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A STUDY OF EMOTIONAL INTELLIGENCE AND THE ROLE OF PARENTING AMONG ADOLESCENTS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS

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Abstract:

This study examined the significant difference between urban and rural boys and girls of secondary school students in relation to their emotional intelligence, perceived parenting style and Socio economical status in West Singhbhum district, Jharkhand. This study is based on the Descriptive survey method. It employs a number of tools and techniques to see the relationship with emotional intelligence, perceived parenting styles and socio-economic status after identifying the social competence of adolescents. The sample of the study comprises 100 adolescents taken from Government Schools of District, West Singhbhum were selected from the state Jharkhand. The standardized tools viz Emotional Intelligence Inventory by Dr. Mangal, S.K. and Mrs. Mangal Shubra, self made Perceived Parenting Styles Inventory and Socio Economic Status Scale by Dr. Meenakshi were used for data collection. The statistical techniques like mean, S.D. and t test were used for studying the significant difference between male/females and urban/rural of all variables considered ..

Keywords: Emotional Intelligence, perceived parenting style, Socio Economical Status, Adolescents, urban and rural, Male and Female Adolescents.



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1.0 Introduction

Human development is the scientific study of the processes of orderly, cumulative, directional, age-related changes that humans experience as they progress through their life cycle. It is a lifelong process but at the same point it varies from individual to individual. Adolescence generally refers to a period in which a person is no longer a child and nor yet an adult. This is a period of rapid growth and a time of extensive re-organization and most important of human life. This period begins with puberty and ends with accession of growth. It emerges from childhood and merges into adulthood. We can say it is a transmission from childhood period to maturity in various areas i.e. physical, social, intellectual and emotional. The process of growth is marked with conflicts, which are both external and internal. Many research studies indicated negative psychological changes in the adolescence period which may be due to their maladjustment in their social surroundings. In today's ultra-competitive world it is evident that an individual will be successful only with high intelligence and good social interactional skills. Education is a powerful instrument for social change. But in order to become well adjusted in society as per the changing conditions, an appropriate level of social intelligence is also required by the individual. Similarly, optimum development of student's personality has remained the most important aim of education at all the levels.

Emotional intelligence, like general intelligence, is the product of one's heredity and its interaction with his environmental forces. Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. It is often said that a high IQ may assure us a top position, but it may not take us a top person. Mangal (2008) emotional intelligence is a unitary ability helpful in knowing, feeling and judging emotions in close cooperation with one's thinking process to behave in a proper way, for the ultimate realization of happiness and welfare of the self in tune with others.

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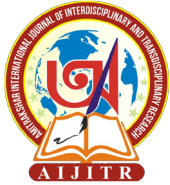
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Parenting can be considered by two aspects. In one these are parents who decide how their behavior would be and how they will deal in every situation related to child. But on the other hand in other aspect these are the children who perceive their parental attitude and behavior in every situation. This is more important to consider children's view point about their parents because a wrong perception inbuilt a deep wound in his personality. Also in the tender ages it is more important to look after children's needs and expectations. In the present study parenting style as perceived by children is taken known as perceived parenting style. Borstein (2005) explained that parenting style includes genetic endowment and direct effects of experience that manifest themselves through parent's beliefs and behavior as well as indirect influences take place through parent's relationships with each other and their connections to community networks.

The term socio-economic status in a layman's way of thinking would simply refer to the hierarchical stratification as the society into three main categories viz. high, middle and low. Social stratification involves the pattern of inequality which is characteristics of all societies, all human societies from the simplest to the most complex have some form of social inequality in term of power the degree to which individuals or groups can impose their will on other. Prestige amount of houses esteem associated with social positions and distribution of wealth. Stratification refers to layers which are constructed by sociologists on the basis of variable criteria. Socio-economic status is an economic and sociological measure of a person's work experiences and of an individual's or family's economic and social position relative to others, based on income, education and occupation. Good (1973) Socio Economic Status is the indicative of both the social and economic position of an individual or a group.

