RELATIONSHIP OF MORAL VALUES AND EMOTIONAL INTELLIGENCE OF CHILDREN WITH PARENTING STYLE AND SPIRITUALITY OF MOTHERS

THESIS

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DECLARATION

I declare that the form and content of the above mentioned thesis is and have not been submitted in a part or full, for any other degree/ diploma of this or other University/ Institution.

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ABSTRACT

The purpose of the study was to find out relation between moral values, emotional intelligence of children with authoritative parenting style and spirituality of mothers. For this study total 314 sample participated (157 mothers and 157 their children). Age range of children was 12 to 17 yrs. For measure variables four tests was used two for mothers and two for children. For parenting styles Parenting Practices Questioner by Robonson et.al ,and Spiritual Personality by Hussen used. For children Emotional Intelligence Scale by Shrma and Moral Values Scale by Gupta and singh used. Pearson 's Product Movement correlation , regression analysis was done for finding correlation between authoritative parenting style , spiritual personality and emotional intelligence and moral values of children. For gender difference between boys and girls on emotional intelligence and moral values *t* test was employed. Results revealed that positive correlation found between authoritative parenting style and emotional intelligence of children $r = .244$, $p < .01$, spiritual personality positively correlated with emotional intelligence of children $r =$

.184, $p < .05$. No significant correlation found between authoritative parenting style and spiritual personality of parents with children moral values. Regression analysis shown that authoritative parenting and spirituality of mothers are predictor for emotional intelligence of the children. There were no gender difference found on emotional intelligence and moral values of children. Some exploratory findings also discussed in the paper.

Key Words: Authoritative Parenting Style, Spiritual Personality, Emotional Intelligence, Moral Values.

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CHAPTER - I

INTRODUCTION

Family plays a vital role in child's life. Role of father and mother affects on Child's emotion (Biradar, 2006), behavior, cognition, moral values, spirituality (Hardy, 2011), adjustment (Khaleque & Rohner, 2007) etc. Children learn many things from parents. They emitted them and it will show impact on child's present life style as well as future life (Flouri & Erini, 2004). Parents have different interaction with children it is known as parenting style. There are various parenting styles such as authoritative, authoritarian, permissive (Baumrind, 1971) and neglectful (Maccoby, 1983). Parent's personality traits also have relationship with parenting style such as a very strict parent may have high demandingness towards their children or very lenient traits of parents may low on responsiveness.

According to Bandura (1986) individuals learn many things from modeling and observations, similarly parents behavior observed and learnt by children. If parents have moral rectitude or good relations with others children may have same pattern of behavior. In the present study effect of spiritual personality of parents is also studied assuming its effect on emotional intelligence and moral values.

Now a day's parents may not give adequate time for child consequently, they are trying to fulfill lacunas with other things hence materialistic approach is increasing in children. Due to increasing nuclear family system grandparents are not available to instill moral values, providing emotional and social support which is essential in managing in stressful situations effectively. Overall children may have poor emotional intelligence and low moral values. Golmen (1995) predicted that 80% success of life depend on emotional

intelligence. Low emotional intelligence may leads to poor adjustment, poor empathetic understanding, poor interpersonal relationship, low self awareness etc. Considering these negative effects on person, family and society, in the present study investigator tried to find out relationship of moral values, emotional intelligence of children with parenting style and spiritual personality of their mothers.

1.1 Statement of The Problem

To study the relationship of moral values and emotional intelligence of children with parenting style and spirituality of mothers.

1.2 Definitions And Concepts Used In The Present Study

A. Moral Values

As per Webster's Dictionary and Thesaurus for student, (2006), "Moral is implies conformity to established codes or accepted notions of right and wrong".

Piaget (1965), "The understanding of and adherence to rules through one's own volition". Sinha & Varma, (1992), "It is sum of an individual`s way of behaving that is judge through person`s ethical rightness or wrongness."

B. Emotional Intelligence

Salovey & Mayer, (1993, p.17), "A form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guides one`s thinking and actions".

Goleman, (1998), "Abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think to empathize and to hope".

C. Parenting Style

Sirohi & Chauhan , (1991), "Parenting is the style of child upbringing refers to a

privilege of responsibility of mother and father, together or independently to prepare the child for society and culture, which provides ample opportunity to a child to find roots, continuity and a sense of belonging".

D. Spiritual Personality

Husain, Luqman,& jahan (2012, p.2), **"**An Individual who knows how anchors his life styles around noble attitude towards others and follows the path of moral rectitude". Walsh, (1998), "An internal set of values- a sense of meaning, inner wholeness, and connection with others"

1.3 Concept Of Moral Values

The word 'Moral' is derived from the Latin word 'Mos' that means customs, practice or rule, away of accomplishing things. Good and bad conduct of behavior depends on moral values. Morality means internalized set of ideas, values, virtues sanctioned by society. Good or right conduct of children or person. Values can be categorized in three different groups such as

a) Personal Values (for e.g. Cleanliness, Dignity of labor, Patience, Punctuality, Honesty). b) Neighborly values (for e.g. Sense of duty, Patience, Courtesy, Sportsmanship, Gratitude, Tolerance and Loyalty). c) Community values (for e.g. Love, Responsibility, Goodwill, and Forgiveness)

There are different theories that explain about how moral values develop. Morality involves obeying society's rules for daily living, such as not stealing, not assaulting, be honest etc. It involves ones conscience or personal rules for interacting with others, such as being kind, cooperative and helpful.

1.3.1 Moral Development: Theories and Factors

There are various theories of moral development like Psychoanalytical, Piagets,

Kohlbergs' etc. These theories have following components

a) Affective/Emotional component – In this factors more emphasis given to emotion and feeling. E.g. moral feelings, guilt, shame and empathy etc.

b) Cognitive component- In this factors thinking and beliefs included. E.g. moral reasoning, conceptualization of right, wrong, and decision making etc.

c) Behavioral component – In this factor more focus given to action behavior part. E.g. moral action, lying, cheating, and stealing etc.

Some important theories are discussed in the following section

1.3.1.1 Psychoanalytical Theory (1930)

Psychoanalytical theory of super ego tries to analyze the role of emotions specifically anxiety, shame and guilt. This theory ignores cognitive and behavioral aspect of morality. According to theory morality develops in early childhood (3 to 6 yrs) the period when child experience Oedipal and Electra complex. When they feel such complex children give up with the complex because of fear, anxiety, and thought of loosing parent's love and they maintain the affection of parents. This is the evidence of formation of conscience development in children. Their super ego or conscience tells them to identifying same sex parents. These moral standards are internalized. When the child has developed a sense of guilt, moral sanctions emanate from within. It is the essential moral growth, one that cannot be replaced by other identifications with teachers, peers or siblings. According to theory moral development is largely complete by the age five or six.

1.3.1.2 Piaget's Theory (1965)

He conducted experiment with the age range of 4 to 13 yrs of children. On the basis of this he concludes that, Children moral reasoning shifts from the thought of external control to internal control. External control (heteronymous morality) is moral absolutes that

cannot be changed because it is set by authority. They follow rules because authority told them to do that so they behave morally. Internal control (Autonomous morality) menace such beliefs that rules can be changed by those who have to follow them. Here one's own law focused.

As children grown up they understand that things are not totally right or totally wrong. Intentionality of an act is also important when deciding whether the act is right or wrong. He stated that idea of younger children about wrongness of behavior based on amount of damage of the act.

1.3.1.3 Kohlberg's Theory (1976)

Theory postulated that moral reasoning developed by series of stages, which are associated with changes in individual's intellectual development. Changing from stage to stage is gradual. These intellectual changes are output of various social experiences. Some can move faster than others through the sequence of stages. The stages start at the age 6 yrs and continue to adulthood. The order of stages is fixed but stages are not occurring at the same time for all. Many people never attain the highest level of moral judgment. There are six stages divided in to three levels. Each level represents a shift in the social – moral perspective of person.

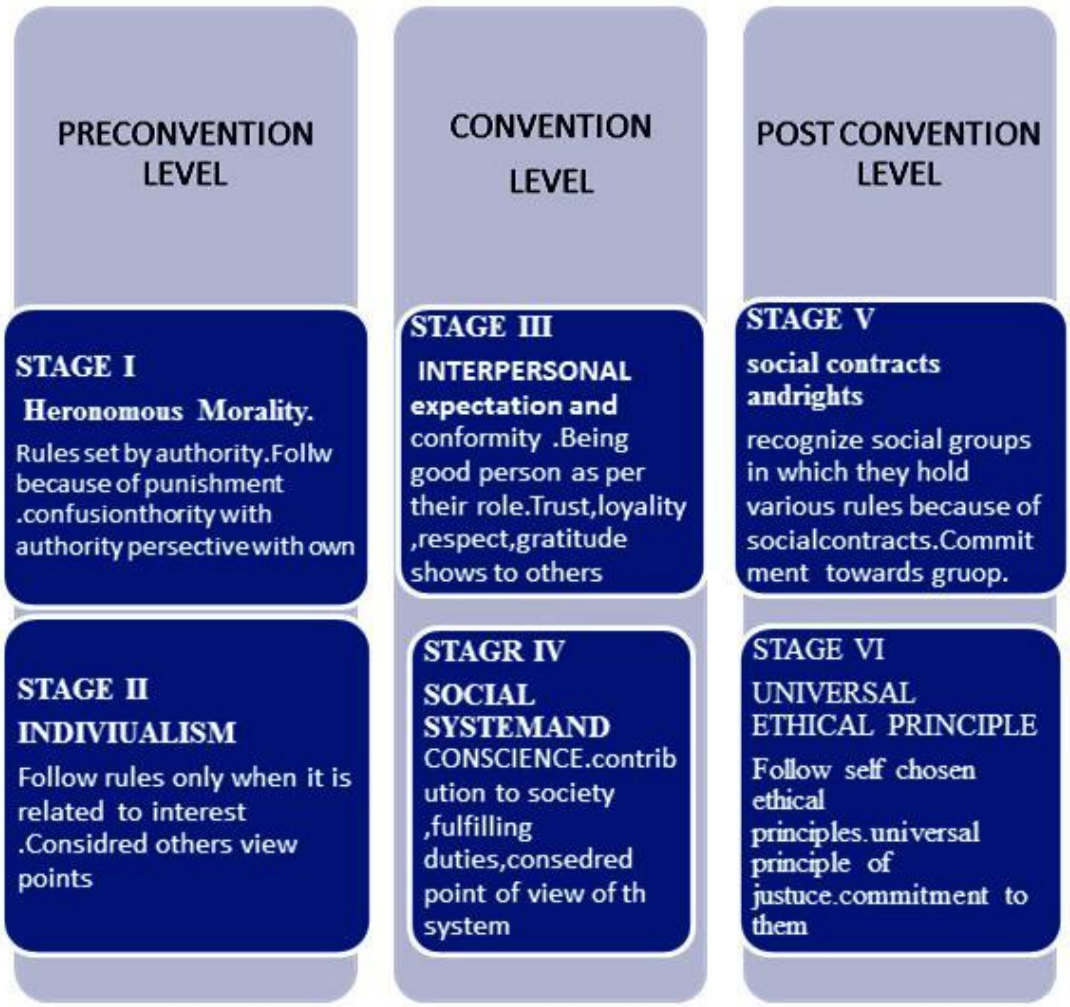

Figure 1.1 Kohlberg's theory of moral values

1.3.1.4 Gilligan's Theory (1982)

The theory is known by morality care theory**.** According to her there are gender differences in morality. She criticized Kohlberg's theory. She argues that woman see morality in terms of relationship and caring of others, whereas men see morality in terms of justice. She explained three stages of moral development progressing from selfish to social or conventional to post conventional morality. Her theory have care moral perspective, it views people in terms of their connectedness with others. Others welfare is intrinsically connected to one's own. Three stages of women moral development are given below in brief.

First stage **:-** the woman is often selfish and the primary goal of women in this stage is survival.

Second stage **:-** women experience transition from selfishness to responsibility towards other and self – scarifies.

In the final stage **–** women adhere to the principle of non-violence and believe that one should not hurt others or oneself.

1.3.1.5 Social Learning Theory (Bandura, 1986)

This theory views moral behavior as being acquired just like any other set of responses through reinforcement and modeling. This theory focuses on moral actions and assumes that parents and others in a position to socialize children shape their course of action to the morality of the culture. According to this theory children learn moral values or behavior through observing and imitating adults, who demonstrate appropriate behavior. Once children acquire a moral response such as sharing or telling the truth, reinforcement in the form of praise increases its frequency. e.g. If parents show respect to older one (Grand Parents) children imitate the same thing and they get verbal rewards from grandparents so frequency of respect increases. If parents show warmth and responsiveness children are more likely to copy the pro-social action. Children admire and therefore tent to select component, powerful models to imitate. When parents say one thing and do another for example they say that it is important to help others but rarely engage in helpful behavior, children generally opt for the most lenient standard of behavior that adults demonstrate. In the present research, researcher wants' to explore that does parents personality, moral rectitude or conscience and parenting style have any effect on children moral values ?

