

Study Of Emotional Intellect Among Youngsters In Relation To Parental Reinforcement Of Fazilka District

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ABSTRACT : *In every walk of life we face or observe diversities, not only in our country but in whole world. Psychology says, “No two are alike, this is true in social life also. New theories of intellect have been introduced and are gradually replacing the traditional theories. The whole student has become the center of a concern, not only his reasoning capacities, but also his creativity, emotions and interpersonal skills. The main purpose of education is the balanced development of many dimensions of human personality i.e. physical, intellectual, moral, emotional, aesthetic, social and spiritual. The whole purpose of education is to realize the inner dignity of man which ultimately leads to an integral development of personality. If such a concept could be successfully translated into reality, no force of terror will work, no world war will take place and peace will prevail on this earth. The differences in intellect depend upon individual differences among children which are based on two factors i.e. Heredity and Environment. In case of heredity, the inherited qualities play a major role. In case of environment, there are number of extraneous factors which influence the individuals to great extent.*

KEYWORDS: *emotional intellect, youngsters, parental reinforcement*

I. INTRODUCTION

Adolescence is the most imperative period of mortal life. It is the time when urge of human development reaches its peak in all developmental dimensions such as physical, mental, social etc. This phase is an innovative period of growing up, during which the child is developed into male and female. This period of life is full of opportunity to enter into new experiences, to explore new relationship, to feel resources of inner strength and ability.

Hurlock (1955) describe it as “Terrible Teen” because of countless problems it presents.

Bezbarua and Janeja (2000) “Adolescence is characterized by a combination of physical changes like puberty, behavioural changes and shifts in social grouping.”

Dr. Jitendra Mohan (2000) viewed “Adolescence is a period of transition turbulence, trance and tension unmatched for its energy and impact on the rest of life.”

Adolescence period is exemplified by deep anxieties, conflicts, protests, disruptions, upheavals and ambitions of output, cognitive restructuring and emotional outbursts. It is highly dynamic period of physical, psychological and social changes in individual. Every child has its own capabilities, interests, capacities, attitudes etc. but now the question is that how can these qualities be driven out of them. These are various factors which influence the life of every child, such as emotional intellect, home environment, school environment, parental reinforcement etc.

EMOTIONS

The term affect, mood and emotions are used interchangeably through much of the literature, without distinguishing them. Emotions convey information, happiness usually indicates a desire to join with others; fear indicates a desire to escape and so forth. Each emotion conveys its own pattern of possible messages and actions associated with those messages. A message of anger, for example may mean that the individual feels treated unfairly. Although the impact of emotions upon the teaching learning interaction is the chief concern, the spread of emotional responses into all the phases of an individual's life is now acknowledged. Unless a person

possesses a necessary degree of emotional stability, the inevitable shocks of life may cause frustration and unhappiness. **KLEIN (1960)** states that mental health consist of three elements:

- Soundness - which is a sign of healthy personality who adopts, uses social skills, exhibits initiative and is at least modestly optimistic.
- Well-being - which is characterized as effectiveness in meeting stress.
- Emotional stability - which is the maintenance of emotional health during prolonged periods of stress. Emotions have been referred dynamics of behaviour which in term refers to energy of forces that initiate activity. Emotion in the organism is the dynamic internal adjustment that operates for satisfaction and welfare of individual.

Crow and Crow (1973) "emotion is an effective experience that accompanies generalize linear adjustment and mental and physiological stirred up stairs in the individual and that shows itself in his overt behaviour".

Charles G.Morris (1979) defined "Emotion is complex effective experience that involves diffused physiological changes and can be expressed overtly in characteristics behaviour patterns. Our Emotions play quite a significant role in guiding and directing our behaviour many times they seem to dominate us in such a way that we have one solution other than behaving as they want us to on the other hand, if a person has no emotion in him, and then he becomes crippled in normal way.

INTELLECT

Intellect is a descriptive concept. It represents theoretical dimensions which may vary from very low to very high value. It is the inferred and it has certain descriptive and predictive properties.

In general, Intellect conveys three messages

- Ability to Adjust
- Ability to learn
- Ability to carry on abstract thinking
- According to

Thorndike (1914) "Intellect is ability to make good responses and is demonstrated by the capacity to deal effectively with novel situations of an abstract, mechanical or social nature"

According to

Binet (1916) "Intellect is the tendency to take and maintain a definite direction; capacity to make adaptations for the purpose of attaining a desired end; and the power of auto criticism" In the words of

Weschler (1944), "Intellect is the aggregate or global capacity of individual to act purposefully, to think rationally and to deal effectively with his environment"

Vernon (1969), summarizes the concept of intellect as basically involving.

