



Emotional Intelligence among Parentally Accepted and Rejected Boys and Girls

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ABSTRACT

The aim of the present study was to examine the Emotional Intelligence of Parentally Accepted and Rejected Boys and Girls.

For the purpose of identification of parentally accepted and rejected boys and girls, Parental Acceptance-Rejection Questionnaire (PARQ) Adolescent Form were administered to 400 adolescents (200 boys and 200 girls) of 11th and 12th classes were selected by random sampling technique. The score obtained by the sample subjects were arranged in descending order and extreme group technique were applied on the total sample from which upper 27% sample subjects who had high scores on adolescent PARQ were labeled as parentally rejected sample subjects and lower 27% sample subjects who had low scores on adolescents PARQ were termed as parentally accepted subjects. Out of 400 sample subject only 216 were considered as a final sample for the present study (108 in each group) in which 54 adolescent students were parentally accepted and rejected boys and 54 adolescent students were parentally accepted and rejected girls. Rohner's Parental Acceptance Rejection Questionnaire (PARQ), 1978, was used to identify the parentally accepted and rejected boys and girls. Emotional Intelligence Inventory of S.K. Mangal & Shubra Mangal was used to determine emotional intelligence of the sample subjects. Mean, S.D And Test of significance were calculated with the help of (t) Test to find out the Emotional Intelligence among Parentally Accepted and Rejected Boys and Girls .The results revealed that there is Significant mean difference between the two groups under investigation

Keywords: Emotional, Intelligence, Parentally accepted and Rejected, Boys, Girls

INTRODUCTION

Education is vital for the growth of any country, it takes ages to make a nation into a developed country and a prosperous one; this cannot be achieved without education. There is always a new challenge as we take the second breath. Newer and newer inventions and discoveries have taught the man to have more and more control over nature. It has become a matter of growing national debate, the need for education continues to grow and it is evident from the increasing investment in educational sector. Education aims at human development. It enriches life by increasing the power and inclination to reason. It pervades our life from cradle to grave. Education has always been associated with providing a better quality of life for human beings.



The physiology of emotion is closely linked to arousal of the nervous system with various states and strengths of arousal relating, apparently, to particular emotions. Although those acting primarily on emotion may seem as if they are not thinking, cognition is an important aspect of emotion, particularly the interpretation of events. For example, the experience of fear usually occurs in response to a threat. The cognition of danger and subsequent arousal of the nervous system (e.g. rapid heartbeat and breathing, sweating, muscle tension) is an integral component to the subsequent interpretation and labeling of that arousal as an emotional state.

Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayer & Salovey, 1997).

Emotional intelligence is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

If you have high emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

Emotional intelligence consists of four attributes:

Self-Awareness – You recognize your own emotions and how they affect your thoughts and behavior, know your strengths and weaknesses, and have self-confidence.

Self-Management – You are able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

Social Awareness – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

Relationship Management – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

In recent years academic achievement has come to occupy the central position it can be matched with the pillar on which the entire future structure of the personality stands. Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. By examining specific parenting practices that are amenable to change, such as parent involvement, and the mechanisms by which these practices influence academic performance, programs may be developed to increase a child's academic performance. Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance.



The basic factor in child development is the social relationships and among all social relationships, the relationship between parents and child is very crucial one.

In the developmental process of child, a majority of parents feel that the youth years are the most difficult ones for child rearing. Youth is a period of physical and psychological maturity, when an individual is expected to establish his or her own identity and to develop necessary skills for socially responsible behaviour. It is also a period of heightened emotionality that they feel the emotions in a stronger and more persistent manner. The youths transition to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive environment (Erickson, 1968). A family where emotional bonding and communication between youth and parents are adequate with clear behavioural standards, then youths can become emotionally competent, responsible, independent, confident and socially competent (Goleman, 1995).