1.1 Rationale of the Study

Indian society, like many other societies in the world, is going through a rapid social change today. The family that once held the society together like the mortar that holds the bricks together of a building is very fast disintegrating and is in transition causing breakdown in social structure and values. Adolescents exhibit high rate of anti-social behavior like stubbornness, demandingness, arguing, teasing, loudness, threatening, cruelty, fighting, disobedience and sassiness. There must be some hidden causes of these problematic acts. The impairment of everyday functioning of youngsters with unsocial zed aggressive conduct disorder are not a good sign of their future. Such adolescent's exhibit relatively stable pattern of aggressive behavior over time, their problems do not tend to dissipate, but to continue into adulthood. Many researches had contributed in this field to find out causes behind the anti-social behavior of adolescents. The lack of social competence is being the biggest factor in this arena. Social competence is the basic necessity for becoming successful in life. Today teachers and parents are facing many problems due to intolerant behavior of children. Causes may be any but the deep rooted emotional imbalance, relationship with parents and to a great extent the status of the family in the society had a major impact on child's behavior. There is a common saying – The wheel, that squeaks gets the grease. Significant efforts must be made to find the solution of these problematic behaviors. Accurate and realistic assessments of their performance and abilities are now essential because they are quickly forming groups and developing shared norms and values.

We know as the child grows from infancy, the emotional repertoire expands in scope and quality so that by the time a person reaches adulthood, a complete symphony of emotional sensations and expressions is fully in place. But the transitional period between childhood and adulthood becomes full of emotional outbursts. So this tender period of adolescence must be handled carefully. There is a famous saying —Man is born free but is in chains everywhere. It is the association of our feelings with people, things, society, nation and the world which gives us a sense of security, warmth and oneness. To maintain healthy intra & interpersonal relationships social intelligence is directly needed in adolescent period. As we know future of man is not solely determined by his genetic endowment, but also by the environmental forces operative around him. Right from birth, he is embedded in an ever-enlarging series of concentric spheres of which the family forms the closest and the most direct source of influence. Child rearing practices determine the course of children's cognitive, emotional and social development. Reports of higher parental support are associated with fewer psychological and physical symptoms in adolescence. Adolescents who rate their parents high on parental support feel cared for, loved, and valued: feelings that can be internalized. Review of related literature reveals that most of the previous studies have been conducted on different problem areas of adolescents, but a few studies have been conducted to find out the cause of their problematic behavior. So it has been comparatively neglected area in educational research. As far as parenting literature is concerned, much attention has been given to attachment theory and parenting style. Concepts such as parental warmth, support, nurturance, care, affection, and closeness are referred to frequently, and are used relatively interchangeably in the literature on parent-child relationships. Parental involvement domain relatively is unexplored. Studies have been conducted to determine self-esteem and emotional intelligence of adolescents separately, whereas negligible attempt has been made to find the social competence among adolescents. Whatever previous studies are there, they lack consistency and clear cut trends. So there is enough scope for further exploration. Hence keeping all these viewpoints in mind, present study naming —social competence of adolescents in relation to emotional intelligence, perceived parenting styles and socio-economic status has been undertaken by investigator. After discussing the above paragraph, the researcher has to point out the research topic given in statement of problem.



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1.2 Statement of the Problem

The researcher was selected the following topic entitled as “ A STUDY OF EMOTIONAL INTELLIGENCE AND THE ROLE OF PARENTING AMONG ADOLESCENTS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS.”

1.3 Objectives of the Study:-

Objective of the study was as follows: -

1. To study the significant difference between emotional intelligence of male and female adolescents.
2. To study the significant difference between emotional intelligence of urban and rural adolescents.
3. To study the significant difference between perceived parenting style of male and female adolescents.
4. To study the significant difference between perceived parenting style of urban and rural adolescents.
5. To study the significant difference between socio-economic status of male and female adolescents.
6. To study the significant difference between socio-economic status of urban and rural adolescents.

