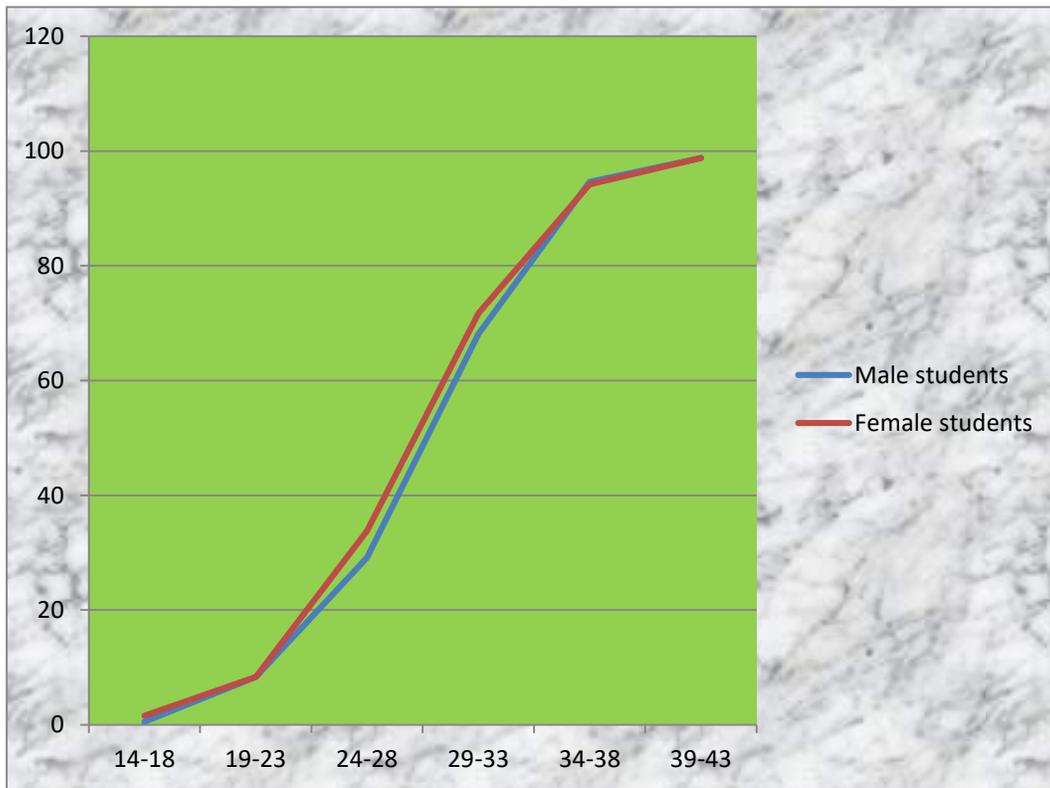


Fig (vi) Ogive showing the score distribution of rural and urban secondary school students with regard to emotional intelligence in percentage

3.9 DESCRIPTIVE MEASURES ON THE SCORES OF EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS

Table 4:

Variation	Mean	Standard Deviation
Rural	31.17	6.58
Urban	30.25	4.88
Male	30.70	4.88
Female	30.73	6.62
Total	122.83	5.81

The distribution of scores presented in the table above are the scores obtained by the secondary school students in emotional intelligence with regard to gender (male and female) and locale (rural and urban).The graphical representation of the mean scores of emotional intelligence is presented in the fig(*vii*)