Parenting is the style of child upbringing refers to a privilege of responsibility of mother and father, together or independently to prepare the child for society and culture, which provides ample opportunity to a child to find roots, continuity and a sense of belonging (Sirohi and Chauhan, 1991) and also serves as an effective agent of socialization. Though parenting, as a perception of the parents of their own attitude towards the child, happens to be of great significance in the dynamics of behaviour for socio-psychological researches, but how child perceives his/her parenting always remains a neglected phase of researches and should be deemed most important as he is the one whose process of socialization stands for furtherance (Bharadwaj, 1996). Individual experiences not only help in making the sense of self identity and self ideal but may also lead him to perceive, think and act in a self directed manner. So, it appears that child's perception of parental attitude towards himself should be of great concern in the dynamics of behaviour and may open new avenues of research for deeper probe in the domain of parent-child relationship.

Rejection of parents manifests itself in interpersonal relationships in direct ways, when the child has to face excessive criticism, invidious comparison, harsh and inconsistent punishment by both or either of the parents in his upbringing. Rejection of parents may also evince itself in physical neglect, denial of love and affection, lack of interest in his activities and failure to spend time with him.

On the other hand parental acceptance implies an attitude of love for the child. The accepting parent puts the child in a position of importance in the home and develops a relationship of emotional warmth. Parental acceptance encourages the child and makes itself apparent in receptive or positive attitude towards the child's idea and judgment, worthiness and capability, love and affection and admiration along with adequate attention towards him.

OBJECTIVES

The following objectives were formulated for the study:

1. To study emotional intelligence and academic achievement of parentally accepted and rejected boys and girls.
2. To compare parentally accepted and rejected boys and girls on emotional intelligence.
3. To compare parentally accepted and rejected boys on emotional intelligence.



4. To compare parentally accepted and rejected girls on emotional intelligence.

HYPOTHESES

The following hypotheses were formulated for the study:

1. Parentally accepted and rejected boys and girls differ significantly on emotional intelligence.
2. Parentally accepted and rejected boys differ significantly on emotional intelligence.
3. Parentally accepted and rejected girls differ significantly on emotional intelligence.

OPERATIONAL DEFINITION OF VARIABLES

The operational definitions of variables are as under:

- **Parentally Accepted Rejected Children:** Parentally accepted and rejected boys and girls in the present study were referred to the scores on parental acceptance rejection Questionnaire of Rohner's (PARQ) 1978.
- **Emotional Intelligence:** Emotional Intelligence in the present study were referred to the scores obtained by the subjects on the Emotional Intelligence Inventory of S.K. Mangal & Shubra Mangal (1971).

SAMPLE

For the purpose of identification of parentally accepted and rejected boys and girls, Parental Acceptance-Rejection Questionnaire (PARQ) Adolescent Form were administered to 400 adolescents (200 boys and 200 girls) of 11th and 12th classes were selected by random sampling technique. The score obtained by the sample subjects were arranged in descending order and extreme group technique were applied on the total sample from which upper 27% sample subjects who had high scores on adolescent PARQ were labeled as parentally rejected sample subjects and lower 27% sample subjects who had low scores on adolescents PARQ were termed as parentally accepted subjects. Out of 400 sample subject only 216 were considered as a final sample for the present study (108 in each group) in which 54 adolescent students were parentally accepted and rejected boys and 54 adolescent students were parentally accepted and rejected girls.

The distribution of sample shall be as under:

	Boys	Girls	Total
Upper Group (Parentally Accepted)	54	54	108
Lower Group (Parentally Rejected)	54	54	108
Total	108	108	216



List of the Govt. Higher secondary schools of District Kulgam Selected randomly by the investigator for the collection of the data which is important step of the research

S.No.	Name of the school	Respondents		Total
		Boys	Girls	
1	Government HSS Frisal Kulgam	20	20	40
2.	Government HSS Razloo Kulgam	20	20	40
3	Government HSS Arreh Kulgam	20	20	40
4	Government HSS Devsar Kulgam	20	20	40
5	Government HSS Malvan Kulgam	20	20	40
6	Government HSS Quimoh Kulgam	20	20	40
7	Government HSS Ashmuji Kulgam	20	20	40
8	Government HSS Bugam Kulgam	20	20	40
9	Government HSS Nehama Kulgam	20	20	40
10	Government HSS Boys Kulgam	10	10	20
11	Government HSS Girls Kulgam	10	10	20

SELECTION OF TOOLS

Selection of tool is very important in any research study .If valid tools are not used by the investigator his efforts will be of no use and all efforts should go waste and investigator would not be able to achieve the objectives of the study. So following tools were used by the investigator for the data collection