- Genetic capacity that intellect is part of genetic equipment.
- Observed behavior that intellect result from heredity factors
- A test score that intellect is the construct measure by an intellect test.

According to **Mc Million (1990)**"Intellect means the ability to reason and profit by experience. An Individual's level of intellect is determined by a complex interaction between his heredity and environment"

Psychologists have discovered that there are two types of intellect:

Crystallized intellect: It is the result of learning, experiences and acquired due to environmental factors. It develops with respect to experience of life it is a lifelong process.

Fluid Intellect: It is that which occurs naturally. It develops during childhood and develops till adolescence period. It is the genetic potentiality of the individual e.g. nervous system, functioning of glands etc.

EMOTIONAL INTELLECT

Robert Thorndike was writing about social intellect in **1937**, **David Wechsler** defined intellect as aggregate or global capacity of individual to act purposefully, to think rationally and to deal effectively with his environment. **Wechsler** referred to non-intellective as well as intellective elements by which he meant affective, personal and social factors. Furthermore, in **1943 Wechsler** was proposing that non-intellective ability to succeed in life.

Howard Gardner began to write about multiple intellect in **1983**. He proposed that intra personal and inter personal intellects and the type of intellect (typically measured by I.Q. and related tests) are equally important. **Salovey and Mayer** actually coined the term emotional intellect in **1990**. They described Emotional Intellect as “A form of social intellect that involves the ability to monitor own and other feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and action”.

In doing research for his first book, **Daniel Goleman** became aware of **Salovey and Mayer** work in the early **1990**. Being trained as a psychologist at Harvard, where he worked with **David Maclelland, Goleman** wrote the popular bestseller “Emotional intellect” (**1995**) in which he offered the first proof that emotional and social factors are important. So we can say emotional intellect has its roots in the concept of social intellect, first defined by **E.L. Thorndike in 1920**. Psychologists have been uncovering other intellect for some time now and grouping them mainly into these clusters; **abstract intellect** (the ability to understand and manipulate with objects) and **social intellect** (the ability to understand and relate to people).

Thorndike defined social intellect as “The ability to understand and manage men and women, boys and girls- to act wisely in human relations” Emotional Intellect is a type of social intellect that involves the ability to monitor one’s own and other emotion to discriminate among and to use the information to guide one’s thinking and actions. The concept Emotional Intellect taken together means how intelligently we can control our emotions. Emotional Intellect refers to the capacity for recognizing own feelings and those of others, for motivating ourselves for managing emotions while in our self and in our relationships. **Daniel Goleman (1993)**, a Harvard educated psychologist in his published title “Emotional Intellect” states that I.Q. contributes only 20% that determines life success. The huge impact on life success is of E.Q (emotional quotient). Only high intellect is not enough for a person to be successful in the society. **Daniel Goleman (1996)** States that “An individual’s success at work is 80 % dependent on emotional intellect and only 20% dependent on IQ.

Salovey and Mayer (1994) defined Emotional Intellect as ability to:

- Perceive and express emotions.
- Use emotions to facilitate thoughts.
- Understand and reason with emotions.
- Regulate emotions in the self and others.

Researches conceptualize Emotional Intellect as a mental ability that pertains to an individual’s capacity to express and reason with and about emotion laden information.

According to **Salovey and Mayer (1999)**, “Emotional Intellect” subsumes Gardner’s inter and intra personal intellect and involves abilities that may be categorized into five domains given below:

- **Self-awareness:** Observing you and recognizing feelings as it happens.
- **Managing Emotions:** Handling feelings so that they are appropriate; realizing which is behind a feeling; finding ways to handle fear and anxieties, anger and sadness.
- **Motivating one’s self:** Channeling emotions in the service of a goal; emotional self-concept; delaying gratification and stifling impulses.
- **Empathy:** Sensitivity to others feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
- **Handling Emotions:** Managing emotions in others; social competence and social skills.