1.4 Hypothesis of the Study:-

Hypothesis of the study was as follows: -

1. There is no significant difference between emotional intelligence of male and female adolescents.
2. There is no significant difference between emotional intelligence of urban and rural adolescents.
3. There is no significant difference between perceived parenting style of male and female adolescents.
4. There is no significant difference between perceived parenting style of urban and rural adolescents.
5. There is no significant difference between socio-economic status of male and female adolescents.
6. There is no significant difference between socio-economic status of urban and rural adolescents.

1.5 Operational Definitions

1. Emotional Intelligence:- Emotional Intelligence (EI) is the ability to manage both your own emotions and understand the emotions of people around you. There are five key elements to EI: self-awareness, self-regulation, motivation, empathy, and social skills.

2. Role of Parenting:- A parenting is a pattern of behaviors, attitudes, and approaches that a parent uses when interacting with and raising their child. The study of parenting styles is based on the idea that parents differ in their patterns of parenting and that these patterns can have an impact on their children's development and well-being. Parenting styles are distinct from specific parenting practices, since they represent broader patterns of practices and attitudes that create an emotional climate for the child. Parenting styles also encompass the ways in which parents respond to and make demands on their children.

3. Socio Economic Status:- Socioeconomic Status (SES) is a measure of a person's combined social and economic standing in society. It is typically determined by evaluating three key factors: income, education level and occupation

4. Adolescents :- A young person who is no longer a child and not yet an adult, between the ages of about 13 and 17

1.6 Delimitation of the Study:-

Delimitation of the study was as follows: -

1. As there is a wide scope of research, it is impossible for a researcher to cover whole of it in a single study. Moreover due to limitation of time and resources, study has been delimited in terms of sample, area, variables and tools employed.
2. The present study is delimited to Government Secondary Schools only.
3. The study is also delimited to 100 adolescents studying in West Singhbhum district Jharkhand.

1.7 Method of the Study

This study is based on the Descriptive survey method. It employs a number of tools and techniques to see the relationship of social competence with emotional intelligence, perceived parenting styles and socio-economic status after identifying the social competence of adolescents.

1.8 Population of the Study

Here the researcher was taken all the secondary school students (both government and private schools) from West Singhbhum district in Jharkhand as the population of the study.

1.9 Sample of the Study

The sample of the study comprises 100 adolescents taken from class IX from Government Schools of West Singhbhum District Jharkhand. Out of 100 adolescents, 50 male and 50 females selected as a final sample. Locality wise and Gender wise sample of the study were collected.

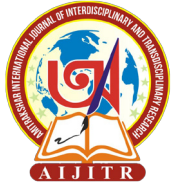
1.10 Sampling Procedure of the Study

In this study the researcher was selected the sample by using stratified random sampling method, ensuring the students had an equal opportunity to be included. This technique based on probability, ensures an unbiased selection, making the study more representative and reliable.

1.11 Tools of the Study :-

Following tools were used for data collection in the present study

1. Emotional Intelligence Inventory by Dr. Mangal, S.K. and Mrs. Mangal Shubra (2012).
3. Perceived Parenting Styles Inventory prepared by Investigator herself.
4. Socio Economic Status Scale by Dr. Meenakshi (2004)



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1.12 Statistical Technique of the Study

Here the researcher has used descriptive as well as inferential statistics. In descriptive Mean and Standard deviation was used and in inferential both t-test and r-test was used.

1.13 Analysis Interpretation and Findings of the Study

1 Gender Differences in Emotional Intelligence among Adolescents

The mean and standard deviation of total emotional intelligence of male and female adolescents along with t-value are given in table 4.1