1. **Rohner's Parental Acceptance Rejection Questionnaire (PARQ)**, 1978, was used to identify the parentally accepted and rejected boys and girls. It consists of four dimensions viz:(a) Affection/Warmth, (b) Aggression/ Hostility, (c) Indifference/Negligence & (d)Undifferentiated /Rejection.
2. **Emotional Intelligence Inventory** of S.K.Mangal & Shubra Mangal was used to determine emotional intelligence of the sample subjects. It consists of four dimensions viz: (i) Inter-personal awareness (Own emotions) (ii) Inter personal awareness (Others emotions), (iii) Intra personal management (Own emotions), (iv) Inter-personal management (Others Emotions).



ANALYSIS AND INTERPRETATION

Table 1: Showing the Percentage levels of Parentally Accepted and Parentally Rejected Boys and Girls on Emotional Intelligence (N=108 each)

Level	Parental Accepted Boys and Girls		Parental Rejected Boys and Girls	
	N	%age	N	%age
Very Good	2	1.85	0	0
Good	7	6.5	4	3.70
Average	49	24.50	8	7.4
Poor	46	42.59	88	81.48
Very Poor	4	2.0	8	7.40
Total	108	100	108	100

The perusal of the above table shows the levels of parentally accepted and parentally rejected boys and girls on emotional intelligence. The above table reflects that (1.85%) parentally accepted boys and girls were very good on their emotional intelligence (6.50%) good on their emotional intelligence level, (24.50%) were average on their emotional intelligence level, (42.59%) were poor on their emotional intelligence level and only (2.0%) were very poor on emotional intelligence level. In case of parentally rejected boys and girls (0%) were very good on emotional intelligence level (3.70%) were good on their emotional intelligence level, (7.4%) were average on their emotional intelligence level, (81.48%) were poor on their emotional intelligence level and (7.40%) were very poor on their emotional intelligence level.

Fig. 1: Showing the levels of Parentally Accepted and Parentally Rejected Boys and Girls on Emotional Intelligence (N=108 each)

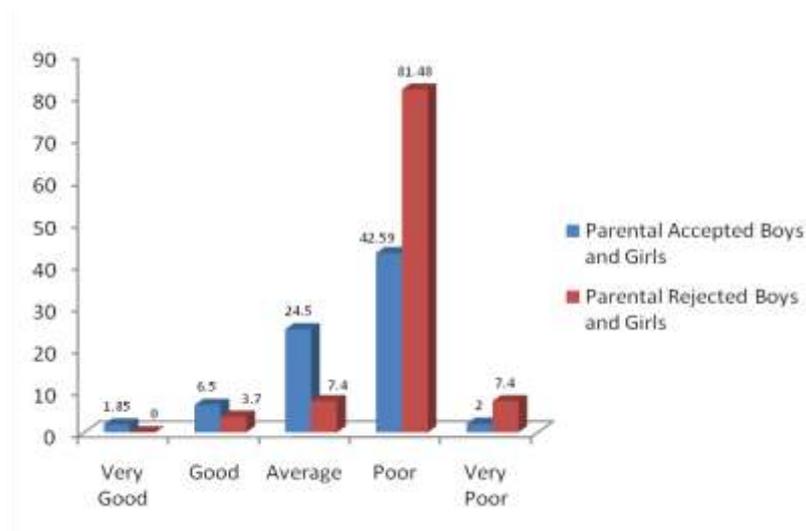




Table 2: Showing the levels of Parentally Accepted Boys and Parentally Rejected Boys on Emotional Intelligence (N=54 each)

Level	Parentally Accepted Boys		Parentally Rejected Boys	
	N	%age	N	%age
Very Good	3	5.55	1	1.85
Good	7	13.0	1	1.90
Average	22	40.70	6	11.10
Poor	22	40.74	41	75.92
Very Poor	0	0.00	5	9.30
Total	54	0.00	54	100

The quick look of the above table shows the levels of parentally accepted and parentally rejected boys on emotional intelligence. The above table reflects that (5.55%) parentally accepted boys were very good on their emotional intelligence level (13%) were good on their emotional intelligence level, (40.70%) were average on their emotional intelligence level, (40.74%) were poor on their emotional intelligence level and (0%) were very poor on emotional intelligence level. In case of parentally rejected boys (1.85%) were very good on their emotional intelligence level (1.90%) were good on their emotional intelligence level, (11.10%) were average on their emotional intelligence level, (75.92%) were poor on their emotional intelligence level and (9.30%) were very poor on their emotional intelligence level.

