

**ORIGINAL RESEARCH****A comparative study to assess the emotional intelligence and parental involvement Among adolescents of selected rural and urban schools of District Hoshiarpur, Punjab****<sup>1</sup>Shakshi Sharma, <sup>2</sup>Divya Sethi, <sup>3</sup>Daljeet Kaur**<sup>1,2</sup>Nursing Tutor, Desh Bhagat University, Mandi Gobindgarh, Punjab, India<sup>3</sup>Shri Guru Ramdas College of Nursing, Hoshiarpur, Punjab, India**Correspondence:**

Shakshi Sharma

Nursing Tutor, Desh Bhagat University, Mandi Gobindgarh, Punjab, India

**Abstract**

A comparative study was conducted to assess the emotional intelligence and parental involvement among adolescents of selected rural and urban schools of district Hoshiarpur, Punjab. The study was conducted on 80 adolescents who are studying in 9<sup>th</sup> and 10<sup>th</sup> standard of the selected urban and rural schools of Hoshiarpur, that were selected through simple random sampling technique (lottery method). The tool for data collection was comprised of three sections i.e. Section-I: Demographic variables, Section II: Emotional intelligence scale to assess level of emotional intelligence, and Section III: Parental involvement checklist (adopted from National Coalition for American Parental involvement in Education) to assess parental involvement of parents. The collected data was analyzed and interpreted by using descriptive and inferential statistics.

The result revealed that all the adolescents i.e. 100% (40) in rural schools had good emotional intelligence. In urban area majority of adolescents i.e. 95% (38) were having good emotional intelligence and 5% (2) were having average emotional intelligence. In rural area from the sample of 40 adolescents majority i.e. 80% (32) parents having average involvement and 20% (8) were having good involvement. In urban adolescents 55% (22) parents were having average involvement and 45% (18) were having good parental involvement.

**Introduction**

Adolescence is a transitional stage of physical and mental human development. Adolescence is characterized by a number of cognitive, emotional, physical, and attitudinal changes, which can be a cause of conflict on one hand and positive personality development on the other. Adolescence is also a time of rapid cognitive development. Their changing mind, body, and relationships often present themselves as stressful and that change, they assume, is something to be feared.<sup>1</sup>

Coping resources during adolescence include those aspects of the self, for example, problem-solving skills, interpersonal skills, and the social environment like availability of supportive social network that facilitate or make possible successful adaptation to life stress.<sup>2</sup>

One in five persons of world today is an adolescent. Eighty-seven percent of these adolescents live in developing countries. Adolescent population in India is 243 million. According to population census, the population of Punjab was 2,77,43,338 crores and about 5,401 is adolescent population.<sup>3</sup>(Acc. to 2016)

## Methodology

A non- Experimental comparative research design was considered appropriate for the present study to assess the emotional intelligence and parental involvement among adolescents of selected rural and urban schools of Hoshiarpur. The tool which was used for data collection is emotional intelligence scale and parent involvement check list. 80 subjects were selected by convenient sampling technique. Pilot study was conducted in February, 2019. Pilot study was conducted on 1/10<sup>th</sup> of the total sample that is 8 subjects to ensure the reliability of the tool and feasibility of the study. As standardised tools were used so reliability of Schutte's Emotional Intelligence scale was 0.84 and reliability of parental involvement checklist was 0.76 as computed by Cronbach's alpha. A formal written permission was obtained from the schools. The data was collected in the month of February-March, 2019.