Daniel Goleman (1998), for the first time developed a frame work of emotional competencies which

determine the extent of Emotional Intellect acquired by an individual. This earlier frame work consisted of five domains and dimensions such as self-awareness, self-regulation, motivation, empathy and social skills. This was further refined by **Richard Boyatzis, Goleman and Rhee** in the year **2000**. Two more domains are added such as self-esteem and confidence, inter personal skills.

Now emotional Intellect includes seven basic emotional and social competencies:

- Self- awareness and appraisal.
- Self- regulation and responsibility.
- Self- motivation.
- Empathy and acceptance of others.
- Social skills.
- Self-esteem and confidence.
- Interpersonal relations.

PARENTAL REINFORCEMENT

Symonds (1939) writes in his studies youngsters who become good citizens, eminent scholars, good social workers, affectionate husband/wife or parents come from families, where parental love flows freely. Parent-child relationship is fundamentally a question from the previous times. Parents differ in their attitudes towards these children. There are six typical attitudes

- Attitude of over protection
- Rejection
- Submission
- Permissiveness
- Acceptance
- Dominance

Anderson (1940) has observed that children of parents who are affectionate also develop the traits of cooperation, emotional stability, obedience and cheerfulness but children from strict parental behaviour have bad traits as non-cooperation quarrelsome spirit.

Witmer and Kotinsky (1952) bring about the importance of home in the child's personality as follows:

"It is in and through family that the main components of child's personality develop. The struggle between feelings of trust and mistrust is first working out in relation to parents, and it is by family members that autonomy and initiative characteristics of our society are encouraged or denied. The family members play an important role in relation to later personality components also."

Dinkmeyer (1965) as "it is the in which the child first experiences the meaning of love. It is here that he comes to experience the give and take of family life. A child who cannot get along with his siblings may eventually have some difficulty in getting along with others. The family has a most significant role to play in the development of personality. The customs and beliefs of our society are first observed and then internalize the value of parents, social political and religious beliefs and customs are transmitted via the family".

ssi (1965) "When father and mother approve or appreciate any activity related to education or revoke any hurdle felt by the student in the process or guide him the right and wrong – this entire spectrum activity comes within the preview of parental reinforcement."

According to **Turner (1970)** "A father who is closely supervised, and who has little autonomy, decision – making power, or authority accumulates frustration leading to depression in the work place and conversely, a father who can exercise authority and who has autonomy and freedom on the job will be less frustrated thus more likely to emphasize independence and mastery to his son."

Sharma (1988) referred Parental Reinforcement to the treatment originated from parents towards the child with a view to enhance the possibilities of future occurrences of good behaviour by care, concern, approval and guidance.

Oxford Advanced Learners Dictionary (1989) – "Parent is referred to one's father or mother. Reinforcement means to give support, confidence or hope.

According to **Thomson (1989)** is of the view mother has more opportunity than the father to influence her offspring's psychological growth and behaviour. Tradition also favours the mother's influence, since child rearing in our culture is generally recognized as primarily mother's privilege and responsibility.

According to **Shaffer and Klamers (1973)** "Parents serve as role models, affectors and self-concept motivations of interest and achievement and they also provide the subject the development environment and job information.

FACTORS AFFECTING PARENTAL REINFORCEMENT:

A variety of factors enter into the constitution of child's family life. Some factors related to parental reinforcement are given below:

- **Physical Factors:** The physical factors in the domestic milieu, through by means the most important 'yet cannot and should not be overlooked. It has been observed by social scientists that a spacious and well-furnished home definitely provides a better environment as compared to small and dirty home.
- **Economic Factors:** The economic factor has much to do, for instance, with the type of house a child may find himself in after birth. In home, where there is everything that a child craves for, there is a

danger that the child may develop into an unsocial and selfish individual. Neither extreme wealth nor extreme poverty would seem to provide ideal situations for growing children.