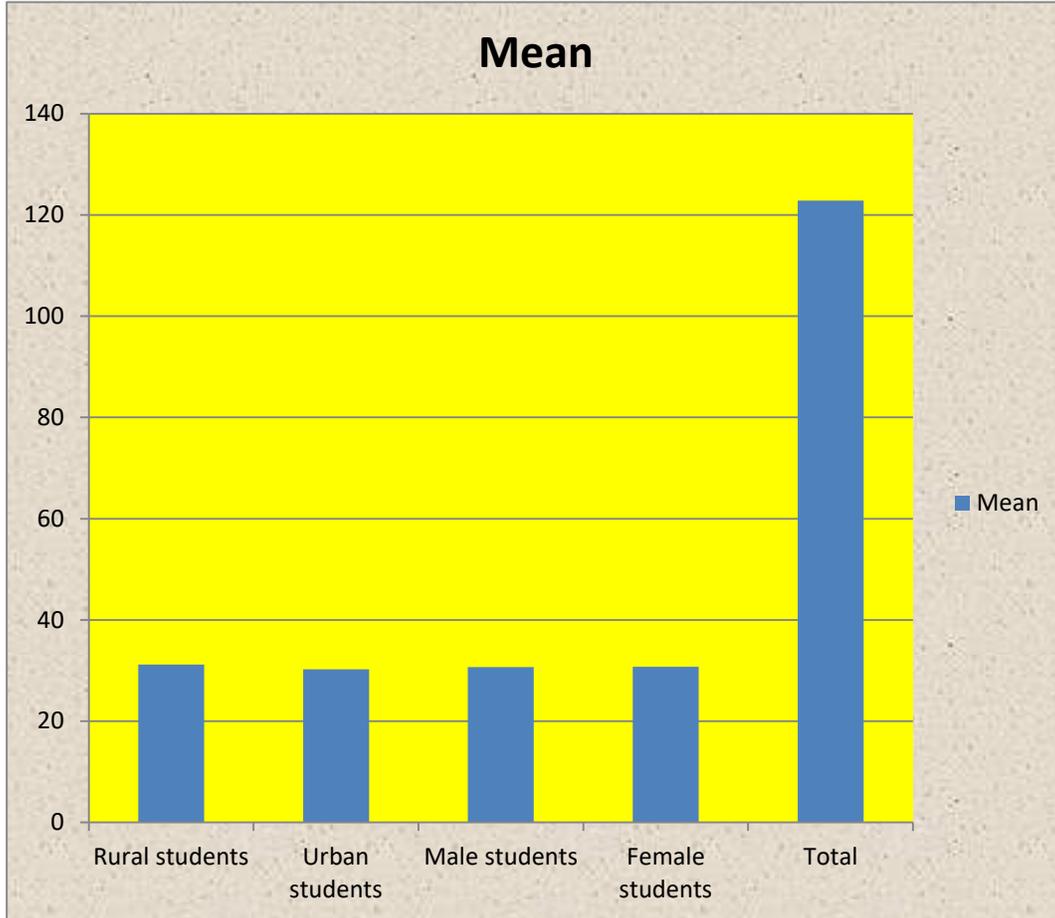


Fig (vii) Bar graph showing the mean scores of total and sub –samples of emotional intelligence

3.10 DESCRIPTIVE MEASURES ON THE SCORES OF PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS

Table 5:

Variation	Mean	Standard Deviation
Rural	616.29	70.81
Urban	614.68	65.95
Male	624.61	53.88
Female	606.36	79.01
Total	2461.98	68.33

The distribution of scores presented in the table above are the scores obtained by the secondary school students in parent-child relationship with regard to gender (male and female) and locale (rural and urban).The graphical representation of the mean scores of parent-child relationship is presented in the fig(*viii*)

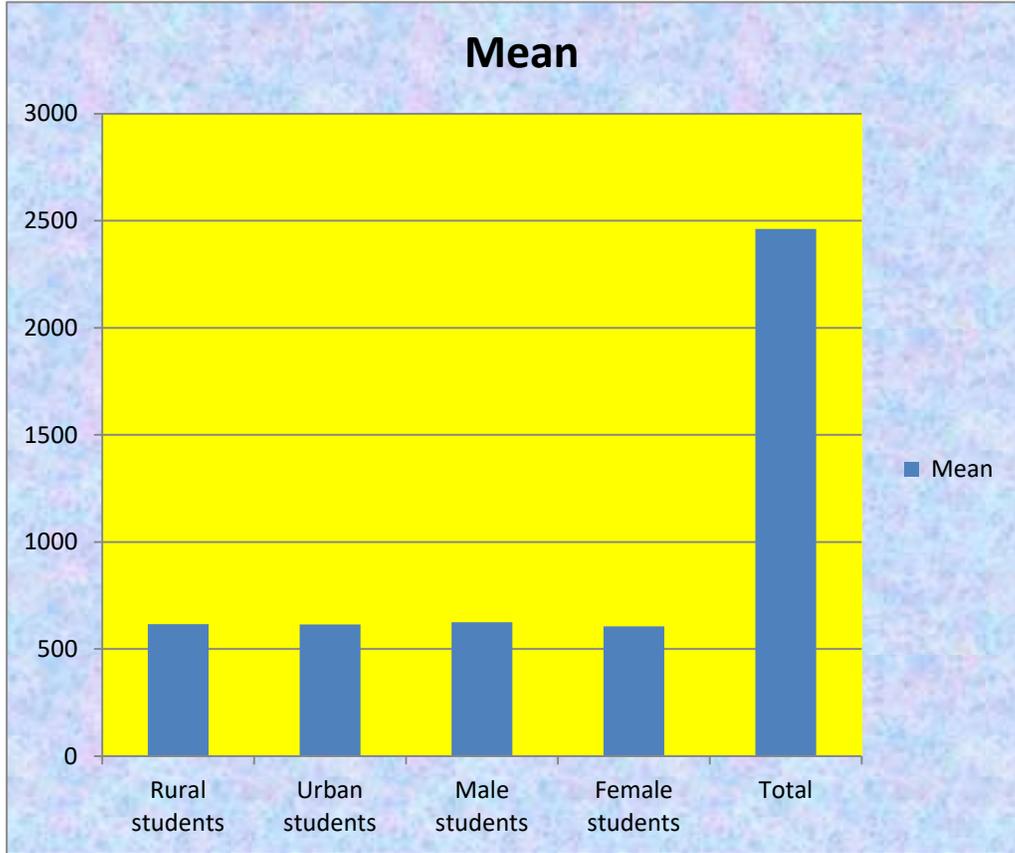


Fig (viii) Bar graph showing the mean scores of total and sub- samples of parent-child relationship

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

In the first chapter, the problem was delineated with problem focus from a theoretical view point. It also focuses on the rationale of the study, sources of ideas through review of related literature and the statement of the problem along with its objectives, hypotheses, scope and delimitations. An attempt has been made in second chapter for describing the design and procedures adopted for study. In the third chapter vivid description was presented for analysis and organization of data. A sincere attempt has been made in this chapter to analyze the results in terms of the objectives stated and hypotheses formulated.

4.1 ANALYSIS ON ROLE OF PARENT-CHILD RELATIONSHIP IN EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS

The present intra variables analysis has been attempted to meet the objective of testing the null hypothesis (HO) stated earlier and presented in this report. In case of each intra variables, first the null hypotheses have been set up according to the requirement of the problem. The level of significance for the test has been selected and the data are subjected to the test of significance on the basis of 't' value for corresponding degrees of freedom .When the calculated value of 't' is less than the table value of 't' the null hypothesis was accepted and interpretation of result was made accordingly.