Table 4.1 Comparison of Emotional Intelligence of Male and Female Adolescents

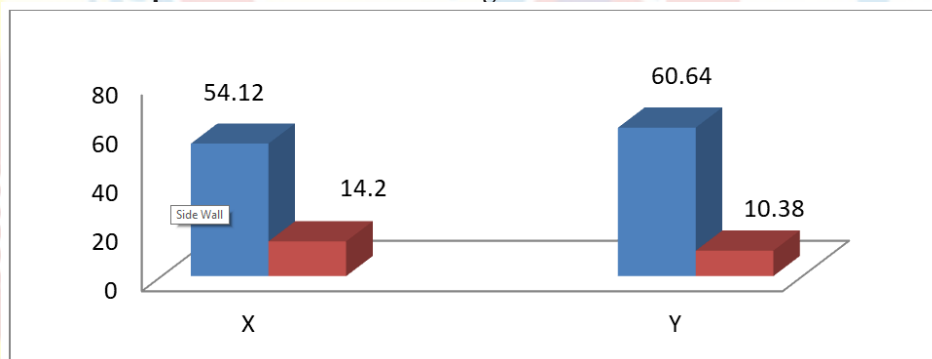
Emotional Intelligence	N	Mean	SD	SEd	df	t-Value			Results
						LOS	C.V.	T.V.	
Male	50	54.12	14.20	1.11	98	0.05	5.86	1.98	Rejected and significant
Female	50	60.64	10.38			0.01	5.86	2.63	

$p < 0.05$, $p < 0.01$

Note:- Table Value 1.96 (0.05), 2.58 (0.01)

Table 4.1 shows the mean differences of emotional intelligence of male and female adolescents. It shows that mean scores and SD of male adolescents are 54.12 and 14.20 and that of female adolescents are 60.64 and 10.38 respectively. The calculated t-value is 5.86, which in comparison with the table value is significant at both levels. It indicates that there is significant difference in the emotional intelligence scores of male and female adolescents. As from the table 4.1, It is clear that mean scores of female adolescents (60.64) are significantly higher as compared to mean scores of male adolescents (54.12). Therefore it may be concluded that female adolescents have significantly higher level of emotional intelligence as compared to their counterpart. Therefore, the Hypothesis 1 —There is no significant difference in emotional intelligence of male and female adolescents stands rejected.

Graphical Presentation of Comparison of Emotional Intelligence of Male and Female Adolescents



X= Mean and SD of Emotional Intelligence of Male Adolescents were 54.12 and 14.20 respectively.

Y= Mean and SD of Emotional Intelligence of Female Adolescents were 60.64 and 10.38 respectively.

2 Locale Differences in Emotional Intelligence among Adolescents

The mean and standard deviation of total emotional intelligence of urban and rural adolescents along with t-value are given in table 4.2

Table 4.2 Comparison of Emotional Intelligence of Urban and Rural Adolescents

Emotional Intelligence	N	Mean	SD	SEd	df	t-Value			Results
						LOS	C.V.	T.V.	
Urban	50	55.96	14.94	1.14	98	0.05	2.49	1.98	partially accepted and No significant
Rural	50	58.80	10.18			0.01	2.49	2.63	

$p < 0.05$, $p > 0.01$

Note:- Table Value 1.96 (0.05), 2.58 (0.01)

Table 4.2 shows the mean differences of emotional intelligence of urban and rural adolescents. It shows that means scores and SD of urban and is 55.96 and 14.94 and that of rural are 58.80 and 10.18 respectively. The calculated t-value is 2.49 which in comparison with the table value was found is significant at 0.05 level and not significant at 0.01 level. It indicates that there is significant difference in the emotional intelligence scores of urban and rural adolescents at 0.05 level of significance. As from the table 4.19, it is clear that mean scores of rural adolescents (58.8) are higher as compared to mean scores of



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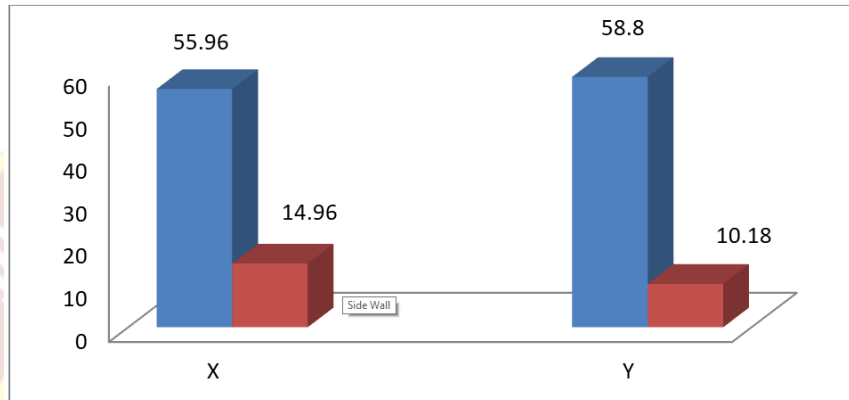
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urban adolescents (55.96). Therefore, it may be concluded that rural adolescents have significantly higher level of emotional intelligence as compared to urban adolescents. Therefore, the Hypothesis 2—There is no significant difference in emotional intelligence of urban and rural adolescent's stands is partially accepted.