- **Social Factors:** The social factors may exert much more influence on the child rather than economic and physical factors at times. There is a great variety of social influence and these may vary from being wholly good to being positively bad. Outstanding among these are the influences exerted by other members at home. Parents serve as the first socializing agents within the family atmosphere. It is the family that a child learns what he is and what he is and what his parents and siblings expect of him.
- **Parent Child Relationship:** One of the most important factors that determine the quality of child's family life is his relationship with his parents. The feeling and attitude which usually result from his relationship hardly develop in later years if they have been absent during child's early life. Father and mother alone can supply the intangible sentiments that make a home a real home. Studies of children reared in different situations bring out the utter needs of parental contact. The emotional life of such children is usually found to be warped from normalcy in a number of ways. Even then physical wellbeing has been shown to be affected by the presence or absence of parental contacts. The contact of both the parents is essential. The half orphan may suffer just as certainly as the child who is devoid of both parents. Responses of the child are conditioned somewhat differently to the father and to the mother. Both the parents must play a definite role within the family circle.
- **Educational Level of Parents:** Parents, who are better educated, tend to be more permissive in child training than are those whose education is limited. Parents with higher education expect higher things from their children looking to the present day problems. This may have profound influence on educational growth of the children.
- **Sex of the Parents:** Expectations of mothers for their children are different from expectations of the father. Mothers are on the whole are more accepting in their attitude than are fathers. They adjust better with children and create better parent child relations. No wonder, children usually prefer their mother to their father. Parental preferences of one parent change according to the sex of the child. Both father and mother have different patterns of preferences for their son and daughter of the same age. It has also been indicated that the sets of preferences of the father for his sons and that of the mothers for their daughters are stricter.
- **Age of the Parents:** the expectations and aspiration of the young parents regarding their children's growth, development and education are different from the same in the case of parents of advanced age. Old age parents, tend to be over protective for their children and also to inhibit the child's impulses. On the other hand, it has been found that conduct problems are more common in the children of younger parents because such parents tend to be permissive and allow their children free expression of their impulses.

NEED AND IMPORTANCE OF THE STUDY

Today is the era of modernization, with the rapid development in all walks of life problems have also multiplied in that proportion. The rapid urbanization and industrialization has made man's life busy and fast. The modernization causes stress, depression, anxiety and emotional disturbance. The present era have witnessed the importance of emotional intellect more especially in the harmonious development of the child.

Emotional intellect is influenced by interest aptitude, self-concept, and academic achievement. Environmental factors like school environment, home environment family climate and parental reinforcement also influence emotional intellect of individual. Good parent child relationship can make a child more confident, which is factor of parental reinforcement. So, the aim of study is to find Emotional Intellect of youngsters in relation with parental reinforcement.

STATEMENT OF THE PROBLEM

OBJECTIVES OF THE STUDY

- To study the emotional intellect of youngsters of schools of Fazilka district.
- To find out the difference in mean scores of emotional intellect among youngsters of schools of urban areas and rural areas of Fazilka district.
- To find out the difference in mean scores of emotional intellect among male and female youngsters of schools of Fazilka district.
- To study parental reinforcement among youngsters of schools of Fazilka district.
- To find out the difference in mean scores of parental reinforcement among youngsters of schools of urban and rural areas of Fazilka district.
- To find out the difference in mean scores of parental reinforcement among male and female youngsters of schools of Fazilka district.

- To find out the relationship between emotional intellect and parental reinforcement among youngsters of schools of Fazilka district.

HYPOTHESES OF THE STUDY

- [1] There exists significant difference in mean scores of emotional intellect among youngsters of schools of urban and rural areas of Fazilka district
- [2] 2(a) there exists significant difference in mean scores of emotional intellect among male and female youngsters of schools of urban and rural areas of Fazilka district.
2(b) to find out the difference in mean scores of emotional intellect among male youngsters of schools of urban areas and rural areas of Fazilka district.
- [3] To find out the difference in mean scores of emotional intellect among female youngsters of schools of urban areas and rural areas of Fazilka district.
- [4] 4(a) there exists significant difference in mean scores of parental reinforcement among youngsters of schools of urban and rural areas of Fazilka district.
4(b) there exists significant difference in mean scores of parental reinforcement among male and female youngsters of schools of urban and rural areas of Fazilka district.
- [5] To find out the difference in mean scores of parental reinforcement among male and female youngsters of urban areas of schools of Fazilka district.
5.1(a) to find out the difference in mean scores of parental reinforcement among male and female youngsters of rural areas of schools of Fazilka district.
5.1(b) there exists significant relationship between emotional intellect and parental reinforcement among youngsters of schools of Fazilka district.
5.2(a) to find out the relationship between emotional intellect and parental reinforcement among youngsters of schools of Fazilka district with respect to locale.
5.2(b) to find out the relationship between emotional intellect and parental reinforcement among youngsters of schools of Fazilka district with respect to their sex.