4.2 DISTRIBUTION OF SCORES ON PARENT-CHILD RELATIONSHIP AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS WITH REGARD TO LOCALE AND GENDER

Table6: Summary of the distribution of scores in parent-child relationship and emotional intelligence of secondary school students

Contrast	N	Locale	Mean	SD	Gender	Mean	SD
Parent-child relationship	380	Rural	615.66	66.65	Male	624.61	53.88
		Urban	615.32	65.76	Female	606.37	75.48
Emotional intelligence	380	Rural	31.23	6.63	Male	30.70	4.88
		Urban	30.20	4.83	Female	30.73	6.63

The distribution of scores of parent-child relationship and emotional intelligence of secondary school students with regard to their gender and locale is presented in table above.

4.3 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS

Considering the second objective of the study, “To study the difference in parent -child relationship between rural and urban secondary school students” the summary of the scores is presented in the table below:

Table7: Summary of the test significance of difference between mean scores among rural and urban students in parent-child relationship

Contrast	Number	Mean	SD	SED	T	Remarks
Rural	190	615.66	66.65	6.79	.23	Not significant
Urban	190	615.32	65.76			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation in parent-child relationship the calculated ‘t’ value .23 was found to be lesser than the tabular value of ‘t’ i.e. 2.59 at 0.01level and 1.97 at 0.05 levels of significance at 378 degrees of freedom. Therefore, the null hypothesis (H_{01}) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students” is accepted.

Hence, the findings of the study revealed that the rural and urban students do not differ significantly in parent-child relationship.

4.4 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS

Considering the third objective of the study, “To study the difference in parent -child relationship between male and female secondary school students” the summary of the scores is presented in the table below:

Table8: Summary of the test significance of difference between mean scores among male and female students in parent-child relationship

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	624.61	53.88	6.72	2.71	Significant
Female	190	606.37	75.48			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation in parent-child relationship the calculated ‘t’ value 2.71 was found to be greater than the tabular value of ‘t’ i.e. 2.59 at 0.01level and 1.97 at 0.05level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₂) stated as “There is no significant difference in parent-child relationship among male and female Secondary school students” is rejected at both the levels.

Hence, the findings of the study revealed that the male and female secondary school students differ significantly in parent-child relationship.

4.5 LOCALE WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS

With regard to the fourth objective of the study, “To study the difference in emotional intelligence between rural and urban secondary school students” the summary of scores in emotional intelligence is presented in the table below:

Table9: Summary of the test significance of difference between mean scores among rural and urban students in emotional intelligence

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	31.23	6.63	.59	1.54	Not significant
Urban	190	30.20	4.83			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation in emotional intelligence, the calculated ‘t’ value 1.54 was found to be lesser than the tabular value of ‘t’ i.e. 2.59 at 0.01level and 1.97 at 0.05level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₃) stated as “There is no significant difference among rural and urban secondary school students with respect to their emotional intelligence” is accepted.

Hence, the findings revealed that the rural and urban secondary school students do not significantly differ in emotional intelligence.

4.6 GENDER WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS

With regard to the fifth objective of the study, “To study the difference in emotional intelligence between male and female secondary school students” the summary of the scores is presented in the table below:

Table10: Summary of the test significance of difference between mean scores among male and female students in emotional intelligence

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	30.70	4.88	.59	.04	Not significant
Female	190	30.73	6.63			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation in emotional intelligence the calculated value .04 was found to be lesser than the tabular value i.e. 2.59 at 0.01level and 1.97 at 0.05level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₄) stated as “There is no significant difference among male and female secondary school students with respect to their emotional intelligence” is accepted.

Hence, the findings of the study revealed that the male and female secondary school students do no differ significantly in emotional intelligence.

4.7 TABLE SHOWING THE CORRELATION BETWEEN EMOTIONAL INTELLIGENCE AND PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS

Considering the sixth objective of the study, “To study the relationship between the emotional intelligence and parent-child relationship of secondary school students” the derived value of r is presented the table below:

Table11:

Contrast	N	' r '	Remarks
Parent-child relationship	380	.143	Significant
Emotional intelligence	380		

The derived r value along with the N (total number of students) is presented in the table. On the observation of the values of r is .143 which is significant at 0.01level .Therefore, the null hypothesis (H_{06}) stated as “There is no significant relationship between the emotional intelligence and parent-child relationship of secondary school students” is rejected.

Hence, the findings of the study revealed that there is positive significant relationship between the emotional intelligence and parent-child relationship of secondary school students of Sikkim.

4.8 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO PROTECTING

Table12: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Protecting”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	68.38	11.61	1.12	.42	Not significant
Urban	190	68.87	10.55			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value .42 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom .Therefore, the null hypothesis (H₀) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to protecting” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to protecting.

4.9 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO SYMBOLIC PUNISHMENT

Table13: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Symbolic Punishment”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	60.08	12.16	1.19	.28	Not significant
Urban	190	60.42	11.15			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value .28 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (H_0) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to symbolic punishment” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to symbolic punishment.

4.10 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO REJECTING

Table14: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Rejecting”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	53.79	11.63	1.26	.55	Not significant
Urban	190	54.50	13.03			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value .55 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (H_0) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to rejecting” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to rejecting.

4.11 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO OBJECT PUNISHMENT

Table15: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Object Punishment”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	55.30	12.65	1.30	.09	Not significant
Urban	190	55.18	12.71			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value .09 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (H₀) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to object punishment” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to object punishment

4.12 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO DEMANDING

Table16: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Demanding”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	62.29	12.26	1.20	.14	Not significant
Urban	190	62.12	11.14			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value .14 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (H_{010}) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to demanding” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to demanding.

4.13 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INDIFFERENT

Table17: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Indifferent”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	57.69	12.55	1.22	.70	Not significant
Urban	190	58.56	11.33			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value .70 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (H_{011}) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to indifferent” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to indifferent.