Graphical Presentation of Comparison of Emotional Intelligence of Urban and Rural Adolescents



X= Mean and SD of Emotional Intelligence of Urban Adolescents were 55.96 and 14.96 respectively.

Y= Mean and SD of Emotional Intelligence of Rural Adolescents were 58.80 and 10.18 respectively.

3 Gender Differences in Perceived Parenting Style among Adolescents

The mean and standard deviation of total perceived parenting style of male and female adolescents along with t-value are given in table 4.3

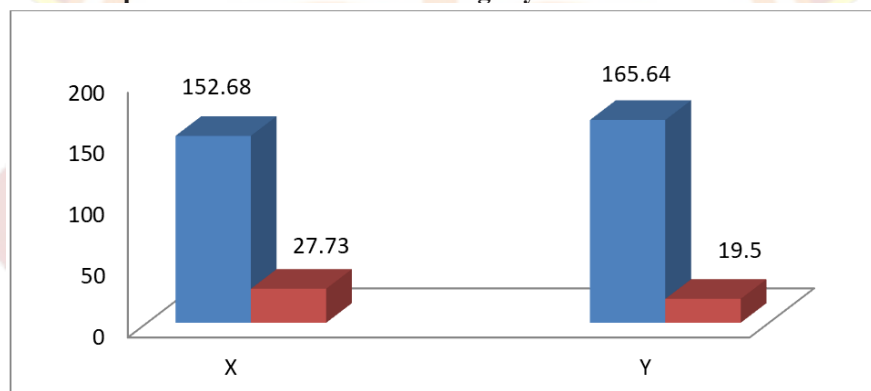
Table 4.3 Comparison of Perceived Parenting Style of Male and Female Adolescents

Parenting Style	N	Mean	SD	SEd	df	t-Value			Results
						LOS	C.V.	T.V.	
Male	50	152.68	27.73	2.16	98	0.05	6.00	1.98	Rejected and significant
Female	50	165.64	19.50			0.01	6.00	2.63	

* $p < 0.05$, ** $p < 0.01$ Note:- Table Value 1.96(0.05), 2.58(0.01)

Table 4.3 shows the mean differences of perceived parenting style of male and female adolescents. It shows that mean scores and SD of male adolescents are 152.68 and 27.73 and that of female adolescents are 165.64 and 19.50 respectively. The calculated t-value is 6.00 which in comparison with the table value was found significant at both levels of significance. It indicates that there is significant difference in the perceived parenting style scores of male and female adolescents. As from the table 4.3, It is clear that mean scores of female adolescents (165.64) are significantly higher as compared to mean scores of male adolescents (152.68). Therefore it may be concluded that female adolescents have significantly higher level of perceived parenting style as compared to their counterpart. Therefore, the Hypothesis 3—There is no significant difference in perceived parenting style of male and female adolescents stands rejected.

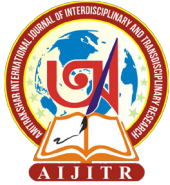
Graphical Presentation of Comparison of Perceived Parenting Style of Male and Female Adolescents



X= Mean and SD of Perceived Parenting Style of Male Adolescents were 152.68 and 27.73 respectively.

Y= Mean and SD of Perceived Parenting Style of Female Adolescents were 165.64 and 19.50 respectively.