DELIMITATIONS OF THE STUDY

The following were the delimitations of study.

- The study was drawn from youngsters of schools of Fazilka district.
- The sample was delimited to 60 students.
- It was further delimited to 30 urban and 30 rural youngsters of schools of Fazilka district.
- The sample was delimited to 30 male and 30 female youngsters of schools of urban and rural areas of Fazilka district.

REVIEW OF RELATED STUDIES

REVIEW OF RELATED STUDIES ON EMOTIONAL INTELLECT

Miglani, Dheeraj (2001) concluded in his study that there is no significant difference between emotional intellect of male and female youngsters. There is a significant relationship between emotional intellect and academic achievement of youngsters.

Gandhi, Naresh (2001) concluded in his study that there is no significant difference between emotional intellect of male and female youngsters. There is significant relationship between emotional intellect and self-esteem of youngsters.

Ahuja, Pooja (2002) in “Effect of self-learning modules on achievement in environment education in relation to altruism and emotional intellect” and reported no significant interaction between strategies of teaching and emotional intellect.

Drago, Judy. M of Walden University(2004) in his Ph.D. research with topic ‘Relationship between emotional intellect and academic achievement in nontraditional college students’ concluded that emotional intelligent is significantly related to student GPA scores, student cognitive ability scores and student age.

Bhullar, K. (2005) concluded in her study “Emotional Intellect as related to spiritual intellect of B.Ed student” that there is positive correlation between emotional intellect and spiritual intellect of B.Ed students.

Neetu (2006) concluded in her study ‘Socio Economic status as related to academic achievement of B.Ed students’ that there is positive correlation between socio economic status and academic achievement of B.Ed students.

Gary R.Low and Darwin B. Nelsox of Texas.A and M university, Kiysville(2006) conducted a study on 'Emotional Intellect : the role of transformative learning in academic excellence' and concluded that emotional intellect skills by key factors in personal academic and career excellence.

Gupta, Manisha (2008) conducted a study on 'Emotional Intellect in relation to Intellect and Birth order of girl child' and concluded that first girl child is more Emotionally Intelligent than second girl child after first boy and girl.

REVIEW OF RELATED STUDIES ON PARENTAL REINFORCEMENT

Kaur, D(2001) conducted "A study of emotional maturity of youngsters in relation to parental reinforcement" and found that there is negative significant relationship between various factors of emotional maturity i.e. emotional instability, emotional regression, social maladjustment, personality disintegration and parental reinforcement found to be significant and negative in youngsters.

Karmaker, S (2001) conducted the study on "Emotional Aspiration of youngsters as related to self-actualization and parental reinforcement" and found that there is significant relationship between emotional aspiration and parental reinforcement of youngsters.

Rehm,R.S. (2002) studied parental reinforcement protection and advocacy for Mexican American children with chronic condition. In his study he found that families face great challenges in caring for a child with a chronic condition. Yet a little is known about the interfamilial relationships, especially among Mexican American an interpreting studying using symbolic interaction, with 25 adults information representing 29 mostly Mexican American families is reported. Findings include description of the process, "keeping my child close to me" by which the parents particularly mother provided protection, advocacy for their chronically ill children.

Sulbh (2003) her study on topic "Scientific Attitude in adolescence in relation to parental reinforcement" and found that there is no significant difference in scientific attitude among 10th class boys and girls and there is no significant difference parental reinforcement among 10th class boys and girls. There is no significant difference in parental reinforcement and scientific attitude among adolescences

Kalra, M. (2003) conducted study on "Parental Reinforcement as contributed to self-disclosure" and found that there is significant relationship exist between self-disclosure and reinforcement.

Arora, M.K. (2004) studied on the topic "level of aspiration as related to parental reinforcement" and found that there is positive significant relationship between level of aspiration and parental reinforcement among adolescence.

Kaur, P. (2004) carried out study on topic attitude of student toward school in relation to parental reinforcement and found that there is no significant difference in attitude of 10th class boys and girls towards school. There is no significant difference in parental reinforcement of 10th class boys and girls there is positive significant relation between attitude of 10th class student towards school and there parental reinforcement.

Pargagga, M. (2005) studied "Self-confidence as related to parental reinforcement and found that analytical picture of results suggested that scores distribution of variables self-confidence and parental reinforcement are closely proximate to normal distribution significant difference has been found in the self-confidence of boys and girls. Boys are found to be more confident than girls. However no significant difference exists between parental reinforcements with respect to sex. No significant relationship exists between self-confidence and parental reinforcement of youngsters in general.