1.3.2 Factors Affecting Moral Development

Morals are not inborn it developed through various factors. Some factors which have

impact on moral values such as factors within self, from environment and some form learning experiences. Some important factors discuss below which affect on moral values

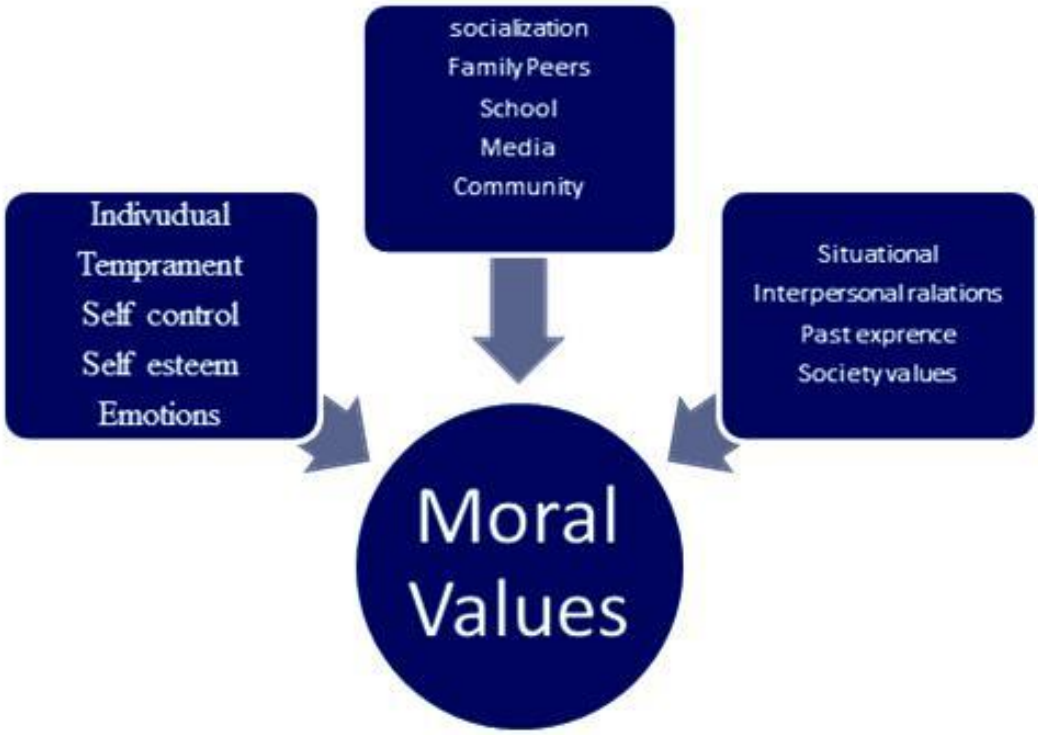

Figure 1.2 Factors affecting moral values

1.3.2.1 Individual Factors

Factors which are related to individual characteristics, traits, factors within themselves are included.

a. Temperament :- Moral development may be affected by an individual temperament. According to own temperament person can set moral values. If person is very sensitive to various experiences he can be much more responsive for moral conduct than insensitive person. If person have sincerity trait they can be consistent with their moral behavior.

b. Self-control :- Moral development also be related to self control. If person can regulate impulses, behavior or emotions then they are able to reduce immediate gratification or temptation of cheating. If person have good control towards own behavior and thoughts there are high chances to follow morals and be socially responsible. (Peak, 1988).

c. Self - esteem :- Persons self esteem is related to social experiences and strokes given by others. They need approval from others for moral behavior (Dobkin, 1995). For this need of approval there are high chances to engage ones in anti social acts. In contrast if person appreciate approval from oneself automatically their self esteem increases and due to this self esteem person follow the path of moral conduct. The need for approval from oneself was positively related to the level of moral behavior.

d. Age and Intelligence :- Moral reasoning is significantly linked with age, IQ (Kohlberg 1983). As person grows there are high chances to gain intellectual maturity and superego develop by experience so they follow morals. They gradually go from one level to another and do moral reasoning about specific situation.

e. Education :- Education gives different viewpoints or approaches towards right and wrong. Education helps to develop rational thinking and moral thinking. Discussion in college, school about different issues such as wrong and right behavior promotes advanced moral reasoning. This moral reasoning developed moral behavior.

f. Social interaction :- Moral code develops through social interaction. Through interactions person learn to consider other person perspective, learn to be empathetic towards others and this will help them to be more responsive as human being for moral conducts. ‘If I do something wrong it will hurt someone, it will block my relationship with that person’. Such type of thoughts developed through social interaction so these interactions affected moral values.

g. Emotions :- Kagan (1984) , believes the morality of most persons to be directed more by emotions than by reasoning. Avoidance of unpleasant feelings such as punishment, social disapproval, failure, and guilt person follow moral values. After followed some moral values they fulfill by pleasant feelings such as affection, pride, sense of belonging,

it increases moral behavior. These pleasant feelings are major motivations for morality.

1.3.2.2 Situational Factors

It includes the nature of the interactions between the individual and situation. 'Whether others are watching to me for not behaving morally?' is important question for moral act. Past experience and society responses on our bad or good behavior is learning experience for the person. On the basis of this learning person decide whether to act morally or not.

1.3.2.3 Socialization Factors

A. Family :- The family is a social system therefore, it also have rules of conduct for family members. Many of these rules are similar to those of society at large e.g. Prohibitions against lying, stealing, aggression and disorderly conduct. Parents first introduce the child to the laws and logic of social system, they are a crucial ingredient in the child's moral development. (Damon,1988). Parents who discuss with their children issues such as what is good and bad? Such types of discussion help children to develop moral thinking.

B. Peers :- Damon (1988), believed that interaction with peers specially the opportunities to take the role of another person (empathy) and opportunity to generate rules democratically, it enhance moral development. As children get chance to do interactions with peers, they share decision making, cooperative work with them, divide responsibilities with peers so they develop moral thought and moral behavior faster.

C. School :- According to Piaget (1965), moral development begins with the understanding and acceptance of rules. School influence moral development through their programs (Sadekar & Sadekar, 2003). There are value education programs run by school it has discussion on various issues, teachers tell different stories to children, it

help them to develop moral thinking. Teachers imply their programs in a authoritative way in that they motivate students to make rules, they feel responsibility towards rules and they make sure that they will follow these rules made by them it enhance their moral development (Damon,1999).

D. Mass Media :- Television and other current media are socializing agents. It contribute to disruption of moral behavior, children try to imitate whatever they watch on T.V. e.g. if children watch aggressive programs such as WWF they imitate with peers. It develops behavioral problems in them. In contrast if they watch some programs where some moral behavior shown it enhances their moral values. Children altruism increases after being exposed to an altruistic model by T.V. (Perse, 2001).

E. Community :- Moral development is influenced by the cultural ideology in ones community. According to individualistic and collectivistic culture it influences moral values (Turiel,1998).

1.3.3 Indian Perspective of Moral Values

Concept of moral is different in various culture (Shweder, Mahapatra, & Miller,1987). Every culture defines morality according to their ideology. e.g. in western societies morality emphasis on analytical thinking ,individual choice but in contrast eastern countries like India without analytical thinking we follow rules or morals formed by society. Indian culture is collectivistic culture. This has joint and nuclear joint family system. It is expected that family members respect each other; they follow rules made by elderly persons in family. They concern about others and society so that they follow tradition and rules made by society to be just moral humans. They feel that it is our duty to follow morals and they act accordingly.

Children and adolescents growing up in India give priority to interpersonal relationship

in moral conflict situation of collectivistic culture whereas most children growing up in United States give priority to individual rights (Miller & Bersoft, 1993).

1.4 Concept of Emotional Intelligence

Word Emotional intelligence suggests that it is a combination of emotion and intelligence. Emotion is mental state of a person and intelligence is a cognitive ability of a person. In simple language we can say that it is emotions related intelligence or ability. Emotional Intelligence is ability to recognize and manage emotions of self and others. We can measure this ability with tool which gives us a numeric value or score of that person, it is called as EQ.

Some of the theorists viewed EI is part of the social intelligence. Being a social animal, relationships with others are really matter for us. Thus EI is a broader concept in which various skills included such as ability to recognize and understand emotions properly, handle and manage negative emotions such as anger, fear etc. empathize others , handling relationships with others are included.

1.4.1 Emotional Intelligence: History And Models

In current scenario educators, researchers, psychologists everyone is giving importance to EI. They are working on development of EI. When we look back we can see different millstones of EI. As per their research various psychologists given a term EI e.g. Salovey and Mayer, Golman and Bar-On model. In following figure we can see history of emotional intelligence.

Figure 1.3 Milestones of Emotional Intelligence

In 20th century Edward Thorndike given a term social intelligence. He focused on social skills and social behavior of a person. On the basis of this Edgar Doll published first tool for assessment of social intelligence.

In 1940,Weschler developed a test for cognitive skills. He stated that social intelligence is a part of general intelligence.

In 1983,Gardner explained the concept of multiple intelligence were he stated personal intelligence is based on intra personal (within oneself) and inter personal (social). After this Salovey and Mayer introduced the tern emotional intelligence and forward the ability model of emotional intelligence. Golman explained his view about emotional intelligence in his best seller book ‘Emotional intelligence- why it can matter more than IQ’

In 1997, Bar-On explained the concept of emotional social intelligence. With these models some tools to measure emotional intelligence is also developed e.g. MSCEIT, EQ- i. following some models which gives us information about different concepts and skills included in emotional intelligence.

1.4.1.1 Salovy And Mayer's Ability Based Model (1990)

According to them EI means different abilities were four different tasks are there. EI is an ability to use it in everyone's life positively or negatively e.g. prosocial and antisocial. Following figure explain the model.

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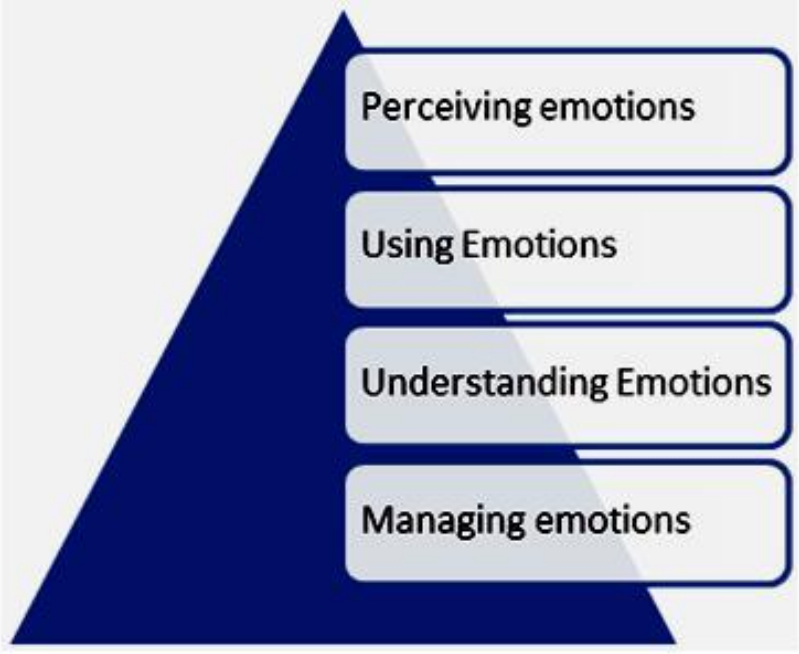

Figure 1.4 Ability based model

Perceiving Emotions :– It is important ability in which person has to identify emotions of others e.g. faces, pictures, voice and cultural artifacts. As well as perceiving emotions of self is also included. Identify and perceive accurate meaning of emotions of self and others is a difficult task.

Using Emotions :- In this branch harnessing emotions for various cognitive activities such as problem solving, decision making or thinking. Basically we have to make use of

our emotions for different activities e.g. positive emotions always help us to do creative tasks but sad mood help us to do systematic work. Emotional intelligent person actually do works which bests suits to their mood. They perform better in the tasks.

Understanding Emotions :- Person have to understand the language and range of emotions were variations of emotions are included. e.g. happy and enthusiastic, happy and excited. It is ability to understand how emotions change gradually. Like feeling of hurt will turn in to grief.

Managing Emotions :- It is ability to manage emotions in self and others. Those who are low on this factor they always lost their control of emotions anywhere. The person who are high on this they can use emotions (positive or negative) and manage them to reach expected goals. e.g. Emotional intelligent parent feels anger towards her child she will not display it but she can conduct an activity with him more powerfully which show harnessing emotion and achieve goal to be connect with child.

Mayer gives different styles of people for attending and dealing with their emotions. He stated about self aware style, they have clarity about their emotions and knows boundaries of that, psychological wellbeing is good .They are optimistic about life. They can manage their negative emotions effectively. Second styles is engulfed , these kind of people always feel over whelm by their emotions and try to escape .they are not aware of their feelings. No emotional control. Third style he sated accepting, they are clear about their feeling and accept it. They don't try to change it.

1.4.1.2 Goleman's Affective Regulation Model (1995)

Other theorist like Mayer, Gardner they relate intelligence with emotions were cognitive abilities are included . According to Goleman EQ is more important than IQ. He explain this concept in his book, 'Emotional Intelligence- Why it can be matter than IQ'. 80% of adult success comes from emotional intelligence. His model explains five factors of EI.

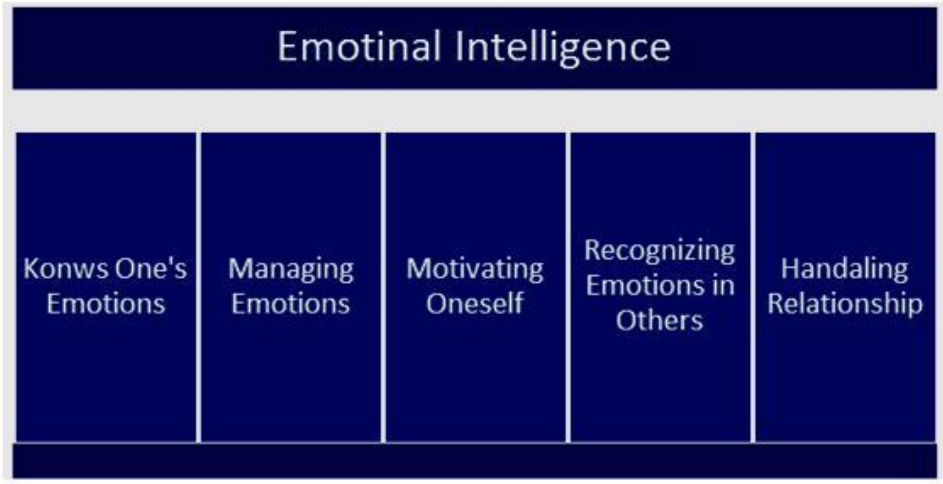

Figure 1.5 Affective Regulation Model

Knows One's Emotions :- It is called as self awareness of a person about emotions of feeling .Without awareness of emotions we can't manage emotions. It is ability to observe and notice true feelings. In his own words self awareness, 'in the sense of an ongoing attention to one's internal states'. Self awareness include self reflexive awareness, in which mind observe and search emotional experiences. For this self awareness required activated Neo-cortex where language area is located. Because identify emotions and naming the emotions these two tasks involved.

In short it is similar to 'meta mood' means aware of both our mood and our thoughts.