## Results

**TABLE:-1 Frequency and percentage distribution of students as per socio-demographic variables**

**N=80**

Sample characteristics	Rural n=40		Urban n=40		df	X <sup>2</sup>
	n	%	n	%		
<b>Age (in years)</b>						
15	26	65	19	47.5	2	2.5 <sup>NS</sup>
16	9	22.5	13	32.5		
17	5	12.5	8	20		
<b>Gender</b>						
Male	20	50	20	50	1	0 <sup>NS</sup>
Female	20	50	20	50		
<b>Number of siblings</b>						
Single child	1	2.5	3	7.5	3	16.58 <sup>NS</sup>
One	4	10	16	40		
Two	14	35	15	37.5		
Three or more	21	52.5	6	15		
<b>Parental education a. Father</b>						
No formal education	2	5	0	0	4	20.25*
Up to primary	5	12.5	0	0		
Up to secondary	23	57.5	12	30.0		
Up to senior secondary	7	17.5	13	32.5		
Graduate and above	3	7.5	15	37.5		
<b>b.Mother</b>						
No formal education	1	2.5	0	0	4	30.32 <sup>NS</sup>
Up to primary	15	37.5	1	2.5		
Up to secondary	20	50	14	35		
Up to senior secondary	3	7.5	10	25.5		
Graduate and above	1	2.5	15	37.5		
<b>Parental occupation a. Father</b>						

Agriculture	15	37.5	0	0	4	25.63*
Government job	3	7.5	12	30		
Private job	15	37.5	15	37.5		
Business	3	7.5	11	27.5		
Laborer	4	10	2	5		
<b>b. Mother</b>						
Home maker	38	95	27	67.5	3	10.63*
Government job	2	5	7	17.5		
Private job			5	12.5		
Business						
Laborer			1	2.5		

NS – non significant at the level of  $p < 0.05$

\*– significant at the level of  $p < 0.05$

**Table-2 Frequency and percentage distribution of adolescents as per level of emotional intelligence among rural and urban area**

N=80

S.N	Levels of parental involvement	Criteria measures	Rural		Urban	
			n	%	n	%
1	Good	122-165	40	100	38	95
2	Average	78-121	0	0	2	5
3	Poor	33-77	0	0	0	0

Minimum score- 33

Maximum score- 165

**Table -3Frequency and percentage distribution of adolescents as per the level of the parental involvement among rural and urban areas**

N=80

S.N	Levels of parental involvement	Criteria measures	Rural		Urban	
			n	%	n	%
1	Good	21-30	8	20	18	45
2	Average	11-20	32	80	22	55
3	Poor	0-10	0	0	0	0

Minimum score- 0

Maximum score- 30

**TABLE-4 (a) Comparison of emotional intelligence among adolescents of selected rural and urban schools**

N=80

Emotional Intelligence						
S.N.	Area of residence	n	Mean	S.D.	df	't'
1.	Rural	40	147.2	8.298	78	2.672*
2.	Urban	40	142.5	8.353		

\*Significant at  $p < 0.05$  level

**Table-4(b) Comparison of parental involvement among adolescents of rural and urban schools**  
**N=80**

S.N	Area of residence	n	Mean	S.D.	df	't'
1	Rural	40	18.65	2.587	78	2.810*
2	Urban	40	20.23	2.423		