Sidhu,R. (2006) studied "Impact of Parental reinforcement on mental health of youngsters" and concluded that there exist significant relationship between parental reinforcement and mental health of youngsters with respect to locale.

II. METHOD AND PROCEDURE

DESIGN OF THE EXPERIMENT

The present study was a descriptive survey, which was conducted on youngsters of Fazilka district. The study was conducted in different phases.

Phase 1

The investigator classified the (N=60) sample into two by randomly selecting number of youngsters

from (30) urban areas and (30) rural areas of Fazilka district. These youngsters were further categorized into (30) male and (30) female youngsters.

Phase 2

In the second phase of the study the investigator measured emotional intellect among youngsters in regard to their parental reinforcement. Significant between means were worked out to know the sex difference and difference between urban and rural youngsters. t-ratio and co-efficient of correlation was calculated.

SAMPLING OF THE STUDY

The random sampling technique was employed in the present study due to heterogeneous characteristics of the population according to the purpose of the study. In present study keeping the limited source of time and money, only 60 youngsters from schools of Fazilka district were randomly selected. Out of selected students, 30 were taken from schools of urban areas and 30 were taken from schools of rural areas. Out of 30 youngsters from schools of rural areas, 15 boys and 15 girls were selected. Similarly, 15 boys and 15 girls were selected from urban areas.

TOOLS USED

The selection of suitable tool or instrument is of vital importance for the selection of data in any research study. The following tools were used in the study:

- Emotional Intellect Scale by Anukool Hyde Sanjot Pethe and Upinder Dhar
- Parental Reinforcement scale by R. R.Sharma.

STATISTICAL TECHNIQUES USED:

- Descriptive statistical namely Mean, and S.D was done to see the normality of distribution and for seeking the parental reinforcement and emotional intellect scores.
- t-ratio was calculated to find out the significant difference.
- Coefficient of correlation 'r' was calculated to find out the relationship between independent and dependent variables.

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of data require an adequate knowledge of techniques applied, interpretation is thus by no means a mechanical process. It calls for a critical examination of the analysis of data score conclusions. Hence analysis and interpretation being a significant core of research must be given due weightage. Total 60 students were selected from different schools and the sample was taken randomly. The emotional intellect and parental reinforcement scores were taken.

Table 1
Mean scores of Emotional Intellect among youngsters of schools of urban and rural areas of Fazilka district.

N	Group	M	SD	SEd	t-ratio
30	Urban	147.85	5.91	0.77	6.29 **
30	Rural	143.00	4.88		

(** Significant at 0.01 level)

Table 1 shows mean scores of Emotional Intellect among youngsters of schools of urban and rural areas of Fazilka district. The mean scores of youngsters of schools of urban and rural areas are 147.85 and 143.00 respectively. SD for youngsters of schools of urban and rural areas is 5.91 and 4.88 respectively. The value of t-ratio is 6.29 which is significant at both the levels of confidence i.e. 0.05 and 0.01. Thus there exists significant difference in the mean scores of Emotional intellect among youngsters of schools of Fazilka district with respect to habitation. It is further observed that mean scores of Emotional Intellect of schools of urban areas of Fazilka district are more favourable than those of rural areas.

Hence hypothesis 1 stating, "There exists significant difference in mean scores of emotional intellect among youngsters of schools of urban and rural areas of Fazilka district" stands accepted.

Table 2(a)

Mean scores of Emotional Intellect among male and female youngsters of schools of urban areas of Fazilka district.

N	Group	M	SD	SEd	t-ratio
15	Urban Male	147.20	6.54	1.19	1.09
15	Urban Female	148.50	5.37		

Table 2(a) shows mean scores of Emotional Intellect among male and female youngsters of schools of urban areas of Fazilka district. The mean scores of male and female youngsters of schools of urban areas is 147.20 and 148.50 respectively. SD for male and female urban areas are 6.54 and 5.37 respectively. The value of t-ratio is 1.09 which is not significant at either levels of confidence i.e. 0.05 and 0.01. Thus there is no significant difference in the mean scores of Emotional Intellect among male and female youngsters of schools of urban areas of Fazilka district.