Fig. 2: Showing the levels of Parentally Accepted Boys and Parentally Rejected Boys on Emotional Intelligence (N=54 each)

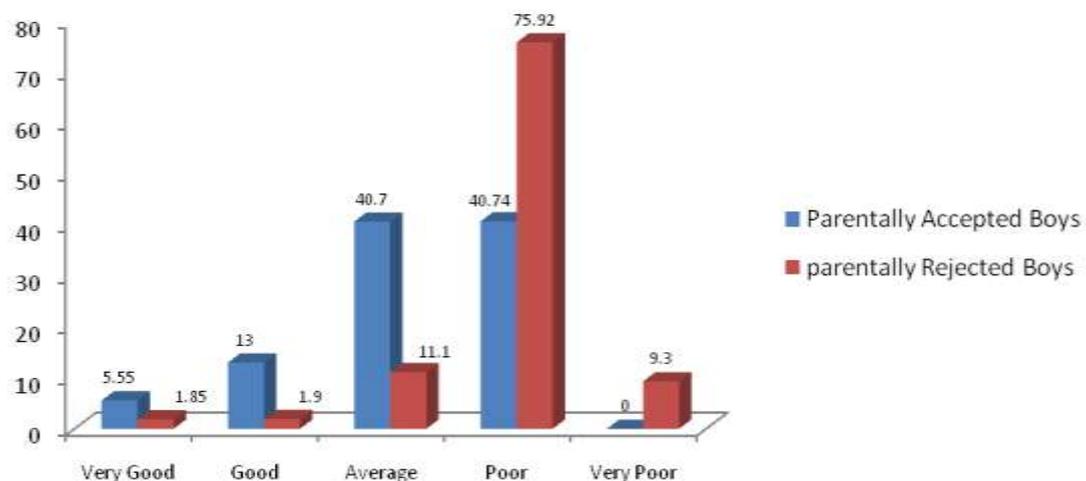




Table 3: Showing the levels of Parentally Accepted Girls and Parentally Rejected Girls on Emotional Intelligence (N=54 each)

Level	Parentally Accepted Girls		Parentally Rejected Girls	
	N	%age	N	%age
Very Good	2	3.70	1	1.85
Good	2	3.70	1	1.85
Average	27	50.0	4	7.40
Poor	20	37.03	44	81.48
Very Poor	3	5.6	4	7.40
Total	54	100	54	100

The above table shows the levels of parentally accepted girls and parentally rejected girls on emotional intelligence level. The above table reflects that (3.70%) parentally accepted girls were very good on their emotional intelligence level (3.70%) were good on their emotional intelligence level, (50%) were average on their emotional intelligence level, (37.03%) were poor on their emotional intelligence level and (5.6%) were very poor on emotional intelligence level. In case of parentally rejected girls (1.85%) were very good on their emotional intelligence level (1.85%) were good on their emotional intelligence level (7.40%) were average on emotional intelligence level, (81.48%) were poor on emotional intelligence level and (7.40%) were very poor on their emotional intelligence level.

Fig. 3: Showing the levels of Parentally Accepted Girls and Parentally Rejected Girls on Emotional Intelligence (N=54 each)