\*Significant at  $p < 0.05$  level

**Table-5(a) Relationship of emotional intelligence with selected socio-demographic variables**  
**N=80**

Socio Demographic Variables	Rural n(40)				Urban n(40)			
	n	Mean	S.D.	df	n	Mean	SD.	df
<b>Age (in years)</b>								
15	26	148.19	8.621	2	19	141.63	9.599	2
16	9	143.56	8.233	37	13	142.23	6.153	37
17	5	148.80	6.380	0	8	144.38	8.798	
<b>Test value</b>		<b>F=1.14*</b>		<b>p=0.33</b>		<b>F=0.2<sup>NS</sup></b>	<b>p=0.7</b>	
<b>Gender</b>								
Male	20	144.60	7.358	1	20	140.70	7.413	1
Female	20	149.85	8.635	38	20	144.05	9.006	38
<b>Test value</b>		<b>F=4.2*</b>		<b>p=0.04</b>		<b>F=1.6*</b>	<b>p=0.2</b>	
<b>Number of siblings</b>								
Single child	1	143.00	0	3	3	142.33	5.686	3
One	4	149.75	6.652	36	16	142.88	8.966	36
Two	14	145.29	9.025		15	142.07	8.819	
Three or more	21	148.24	8.402		6	141.07	8.134	
<b>Test value</b>		<b>F=0.5<sup>NS</sup></b>		<b>p=0.65</b>		<b>F=0.3*</b>	<b>p=0.9</b>	
<b>Parental Education</b>								
<b>a. Father</b>								
No formal education	2	146.00	2.828	4	0	0	0	2
Up to primary	5	153.20	8.438	35	0	0	0	37
Up to secondary	23	144.61	7.780		12	143.08	7.868	
Up to senior secondary	7	149.57	9.710		13	143.62	6.145	
Graduate and above	3	152.67	5.686		15	140.73	10.34	
<b>Test value</b>		<b>F=1.8*</b>		<b>p=0.14</b>		<b>F=0.4<sup>NS</sup></b>	<b>p=0.6</b>	
<b>b.Mother</b>								
No formal education	1	144.00	0	4	0	0	0	3
Up to primary	15	146.13	11.59	35	1	146	0	36
Up to secondary	20	148.50	5.530		14	143	7.736	
Up to senior secondary	3	149.67	1.528		10	140.60	8.984	

Graduate and above	1	134	0		15	142.73	9.027	
<b>Test value</b>		<b>F=0.8*</b>		<b>p=0.4</b>		<b>F=0.2<sup>NS</sup></b>	<b>p=0.8</b>	
<b>Parental occupation</b>								
<b>a. Father</b>								
Agriculture	15	145.33	9.544	3	0	0	0	0
Government job	3	155.67	3.055	36	12	140.92	11.66	3
Private job	15	149.33	7.988		15	144.4	6.490	36
Business	3	140.67	4.509		11	142.5	5.007	
Laborer	4	145.00	1.826		2	134.50	0	
<b>Test value</b>		<b>F=1.8*</b>	<b>p=0.1</b>			<b>F=1.0*</b>	<b>p=0.3</b>	
<b>b.Mother</b>								
Home maker	38	147.24	8.572		27	143.93	7.971	3
Government job	2	147.00	1.414		7	140.57	10.34	36
Private job	0	0	0		5	136.20	5.541	
Business	0	0	0		1	144	0	
Laborer	0	0	0		0	0	0	
<b>Test value</b>		<b>F=0.0<sup>NS</sup></b>	<b>p=0.9</b>			<b>F=1.3*</b>	<b>p=0.2</b>	

NS= non-significant at  $p < 0.05$  level

\*= Significant at  $p < 0.05$  level

**Table-5(b) Relationship of parental involvement with selected socio demographic variables**

Socio-Demographic Variable	Rural (n=40)				Urban (n=40)			
	n	Mean	S.D.	df	n	Mean	S.D.	df
<b>Age (in years)</b>								
15	26	18.16	2.774	2	19	20.54	2.404	2
16	9	19.38	2.181	37	13	20	1.414	37
17	5	18.63	2.774		8	19	3.808	
<b>Test value</b>		<b>F=0.7*</b>	<b>P=0.4</b>			<b>F=1.0*</b>	<b>P=0.3</b>	
<b>Gender</b>								
Male	20	18.55	1.986	1	20	19.70	2.227	
Female	20	18.75	3.127	38	20	20.75	2.552	
<b>Test value</b>		<b>F=0.05<sup>NS</sup></b>	<b>P=0.8</b>			<b>F=1.9*</b>	<b>P=0.1</b>	
<b>Number of siblings</b>								
Single child	1	15	0	3	3	17	2.000	3
One	4	18.25	2.955	36	16	20.75	2.217	36
Two	14	19.33	2.498		15	19.29	1.858	
Three or more	21	18.83	2.835		6	21.00	2.408	
<b>Test value</b>		<b>F=0.8*</b>	<b>P=0.4</b>			<b>F=3.7*</b>	<b>P=0.</b>	
<b>Parental education</b>								
<b>a.Father</b>								
No formal education	2	19	1.414	4		0	0	2
Up to primary	5	21	1.00	35		0	0	37