Hence hypothesis 2(a) stating, “There exists significant difference in mean scores of emotional intellect among male and female youngsters of schools of urban areas of Fazilka district” stands rejected.

Table 2(b)

Mean scores of Emotional Intellect among male and female youngsters of schools of rural areas of Fazilka district.

N	Group	M	SD	SEd	t-ratio
15	Rural Male	143.90	4.78	0.94	1.91
15	Rural Female	142.10	4.78		

Table 2(b) shows mean scores of Emotional Intellect among male and female youngsters of schools of rural areas of Fazilka district. The mean scores of male and female youngsters of rural areas are 143.90 and 142.10 respectively. SD for male and female youngsters of rural areas is 4.78 and 4.78 respectively. The value of t-ratio is 1.91 which is not significant at either levels of confidence i.e. 0.05 and 0.01. Thus there is no significant difference in the mean scores of Emotional Intellect among male and female youngsters of schools of rural areas of Fazilka district.

Hence hypothesis 2(b) stating, “There exists significant difference in mean scores of emotional intellect among male and female youngsters of schools of rural areas of Fazilka district” stands rejected.

Table 3

Mean scores of Parental Reinforcement among youngsters of schools of urban and rural areas of Fazilka district.

N	Group	M	SD	SEd	t-ratio
30	Urban	63.25	5.46	0.90	3.27 **
30	Rural	60.30	7.83		

(** Significant at 0.01 level)

Table 3 shows mean scores of parental reinforcement among youngsters of urban and rural areas of Fazilka district. The mean scores of parental reinforcement among youngsters of schools of urban and rural areas are 63.25 and 60.30 respectively. SD for urban and rural areas is 5.46 and 7.83 respectively. The value of t-ratio is 3.27 which is significant at both the levels of confidence i.e. 0.05 and 0.01. Thus there exists significant difference in the mean scores of parental reinforcement among youngsters of schools of Fazilka district with respect to habitation. It is further observed that mean scores of parental reinforcement of schools of urban areas of Fazilka district are more favourable than those of rural areas.

Hence hypothesis 3 stating, “There exists significant difference in mean scores of parental reinforcement among youngsters of schools of urban and rural areas of Fazilka district” stands accepted.

Table 4(a)

Mean scores of parental reinforcement among male and female youngsters of schools of urban areas of Fazilka district.

N	Group	M	SD	SEd	t-ratio
15	Urban Male	60.50	5.57	1.04	5.28**
15	Urban Female	66.00	4.88		

(** Significant at 0.01 level)

Table 4 (a) shows mean scores of parental reinforcement among male and female youngsters of schools of urban areas of Fazilka district. The mean scores of male and female youngsters of schools of urban areas are 60.50 and 66.00 respectively. SD for male and female of urban areas is 5.57 and 4.88 respectively. The value of t-ratio is 1.04 which is not significant at either levels of confidence i.e. 0.05 and 0.01. Thus there exists significant difference in the mean scores of parental reinforcement among youngsters of schools of urban areas of Fazilka district with respect to their sex. It is further observed that mean scores of parental reinforcement of urban female youngsters are in favour than those of urban male youngsters.

Hence hypothesis 4(a) stating, “There exists significant difference in mean scores of parental reinforcement among male and female youngsters of schools of urban areas of Fazilka district” stands accepted.

Table 4(b) Mean scores of parental reinforcement among male and female youngsters of schools of rural areas of Fazilka district.

N	Group	M	SD	SEd	t-ratio
15	Rural Male	54.10	4.72	1.00	12.4**
15	Rural Female	66.50	5.34		

(** Significant at 0.01 level)

Table 4(b) shows mean scores of parental reinforcement among male and female youngsters of schools of rural areas of Fazilka district. The mean scores of male and female youngsters of rural areas are 54.10 and 66.50 respectively. SD for male and female of rural areas is 4.72 and 5.34. The value of t-ratio is 12.4 which are highly significant at both levels of confidence i.e. 0.05 and 0.01. Thus there exists significant difference in the mean scores of parental reinforcement among youngsters of schools of rural areas of Fazilka district with respect to their sex. It is further observed that mean scores of parental reinforcement of rural female youngsters are in favour than those of rural male youngsters. Hence hypothesis 4(b) stating, “There exists significant difference in mean scores of parental reinforcement among male and female youngsters of schools of rural areas of Fazilka district stands accepted.