4.14 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO SYMBOLIC REWARD

Table18: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Symbolic Reward”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	66.35	12.15	1.18	1.26	Not significant
Urban	190	64.86	10.84			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value 1.26 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (H_{012}) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to symbolic reward” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to symbolic reward.

4.15 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO LOVING

Table19: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Loving”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	70.77	11.55	1.20	.92	Not significant
Urban	190	69.65	11.93			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value .92 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₁₃) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to loving” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to loving.

4.16 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO OBJECT REWARD

Table20: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Object Reward”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	65.80	12.17	1.19	1.17	Not significant
Urban	190	63.20	11.15			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value 1.17 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₁₄) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to object reward” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to object reward.

4.17 LOCALE WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO NEGLECTING

Table21: Summary of test significance of difference between mean scores due to locale variation in parent-child relationship with regards to “Neglecting”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	56.08	11.95	1.25	.81	Not significant
Urban	190	57.10	12.51			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on parent-child relationship, the calculated ‘t’ value .81 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₁₅) stated as “There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to neglecting” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in parent-child relationship with regard to neglecting.

4.18 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO PROTECTING

Table22: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Protecting”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	67.23	11.14	1.13	2.47	Significant at 0.05level
Female	190	70.02	10.89			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated ‘t’ value 2.47 was found to be significant at 0.05 level, as the calculated value of ‘t’ is greater than the tabular value of ‘t’ at 0.05 level i.e. 1.97 and was found not significant at 0.01 level where the tabular value is 2.59 at 378 degrees of freedom. Therefore, the null hypothesis (H_{016}) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to protecting” is accepted at 0.01 level and rejected at 0.05 level.

Hence, the findings of the study (Considering the 0.01 level of significance) revealed that male and female secondary school students do not significantly differ in parent-child relationship with regard to protecting.

4.19 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO SYMBOLIC PUNISHMENT

Table23: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Symbolic Punishment”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	60.98	11.52	1.19	1.19	Not significant
Female	190	59.53	11.78			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated ‘t’ value 1.19 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (H_{017}) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to symbolic punishment” is accepted.

Hence, the findings of the study revealed that male and female secondary school students do not significantly differ in parent-child relationship with regard to symbolic punishment.

4.20 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO REJECTING

Table24: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Rejecting”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	58.57	12.03	1.18	7.50	Significant
Female	190	49.71	10.98			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated' value 7.50 was found to be significant, as the tabular value is lesser than the calculated value i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom .Therefore, the null hypothesis (HO₁₈) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to rejecting” is rejected.

Hence, the findings of the study revealed that male and female secondary school students differ significantly in parent-child relationship with regard to rejecting.

4.21 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO OBJECT PUNISHMENT

Table25: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Object Punishment”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	59.78	12.21	1.2	7.47	Significant
Female	190	50.69	11.44			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated ‘t’ value 7.47 was found to be significant, as the tabular value of ‘t’ is lesser than the calculated value i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom .Therefore, the null hypothesis (HO₁₉) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to object punishment” is rejected.

Hence, the findings of the study revealed that male and female secondary school students differ significantly in parent-child relationship with regard to object punishment.

4.22 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO DEMANDING

Table26: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Demanding”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	61.85	11.50	1.2	.59	Not significant
Female	190	62.56	11.92			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated ‘t’ value .59 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (H_{020}) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to demanding” is accepted.

Hence, the findings of the study revealed that male and female secondary school students differ significantly in parent-child relationship with regard to demanding.

4.23 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INDIFFERENT

Table27: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Indifferent”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	59.61	11.51	1.21	2.44	Significant at 0.05level
Female	190	56.63	12.24			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated ‘t’ value 2.44 was found to be significant at 0.05 level, as the calculated value of ‘t’ is greater than the tabular value of ‘t’ at 0.05 level i.e. 1.97 and was found not significant at 0.01level where the tabular value is 2.59 at 378 degrees of freedom .Therefore, the null hypothesis (HO₂₁) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to indifferent” is rejected at 0.05 level and accepted at 0.01level.

Hence, the findings of the study (Considering the 0.01 level of significance) revealed that male and female secondary school students do not significantly differ in parent-child relationship with regard to indifferent.

4.24 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO SYMBOLIC REWARD

Table28: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Symbolic Reward”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	64.11	11.83	1.17	2.56	Significant at 0.05level
Female	190	67.12	11.06			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated ‘t’ value 2.56 was found to be significant at 0.05 level, as the calculated value of ‘t’ is greater than the tabular value of ‘t’ at 0.05 level i.e. 1.97 and was found not significant at 0.01level where the tabular value is 2.59 at 378 degrees of freedom .Therefore, the null hypothesis (HO₂₂) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to symbolic reward” is rejected at 0.05level and accepted at 0.01 level.

Hence, the findings of the study (Considering the 0.01 level of significance) revealed that male and female secondary school students do not significantly differ in parent-child relationship with regard to symbolic reward.

4.25 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO LOVING

Table29: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Loving”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	67.59	11.73	1.17	4.47	Significant
Female	190	72.85	11.16			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated ‘t’ value 4.47 was found to be significant, as the tabular value of ‘t’ is lesser than the calculated value which is 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom .Therefore, the null hypothesis (HO₂₃) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to loving” is rejected.

Hence, the findings of the study revealed that male and female secondary school students differ significantly in parent-child relationship with regard to loving.

4.26 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO OBJECT REWARD

Table30: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Object Reward”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	64.12	10.52	1.2	.64	Not significant
Female	190	64.90	12.75			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated ‘t’ value .64 was found to lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₂₄) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to object reward” is accepted.