Managing Emotions :- Handling feelings, emotions based on self awareness unless and until if we are not aware about our emotions we will not manage our emotions. In this factor emotional balance is important. Every emotion is important. It has his own significance and values. Manage emotions means try to find balance not suppression of emotion. It is the ability to soothing emotions and try to feel the negative emotions as well. People who are lacking in this skill they can't face the situation of distress, it is huge task for them, but those who are high on the skill they have a bouncing back capacity and they face and quickly mange their bad life events.

Motivating Oneself :- this is the ability to control their emotions, to be away from gratification and divert their impulsiveness. We always experience life setbacks or negative emotions because of that we defeat form our goals and performances. Motivate the ability to push yourself to deal with problem and self motivate for different goals of life. People who are high on this skill they are highly productive and show their sincere efforts in their ongoing task.

Recognizing Emotions in Others :- it is called as empathy. Empathy is depend on self awareness. If a person aware about own feelings then it is possible for him to understand how others are feeling for certain situation. To understand others feelings, ability to recognize non- verbal cues of that person is important e.g. tone of voice, facial expression, gesture. These cues are mode of emotions. For every emotions non verbal cues are different, to find accurate meaning behind that is a art.

Handling Relationships :- Basically this skill is related to managing emotions in others. It is a social competence. For managing others emotions empathy and self-management these two techniques are important. Those who are high on this skill they are good leader as well as they also have negotiation skills. They can mange or prevent conflicts. They are good at making connections with others. According to Golman people vary in this each abilities.

1.4.1.3 Bar - On Emotional and Social Model of Intelligence (1997)

Darwing's (1965) work of emotional expression for survival and adaptation and Thorndike (1920) term of social intelligence both the theories has impact on this model. According to this model " ESI is a cross section of inter related emotions and social competences ,skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands"(Bar-On,2006).

ESI model include following key factors:-

1. The ability to recognize, understand and express emotions and feelings.

2. The ability to understand how others feel and relate with them.

3. The ability to manage and control emotions.

4. The ability to manage change, adapt and solve problems of a personal and interpersonal nature.

5. The ability to generate positive affect and be self motivated.

On the basis of key factors we can explain following model in which factors named in EQ- i is also displayed in white color.

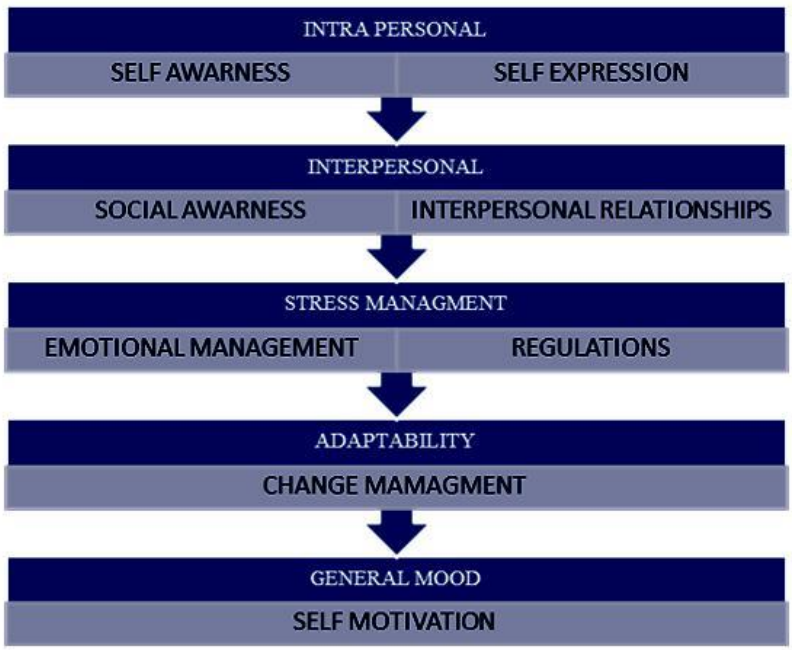

Figure 1.6 Emotional and Social Intelligence Model

Self- Awareness and Self - Expression :- it is the ability to accurately perceive understand and accept oneself. As well as it is the ability to express own emotion.

Social Awareness and Interpersonal Relationship :- under this skill empathize others, being social, being aware about social responsibility. Identify one's social group and establishing good relation with them.

Emotional Management and Regulations :- In this factor manage ones emotions and control emotions these two tasks involved. Through this manage stress or improve tolerance level for managing negative emotions, control impulses which has negative impact on interaction as well as wellbeing.

Change Management :- This factor is related to coping with new situation. This is emotional coping. It is checked our flexibility in a new situation as well as problem solving ability of a person.

Self – Motivation :- Be motivated in life, be positive. Always be optimistic in difficult situation as well. Feel happiness about life and about others. These factors are included. On the basis of above factors we can say that, persons who can effectively understand self and others, and effectively mange with day to day life challenges with own ability and relate with others they will be high on ESI.

This model developed with EQ- i tool. Lots of studies done by this tool were, Bar-On explained that ESI has positive correlation with physical and psychological health, performance at school, at workplace. So ESI covered many dimensions of human life.

1.4.1.4 Saarni's Emotional Competency Model (1997)

"Emotional competence is the demonstration of self - efficacy in emotion - eliciting social transaction" (Saarni, 1997).

Saarni's concept of EI is different than Salovey and Mayers (199**0),** Golman (1995), and Bar-On (1997). Basically she used term competence rather than intelligence. According to her emotional competence is a self - efficacy of person about 'emotion - eliciting social transaction'. In a simple language we can say that, how people react emotionally and how much knowledge they have about their emotions and emotional expressions towards others these factors included in emotional competence. Above factors help them

to maintain interpersonal relations and regulate their emotional experiences towards expected goals.

She talked about ‘desired outcomes’ for emotionally competent person be integrated with his moral character. Saarrni relate emotional competence with moral character and ethical values, which influence on one’s emotional reposes. She stated that, one’s self or ego identity, moral sense and one’s developmental history contribute emotional competence. Everyone gives different responses to situation as per their significance and context to a situation that is ego identity. Emotions are functional and they always motivate us to do some actions, we function with our own moral sense. As per her concept of developmental history, we as a human being we are social animal always interacts with others .We learn to give meaning to our context and emotional experience in social interactions. Our social history helps us to develop emotional competence.

Following are some skills which contribute a lot to emotional competence. We learn these skills in social context.

i) Awareness of one’s emotional state :-As per various experiences different emotions are included in it. To be aware about all these emotions in a very matured level is important task. As well as being aware about unconscious feeling is also important.

ii) Ability to discover other’s emotions :- to be aware about others emotions which is based on situational and expressive cues, were some cultural general agreements also be considered.

iii) Ability to use vocabulary of emotion :- for expressing emotions in more mature level we need accurate vocabulary. That is also essential to learn cultural script and link emotions with social roles.

iv) Ability to be empathetic and sympathetic towards others emotional experiences.

v) Ability to realize inner emotional state :- This is a ability to understand emotions of one's and others in a very deep level, where only outer emotions should not considered. It is ability read between the lines.

vi) Capacity for adaptive coping :- To use self managing skills for aversive or distressing emotions. Cope with the situation in a better way e.g. stress hardiness.

vii) Awareness of the role of emotions on the basis of structure of relationships:- to be aware about different structure of relationships in which understand the degree of emotional genuineness , and symmetry within the relationship is important e.g. in a intimate relationship genuineness is there from both the side.

viii) Capacity for emotional self - efficacy :- this is the ability to perceive or accept one's emotional experience with individual beliefs about emotional balance.

She also stated difference between emotional competence and intelligence. According to her, models given by others they define emotional intelligence without reference of ethical values or ego identity and social developmental history.

Consequences of Emotional Competence :-

Emotional competence is a effective skill for managing one's emotions and able to negotiate, cope with the situation through interpersonal exchanges. It also help us to develop a sense of subjective well being and adaptive resilience to face stressful situations.

1.4.2 Comparison between Intelligence, Emotional Intelligence, Social Intelligence, and Spiritual Intelligence

Table 1.1 Comparisons between IQ, EQ, SQ

	Intelligence	Emotional Intelligence	Social Intelligence	Spiritual Intelligence
Basic concept	Genetic, Cognitive part, problem solving	Partly genetic but can develop, Emotional wellness and success	Social skills, social interaction and social behavior	Related to self, soul, it is access to meaning of life, connection with self and others.
Application	Predict academic success and cognitive abilities.	Success in all dimensions of life, emotional wellbeing and life success of a person	Sociological aspects of human behavior	Sociological and individual aspect of human

1.5 PARENTING STYLES

Parenting is an upbringing of child and interaction with child. It include mother and father both interactions with them. Parent word came from ‘Parere’ Latin verb it means, ‘to develop or educate’. The major role is to develop or educate their children to develop their child physical, social, emotional and intellectual from infancy to adulthood. There are different models and theories that illustrate different characteristics of parents and parent child relationship. Some important models of parenting are discussed below.

1.5.1 Typological Model

Baumrind (1971) proposed typological model of parenting style. She identified three parenting styles, such as authoritarian, authoritative and permissive parenting. Neglectful

parenting style adds by Mccobay (1983). These parenting styles based on two important factors of parents control that is demandingness and responsiveness. Following explanation gives detail understanding about parenting styles.

Demandingness

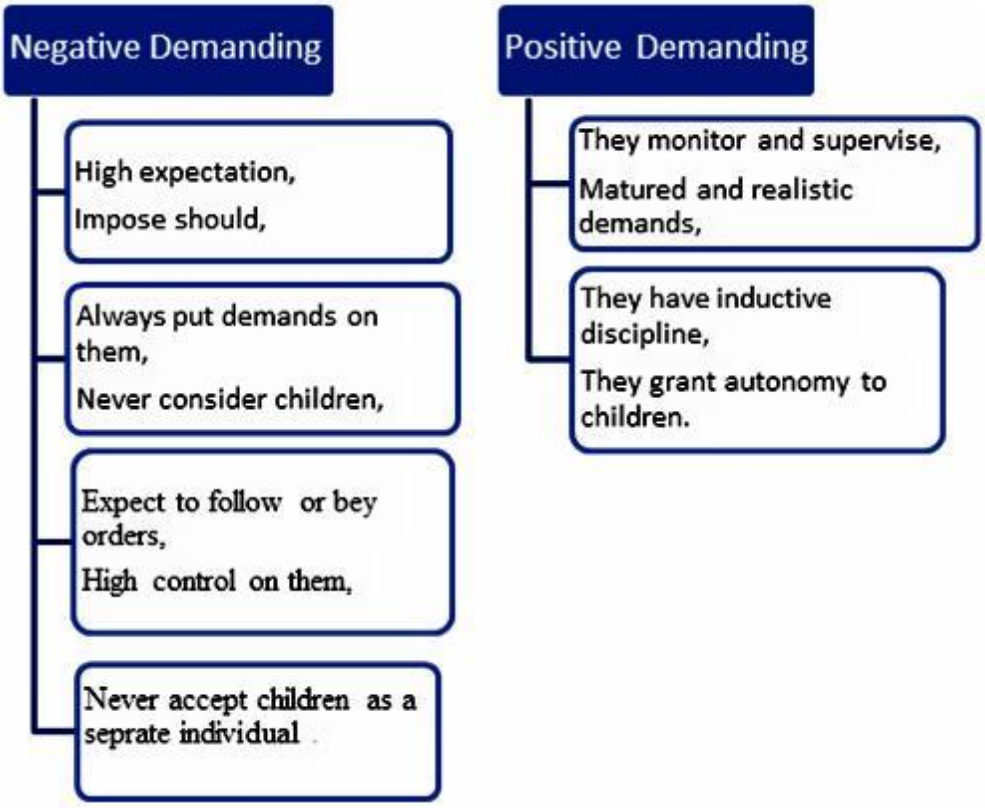

Figure 1.7 Types of demandingness

Responsiveness

Parents help children to develop as responsible matured adult. They are very supported to children and try to do balancing in child's needs and demands. Responsiveness factor inculcate self- regulate behavior in children.

On the basis of above factors four different parenting styles explained by Bamurind (1971)

1. Authoritarian: - these types of parents are so demanding. They always impose their demands on their children without considering to them. They are high on demanding and low on responsiveness. They never show warmth and support to their children.

Always have punitive strategies to their children. They use

corporal punishment to them in non-reasoning way.

2. Authoritative: - This is ideal parenting style such type of parents high on both responsiveness and demandingness. But this demandingness is positive. They try to help their children to be self-reliant and matured adult. Though they state any demand towards child they always explain reason behind it. They make it clear to their children, why this demand is important to fulfill? They make them realize, what will happen if they not complete this demand? Because of such pattern students learn to do rational thinking and become mature or responsible person. This type of parents are very supportive and involved with children. They encourage children to participate in decision making policies about family or his life. Induction method they always use with them. They respect their children and their existence. They are very good at empathizing children.

3. Permissive: - These parents are high responsive but low on demandigness. They are good communication pattern with children. They never demand anything towards children ignore misbehavior of children. If they tell any rules to children, they explain reasons behind it but if children disobey these rules they never give punishment to them. They make very flexible rules for children..

4. Neglectful Parenting: - This type of parents low on demandingness and responsiveness. They don't have any warmth and involvement towards their children. They never expect anything from them, not use any kind of punishment. In short they are least bother about their children's needs.

Following figure tells us the relation of parenting with demandingness and responsiveness.

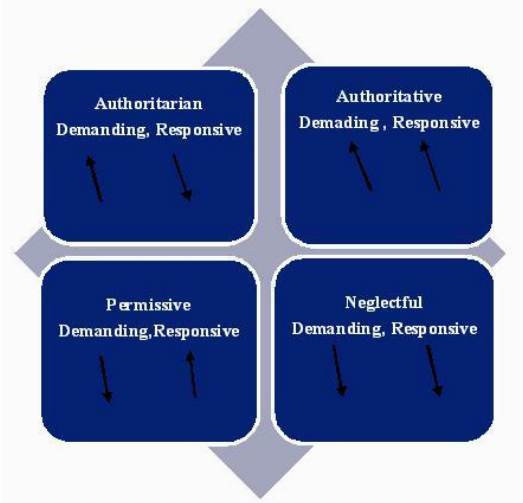

Figure 1.8 Relationship of parenting style and control factors

1.5.2 Parental Acceptance – Rejection Theory (2009):- After various research programs Ronher and khaleque emerge PART theory. Basically in this theory they refer term parent to whomever the major care givers of a child, not necessarily biological or adoptive parents. This is a unique term given by them. According to them parental acceptance and rejection these are two sub dimensions of warmth dimension. First researchers want to explain Warmth dimension given by them. Warmth Dimension:-

Warmth is an emotional bond between parent and child. They express this bond with physical, verbal and symbolic behaviors. In this dimension dichotomous variables are there where on one side acceptance and on other side rejection is there.