Table 5

Coefficient of correlation between Emotional Intellect and Parental Reinforcement among youngsters of schools of Fazilka district.

N	r
60	0.104

Table 5 represents coefficient of correlation of Emotional Intellect and Parental Reinforcement among youngsters of schools of Fazilka district. The coefficient of correlation is 0.104 which is not significant at either levels of confidence i.e. 0.05 and 0.01. This indicates that there exists no significant relationship between Emotional Intellect and Parental Reinforcement among youngsters of schools of Fazilka district. Hence, hypothesis 5 stating, “There exists significant relationship between emotional intellect and parental reinforcement among youngsters of schools of Fazilka district” stands rejected.

Table 5.1 (a)

Coefficient of correlation between Emotional Intellect and Parental Reinforcement among youngsters of schools of urban areas of Fazilka district.

N	r
30	0.034

Table 5.1 (a) represents coefficient of correlation of Emotional Intellect and Parental Reinforcement among youngsters of schools of urban areas of Fazilka district. The coefficient of correlation is 0.034 which is not significant at either levels of confidence i.e. 0.05 and 0.01. This indicates that there exists no significant relationship between Emotional Intellect and Parental Reinforcement among youngsters of schools of urban areas of Fazilka district. Hence, hypothesis 5.1(a) stating, “There exists significant relationship between emotional intellect and parental reinforcement among youngsters of schools of Fazilka district with respect to locale” stands rejected.

Table 5.1 (b)
Coefficient of correlation between Emotional Intellect and Parental Reinforcement among youngsters of schools of rural areas of Fazilka district.

N	r
30	0.007

Table 5.1(b) represents coefficient of correlation of Emotional Intellect and Parental Reinforcement among youngsters of schools of rural areas of Fazilka district. The coefficient of correlation is 0.007 which is not significant at either levels of confidence i.e. 0.05 and 0.01. This indicates that there exists no significant relationship between Emotional Intellect and Parental Reinforcement among youngsters of schools of rural areas of Fazilka district.

Hence, hypothesis 5.1 (b) stating, “There exists significant relationship between emotional intellect and parental reinforcement among youngsters of schools of Fazilka district with respect to locale” stands rejected.

Table 5.2(a)
Coefficient of correlation between Emotional Intellect and Parental Reinforcement among male youngsters of schools of Fazilka district.

N	r
30	0.293**

(** Significant at 0.01 level)

Table 5.2(a) represents coefficient of correlation of Emotional Intellect and Parental Reinforcement among male youngsters of schools of Fazilka district. The coefficient of correlation is 0.293 which is significant at both levels of confidence i.e. 0.05 and 0.01. This indicates that there exists significant relationship between Emotional Intellect and Parental Reinforcement among male youngsters of schools of Fazilka district.

Hence, hypothesis 5.2(a) stating, “There exists significant relationship between emotional intellect and parental reinforcement among male youngsters of schools of Fazilka district with respect to sex” stands accepted.

Table 5.2(b)
Coefficient of correlation between Emotional Intellect and Parental Reinforcement among female youngsters of schools of Fazilka district.

N	r
30	0.100

Table 5.2(b) represents coefficient of correlation of Emotional Intellect and Parental Reinforcement among female youngsters of schools of Fazilka district. The coefficient of correlation is 0.100 which is not significant at either levels of confidence i.e. 0.05 and 0.01. This indicates that there exists no significant relationship between Emotional Intellect and Parental Reinforcement among female youngsters of schools of Fazilka district.

Hence, hypothesis 5.2(b) stating, “There exists significant relationship between emotional intellect and parental reinforcement among youngsters of schools of Fazilka district with respect to sex” stands rejected. 6.

FINDINGS

The study has revealed significant difference in Emotional Intellect and Parental Reinforcement among Youngsters with respect to sex and locale therefore there is dire need for teachers and educators to take into account the factors causing low Emotional Intellect of students. Difference in mean scores of Parental Reinforcement was found with respect to sex and locale. Thus the findings of investigation provide help to teachers, educators, college lecturers, and school teachers, parents to help their wards to channelize their energy in useful and productive areas. The parents can be guided to provide congenial environment at home and understand their children at intellectual as well as emotional level. The present study will help the teacher in evaluating the Emotional Intellect of the students in the light of Parental Reinforcement. Thus it can play pivot role in nourishment of harmonious personality of individual.

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