Hence, the findings of the study revealed that male and female secondary school students do not significantly differ in parent-child relationship with regard to object reward.

4.27 GENDER WISE DIFFERENTIAL ANALYSIS ON PARENT-CHILD RELATIONSHIP AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO NEGLECTING

Table31: Summary of test significance of difference between mean scores due to gender variation in parent-child relationship with regards to “Neglecting”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	60.80	11.20	1.17	7.16	Significant
Female	190	52.36	11.76			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on parent-child relationship, the calculated ‘t’ value 7.16 was found to be significant, as the tabular value of ‘t’ is lesser than the calculated value i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom .Therefore, the null hypothesis (H_{025}) stated as “There is no significant difference in parent-child relationship among male and female secondary school students with regard to neglecting” is rejected.

Hence, the findings of the study revealed that male and female secondary school students differ significantly in parent-child relationship with regard to neglecting.

4.28 LOCALE WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INTRA-PERSONAL AWARENESS

Table32: Summary of test significance of difference between mean scores due to locale variation on emotional intelligence with regards to “Intra-Personal Awareness”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	4.86	1.24	.12	.20	Not significant
Urban	190	4.83	1.24			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on emotional intelligence, the calculated ‘t’ value .20 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₂₆) stated as “There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to intra-personal awareness” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in emotional intelligence with regard to intra-personal awareness.

4.29 LOCALE WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INTER-PERSONAL AWARENESS

Table33: Summary of test significance of difference between mean scores due to locale variation on emotional intelligence with regards to “Inter-Personal Awareness”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	4.22	1.10	.11	2.17	Significant at 0.05level
Urban	190	3.97	1.17			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on emotional intelligence, the calculated ‘t’ value 2.17 was found to be significant at 0.05 level, as the calculated value of ‘t’ is greater than the tabular value of ‘t’ at 0.05 level i.e. 1.97 and was found not significant at 0.01level where the tabular value is 2.59 at 378 degrees of freedom .Therefore, the null hypothesis (HO₂₂) stated as. Therefore, the null hypothesis (HO₂₇) stated as “There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to inter-personal awareness” is accepted at 0.01level and rejected at 0.05level.Hence, the findings of the study (Considering the 0.01 level of significance) revealed that rural and urban students do not significantly differ in emotional intelligence with regard to inter-personal awareness.

4.30 LOCALE WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INTRA-PERSONAL MANAGEMENT

Table34: Summary of test significance of difference between mean scores due to locale variation on emotional intelligence with regards to “Intra-Personal Management”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	13.28	3.23	.33	1.43	Not significant
Urban	190	12.81	3.19			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on emotional intelligence, the calculated ‘t’ value 1.43 was found to lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₂₈) stated as “There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to intra-personal management” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in emotional intelligence with regard to intra-personal management.

4.31 LOCALE WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INTER-PERSONAL MANAGEMENT

Table35: Summary of test significance of difference between mean scores due to locale variation on emotional intelligence with regards to “Inter-Personal Management”

Contrast	Number	Mean	SD	SED	t	Remarks
Rural	190	8.80	5.45	.41	.42	Not significant
Urban	190	8.63	1.79			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of locale variation on emotional intelligence, the calculated ‘t’ value .42 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom. Therefore, the null hypothesis (HO₂₉) stated as “There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to inter-personal management” is accepted.

Hence, the findings of the study revealed that urban and rural students do not significantly differ in emotional intelligence with regard to inter-personal management.

4.32 GENDER WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INTRA-PERSONAL AWARENESS

Table36: Summary of test significance of difference between mean scores due to gender variation in emotional intelligence with regards to “Intra-Personal Awareness”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	4.87	1.21	.12	.41	Not significant
Female	190	4.82	1.26			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on emotional intelligence, the calculated ‘t’ value .41 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom .Therefore, the null hypothesis (HO₃₀) stated as “There is no significant difference in emotional intelligence among male and female secondary school students with respect to intra-personal awareness” is accepted.

Hence, the findings of the study revealed that male and female secondary school students do not differ significantly in emotional intelligence with regard to intra-personal awareness.

4.33 GENDER WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INTER-PERSONAL AWARENESS

Table37: Summary of test significance of difference between mean scores due to gender variation in emotional intelligence with regards to “Inter-Personal Awareness”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	4.12	1.09	.11	.31	Not significant
Female	190	4.08	1.19			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on emotional intelligence, the calculated ‘t’ value .31 was found to be lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom .Therefore, the null hypothesis (HO₃₁) stated as “There is no significant difference in emotional intelligence among male and female secondary school students with respect to inter-personal awareness” is accepted.

Hence, the findings of the study revealed that male and female secondary school students do not differ significantly in emotional intelligence with regard to inter-personal awareness.

4.34 GENDER WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INTRA-PERSONAL MANAGEMENT

Table38: Summary of test significance of difference between mean scores due to gender variation in emotional intelligence with regards to “Intra-Personal Management”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	13.25	3.11	.33	1.18	Not significant
Female	190	12.86	3.31			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on emotional intelligence, the calculated ‘t’ value 1.18 was found to be not lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom .Therefore, the null hypothesis (HO₃₂) stated as “There is no significant difference in emotional intelligence among male and female secondary school students with respect to intra-personal management” is accepted.

Hence, the findings of the study revealed that male and female secondary school students do not differ significantly in emotional intelligence with regard to intra-personal management.