Parental acceptance is care affection, involvement support towards their children. On the other side rejection pattern is there, where four different combination behavior are there, i) cold and unaffectionate, ii) Hostile and aggressive, iii) indifferent and neglecting, iv) Undifferentiated rejection. (Rohner & khaleque 2009) all these combinations are opposite to acceptance feeling. Children feel that their parents do not care for them.

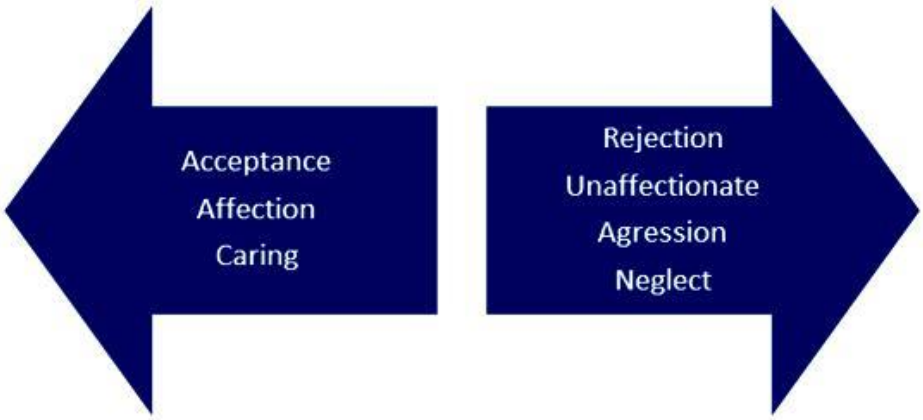

Figure No. 1.9 Responses for acceptance and rejection

For above mention pattern parents gives various verbal and physical responses. In an acceptance verbal response, Good boy or girl! Positive strokes, physical responses like Kiss, hug and in rejection verbal responses are always criticized them, negative strokes. For physical, hitting, scratching etc. pattern follow by parents.

On the basis of PART, they postulated theory of personality. They stated in this theory expecting positive response is a important emotional need for a person. If they did not get this or feel rejected by others they may have anxious and insecure feeling.

They also explain the pattern of dependence and independence. If acceptance pattern followed by parents. Children depend upon them for emotional need. Like support , care, attention but if rejection pattern followed by parents so there are chances to emerge defensive independent, e.g. “I Don’t need you” , “I don’t need anyone, I can live alone”. Such type of defensive independence develops in child.

In term of ‘Mental representation’ they stated that the person who always gets rejection they always think negatively about people things, about self as well. They open use negative imagery of relationships as being untrustworthy, fake relations.

According to them because of this faulty pattern of rejection, they start cognitive distortions e. g . depression, addiction and suicidal tendencies.

They also revealed coping sub theory:-

In which they explained about rejected individual who reacted to rejection without suffering any kind of negative mental health consequences. Three elements explained by them that is self, other and context.

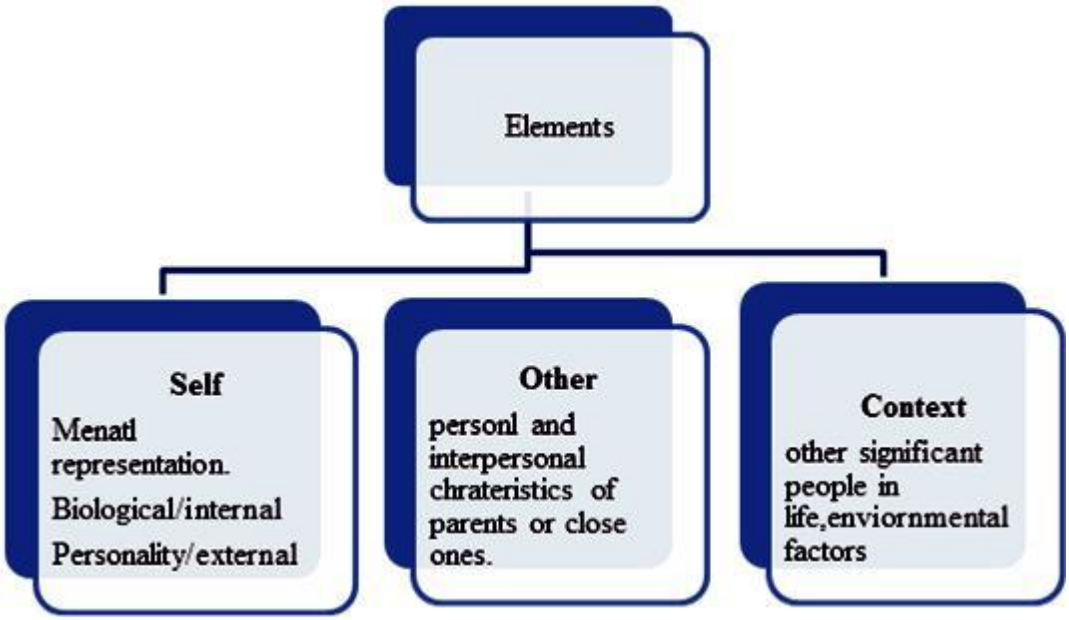

Figure 1.10 Reactions to Rejection

Basically a person who rejected by others, his mental representation / imagery formulated. Coping thoughts or strategy because of that they cope effectively for rejections. They accept the situation never blame anyone for the situation, they also convince mind, “whatever is going in life, I Can’t control that, I Can’t control others,” ‘I have to face the situation with my attributes’. Such a philosophy they develop. Under this sub theory they stated two types of copper.

i) Affective copper :- Those who are not affected by rejections.

ii) Instrumental coppers :-These people good at school, profession, day to day activities but they are low on mental health

Third importance focus of the theory is socio cultural system model of part. According to

this model parental rejections have several reasons, such as, child temperament, behavior, as well as family structure, economical factors, social & political factors also influence parent acceptance – rejection pattern.

In summary we can say that part theory explained social, cognitive, emotional and behavioral aspects of human life. (Parent child life)

These are basic studies and models / Theories on the basis of that we can understand the type, importance and application of parenting styles.

1.5.3 Ecological perspective and parenting style

In above mention theory some explanation given regarding causes behind specific or negative parenting styles. Following some explanations given on the basis of different reviews and studies about different factor which affect on parenting behavior or style :-As per the ecological model of human development different systems are involved in our development. Such as macro system, micro system, chronosystem, meosystem following figure will tell us connections of this system and sub factors included in these systems.

Figure 1.11 Ecological perspective

i) In macro systems political, cultural and religions factors are there. On the basic of these factors parenting style can hamper e.g. as per political factors, ideology followed by some view point where children must raised to function at good and responsible citizen. Autocracy and democracy these two political ideologies are there. In nuclear families democracy ideology follows in which parents give importance to children decision as well. In cultural factor, beliefs, morals, tradition follows automatically being member of specific society. Require characteristic acquire.

Socio - economic status of a family also affect parent - child behavior (Hoff & et. al., 2002) Low socioeconomic family status focuses on obedience, authoritarian aspects. High status emphasis on warmth affection and democracy.

According to religion collectivistic and individualistic two pattern emerge. E.g. in collectivistic parents give focus to social responsibilities and individualistic parents give emphasis on selfishness.

ii) Micro system is a in traction between parent and child. As per the model given by Baumrind (1971) and Mccobay (1983), Rohner and Khalique (2009) parenting style develops child in a different way. Children learn by imitation (Bandura) they observe parents behavior beliefs, emotions and act accordingly. Baumrind (1991) explain parenting style and child behavior pattern. This point discuss in (1.4.3)

iii) Meosystem is school and community who affect parent as well as children. In current scenario school are talking to initiative to develop their students, for that they always take help from parents where expectation from parent and child explain according that to fulfill these expectations parent us specific method or interactions with child e..g. to improve academic performance sometime parents use physical punishment as a method. To reduce behavior problems counselor or teacher involve parents to use reinforcement

technique and teach them to be warmth to child.

iv) Chronosystem is focuses on changing society. As per various generations some rules, traditions are changing e.g. earlier joint family system was there but now nuclear family system increasing. Where only one or two Children are there so parents think should we strict with them ? or should we adopt children ? such a questions they are dealing with it because DINK couples are also increasing day by day.

On the basis of above discussion we can conclude that there are various factors who affect parent - child relationships.

1.5.4. Parenting style and children behavior.

Baumrind (1991), explained the typological model of parenting style and its effects on child behavior. Following figure explain the relationship and outcomes in child behavior.

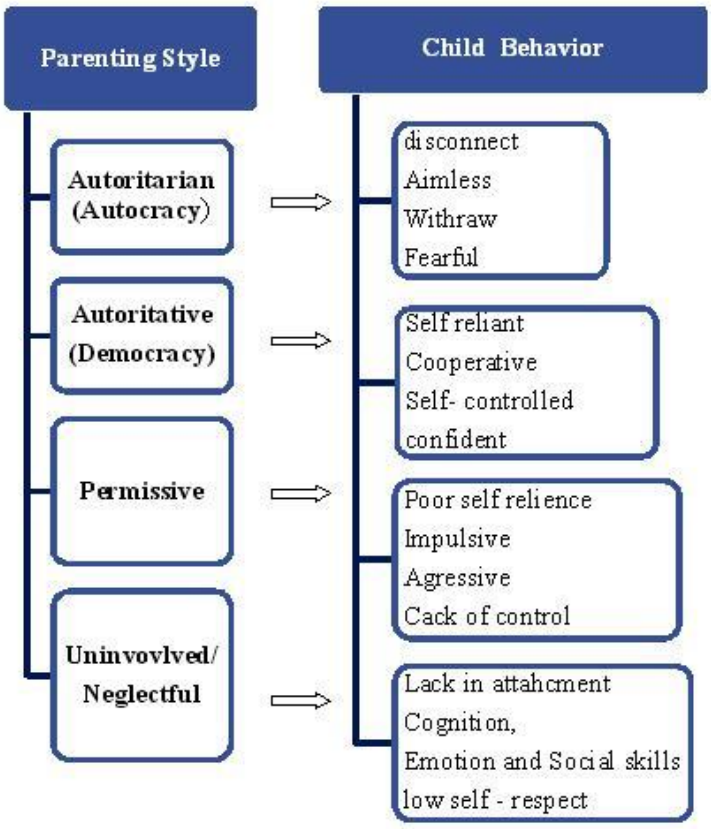

Figure 1.12 Parenting style and children behavior

1.5.5 Training For Parenting And Emotional Intelligence

As per the typology given by Baumrind and PART theory we can say that Authoritative parenting style is one of the ideal parenting style for children. Various reviews also state the same. But the issue is though parents using Authoritative parenting their children may not high on all dimensions of EI. Specific training should provide to parents to develop EI of children.

Emotional coaching practices (Equip kids / Thomson 1998) or parenting where emotional coaching should focuses by parents. This can be one of the efforts that can be taken. In such type emotional coaching first helps parents to be aware about self emotional understanding.

Training can be provided to parents on following points.

· Self - awareness about emotions in which expression, understanding, controlling etc. factors should focus.

· Parents reaction to child in which respect to child, understand their emotions should focus. Recognize the negative feelings that block good thinking.

· Use listening skills to emotional (positive and negative) message that given by children (verbal non verbal cues)

· Teach children to identify and label their feelings. e.g. feeling words, different shade of emotions.

· Help them to deal with appropriate way. To think from others perspective.

· Help them to build good relationship.

· Help them to be creative for problem solving skills. Develop their ability to think divergently.

1.6 Concept of Spirituality

‘Spirituality’ term is came up from Latin word ‘Spiritius’ meaning is breath, menace breathing. Breathing is a evidence of human existence similarly spirituality is also have importance in human life. Concept of spirituality is highly subjective from and it is hard to define. Some studies focuses on thoughts and action which gives us a essence of spirituality. Some studies tell us about a power, beyond oneself. Few studies talks about it is a inter connectedness with all.

Miller (1995), “Spirituality is the animation force life principle or essence of being that per meats life and is expressed and experienced in multifaceted connections with the self, others nature and God or life force”. In the present study above mention concept of spirituality is taken to consideration. In which nobel attitude and moral rectitude these two concepts of human being considered.

Previous studies explore the meaning of spirituality it gives emphasis on three main factors, Self - Others -God. It is important that person should aware about self. This awareness is not only at surface level. It is beyond self. Try to find out meaning of life. It is related to self- transcendence. It also gives important to relations with others. Human is social animal. He has different need being as a human. Such as need for recognition, acceptance, belongings, etc. This connectedness with others is part of development of spirituality. Factors are important for person to find spiritual experience. It will also help them to find meaning in life. Concept of God is also related to spirituality. This concept is very abstract but most religions believes this unifying energy. Someone is there who is watching us beyond this materialistic world. Many of us are having fear of God. Because of that we try be nobel towards others, try to follow some path given by religion or own belief system. So relation with self others and god help us to develop spirituality.

1.6.1 Theories of Spirituality

Psychology, sociology, theology proposed different theories of spirituality. Everyone reveals different dimensions and meaning of spirituality.

In psychology existential approach focus on meaning of life, purpose and one's internal motives, needs, higher level of awareness, and conscientiousness.