4 Locale Differences in Perceived Parenting Style among Adolescents



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The mean and standard deviation of total perceived parenting style of urban and rural adolescents along with t-value are given in table 4.4

Table 4.4 Comparison of Perceived Parenting Style of Urban and Rural Adolescents

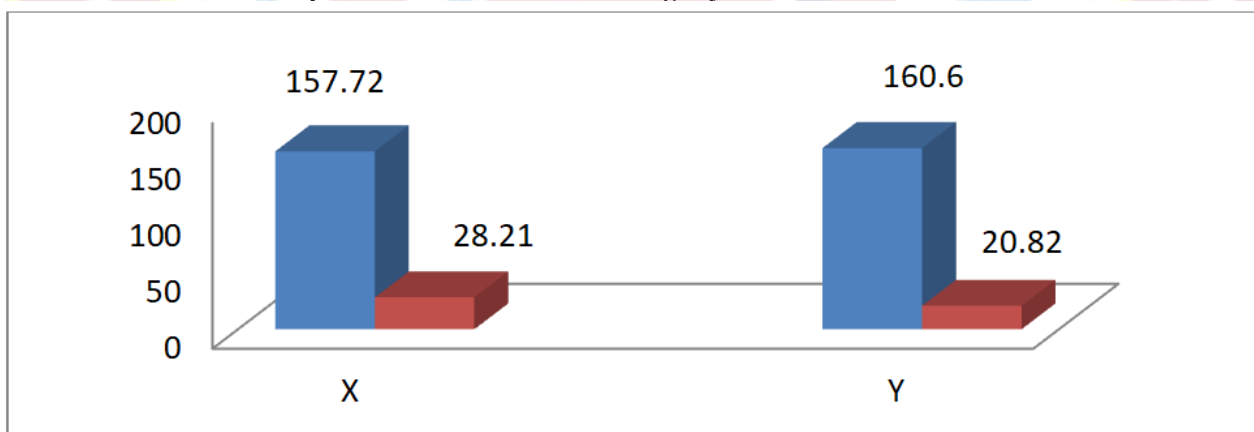
Parenting Style	N	Mean	SD	SEd	df	t-Value			Results
						LOS	C.V.	T.V.	
Urban	50	157.72	28.21	2.22	98	0.05	1.3	1.98	Accepted and significant
Rural	50	160.60	20.82			0.01	1.3	2.63	

$p < 0.05$, $p < 0.01$

Note:- Table Value 1.96 (0.05), 2.58 (0.01)

Table 4.4 shows the mean differences of perceived parenting style of urban and rural adolescents. It shows that mean scores and SD of urban adolescents are 157.72 and 28.21 and that of rural adolescents are 160.60 and 20.82 respectively. The calculated t-value is 1.3 which in comparison with the table value was found in significant at 0.05 and 0.01 level. It indicates that there is significant difference in the perceived parenting style scores of urban and rural adolescents. As from the table 4.4, it is clear that mean scores of rural adolescents (160.60) are slightly higher as compared to mean scores of urban adolescents (157.72). Therefore, it may be concluded that rural adolescents have slightly higher level of perceived parenting style as compared to urban adolescents. Therefore, the Hypothesis 4 —There is no significant difference in perceived parenting style of urban and rural adolescents stands accepted.

Graphical Presentation of Comparison of Perceived Parenting Style of Urban and Rural Adolescents



X= Mean and SD of Perceived Parenting Style of Urban Adolescents were 157.72 and 28.21 respectively.

Y= Mean and SD of Perceived Parenting Style of Rural Adolescents were 160.60 and 20.82 respectively.