Up to secondary	23	18.75	2.301		12	20.13	2.66	
Up to senior secondary	7	19.08	3.013		13	19.86	2.11	
Graduate and above	3	18.20	2.513		15	21.33	3.78	
<b>Test value</b>		<b>F=1.0*</b>	<b>P=0.3</b>			<b>F=0.9*</b>	<b>P=0.3</b>	
<b>b. Mother</b>								
No formal education	1	16	0	1		0	0	3
Up to primary	15	19.07	2.031	38	1	20		36
Up to secondary	20	17.50	2.502		14	21.13	2.369	
Up to senior secondary	3	19.20	3.606		10	19.45	2.877	
Graduate and above	1	18.65	0		15	21.00	2.484	
<b>Test value</b>		<b>F=1.2*</b>	<b>P=0.3</b>			<b>F=1.0*</b>	<b>P=0.3</b>	
<b>Parental occupation</b>								
<b>a.Father</b>								
Agriculture	15	19.00	2.242	4		0	0	
Government job	3	19.07	1.732	35	12	20.20	2.242	3
Private job	15	18.00	2.230		15	22.00	1.732	36
Business	3	17.00	4.0		11	20.60	1.844	
Laborer	4	17.25	2.217		2	17.00	1.414	
<b>Test value</b>		<b>F=0.9*</b>	<b>P=0.4</b>			<b>F=4.9*</b>	<b>P=0.0</b>	
<b>b.Mother</b>								
Home maker	38	19.22	2.386	1	27	20.34	2.562	3
Government job	2	18	2.828	38	7	18.43	2.25	36
Private job					5	16.60	2.704	
Laborer					6	15		
<b>Test value</b>		<b>F=2.8*</b>	<b>F=0.4</b>			<b>F=5.4*</b>	<b>P=0.0</b>	

NS= non-significant at  $p < 0.05$  level

\*= Significant at  $p < 0.05$  level

## Discussion

The present study reveals that in rural area all the participants 40 (100%) were having good emotional intelligence. In urban area maximum number of participant i.e. 38(95%) have good emotional intelligence, while 2(5%) participants have average emotional intelligence.

The result of study was supported by a descriptive study was done in Ibadan, Nigeria among 500 senior secondary students between the ages 14-18 years to investigate the relationship among emotional intelligence parental involvement, and academic achievement. The result showed that there was a positive and significant relationship of 0.318 between emotional intelligence and academic achievement. A positive and significant relationship of 0.326 also existed between parental involvement and academic achievement.<sup>7</sup>

In the present study in rural area majority of the adolescents 80% (32) parents were had average involvement and the minimum i.e. 20% (8) parents were had good involvement. In urban area majority i.e. 55% (22) parents were had average involvement and least i.e. 45%(18) had good parental involvement. The findings of study were consistent with a research study a sample of 360 students from selected secondary schools participated in the study and three instruments were used to collect data. The combined influence of parental involvement and interest in schooling accounted for 7.3% of the total variance in science achievement( $R^2=0.073, p < 0.05$ ), which was a significant percentage. There was a

significant relationship between parental involvement and science achievement ( $r=+0.167, p<0.05$ ).<sup>8</sup>