In sociology to study human behavior and interactions in a group. According to this human being is a social animal, they influence each other and spiritual, practices, rituals followed by people in a specific group for social morality and relationships with others. (Meraviglia,1999)

Theology study or describe spirituality is one's belief in God, which expressed through religious beliefs and practice

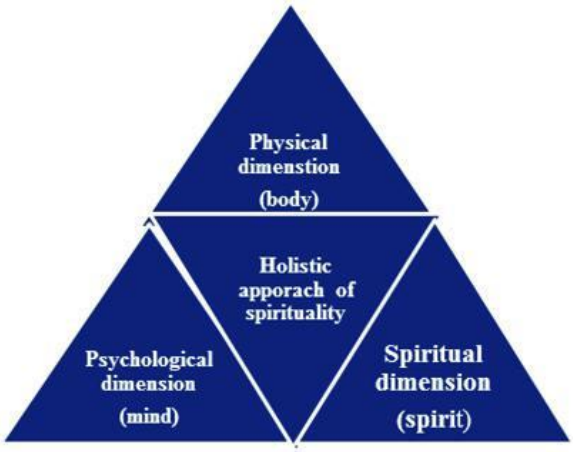

Figure 1.13 Holistic Approach Of Spirituality

In holistic perspective by Tayler (2002), gave following three dimensions, Physical dimension is conscious part. In this aspect, physical aspect of human being considers awareness about body and functions of body. He /she are aware about the characteristics of this part.

Psychological dimension. In which all higher mental process are included, self consciousnesses, self identify motivation, and emotion etc.

In the spiritual dimension is described as a unifying force within individuals, integrating and beyond oneself all other dimensions included. As well as it is connected to meaning of life, and individual relationship for being human.

Medical theory they are giving emphasis to spiritual part of human being because it is related to healing part of a person. They are focusing on spiritual needs of a person. Because many studies explained the importance of spirituality and fast rate of improving health.

1.6.2 Types of Spirituality

i) Mystical spirituality :- It is related to concept of beyond materialistic world. It is beyond self, senses and ego. It is related to personal relations and strong togetherness with all things.

ii) Authoritarian spirituality:- I t is related to religious practices. Rules and definitions made by specific religion. People belong to specific religion they have to follow this type of rules.

iii) Intellectual spirituality:- This is similar to theology such type of spirituality is also related to religion and religious practices towards god. This focuses on develop knowledge and understanding of spirituality on the basis of history and theories given by religions.

iv) Service spirituality :- It is form of spirituality expression. It is a common type of spirituality that we found in many religious beliefs system.

v) Social spirituality :- It is related to connections with others, concernedness with others. People always find spiritual experience and feeling with others. Social support, altruism or pro-social behavior these are various forms of social spirituality.

1.6.3 Difference between Spirituality and Religiosity

Enblen (1992), studied literature review on the basis of he found that religion has

following words/ factors which describing religion as a System , beliefs , organized , person , worship and practices. In descriptions of spirituality following words used by him Personal life, Principle, Animator, being, God, quality, relationship and transcendent.

Religion

Religion comes from Latin word ‘root’. The meaning of root is ‘tie together’ or hold together. Religion is a belief system, where people from some belief system or attitudes tie together. It includes various religious practices or activities.

Difference

- Spirituality is broader concept than religions practices or activities
- Spirituality is broader concept than religion.
- Spirituality and Religiosity are overlapping each other, but there is a difference between these two terms.
- Religion is a set of belief system and practices of specific community or group. This beliefs or practices organized and developed by specific community. Those who belong to these communities they have to follow all practices. e.g. Hindu, Christen, Sikh religion.
- Spirituality is related to individual rather than group. It is a process related to developing meaning of life and develops connection with others. Develop beliefs which are related to self on the basis of connection with others, self and God.
- Religiosity is associated with prosocial and altruistic behavior pattern with close ones.
- Spirituality is related to helping close ones and unknown also. (Saroglou , 2013)

1.6.4 Characteristics of Spiritual Person

As per above mention explanation we can state some characteristics of spiritual person or personality traits of spiritual person. These types of persons are high on awareness. This awareness is not only for self it is for others also. Husain (2012), given to main

traits of spiritual persons.

i) Nobel attitude towards others :- One whose behavior is governed by toward divine attributes such as trustworthy, righteousness, faithful, generous, God-fearing, kindness, truthfulness and who lives the sake of others.

ii) Moral Rectitude (morally correct behavior) :-Morality develops healthy personality and makes an individual act nobly. Persons behavior is governed by moral rectitude are self - controlled, steadfast, firm and patient ,pure and clean.

1.6.5 Spiritual Modeling (Bandura,2003)

In social cognitive theory Bandura (1986), explained about observational learning as well as modeling, same theory he used for spiritual modeling. According to him many behaviors people learn by observing others similarly, spiritual activities or spiritual behavior by observing parents or related ones. Such as forgiveness, nobel attitude etc. In present research this term used to explain rational behind spiritual personality of parents and children moral behavior.

1.7 Objectives

· To study the relationship between Authoritative Parenting Style and Emotional Intelligence of children.

· To study the relationship between Authoritative Parenting Styles and Moral Values of children.

· To study the relationship between Spirituality of mothers and Emotional Intelligence of children.

· To study the relationship between Spirituality of mothers and Moral values of children.

· To study gender differences on Emotional Intelligence and Moral Values.

· To explore factor wise relationship between variables like Authoritative Parenting

Styles, Spirituality of mothers and Emotional Intelligence of children.

1.8 Rational of the Study

As a researcher and being observer for counseling practicum for almost ten years it has been seen that many adolescents students have number of problem such as disobedient behavior, lying, aggressive behavior, cheating and so on. Number of theories tried to explain the causes of problems such as biological factors, environmental factors, psychological factors and socio-economic factors etc. Parents and society play an vital role in the behavior of children as well as in their emotional development and overall personality. Parents who are showing too much of controlled behavior leads to problem such as aggression, anxiety, rebellious behavior or lack of adjustment with peers and environment.(Baumrind,1971) Parents who are very low on control it leads to poor self reliance, impulsive, aggressive and low self esteem (Maccoby, 1983). Low control parenting children reduce their social competence(Kang & Morre,2011).

In India there is scarcity of scientific pre-parenting training programs for parents. Many parents are not aware of such training or do not give importance to it. Parenting style has long term affect. Due to faulty parenting style not only children but Parents also facing many problems such as stress, marital conflict, lack of adjustment in family, anxiety, stressful parent-child relation.

Family is the first school for children where they are learning by observing their parents. If parents have Nobel attitude and moral rectitude towards others their child also does the same thing. In short parents behavior directly - indirectly affect on emotional intelligence and moral values of children.

CHAPTER – II

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CHAPTER – II

REVIEW OF LITERATURE

The purpose of the present study is to study relationship between, Moral values, Emotional Intelligence, Parenting style and Spiritual personality. Various studies are available that studied emotional intelligence, moral values and parenting styles but there is scarcity of research on spiritual personality. In the chapter previous literatures have been reviewed. Major source of literature has been taken from data base software's such as ,Google scholar, ERIC, EBSCHOST, ProQuest, PsyINFO data base were used. As well as journals, articles; books and doctoral thesis were used as primary and secondary resources. Information and knowledge were evaluated and analyzed in relation with current study. Literature review has been classified considering factors and sub factors of variables of interest. They are arranged in recent to past sequence.

2.1 Moral Values

2.2.1 Studies on Parenting and Moral Values

Mensah & others (2013) did study in Italy on parenting style and pro social behavior of students. For the study they used total 480 students in which 240 girls and 240 boys participated in the study. As well as their 16 teacher from 8 different schools were included. For students perceived parenting style questioner administered and for teachers interview scheduled. It revealed that most of the students perceived authoritative parenting style that was 330 students 68% of the students from total population. Teachers rated some behavior pattern of the students such as pro social behavior, cooperativeness, sober behavior, assertiveness etc. It concluded that authoritative parenting was positively related with pro social behavior and social competence ($p < 0.05$).

Patrick (2012) Investigated relationship between perceived parental discipline and moral identify of adolescents. Total 93 adolescents, from 5th, 8th and10th grades and their mothers were included in this study. For adolescents PPD (Perceived Parental Disciplinary) and moral Self Relevance tool was used. Results revealed that, perception of fairness, appropriateness positively related with induction and negatively related to power assertion. ($p<.01$) There was no significant relationship found with love withdrawal. They also did not found any gender difference in moral identify. But difference found in grade levels Induction or authoritative parenting style was related to moral values.

Patric.et.al. (2010) did three years study on parenting style and religious values of teenager. They studied parenting style effect of student at the time when they were at 7th std and examined the effect on religious value after three years when they were in 10th std. In the first phase 747 students in which 372 boys and 375 girls assessed by Buri PAQ (Parental authority Questionnaire), self - esteem scale Rosenberg , Heaven's test for conscientiousness and for hope scale by Snyder tool was used. In second phase Religious value measure administered. Results revealed that Parents authoritativeness, hope and conscientiousness significantly related to values ($p<.001$) and negatively related with permissive parenting style ($p <.01$). To find out impact, regression analysis was done. It shown that parental authoritativeness had impact on religious values of children.

Volling et al. (2009) did study on sanctification of parenting, moral socialization and young children conscience development. For the study 58 both parent families those with preschool child used as sample. He stated that, fathers used punitive and very low induction to discipline than mothers. When both parents reported parenting sanctification positively related to positive socialization and with the use induction. If both parent used induction method their children had high score on moral behavior.

Hardya & others (2008) investigated relations between parenting dimensions such as involvement, autonomy support and structure with adolescent's moral values internalization. Study done on 101 adolescents students. To assess parenting variables Parenting Style Inventory –II by Darling and Pro social Self Regulation Questioner by Ryan and Connel used. Result revealed parental involvement had positive connection with integrated value regulation and structure had positive connection with external and interjected values. ($p < .001$) ANOVA did for gender differences. No significant gender difference found for any of the variable.

Martinez (2008) tried to find out relation between self transcendence and conservation values and self - esteem of adolescents. Adolescents from 15-18 years divided in to four parenting styles Authoritative (163), Authoritarian (92), Indulgent (97) and Neglectful (172). Multidimensional self- esteems scale and parental socialization scale was used for various parental practices. Result indicated that authoritative and indulgent parenting positively related to highest level of self – Transcendence and conservation values. Authoritarian parenting negatively related to above variables. Indulgent parenting style children had high level of self-esteem than authoritative and authoritarian, neglectful parenting style children had low self esteem.

Walker (2005) did her doctoral research on accurate perception of parental massage and appropriateness of parental reactions did have any impact on internalization values and prosocial, antisocial behavior of adolescents. In this study 151 pairs of mother and child participated. Path analysis conducted it suggests that children who perceived parental reaction as fair one they accurately perceived values massages given by parents. These two perceptions about parents are direct predictors for internalization of moral values. This leads to frequent prosocial behavior and lesser antisocial behavior. For this study

perception of parent scale and level of values internalization tool was used.

Hawkins (2005) examined influence of parenting style on the development of moral judgment in adolescents in Virginia. Total 210 adolescents from 18-21 aged included. He used Parenting Authority Questioner by Buri and Defining Issues Test- II by Rest. It was found that, permissive style was found more powerful impact on moral judgment than authoritative, authoritative parenting ($p<.005$). Students who perceive authoritative parenting style positive relationship found with moral judgment. It also has significant impact on moral but less than permissive. No significant regression found on Authoritarian Parenting style.

Flouri (2004) did longitudinal study of mother Non - Authoritarian child rearing attitudes in early childhood and their adult values. Non - Authoritarian child rearing attitudes assessed when children were 5yrs old and children adult values at aged 30. Data used from British cohort study. Antiracism, support for authority, support for tradition and marital values such variable studied. Those who experiencing non authoritarian Parenting style by their mother at the time of childhood, it was positively related to their adulthood moral values. They found high on antiracism and environmentalism and negatively related to authority and traditions.

Kochchanska & others (2003) did longitudinal study on maternal power assertion as a discipline style and moral conduct by children. Mother and Children observed from infancy to 6 yrs. of age. Different assessment techniques were used such as laboratory observations, interview with children and reports of mothers and children, games, role plays taken to consideration. At the time of children infancy NEO – FFI test was conducted on mothers. Children behavior was coded legal and illegal on the basis of observations. Teacher and mother also assessed by Preschool behavior Questioner by Behar. Result

revealed that high neuroticism positively related to power assertion, and agreeableness negatively related to power assertion. t test was done for gender differences it was found that girls had received less power assertion than boys, t (106) = -2.88, p<.01.As well as girls scored higher on moral conduct (p<.01), and on moral cognition (p<.05).

Miner (2001) investigated the impact of parenting style on moral development and friend selection. Total 120 children (59 boys and 61girls) of 5th and 6th grade students assessed by moral development (MPQ) Moral Perspective Questionnaire by Sipplog and Parenting Style Inventory III by Darling were used in study. He stated that parenting style and moral development are related. Sample compared on three parenting styles and moral dilemmas used by children. Parenting autonomy positively related to conventional dilemmas. Justice score of children form permissive style was higher than authoritarian and authoritative. On care score authoritative group were higher than group authoritarian group. Authoritarian group children gave conventional moral response and neglectful group gave pre conventional response. According to study children perceived their parents style and according to that they select their friend, and moral response to situations.

2.2.2 Studies on Gender and Moral Values

Lyon (2013) did doctoral research to explore influence of religiosity gender and type of sport played on moral reasoning of athletes. Comparison was done on the basis of individual and team game as well as on gender. Hahm Belletr Values Choice Inventory for moral dilemmas in sports (HBVCI) used. For religiosity, Religiosity Measurement Questioner administered. It was found that female athletes are higher on moral reasoning than male athletes. Individual players high on moral compared to team game. Between personal religiosity and moral reasoning negative relation found.

Bronstein et al (2007) did longitudinal study on effect of parenting and gender on moral

courage of adolescents. Supportive and responsive parenting of girls was measured and home observation was done , at the 5th grade .Total 93 Students (42 boys and 52 girls) included in the sample. Family functioning questioner by Bloom given for 5th grade students and parents individually . Moral Courage Inventory for same children but conducted when they took admission for, 12th grade. Result revealed that correlation found between parenting in the 5th grade year and moral courage and moral reticence in late adolescents. These moral outcomes emerge in girls than boys. Supportive and responsive guidance was positive predictor and punitive control negatively predictor for 12th grade moral courage for girls but not for boys.

Silberman & snarwy (1992), found that there are no inherent sex difference in moral reasoning development. Compared adolescents boys and girls, were mean of girls are significantly higher than boys.