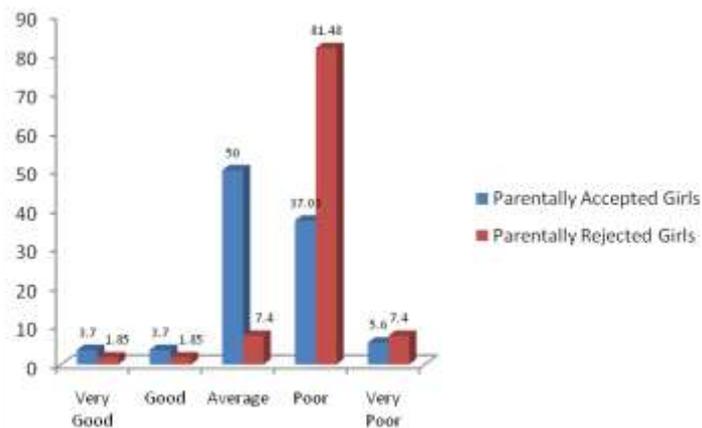




Table 4: Showing mean comparison between Parentally Accepted and Parentally Rejected Boys and Girls on Intra-Personal Awareness (Own Emotions) dimension of Emotional Intelligence

Group	N	Mean	S.D.	t-value	Level of Significance
Parentally Accepted	108	14.96	3.39	4.44	Significant at 0.01 level
Parentally Rejected	108	13.17	2.82		

The perusal of the above table shows the mean comparison between parentally accepted and parentally rejected boys and girls on intra-personal awareness (own emotions) dimension of emotional intelligence. The table revealed that there is a significant difference between parentally accepted and parentally rejected boys and girls on intra-personal awareness dimension of emotional intelligence and is significant at 0.01 level. The table further shows that mean favours parentally accepted boys and girls, therefore parentally accepted boys and girls have better power of reorganization with their own emotions and affect thoughts and behaviour knows strengths and weakness and also have better self-confidence as compared to parentally rejected boys and girls.

Table 5: Showing mean comparison between Parentally Accepted and Parentally Rejected Boys and Girls on Inter-Personal Awareness (Others emotions) dimension of Emotional Intelligence

Group	N	Mean	S.D.	t-value	Level of Significance
Parentally Accepted	108	15.19	3.79	3.38	Significant at 0.01 level
Parentally Rejected	108	13.74	2.60		

The quick look of the above table shows the mean comparison between parentally accepted and parentally rejected boys and girls on inter-personal awareness (Others emotions) dimension of emotional intelligence. The table revealed that there is a significant difference between parentally accepted and parentally rejected boys and girls on inter-personal awareness dimension of emotional intelligence and is significant at 0.01 level. The table further shows that mean favours parentally accepted boys and girls, therefore parentally accepted boys and girls have better power of understanding with the other's emotions and concerns of other people, pick up emotional cues, feel comfortable socially, recognize the power dynamics in a group. They manage their emotions and adopt the environment in healthy ways and also have better understanding as compared to parentally rejected boys and girls.

Table 6: Showing mean comparison between Parentally Accepted and Parentally Rejected Boys and Girls on Intra-Personal Management (Own Emotions) dimension of Emotional Intelligence

Group	N	Mean	S.D.	t-value	Level of Significance
Parentally Accepted	108	17.68	3.08	6.35	Significant at 0.01 level
Parentally Rejected	108	15.10	2.82		



The quick glance of the above table shows the mean comparison between parentally accepted and parentally rejected boys and girls on intra personal management (own emotions) dimension of emotional intelligence. The table revealed that there is a significant difference between parentally accepted and parentally rejected boys and girls on intra-personal management dimension of emotional intelligence and is significant at 0.01 level. The table further shows that mean favours parentally accepted boys and girls, therefore parentally accepted boys and girls are able to control impulsive feelings and behaviours manage emotions in a healthy ways, take initiatives, follow through on commitments and adopt to changing circumstances as compared to parentally rejected boys and girls.

Table 7: Showing mean comparison between Parentally Accepted and Parentally Rejected Boys and Girls on Inter-Personal Management (Others Emotions) dimension of Emotional Intelligence

Group	N	Mean	S.D.	t-value	Level of Significance
Parentally Accepted	108	15.16	3.16	5.25	Significant at 0.01 level
Parentally Rejected	108	13.41	2.11		

The quick look of the above table shows the mean comparison between parentally accepted and parentally rejected boys and girls on inter- personal management (others emotions) dimension of emotional intelligence. The table showed that there is a significant difference between parentally accepted and parentally rejected boys and girls on inter-personal management dimension of emotional intelligence and is significant at 0.01 level. The table further shows that mean favours parentally accepted boys and girls, therefore parentally accepted boys and girls have power of understanding with the others emotions and knows how to maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict as compared to parentally rejected boys and girls.