5 Gender Differences in Socio-economic Status among Adolescents

The mean and standard deviation of total socio-economic status of male and female adolescents along with t-value are given in table 4.5

Table 4.5 Comparison of Socio-economic Status of Male and Female Adolescents

Socio-economic Status	N	Mean	SD	SEd	df	t-Value			Results
						LOS	C.V.	T.V.	
Male	50	61.80	19.96	2.2	98	0.05	1.47	1.98	Accepted and No significant
Female	50	58.52	14.95			0.01	1.47	2.63	

$p < 0.05$, $p < 0.01$

Note:- Table Value 1.96 (0.05), 2.58 (0.01)

Table 4.5 shows the mean differences of socio-economic status of male and female adolescents. It shows that mean scores and SD of male adolescents are 61.80 and 19.96 and that of female adolescents are 58.52 and 14.95 respectively. The calculated t-value is 1.47 which in comparison with the table value was found insignificant at 0.05 and 0.01 level. It indicates that there is no significant difference in the socio-economic status scores of male and female adolescents. As from the table 4.5, it is clear that mean scores of female adolescents (58.52) are slightly lower as compared to mean score of male adolescents (61.8). Therefore it may be concluded that female adolescents have slightly lower level of socioeconomic status as compared to their counterpart. Therefore, the Hypothesis 10 —There is no significant difference in socio-economic status of male and female adolescents stands accepted.

Graphical Presentation of Comparison of Socio-economic Status of Male and Female Adolescents

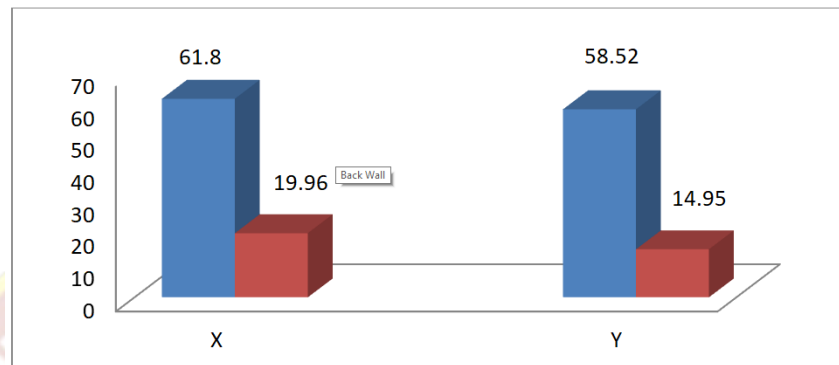


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X= Mean and SD of Socio-economic Status of Male Adolescents were 61.80 and 19.96 respectively.

Y= Mean and SD of Socio-economic Status of Female Adolescents were 58.52 and 14.95 respectively.

6 Locale Differences in Socio-economic Status among Adolescents

The mean and standard deviation of total socio-economic status of urban and rural adolescents along with t-value are given in table 4.6

Table 4.6 Comparison of Socio-economic Status of Urban and Rural Adolescents

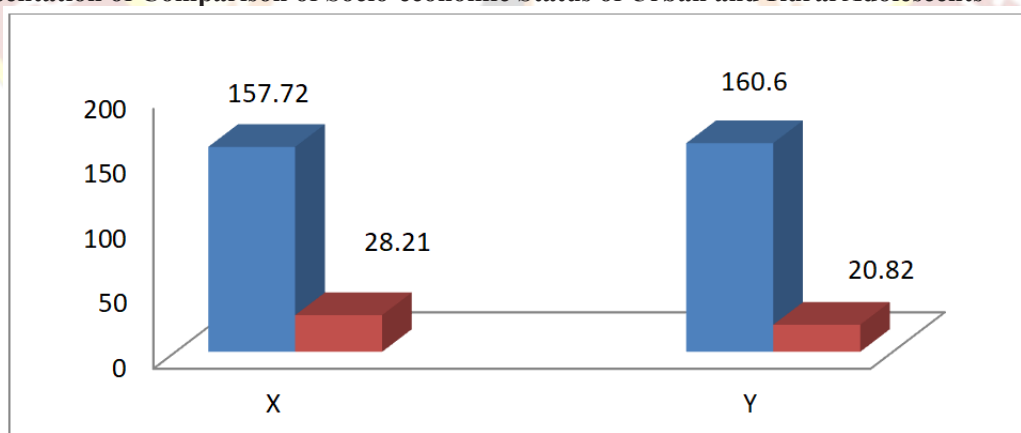
Socio-economic Status	N	Mean	SD	SEd	df	t-Value			Results
						LOS	C.V.	T.V.	
Urban	50	157.72	28.21	2.22	98	0.05	1.3	1.98	Accepted and significant
Rural	50	160.6	20.82			0.01	1.3	2.63	

p<0.05, p<0.01

Note:- Table Value 1.96 (0.05), 2.58 (0.01)