4.35 GENDER WISE DIFFERENTIAL ANALYSIS ON EMOTIONAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS WITH REGARD TO INTER-PERSONAL MANAGEMENT

Table39: Summary of test significance of difference between mean scores due to gender variation in emotional intelligence with regards to “Inter-Personal Management”

Contrast	Number	Mean	SD	SED	t	Remarks
Male	190	8.46	1.78	.41	1.2	Not significant
Female	190	8.97	5.48			
Critical value for the d. f.=378, at 0.01 level=2.59, at 0.05 level=1.97						

In case of gender variation on emotional intelligence, the calculated ‘t’ value 1.2 was found to lesser than the tabular value of ‘t’ i.e. 1.97 at 0.05 level and 2.59 at 0.01 level of significance at 378 degrees of freedom .Therefore, the null hypothesis (HO₃₃) stated as “There is no significant difference in emotional intelligence among male and female secondary school students with respect to inter-personal management” is accepted.

Hence, the findings of the study revealed that male and female secondary school students do not differ significantly in emotional intelligence with regard to inter-personal management.

CHAPTER V

SUMMARY AND CONCLUSION

5.1 THE SUMMARY

Emotions are usually generated as a result of interaction with the environment, be it a living or non-living things. Adolescence is known as vulnerable stage when it comes to emotions. This is a vibrant stage where they easily get influenced by the kind of environment he or she is living in. Parent-child relationship is one of the important factors that have immense effects on the emotional well being of the child. A good parent-child relationship is responsible for the harmonious development of the child. Emotional intelligence in this study is the emotional well being of the secondary school students who are at the phase of adolescence in respect of four areas or aspects of emotional intelligence which are intra-personal awareness (knowing about one's own emotions), inter-personal awareness (knowing about others emotions), intra-personal management (managing one's own emotions) and inter-personal management (managing others emotions) respectively¹. Similarly, Parent- child relationship in this study has been viewed as behaviour of parents experienced by their child. The quality of parent-child relationship is defined under the ten dimensions namely, protecting (the defending attitude overtly expressed in the acts of guarding, sheltering and shielding the child from situations or experiences perceived to be hostile, oppressing and harmful),symbolic reward and object reward (symbolic expression of appreciation for emotional, psychological security of the child as against physical, tangible, concrete action of

¹ Mangal, Emotional Intelligence Inventory (National Psychological Corporation,2012).

warmth), symbolic punishment and object punishment (symbolic and physical means by which parents show their temporary annoyance with the child), demanding (expression of authority and claim with imperious command over the child, executed in the exercise of overall control), indifferent (the expression of unconcerned apathetic, passive behaviour and functioning without either importance or interest in the child), loving (expression of fondness shown to the child), neglecting (a careless slighting treatment indicated in accustomed omission and deliberate disregard towards the child which might leave the child to devalue himself) and rejecting (behaviour evident in renouncing the child in aversion, the disposition is indicated in being disdainful and in outright refusal of the child)². Therefore, the role of parent-child relationship in emotional intelligence of secondary school students is quantitatively evaluated with the help of dimensions as mention earlier .

5.1.1 RATIONALE OF THE STUDY

We live in era of advance science and technology where a mere machine serves human needs. The advancement in the field of science and technology has influenced our life and our relationship in some many ways. Nowadays more importance is given to human needs, demands and pleasure rather than values and beliefs. People are facing more challenges in fact we are struggling with the mundane realities of 21st century. The kind of environment arise has affected the relationship within the family members especially parent-child relationship. Parents regardless of socio-economic status are struggling to find a quality time with their children. Secondary school students who are at the stage of

² Rao, Parent Child Relationship Scale (National Psychological Cororation, 1988).

adolescence, is a period when a child experience rapid physical and psychological changes. In general, adolescence is a time when many earlier developments are reworked or refined into more advance forms. The forces behind adolescent development are undoubtedly the physical changes that transform a child into an adult. These changes impel social changes in the life of the adolescent and these in turn produce both cognitive and emotional effects. Adolescence is said to be an emotionally dangerous phase where they show a risky behaviour. They are said to be emotionally weak and unstable, where they easily get influenced by the people surrounding them. A person who is able to manage his/her own emotions and those of others and is well aware of the emotions experienced by the self is said to be emotionally intelligent. Emotional intelligence helps us to balance our emotions in different situations, which ultimately helps in keeping balance in our relationship with the others. In other words, the quality of relationship with the people around us especially with the parents affects the emotional well being of the child. However, emotional intelligence and parent-child relationship are the important factors responsible for the well being of the child.

5.1.2 RESEARCH QUESTIONS

1. Is there any significant difference in parent-child relationship and emotional intelligence of secondary school students with regard to their gender and locale?
2. Is there any relationship between the emotional intelligence and parent-child relationship of secondary school student?

5.1.3 STATEMENT OF THE PROBLEM

The problem is stated as “Role of Parent-Child Relationship in Emotional Intelligence of Secondary School Students in Sikkim”

5.1.4 OBJECTIVES OF THE STUDY

1. To assess the parent-child relationship and emotional intelligence of secondary school students.
2. To study the difference in parent-child relationship between rural and urban secondary school students.
3. To study the difference in parent-child relationship between male and female secondary school students.
4. To study the difference in emotional intelligence between rural and urban secondary school students.
5. To study the difference in emotional intelligence between male and female secondary school students.
6. To study the relationship between the emotional intelligence and parent-child relationship of secondary school students.

5.1.5 HYPOTHESES OF THE STUDY

On the basis of objectives following hypothesis have been formulated in null form:

HO₁: There is no significant difference in parent-child relationship among rural and urban secondary school students.

HO₂: There is no significant difference in parent-child relationship among male and female Secondary school students.