2.3 Emotional Intelligence

Various studies were done in the area of emotional intelligence and parenting style, gender difference, leadership styles, emotional intelligent teaching etc. Almost every aspects of human life included emotional intelligence in the following points some relevant reviews studied and collected information about previous work.

2.3.1 Studies on Parenting and Emotional Intelligence

Farrell (2015) did study on relationship between parenting style and the level of emotional intelligence in preschool children aged 3 – 6 yrs. Total 80 mother participants of 3-6 yrs. of children included. Tool - parenting styles and dimension questionnaire (PSDQ) and Children's behavior questionnaire very short form (CBQ – VSF). Result indicates that significant relationship found in authoritarian parenting style and children negative temperament related to emotional intelligence. Other relationship not found.

Joshi & Dutta (2015) did study on maternal Parenting style and adolescent emotional intelligence. In this study PSDQ of Robinson and Ekta Sharma EIT test were used for boys and Girls age ranged 13-15 years. They revealed that none of parenting style correlated with boys total EI. But they found Authoritarian Parenting Style was positively related to self- awareness of girls and Authoritative Parenting Style positively correlated to motivating oneself, handling relationship and negatively correlated with managing emotions and self awareness of girls. Permissive parenting was not related to emotion intelligence of adolescents. In overall sample of adolescent, Authoritarian style was positively related to self awareness. Authoritative parenting style positively related to motivating oneself, handling relations. Permissive parenting style not correlated to EI. Result showed that none parenting style correlated to overall score of EI.

Lucas & others (2015) examined parenting styles, parents' emotional intelligence and children emotional intelligence. In this study 83 students 52 parents and 62 mothers used and assessed by Bar On and Parker test for parents as a observer for adult Bar On and Robinson parenting style questioner used. They found that parenting style related with parents emotional intelligence. Mother scored high on EI they usually shown authoritative style. As well as parents authoritative parenting style found positively correlated to EI of children.

Mohammadyari (2013) carried out relationship between parental style and emotional intelligence of students. He compared three parenting style among 28 boys and 47 girls aged from 18-20 yrs. Three parenting styles were authoritative, Authoritarian and Neglectful parenting with the help of Shaffers Parenting Style Questioner and for emotional intelligence test used. He found that according to parenting style emotional intelligence differ ($p<0.05$) Authoritative Parenting style shown high emotional

intelligence compared to neglecting parenting style. Result also had shown no gender difference on emotional intelligence.

Shalini & Acharya (2013) studied effect of perceived parenting style of fathers on adolescent's emotional intelligence. They also explore gender differences in perception of paternal style in girls and boys. Total 973 adolescents from age range was 16 – 18 yrs. assessed by Buri's Parenting Style Questioner and Mangal's Emotional Intelligence Inventory . Results indicated that, Paternal parenting style positively related with authoritative and authoritarian parenting style with emotional intelligence ($p < 0.01$). Authoritative style positively related with all sub factors and total score of emotional intelligence and authoritarian parenting style negatively correlated with intra personal awareness, interpersonal and intra personal management but positively with global score of emotional intelligence. Paternal style perceived more authoritative to girls than boys. ($p < 0.01$)

Ronher & Khaleque (2012), published article on parental acceptance-rejection theory, evidence methods, and implications. They give evidence that more than 2000 studies conducted by different researchers based on Parental Acceptance – Rejection Theory (PART) or motivated by this theory. It shows that children want some acceptance from their parental figures, if they did not get these positive responses from parents they undergo with various psychological as well as physiological problems such as aggressiveness, low self esteem, low emotional reactions, and instability in emotions. As well as in adulthood also they may face anxieties and insecurities. According to them these results are similar in worldwide.

Laura & Sala (2011) studied parenting style and emotional intelligence of adolescents in Romania. They selected 90 pairs of child and mothers. For children they administered

two test Schtte's Emotional Intelligence Scale and Battery of Emotional Intelligence Profile (BTPIE) by wood. For mothers parenting style questioner (CSP) used. They explored that four parenting styles influenced emotional intelligence of the children. Authoritative ($p<0.05$) and permissive style positively ($p < 0.01$) related with emotional intelligence and authoritarian parenting style negatively related to emotional intelligence of the students.

Alegre (2011) did review of literature he concluded that, parental responsiveness, and parental positive dermandingness positively related to EI of Children and negative dernandingnes is negatively related to children EI. Those who are using Authoritative Parenting style their children scored high on social – emotional development, parental warmth has been linked to children's emotional understandings. When parents express their emotions properly their children also understand their emotions better. They learn by their parents. As well as if parents encourage their children to express own emotions and discuss various situations with them, then children improve their emotion competence. Alegre (2011) explored association between time spent by mother and children together and children trait of emotional intelligence. Total 159 mothers and children, from 7-12 yrs age was included in sample. Bar On EI test used for children and new test was developed to measure time spent together. Pearson product moment correlation was shown significant association between these two factors. Mothers are model for children, she use rewards, pay enough attention and teach social cooperation.

Chandrashekharan (2008) pointed out that, parenting style was important predictor of emotional intelligence of adolescent's boys and girls. Total 200 first year college students were participated in the study. Two test administered Bhardwaj's Perceive Parenting scale and EI scale by Schutte. ANOVA and multiple regressions were done. Findings

showed that, fathers parenting style were strongly correlated than mothers ($p < .05$). Indulgence dimension was more significant for EQ than marital relationship. Mother's realistic expectation was a part of authoritative parenting style has direct effect on EQ. Paternal and maternal parental had direct effect on EQ.

Sinha & Mishra (2007) studied parenting behavior contribution to parent-child relationship. There were 200 adolescents' aged 14-19 yrs. 100 boys and 100 girls participated in the study. PART questionnaire and Quality of Parent Child Relationship questionnaire administered. They found that parental acceptance positively correlated to intimacy and negatively with conflict and no significant gender responses on perceive control, intimacy and conflict. Girls reported to receive more acceptances and lesser rejection.

Biradar (2006) did the analysis of parenting style and emotional intelligence of college students. Perceived Parenting scale by Bhadwaj and EIQ by Dulewicz and Higgs conducted on 18 yrs 300 girls and 200 boys.Total 500 adolescents. All dichotomous variables related to authoritative parenting style such as Acceptance, Protection, Indulgence and Realism were positively related to sub factors of emotional intelligence. As well as she stated no significant difference found between male and female on component of EI.

Young (2005) did her doctoral research on parental influence on emotional understanding and individual differences in emotional understanding. In this study two groups were studied. In first study with 248 undergraduate psychology student age range 19 years administered MSCEIT-II and they reported on their parents past behavior and emotion related beliefs. In second study 52 children included for their emotional understanding den harts puppet given and their parents reported on their own emotion related beliefs. Findings were females are high on emotional understanding in both studies. Mother had

positive emotion related beliefs, and supportive reaction to their child emotions. Mothers had more involvement with their child compare to father. In the study found that mother positive emotion beliefs were found strong indirect positive effect on female emotional understanding as well as parents negative expressiveness had negative effect on daughter emotions. Father positive emotions related beliefs were important to males.

2.3.2 Studies on Gender and Emotional Intelligence

Study done by Claudia (2016) on emotional intelligence and creativity in school aged children and pre adolescents. She also compared gender difference for both the groups. She used 133 sample of school age children and pre adolescents children. Emotional intelligence test and creativity test by Roco given to them. Result reveal interesting findings, were no significant gender difference found on emotion intelligence of school age children between the age range 6-10 yrs because, most of the time children perceive things or traits told by teachers and parents in this age. So, similar highlights were given to both of them by teachers and parents. In the same study it was found that in pre adolescents sample between the age range 11-15 yrs. girl's had higher levels of development of emotional intelligence ($p < .001$).

Arora (2016) did study on creativity and emotional intelligence relationship of adolescents and gender differences on emotional intelligence. Total 200 sample in which 100 girls and 100 boys included form Punjab. For assessment of the variables, Mangal's Emotional Intelligence test and Mehdi's verbal Crativity tool was used. 't' test result showed that, from both high($p < 0.01$) and low ($p < 0.05$) creative groups' boys was higher than girl's on emotional intelligence.

Gupta (2012) did study of college students on spiritual and emotional intelligence in relation with self efficacy and self regulations. Total 80 sample, 40 girls and 40 boys

from Kurushetra participated in the study. Psycho Matrix Spiritual intelligence test and EI scale by Ranbir used. Other test also used for rest of the variables. ‘t’ test was done for finding gender differences. She found that, boys scored high on emotional ($p< 0.005$) and spiritual intelligence ($p<0.05$) than girls.

Berrocal et.al. (2012) conducted research on emotional intelligence and gender with mediating effect of gender. Sample was 170 men and 389 women total 559 included in the study. Mayer’s MSCEIT test was used. MANOVA done for compared scores on gender. Significant difference found for understanding, strategic and managing and for total emotional intelligence ($p<.001$). No difference found for perceiving factor. Thammawijaya (2012) did doctoral research in California on HIV-affected families and their parenting style, emotional intelligence and psycho-behavioral outcomes of adolescents. 173 HIV affected adolescents and their parents included in this study. She found that self-esteem and emotional intelligence positively related as well as high self-esteem adolescents reported good parenting care style and good family functioning. EI. Positively related to quality life of parents and care but over protecting style negatively related with EI.

Naghavi & Redzuan (2011) from Malaysia did reviews of empirical studies of emotional intelligence and gender. They gave evidences of some studies, such as a study of Braket and all 330 students gave emotional intelligence test, five factor inventory of personality and life scale tests. In this study girls got high scored than boys but emotional intelligence was more impactful predictor in boy’s life. As well as they gave reference of Siaruchi study done on 58 girls and 73 boys from age range 13-15 yrs. salved Schuttls EIS. Girls scored higher than boys ($p<0.05$). Emotional intelligence was overlapping with self respect and anxieties. Author stated that on the basis of researches, Parents and society

expectation and reaction to boys and girls are different e.g. society expect girls should have more sensitivity and understanding of emotions, they should have expressiveness towards grief but society never allowed boys or men to cry or express grief. So society and parents treat them differently so we found individual gender differences. At last they concluded that girls are higher than boys but emotional intelligence is effective predictor for boys achievements in their life.

Gupta & Kumar (2010) was explored relationship between mental health, emotional intelligence and self efficacy of college students. Total 200 sample, in which 100 girls and 100 boys used in the study. For assessment of the variables, Mental Health Inventory by Jagdish , EIS by Ranbir and SEQ by Muris used. Positive correlation found among variables. She focuses gender differences for above variables. 'T' test results showed that boys was high on all variables compared with girls ($p<0.005$).

Ahmad et.al. (2009) explored gender difference on emotional intelligence of 160 sample (80 males and 80 females, 25yrs age). Bar-On EQ- I test was administered. Results revealed that males were higher than females on emotional intelligence.

Mayer et. al. (2008) gender differences discover or not are depending upon the type of assessment tool. There are Self reports or performance measures. In self report subject respond to various questions made with short verbal. Items in performance measures, similar to classical intelligence test they have to solve specific emotion problems. In some self- reported inventories on emotional intelligence significant difference found in men and women .Some aspect of emotional intelligence women have good emotional attention, empathy and men's are good at regulating emotion. Result varies in the area of EI because of tools or sample socio- demographics factors. In self report tools men scored high than performance and women scored low than performance tools. Women

underestimate and men overestimate themselves with regard to emotional skills.

Sanchez - Nunez & others (2008) they emphasis in their article on ‘ Does emotional intelligence depend on gender? The socialization of EI competencies in men’s and women and its application’. In his article she stated lots of mixed evidences on gender and EI. He conclude that on the basis of evidences from various studies girls develop verbal skill earlier than boy, so that they are good at express their fillings in word, as well as good verbal recourses for emotional reactions than boys. Boys shows lack of awareness about or express their own emotions.

Mandell & Pherwani (2003) examined relation between emotional intelligence and leadership style and gender difference. They Found no significant differences on gender but while predicting leadership style significant difference was found ($p<.05$).

Bar On (1997) examined the effect of age, gender, and emotional intelligence. result indicated few significant differences between the age groups. He stated that, in child emotional social intelligence increase by age. He did not found gender differences on overall emotional intelligence but factor wise some differences were there. Women’s were more aware about emotions than mens, they shown more empathy and socially more responsible than men. Male were better at self regard, self reliant and good at coping strategies towards stress.

2.4 Parenting Style

Batra (2013) published article on positive parenting. According to her because of changing scenario, parenting is becoming a toughest job. It can help them to use positive parenting practices. She gave some methods in which we can be better parent. Such as be appropriately demanding & responsive, try to be authoritative, spend quality time, be a good role model, insistent with discipline, develop empathy and unconditional positive regards towards child.

She relate parenting concept with positive psychology. Positive parenting is nurturing and empowering child with guidance and set boundaries' for child to develop fully.

Sultana et.al. (2013) studied working mothers parenting style and satisfaction. This study conducted at Malaysia. Sample was working mothers who have below 15 years children. Result revealed that most working mothers used permissive parenting style. They were high on warmth and responsiveness but very low on demandingness. It also showed that most of the working mothers were satisfied with their parenting style as well as time spend with their children.

Sahu (2012) did comparative study of single parent family and both parent family on emotional intelligence and self - esteem of young adults. 100 young adults in which 50 in each group sample included in the research. Mangal EIS and Prasad self esteem Inventory used. Found significant difference in both groups. Adolescents from both parent families had high emotional intelligence and high self esteem compare to single parent families. Rohner et.al. (2007) they did cross cultural study in Finland, Pakistan and US. Study based on PART theory. They assessed parental rejection and children's psychological and behavioral functioning. They found that parental rejection has consistent negative effects on both the variables.

Hooren & Gottman (1997) did a micro analysis of couple interactions on how partners handle their children. They found that when parents are emotionally adept, their children also better at handling their own emotions. Such type of parent actually do lot for their children Authoritative Parenting style have these characters, so children learn to recognize, manage and harness their feelings as well as they are good at empathizing and good at handle their relationship with others.

2.4.1 Studies on Parenting and Behavior of children

Mahapatra & Batul (2016) did study in Odisha on parenting and long term consequences on children. They focused on four important parenting style, these are authoritative, authoritarian, permissive and uninvolved parenting. They revealed that authoritative parenting style was most ideal style. It was positively related to high independence, confidence, self efficacy, social skills and effective emotion control.