Table 8 : Showing mean comparison between Parentally Accepted and Parentally Rejected Boys and Girls on composite score of Emotional Intelligence

Group	N	Mean	S.D.	t-value	Level of Significance
Parentally Accepted	108	62.99	9.26	7.50	Significant at 0.01 level
Parentally Rejected	108	55.42	6.42		

The perusal of the above table shows the mean comparison between parentally accepted and parentally rejected boys and girls on composite score of emotional intelligence. The table showed that there is a significant difference between parentally accepted and parentally rejected boys and girls on composite score of emotional intelligence and is significant at 0.01 level. The table further shows that mean favours parentally accepted boys and girls on composite score of emotional intelligence, therefore parentally accepted boys and girls have ability



and perception to understanding with the other's emotions, they control their emotions and know how to correspond clearly encourage and influence others work well in a team and have better sympathetic nature as compared to parentally rejected boys and girls.

In the light of the above analysis, it is clear that our hypotheses No. 1 which reads as, "Parentally accepted and rejected boys and girls differ significantly on emotional intelligence" stands accepted.

CONCLUSION

The following conclusions were drawn from the present study:

1. It was found that (1.85%) parentally accepted boys and girls were very good on their emotional intelligence level, (6.50%) were good on their emotional intelligence level, (24.50%) were average on their emotional intelligence level, (42.59%) were poor on their emotional intelligence level and only (2.0%) were very poor on their emotional intelligence level. In case of parentally rejected boys and girls (0%) were very good on their emotional intelligence level (3.70%) were good on their emotional intelligence level, (7.40%) were average on their emotional intelligence level, (81.48%) were poor on their emotional intelligence level and (7.40%) were very poor on their emotional intelligence level.
2. It was found that (5.55%) parentally accepted boys were very good on their emotional intelligence level (13%) were good on their emotional intelligence level, (40.70%) were average on their emotional intelligence level, (40.74%) were poor on their emotional intelligence level and (0%) were very poor on emotional intelligence. In case of parentally rejected boys (1.85%) were very good on their emotional intelligence level (1.90%) were good on their emotional intelligence level, (11.10%) were average on emotional intelligence level, (75.92%) were poor on their emotional intelligence level and (9.30%) were very poor on their emotional intelligence level
3. It was found that (3.70%) parentally accepted girls were very good on their emotional intelligence level (3.70%) were good on their emotional intelligence level, (50%) were average on their emotional intelligence level, and (37.03%) were poor on their emotional intelligence level and (5.6%) were very poor on emotional intelligence. In case of parentally rejected girls (1.85%) were very good on their emotional intelligence, (1.85%) were good on their emotional intelligence level (7.40%) were average on emotional intelligence level, (81.48%) were poor on their emotional intelligence level and (7.40%) were very poor on their emotional intelligence level.
4. It was found that there is a significant difference between parentally accepted and parentally rejected boys and girls on intra-personal awareness dimension of emotional intelligence
5. It was found that there is a significant difference between parentally accepted and parentally rejected boys and girls on inter-personal awareness dimension of emotional intelligence
6. On comparison between parentally accepted and parentally rejected boys and girls on intra personal management (own emotions) dimension of emotional intelligence. The results revealed that there is a



significant difference between parentally accepted and parentally rejected boys and girls on intra-personal management dimension of emotional intelligence and is significant.

7. It was found that there is a significant difference between parentally accepted and parentally rejected boys and girls on inter-personal management dimension of emotional intelligence.
8. The results further showed that mean favours parentally accepted boys and girls, therefore parentally accepted boys and girls know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflicts compared to parentally rejected boys and girls.
9. It was found that there is a significant difference between parentally accepted and parentally rejected boys and girls on composite score of emotional intelligence.
10. The results further showed that mean favours parentally accepted boys and girls on composite score of emotional intelligence, therefore parentally accepted boys and girls have ability and perception to understanding with the other's emotions, they control their emotions and know how to correspond clearly encourage and influence others work well in a team and have better sympathetic nature as compared to parentally rejected boys and girls.

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