HO₃: There is no significant difference among rural and urban secondary school students with respect to their emotional intelligence.

HO₄: There is no significant difference among male and female secondary school students with respect to their emotional intelligence.

HO₅: There is no significant relationship between the emotional intelligence and parent-child relationship of secondary school students.

HO₆: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to protecting.

HO₇: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to symbolic punishment.

HO₈: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to rejecting.

HO₉: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to object punishment.

HO₁₀: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to demanding.

HO₁₁: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to indifferent.

HO₁₂: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to symbolic reward.

HO₁₃: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to loving.

HO₁₄: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to object reward.

HO₁₅: There is no significant difference in parent-child relationship among rural and urban secondary school students with regard to neglecting.

HO₁₆: There is no significant difference in parent-child relationship among male and female secondary school students with regard to protecting.

HO₁₇: There is no significant difference in parent-child relationship among male and female secondary school students with regard to symbolic punishment.

HO₁₈: There is no significant difference in parent-child relationship among male and female secondary school students with regard to rejecting.

HO₁₉: There is no significant difference in parent-child relationship among male and female secondary school students with regard to object punishment.

HO₂₀: There is no significant difference in parent-child relationship among male and female secondary school students with regard to demanding.

HO₂₁: There is no significant difference in parent-child relationship among male and female secondary school students with regard to indifferent.

HO₂₂: There is no significant difference in parent-child relationship among male and female secondary school students with regard to symbolic reward.

HO₂₃: There is no significant difference in parent-child relationship among male and female secondary school students with regard to loving.

HO₂₄: There is no significant difference in parent-child relationship among male and female secondary school students with regard to object reward.

HO₂₅: There is no significant difference in parent-child relationship among male and female secondary school students with regard to neglecting.

HO₂₆: There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to intra-personal awareness.

HO₂₇: There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to inter-personal awareness.

HO₂₈: There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to intra-personal management.

HO₂₉: There is no significant difference in emotional intelligence among rural and urban secondary school students with regard to inter-personal management.

HO₃₀: There is no significant difference in emotional intelligence among male and female

secondary school students with respect to intra-personal awareness.

HO₃₁: There is no significant difference in emotional intelligence among male and female secondary school students with respect to inter-personal awareness.

HO₃₂: There is no significant difference in emotional intelligence among male and female secondary school students with respect to intra-personal management.

HO₃₃: There is no significant difference in emotional intelligence among male and female secondary school students with respect to inter-personal management

5.1.6 OPERATIONAL DEFINITION OF THE KEY TERM USED

- a. **Parent- Child Relationship-** parent-child relationship here refers to the child's experience about the behaviour and attitude of the parents towards them.
- b. **Emotional Intelligence-** emotional intelligence here refers to an ability to manage and express emotions which influences the behaviour towards our relationship.
- c. **Secondary School Students-** secondary school students here refers to students studying in class X, who are at the stage of adolescence.

5.1.7 DELIMITATION OF THE STUDY

The study was delimited to secondary school students studying at class X. The study was confined to 10 dimensions of parent-child relationship scale such as Protecting, Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting. The present study was also confined to the

dimensions of emotional intelligence inventory i.e. intra-personal awareness, inter-personal awareness, intra-personal management and inter-personal management.

5.2 METHOD OF STUDY

Descriptive survey method was used by the investigator to study the role of parent-child relationship in emotional intelligence of secondary school students of Sikkim.

5.2.1 POPULATION

A population to any collection of specified group of human beings or of non-human entities from where an investigator draws sample for his/her study. In this study population refers to secondary school students studying in class X from all districts of Sikkim.

5.2.2 SAMPLE

A sample comprised of 380 secondary school students were selected randomly from all districts of Sikkim. Simple random sampling technique was for the study to draw the sample for the population. The units of the population in simple random sampling are selected not at the discretion of the researcher but in such a way that every unit in the population has the equal probability of being selected as the sample.

5.2.3 TOOLS USED

1. Parent-Child Relationship Scale (PCRS) constructed and standardized by Dr.Nalini Rao was used. The tool consists of 100 items with 10 items under each ten dimensions.

2. Emotional Intelligence Inventory (EII) constructed and standardized by Dr.S.K.Mangal and Mrs.Subhra Mangal was used. The tool consisted of 100 items with 25 items in each four dimensions.

5.3 FINDINGS OF THE STUDY

Following are the findings of the study:

- The study revealed that there is no significant difference in parent- child relationship among rural and urban secondary school students.
- The study revealed that there is a significant difference in parent-child relationship among male and female secondary school students.
- The study revealed that there is no significant difference in emotional intelligence among rural and urban secondary school students.
- The study revealed that there is no significant difference in emotional intelligence among male and female secondary school students.
- The study revealed that there is a significant relationship between parent-child relationship and emotional intelligence of secondary school students.
- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to protecting.
- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to symbolic punishment.

- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to rejecting.
- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to object punishment.
- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to demanding.
- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to indifferent.
- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to symbolic reward.
- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to loving.
- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to object reward.

- The study revealed that there is no significant difference in parent-child relationship among rural and urban secondary school students with regard to neglecting.
- The study revealed that there is a significant difference at 0.05 level but insignificant at 0.01 level in parent-child relationship among male and female secondary school students with regard to protecting.
- The study revealed that there is no significant difference in parent-child relationship among male and female secondary school students with regard to symbolic punishment.
- The study revealed a significant difference in parent-child relationship among male and female secondary school students with regard to rejecting.
- The study revealed a significant difference in parent-child relationship among male and female secondary school students with regard to object punishment.
- The study revealed that there is no significant difference in parent-child relationship among male and female secondary school students with regard to demanding.
- The study revealed that there is a significant difference at 0.05 level but insignificant at 0.01 level in parent-child relationship among male and female secondary school students with regard to indifferent.
- The study revealed that there is a significant difference at 0.05 level but insignificant at 0.01 level in parent-child relationship among male and female secondary school students with regard to symbolic reward.