The difference between rural and urban mean score for emotional intelligence was tested by “t” test and found statistically significant (2.672) at  $p < 0.05$  levels of significance. The difference between rural and urban mean score for parental involvement was tested by “t” test and found statistically significant (2.672) at  $p < 0.05$  level of significance. The finding of the study were consistent with comparative study was conducted among 150 adolescents – 75 children of employed mothers and 75 children of home maker mothers – studying in 8th and 9th standard, age ranging 13-16 years. The results revealed that there was a significant difference between children of employed mothers and home maker mothers in relation to self-concept ( $t=-4.84$ ), emotional maturity ( $t=-5.00$ ), and achievement motivation ( $t=-2.80$ ). The study also showed that female children ( $t=7.48$ ) of employed mothers had high emotional maturity compared to male children ( $t=5.99$ ). Hence, the researcher felt that there is a relation between emotional intelligence and mother employment. The researcher also felt that there exists gender difference in emotional intelligence.<sup>9</sup> There were statistically significant relationship between the level of emotional intelligence of adolescents with age, gender, education of father and mother, occupation of father at  $p<0.05$  among rural adolescents. On the other hand urban adolescents were statistical significant relationship with gender, number of siblings, occupation of father & mother at  $p<0.05$  among adolescents.

The finding of study is in consistent with the research study of Nikhat Yasmin Shafeeq and Afeefa Thaqib (2015) have examined comparative study The result shows that there exists a highly positive correlation between emotional maturity and academic achievement of secondary school students, emotional maturity of government secondary school students is higher than the students belonging to private secondary schools. There exists no significant difference between male and female students on emotional maturity.<sup>9</sup> In present study among rural schools, there were statistical significant relationship was found between parental involvement of adolescents with age, number of siblings, education of father & mother, occupation of father at  $p<0.05$  level of significance. In urban schools, there were statistical significant relationship was found between parental involvement of adolescents with age, gender, number of siblings, education of father & mother, occupation of father & mother at  $p<0.05$  level of significance.

The findings of research is supported by the research study of a sample of 360 students from selected secondary schools participated in the study and three instruments were used to collect data. The combined influence of parental involvement and interest in schooling accounted for 7.3% of the total variance in science achievement ( $R^2=0.073, p<0.05$ ), which was a significant percentage. There was a significant relationship between parental involvement and science achievement ( $r=+0.167, p<0.05$ ).<sup>10</sup>

## References

1. Garry S. Emotional intelligence, coping and psychological distress. *Electronic Journal of Applied Psychology* 2007; 3(1):39-54 reviewed on 4/1/2019.
2. Chandari L. Adolescents' health and human rights concerns. *Health Action journal* 2007; 5(2):32-4 reviewed on 5/1/2019.
3. Mayer JD, Salovey P, Caruso DL, Sitarenios G. Emotional intelligence as a standard intelligence emotion 2001;1:232-42 reviewed on 6/1/2019.
4. The importance of emotional intelligence during transition into middle school. *Middle School Journal* 2002;33:55-8 reviewed on 5/1/2019.
5. Harrod NR. An exploration of adolescent emotional intelligence in relation to demographic characteristics. *Adolescents* 2011; 5(3):11-3 reviewed on 5/1/2019.

6. Gender difference in emotional intelligence among adolescents of Chandigarh. J Hum Ecol 2005; 17(2):153-4 reviewed on 6/1/2019.
7. Relationship among emotional intelligence, parental involvement and academic achievement of secondary school student in Ibadan, Nigeria. Available from: <http://www.usca.edu/essay/volt182006/tellal.pdf> reviewed on 7/1/2019.
8. Waheeda M. Parent-child relationship and emotional maturity of city college girls. Journal of Social Science. 2012;5(2):95-103: available from <http://www.issn.org/> reviewed on 7/2/2019.
9. Self concept, emotional maturity and achievement of adolescent children of employed and home maker mothers. Journal of Indian Academy of Applied Psychology 2007; 33(1):103-10 reviewed on 4/2/2019.
10. Singh.G , Dawar.S. have experimental study on emotional intelligence and parent child relationship as predictors of mental health of adolescent 2013: available Journal of Indian Academy of Applied Psychology 2014 Jan;39(1):83-91