Braza et.al. (2013) did study on mother and father parenting style as predictors for behavioral problems of children. According to them mother and father have different parenting styles. It has impact on boys and girls differently. Overall 89 samples in which 42 boys and 47 girls was included. Parenting dimension questioner given to parent when children aged 5 to 6 years and child behavior checklist aggression scale given to children when they were 8-9 years old. Result showed that mother authoritarian style positively related to boys and girls internal and external problems. Maternal authoritarian style and paternal permissive style negatively related with internal problems in boys. Such parenting combination positively related to aggressive behavior in girls and boys. Both the parents have permissive style was positively related to girls physical aggression.

Das & Shah (2012) studied parental impact on adolescents empathy and personal distress. Overall 100 adolescents, (50 girls, 50 boys) age range 15-17 years participated. Parenting scale by Bhardwaj emphatic concern test, and Personal distress scale by Davis used. Result revealed that those adolescents had good parenting they had high empathy as well as less personal distress. They studied gender difference in all variable girls reported goof parenting than boys, boys had more empathy, Gender difference not found on personal distress.

Alizadeh et.al. (2011) explore relationship between parenting style and behavioral

problems of children. 347 girls and 334 boys of primary school children's 681 mothers were assessed by Parental Authority Questioner and CBCL for behavioral assessment were used. Significant negative relation found in authoritative parenting style and internal ($p < .001$) and external behavioral ($p < .001$) problems of children.

Siddique (2009) studied parental acceptance rejection and impact on adolescents' personality. Total 300 sample from 14-16 yrs of age include in the study. PART test and Personality Assessment Questioner administered on students. Results shown that parental acceptance and rejection had positive relation with aggression, emotional blankness, negative thinking about world. 't' test was used to assess gender differences on parental acceptance and rejection above sub factors. Boys and girls perceived different parental dimensions.

Teodore et.al. (2004) examined study on supportive parenting and negative symptoms, emotions and child oriented motivation. Toddler Behavior Assessment Questioner (TBAQ) used for mothers of 1 yrs old children. It concluded that, when mothers had child oriented emotions it was positively related to supportive behavior of parents towards their children and give immediate emotions to them.

2.4.2 Studies on demographics details and parenting

Amanda & Alision (2012) revealed link between parenting style and education of mothers with scaffolding behavior. Mainly three objectives were there. First, find relation with mothers education with parenting, second was find relation with healthy and harsh parenting with scaffolding behavior. Total 96 pairs of mothers and children were included (49 boys and 47 girls). Study conducted for five years. First phase when children were five yrs old and in second phase after five yrs. menace, when children were completed ten yrs. For discipline , Parent discipline interview was taken. Result indicated that, continues

support and problem solving behavior mothers shown positive relation with positive parenting. Higher level education positively related scaffolding behavior pattern mothers and education was positively related to healthy parenting

Shah (2010) studied parental impact on sibling relationship. Both parents considered in the study. Total 300 sample from 13-16 age range employed Parental Authority Questioner, Relational Questioner for finding sibling relationship and Index for Peer Relation (IPR). Results revealed that authoritative parenting had very few sibling relationship problems in adolescents. It gives the evidence of authoritative parenting is ideal parenting style for sibling relationship also.

Bluestone & others (1999) explore parenting style and its correlates in working middle class families. ¼ Working mothers of children aged 5-12 years has been observed and assessed in the study. Parenting dimension inventory used. They found that socio-economic status, mother's education, child rearing history (being child) these socio-demographic variables correlated with parenting style. As well as depression, negative emotion these psychological variable also had impact on parenting style.

2.4.3 Studies on Parenting and culture

Prioste & others (2015) studied relationship of family and parenting practices with collectivistic and individualistic values of adolescents. In this study 515 adolescents (between 15-19 years of age) included as a sample. Personal values questionnaire by Menezcs and for maternal rearing practices quality assessment tool was used, FES by moos used to assess family environment of children. Result of structural equation model shown quality of parenting style predicted collectivistic and individualistic values ($p < .01$) but mediation effect found for collectivistic values but not for individualistic values. Caroline et.al. (2008) Analyzed cultural differences between parenting and children behavior.

They did National Longitudinal Survey of 14,490 children from different culture (European and South Asian countries). They also collect information from parent and teacher. They did multilevel analysis to study relationship between culture and aggression among children, and their emotional problems. It shown that relationship between cultural group and child behavior differ according to culture background. It had also differed in informants. In European countries parental harshness was positively related to children aggression but in Asian countries it was negatively related. Parental harshness with child emotions did not differ among groups.

Rudy & Grusec (2006) did comparison between collectivistic and individualistic culture. They studied authoritative parenting style and its relation with emotions of mothers and self esteem of children from both cultures. They took mothers of children between 4-12 yrs of age. Overall 33 mother and child pairs were considered for the study. For warmth factor two tests were administered Warmth Involvement Scale by Block and Child Rearing Practices Report (CRPR) by Robinson. Result showed that collectivistic mothers group was higher than in Individualistic group ($p < .001$). No significant difference was found in MANOVA on culture group and gender of children.

2.5 Spirituality

Oman & others (2012) developed spiritual modeling self efficacy (SMSE) theory and test. They motivated by spiritual modeling concept given by Bandura and on the basis of this background they developed spiritual modeling self efficacy theory and based on this theory they developed test. They kept items related to spiritual models to which children imitated spiritual qualities such as self control, faith, and devotion etc. total 1,012 sample used for the study. They explained three concepts of models, first community models, which were observed from their own community, second prominent models menace

student follow them via storytelling, reading or other.

Bandura (2003) explained about observational learning as well as modeling, same theory he used for spiritual modeling. According to him many behaviors people learn by just observing others similarly, spiritual activities or spiritual behavior observed by them and learned by children. Such as forgiveness, nobel attitude etc.

2.5.1 Study on Spirituality and Parenting Style

Li (2011) studied impact of family religious parenting and drinking behavior of early adolescents. 8,984 youth are included in sample, age range from 12-16 years. They found that mother scored higher on authoritative parenting style than father, mothers are also high on attachment style than fathers. Significant difference found on the basis of religious practices and alcohol use of adolescents. Those who attend religious practices frequently they reported, Less consumption of alcohol but those parent did not attached or did any religious practices their adolescents frequently concern alcohol.

Hardy et al. (2011) revealed the relation between parenting and the socialization of religiousness and spirituality. Total 122 age range 17-31yrs. adults included in study. Participants gave information about family religious activities when they was younger and what they do current religious activities. They also reported about their own spirituality and parenting style used by their parents when they were younger. According to him family religiosity positively related to individual religiosity and spirituality. Rejection and autonomy support had average relationship with family religiousness and individual spirituality. On the basis of findings he concluded that, There are high chances to transfer religiousness and spirituality from authoritative families.

Kelley (2008) did doctoral research on spirituality. Life satisfaction and parent child relationship. He was given focus on to examine the association among RIS Dimensions,

perceived relationship and spiritual transparency with parents and life satisfaction of adolescents and young adult. Age range of sample was 12-23 yrs. He did comparison of top quartile score for life satisfaction to rest of the sample. Top highly satisfied group had significant high means than rest of the sample on spiritual, parenting, mother, and father overprotection. But person values are not significant for any variable Regression analysis showed moderate effect for spiritual variables on high life satisfaction. No significant association found between parenting and life satisfaction. When both data compared it shown that rest of the sample found significant relation with life satisfaction, spiritual experience, forgiveness mother and father care positively and overprotection negatively, and parental spiritual transparency.

Mahaony & others (2008) did Meta-analysis of 94 studies form journals from 1980 to 1990, Variables were parenting, marriage and religion. They concluded that high religiousness negatively related to risk of divorce. High religiousness was shown positive relation with parenting and good adjustment of children.

2.5.2 Studies on Religiosity and Spirituality

Rio & white (2012) gave a perspective on spirituality and religiosity. They tried to separate these concepts. They defined spirituality as an attitude making sense of life, finding meaning and relate with other world. Religiosity is different term in which specific belief system there according to specific religion. They said people born with spiritual existence. They insisted spirituality should have different from religiosity They focused on Hylomorphic perspective of human being.

Hardy & others (2012) tried to find out role of moral identity with religiosity, empathy and aggressive behavior of adolescents. Total 502 adolescents from 12 to 18 yrs. were used in the study. Structure equation model assessment done, it was shown that link between aggression

and empathy between commitment and involvement factors of religiosity. Commitment and involvement with specific religion or system associated positively. Eisenberg & French (2010) carried out longitudinal survey on spirituality and religiosity of Indonesian Muslim adolescents. This survey was conducted for three times. T1 at the time of 7th grade, T2 at 8th grade and T3 9th grade. T2 and T3 was assessed on maladjustment, spirituality and religiosity. Teachers rating for student's behavior were also taken for maladjustment. Result revealed that T2 spirituality and religiosity was negatively related to T3 maladjustment. They also found some evidences for self esteem, social competence, and parents rated internalized problems and teacher rated prosociality predicted spirituality and religiosity

Wink & Dillon (2008) conducted longitudinal study of religiousness and spirituality and psychosocial functioning of late adulthood. Study was based on data given by IHD by Californiya University participants studied three times after longer period of time. Firstly at childhood after that in adolescents and in depth interview taken in adulthood. In adulthood also three times interview conducted at 30 yrs of age in early adulthood and in middle adulthood at age was 40. At the late middle adulthood, the age range was 60 to 70yrs. This longitudinal data was available from the year 1928-2000. At the time of interview religious and spiritual test was conducted. This study is mainly focused on adulthood. Total 181sample included in the study. Religiousness was positively related to relations with others, social and different life tasks in community. Spirituality had positive relation with personal growth, knowledge building in life task. Religiousness from early, middle and late was positively related to each other.

2.5.3 Spirituality and Emotional Intelligence

Dyke & Elias (2008) revealed some aspects of spirituality such as forgiveness, religiosity

in relation with emotional intelligence of urban students. They are from 5th grade, 10 yrs.89 students included in the study. They told students to write essay on forgiveness purpose of life and religiosity. They compared all the essays with emotional inventory scores. They found that forgiveness and purpose was not correlated to emotional intelligence, negative relation found between religiosity and emotional intelligence. In essays they observed that expression of forgiveness and religiosity were rare, but purpose of life was common among students.

2.6 Salient Features

Thus on the basis of above literature review we concluded that parenting styles are related to moral values and emotional intelligence of the children. As well as spiritual personality and moral values also have some relation. Spirituality, parenting style and children moral values are also related to each other. Though there is scarcity about Spirituality and connections with emotional intelligence and moral values we got few reviews which tell us about relationship with among these variables. Above mention reviews are combination of eastern and western studies. It helps us to formulated directional hypotheses. For gender differences on moral values and emotional intelligence results vary according to context e.g. ages wise, administration tool wise, so for emotional intelligence directional hypothesis formed and for moral values null hypothesis formulated.

CHAPTER III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.1 Statement of the Problem

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CHAPTER III

METHODOLOGY

3.1 Statement of the Problem

To find out relation of moral values and emotional intelligence of children with parenting style and spirituality of mothers.

3.2 Research Design of the Study

Two groups within factorial design were used. Mothers and children were two groups but considered them in pairs. Mothers parenting style and spiritual personality these two variables of mothers and children emotional intelligence and moral values these two variables of children were measured so this can be stated as two groups within factorial design.

3.3 Research Hypotheses

1. There will be positive relationship between Authoritative Parenting Style and Emotional Intelligence of children.

2. There will be positive relationship between Authoritative Parenting Style and Moral Values of children.

3. There will be positive relationship between Spirituality of mothers and Emotional Intelligence of children.

4. There will be positive relationship between Spirituality of mothers and Moral values of children.

5. Girls are high on Emotional Intelligence than boys.

6. There will be no gender difference on moral values.

Along with above hypotheses factor wise relationship between variables like Authoritative

Parenting Style, Spirituality of mothers, Emotional Intelligence will be explored.

3.4 Variables

Parenting Style and Spiritual Personality of parents and Moral Values and Emotional intelligence of Children

3.5 Operational Definitions

Authoritative Parenting Style

For the present study mothers authoritative parenting style refers to the scores on each of the four factors of parenting – warmth involvement, reasoning induction, democratic participation and good nature and easy going as measured by, Parenting Practices Questionnaire (Robonson , Mandleco , Olsen, & Hart 1995).

Spiritual Personality of Mothers

Spiritual Personality of mothers refers to the score on two factors of spiritual personality-moral rectitude and noble attitude as measured by Spiritual Personality Inventory (Husain, Luqman, & jahan 2012)

Moral Values of Children

Moral Values refers to the total score of moral values as measured by Moral Values Scale (Gupta & Singh 1998).

Emotional intelligence of Children

Emotional Intelligence refers to the score on each five factors of emotional intelligence – self awareness, managing emotions, motivating oneself, empathy and handling relationship as measured by (Sharma 2011).

3.6 Tools

Four different tools were used in the study two for mothers and two for children.

Apart from these Personal Data Sheet also given to both.

3.6.1 Parenting Practices Questionnaire For Mothers (Robonson , Mandleco, Olsen, & Hart 1995).

It is based on Baumrind‘s typology of parenting styles. It measured three parenting styles that are Authoritative, Authoritarian and Permissive parenting. Test consist 62 items. 27 items for authoritative style with a Cronbach á of .91, For authoritarian style 20 items and Cronbach á of .86, and 15 items for permissive parenting style Cronbach á of .75. All these items were in continuum. Responses were given as from always to never. Five point scale so scored as 5, 4, 3, 2, 1 some items was reverse coded. It usually takes half an hour for administration.

3.6.2 Spiritual Personality Inventory For Mothers (Husain, Luqman, & jahan 2012)

Scale consists 32 items. Five point scale. Responses are strongly disagree, disagree, neutral, agree, strongly agree. This scored as 1, 2, 3, 4, 5. The split-half correlation of 0.82. There are two dimensions named Nobel Attitude towards others and Moral Rectitude the reliability Cronbach alpha carried out for the two factors. It was found 0.84 and 0.74. Twenty-five to thirty minutes for administration .This test is applicable to male and female adult population.