- The study revealed a significant difference in parent-child relationship among male and female secondary school students with regard to loving.
- The study revealed that there is no significant difference in parent-child relationship among male and female secondary school students with regard to object reward.
- The study revealed a significant difference in parent-child relationship among male and female secondary school students with regard to neglecting.
- The study revealed that there is no significant difference in emotional intelligence among rural and urban secondary school students with regard to intra-personal awareness.
- The study revealed that there exist a significant difference in emotional intelligence among rural and urban secondary school students at 0.05 level but insignificant at 0.01 level with regard to inter-personal awareness.
- The study revealed that there is no significant difference in emotional intelligence among rural and urban secondary school students with regard to intra-personal management.
- The study revealed that there is no significant difference in emotional intelligence among rural and urban secondary school students with regard to inter-personal management.
- The study revealed that there is no significant difference in emotional intelligence among male and female secondary school students with regard to intra-personal awareness.

- The study revealed that there is no significant difference in emotional intelligence among male and female secondary school students with regard to inter-personal awareness.
- The study revealed that there is no significant difference in emotional intelligence among male and female secondary school students with regard to intra-personal management.
- The study revealed that there is no significant difference in emotional intelligence among male and female secondary school students with regard to inter-personal management.

Summing up the findings of the study, the significance of difference between the male and female students in parent-child relationship indicates the difference of attitude and behaviour of the parents towards the male and female child. The findings of the study highlights the difference in treatment of parents towards their son and daughter experienced by the child themselves. The difference between male and female students with regard to dimensions ‘Rejecting’ as shown in (Table 23) where the mean score of male students is higher than the female students, which reveals that the boys feel themselves more rejected by their parents than the girls. The (Table 24) represents the scores of parent-child relationship with regard to dimension ‘Object Punishment’ where the mean score of male students is seen higher than the female students, which shows that the boys often experience the temporary annoyance of their parents sometimes through physical or verbal means. In (Table 30) the scores of parent-child relationship in gender variation with regard to dimension ‘Neglecting’ is presented which shows the

mean score of boys is higher than the girls. The finding indicates the carefree attitude of the parents towards their son than their daughter as experienced by the children themselves. Table 28 represents the scores of parent-child relationship in gender variation with regard to dimension 'Loving' where the mean scores of female students are found to be higher than the male students. The result highlights more caring and loving attitude of the parents towards their girl child as compared to boys. This finding of the present study contradicts with the result of "*Perceived Parental Parenting Style on Emotional Intelligence of Adolescents*" by (Shalini and Acharya, 2013) which revealed that fathers were perceived to be more authoritative towards girls than boys. The researcher feels that the difference in the results could be because of the geographical disparity, as Sikkim is hilly terrain state known for its peace and beauty girls are given equal importance as much as boys.

Table 10 represents the correlation between the parent-child relationship and emotional intelligence of secondary school students. The result revealed the significance of relationship between emotional intelligence and parent-child relationship indicating the parent-child relationship as an important factor in the emotional intelligence of the child. This finding is supported by "*Family Relation to Emotional Intelligence of Students of Secondary*" by (Bhatia, 2012). As it is well known fact that good parent-child relationship is important factor for creating healthy and positive family environment which helps in the mental well being of its family members.

5.4 CONCLUSION

Our relationship plays an important role in the ultimate satisfaction in life .Because the amount of wealth does not help if the person is not emotionally satisfied in his life. As mentioned earlier in the present study the parent-child relationship is an important factor that helps an adolescent to grow emotionally strong and stable. The secondary school students who are at the stage of adolescence is also regarded as most vibrant phase of life. The child at this stage is emotionally vulnerable and depends much on the people who can listen and understand their feelings. They rely much on those persons who tend to satisfy their emotional needs .During such stage parents comes first with whom the child is emotionally attached and search for emotional support, after that comes peers, society etc.

The result of the study highlighted the significance of relationship between the emotional intelligence and parent-child relationship. This shows that the positive relationship between the parents and child is very important in the emotional well being of the child. The family which lacks in terms of emotional support for each other may not properly contribute in the emotional development of the child. The importance of the parental role in the development of the child can be understood from the result of the present study. They are the ones who can satisfy the emerging curiosity within the child through proper way and by providing proper information. Emotional detachment of the child from their parents may not help the child in their development. Such child who lacks emotional support from their parents or the family members is vulnerable to become delinquent in the near future. Emotional support from the family members especially parents is very essential to overcome the hurdles and challenges in life at the

later stage. The difference of attitude and treatment of parents towards their son and daughter is not something new. As revealed by the findings of the study girls feel more loved by their parents whereas the boys feels themselves neglected, rejected and punished by their parents. Sikkim being one of the north eastern states is considered as one of the safest place for girls in our country as reported by National Crime Record Bureau 2015³. Girls are treated and encouraged to fulfill their dreams not less than boys. They are given equal importance and preference in every field. Parents may be sometimes harsh towards their son than their daughter in some cases, which might be the reason that children feel the difference in attitude and treatment of their parents towards them. It is very important for the parents to understand emotional needs of the children which will help them to adjust successfully in their personal, social and academic life.

Hence, it was revealed from the present study that girls are having better parent-child relationship with their parents (from the findings) as compared to the boys.

³ National Crime Records Bureau, Crime in India (2015 Statistics).

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