Table 4.23 shows the mean differences of socio-economic status of urban and rural adolescents. It shows that mean scores and SD of urban adolescents are 157.72 and 28.21 and that of rural adolescents are 160.6 and 20.82 respectively. The calculated t-value is 1.3 which in comparison with the table value was found significant at 0.05 and 0.01 level. It indicates that there is significant difference in the socio-economic status scores of urban and rural adolescents. As from the table 4.23, It is clear that mean scores of rural adolescents (160.6) are slightly higher as compared to mean scores of urban adolescents (157.72). Therefore, it may be concluded that rural adolescents have slightly higher level of socio-economic status as compared to urban adolescents. Therefore, the Hypothesis 11 —There is no significant difference in socio-economic status of urban and rural adolescents stands rejected.

Graphical Presentation of Comparison of Socio-economic Status of Urban and Rural Adolescents



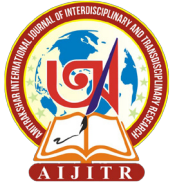
X= Mean and SD of Socio-economic Status of Urban Adolescents were 157.72 and 28.21 respectively.

Y= Mean and SD of Socio-economic Status of Rural Adolescents were 160.60 and 20.82 respectively.

1.14 Educational Implications

1. Gender difference in social competence were found. Female adolescents have more social competence than male adolescents. So, more efforts should be done in schools and home to make male adolescents more socially competent. Responsibilities can be given to male adolescents to enhance their social competence.

2. Social competence of rural adolescents was found more than urban adolescents. Efforts should be done on the part of school,



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teachers and parents to inculcate more social competence skills in urban adolescents, so that they can be prepared for future.

3. Adolescents should be taught to manage and rightly express their emotions as emotional intelligence and social competence are directly linked to each other. For becoming the successful future human being it is necessary to be socially competent.
4. Social competence is better correlated with the authoritarian perceived parenting style. So, the adolescents who found their parents authoritarian more demanding and apparently responsive are more socially competent. Children are more socially competent whose parents give them challenges, opportunities and have high expectations but at the same time stand for them. So, parents should be guided to make trust in their children and give them right response and support
5. Adolescents have negative effect of more demanding and less independent environment at home on their social life. So, parents should deal with their adolescents with great care.
6. Spending time with adolescents is the biggest asset for them. So, teachers and parents should give adolescents proper time especially when they found themselves confused.
7. As adolescence age is very crucial and delicate, so all adolescents should be made more socially competent so that they can share their feelings and any help can be provided.
8. Socio economic status should not any impact on social competence but it was found in the study that adolescents belonging to average socio economic group are more socially competent. Although those coming from high and above average socio economic status group have low social competence. This may due to the fact that in high class families parents do not have time to listen to their teenager. So, it is advisable to give proper time to adolescents of any group.

1.15 Suggestions for Further Research

1. Study may be conducted to find the relationship of cognition, life skills, mental health and well being with social competence.
2. Study may be conducted on some other independent variables such as self esteem, academic achievement, career orientation, self confidence etc to see their effect on social competence.
3. Study may be conducted on private schools also. It can be comparative between the government and private schools.
4. In order to find the reliability and validity of the study, study may be conducted on some large and different sample.
5. An evaluative study may be conducted to find out the reasons behind low level of social competence of present adolescents.
6. Study may be conducted to seek the influence of social media and internet on social competence of adolescents.
7. Role of siblings, teachers, mentors, religion and society on social competence can be study
8. The present study is confined to the adolescents of one district of Jharkhand only. The study may be conducted in other districts and states also.
9. Instead of taking social competence as dependent variable some other variable may be taken as dependent variable.

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