3.6.3 Moral Values Scale For Children (Gupta & Singh 1998).

In the test lying, dishonesty, stealing and cheating these sub factors included. Scale consist 36 items. ‘Yes’ and ‘No’ option were there. Key provided for scoring. Each correct answer given a score of 1 and incorrect answer score 0. This test consist two types of items positive and negative. All the positive items that opt by subjects as ‘yes’ and all negative items opt by subjects as ‘No’ given +1nd and 0 given to all other answers. Thus high score indicated high moral values. Maximum 36 score can be obtaining by the test. Test – retest reliability and split-half reliability estimated as .67 and .87 respectively.

Concurrent validity estimated satisfactory validity coefficient. Twenty-five to thirty minutes for administration

3.6.4 Emotional Intelligence Test (EIT) for children by Sharma (2011).

Scale consist 60 items. There are five domains i.e., Self Awareness, Managing Emotions, Motivating Oneself, Empathy and Handling Relationships. Five point scale so responses are Always, Most often, Occasionally, Rarely, and Never. Items are positively and negatively stated so scored as 5, 4, 3, 2, 1 from always to rarely and for negative worded scored as 1, 2, 3, 4, 5. High score indicated high emotional intelligence. Test – retest reliability and criterion related validity is good. Construct validity correlations were carried out among all sub factors of emotional intelligence. These correlations positively and highly significantly related with each other at 0.01 and 0.05 level. Only empathy was not significant. This test is mainly applicable to adolescents. It usually takes one hour for administration.

3.7 Sample

Non Probability purposive sampling technique used to collect data of mothers and children. In the study 157 pairs of mothers and their children included so that total sample size was 314 (157 mothers and 157 children)

Inclusion Criteria for Mothers

· House wives mothers included.

· Minimum education qualification should be 10_{th} from Pune city.

· Mothers should have adolescent child between the age rang 12-17yrs.

· Mothers from middle class families.

· Annual Income- 1,00000 to 10,00000.

Exclusion Criteria for Mothers

· Remarried, Divorcee or single mothers were not included in the study.

· Mothers who's education are below than 10_{th} not included in the study.

· Working mothers or mothers earning money were excluded.

Inclusion criteria for children

· Age 12-17yrs.

· Co - Ed school going

· Middle class families

Exclusion criteria for children

· Twins, adopted children.

· Children of single parenting

3.8 Procedure

The data collected from schools, colleges, and private institutions such as private classes, tuitions. For that permission was taken by concern authority. As per inclusion criteria list was taken from school authority. Purpose of the research and brief information was communicated to mothers through written note and telephonic conversation. As per convenience of school meeting arranged for test administration. Consent was taken from parents for participating their children in the study. After establishing good rapport participants asked to fill personal data sheet. (with the consent of subject).Instructions was given and took confirmation from participants about instructions. From Individually as well as group of 5to 15 both the test administered to parent participants. Some selected mothers interviewed individually. Once test administration done with mothers same day test conducted to their children. In small groups both the test administered with children. Separately data collection was done for children as well as for parents. Precaution was taken that; the subject will not be discussed with each other while solving the test. Same

procedure done for tuition, classes. After collecting data, all salved questioners checked, made sure that no missing Colum kept by participant. After that, scoring was done as per the manual. Data enter on the excel sheet. Again all data verify and cross checked. Then data transfer to SPSS for further analysis.

3.9 Data Analysis

After done with screening of data descriptive statistics and inferential statistics calculated for all variables on SPSS 24 version.

3.10 Ethical Considerations

For the research all ethics considered. As mentioned above permission was taken from all participants and institutes. Ideal test administration procedure was followed. Confidentiality flowed after scoring. As per requirement of mothers scores explained to them.

CHAPTER IV

DATA ANALYSIS AND RESULTS

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1 Data Cleaning and Normality Assumption

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4.2.1 Descriptive Statistics for Demographic Variables

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4.3.1.3 Spiritual Personality and Emotional Intelligence

4.3.1.4 Spiritual Personality and Moral Values

4.3.2 Regression Analysis

4.3.2.1 Regression Analysis of Authoritative Parenting and Emotional Intelligence

4.3.2.2 Regression Analysis of Spiritual Personality and Emotional Intelligence

4.3.3 *t* test for Gender difference

4.5.3.1 Gender Differences on Emotional Intelligence

4.5.3.2 Gender Differences on Moral Values

4.4 Summery

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1 Data Cleaning and Normality Assumptions

Data scrutinized before data entry, screening procedure was done. All data cross checked and then entered in excel sheet. All demographic and test variables entered neatly and carefully on excel. Data checked twice with tests sheets also. This checked data entered on SPSS for further analysis. Outliers testing and normality assumption was done. Different ways are there to check normality of the sample. In the present study it was checked by following method were descriptive statistics was run to get skewness and kurtosis values, these values divided by standard error of skewness and kurtosis. Numerical value in between +2 to -2 . These values accept normality assumptions. Decided to use parametric statistics and proceed for inferential statistics. Following histograms supports the explanation. Bell shape curve indicated data is normally distributed.

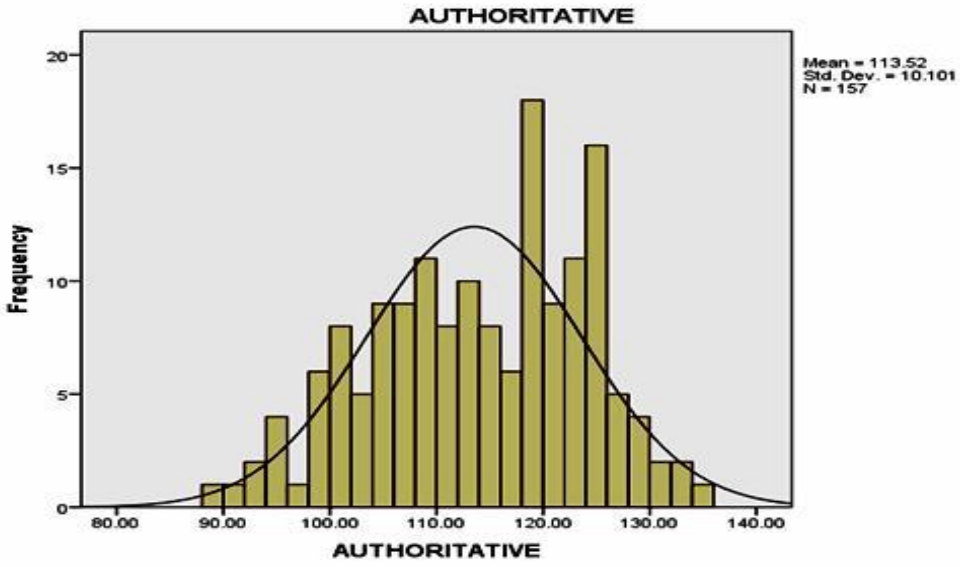


Figure 4.1 Histogram with Skewness and Kurtosis for Authoritative parenting of mothers.

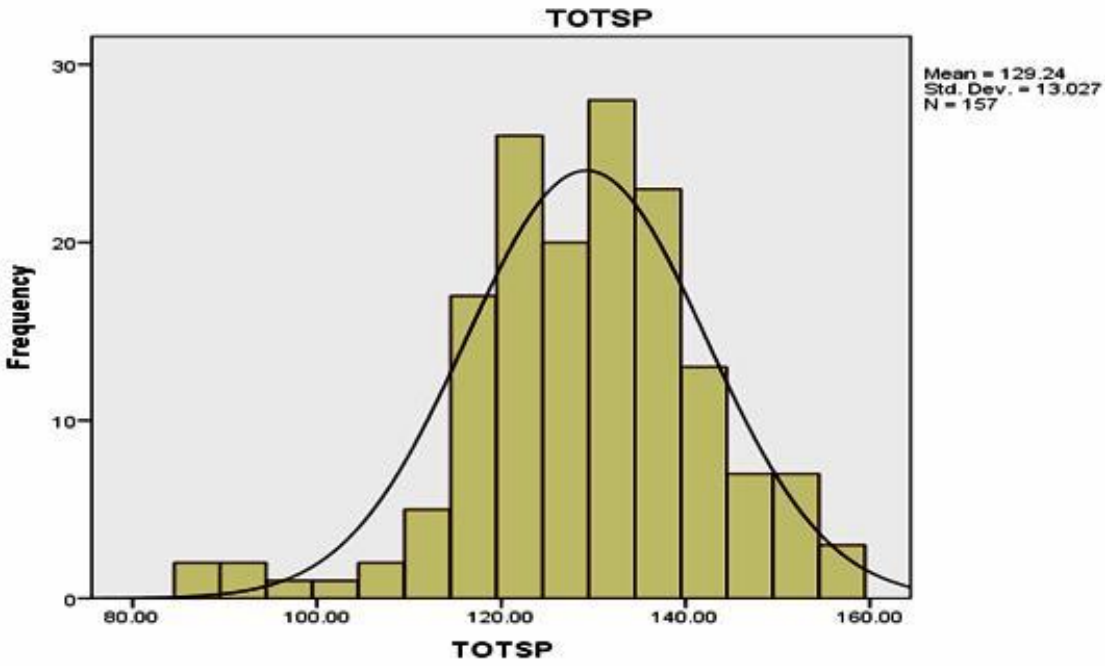


Figure 4.2 Histogram with Skewness and Kurtosis for Spiritual Personality of mothers

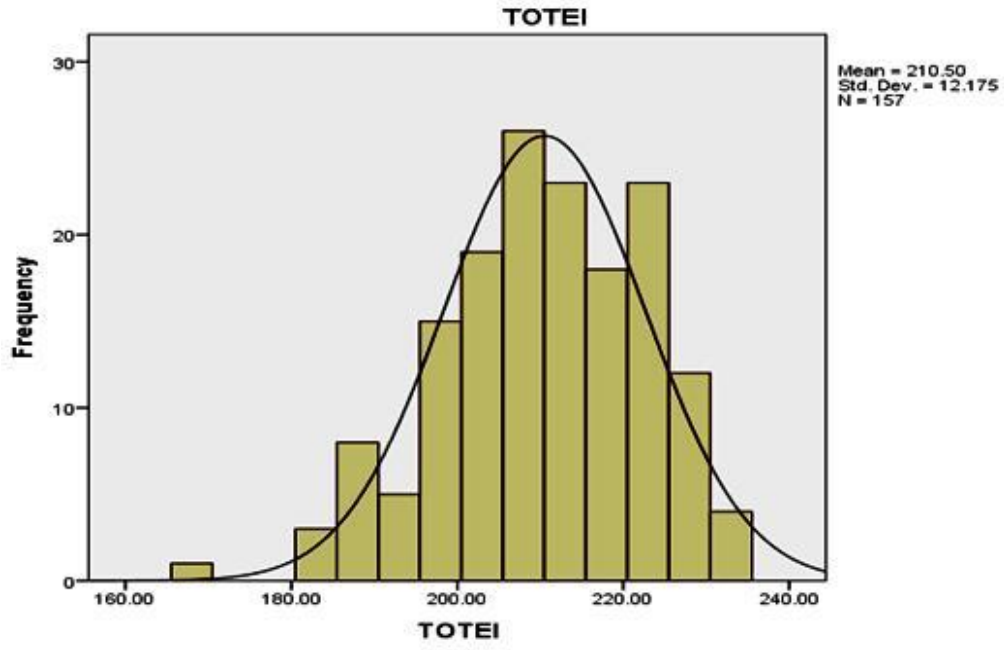


Figure 4.3 Histogram with Skewness and Kurtosis for Emotional Intelligence of children

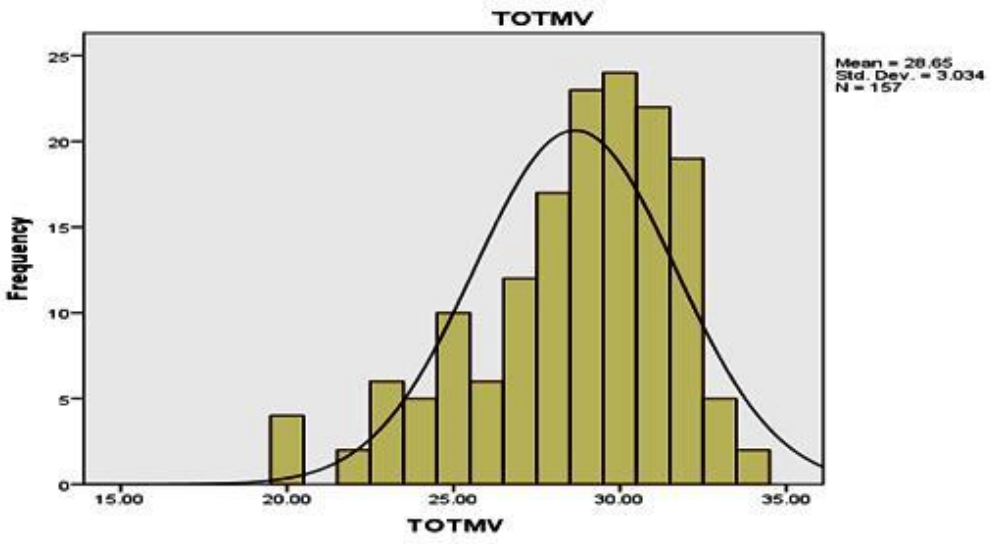


Figure 4.4 Histogram with Skewness and Kurtosis for Moral values of children

4.2 Descriptive Statistics

4.2.1 Descriptive Statistics for Demographic Variables Related To Mothers

Following tables shows Mean,SD, Skewness and Kurtosis values of the demographic details of the mother such as their education, family type, annual income, their parental involvement and initiative for discipline towards child etc. As well as demographic details of children such as medium of education, birth order, age and gender included. After these demographic details descriptive statistics of all scale variables are shown. E.g. authoritative parenting style, spiritual personality of mothers and moral values and emotional intelligence of children are explained.

Table 4.1 Descriptive Statistics for Demographic Variables Related to Mother (N=157)

Variables	Mini	Maxi	Mean	S. D.	Skewness	Kurtosis
Age	28.00	58.00	39.32	4.60	.715	1.071
Edu. of mother	3.00	6.00	4.70	.95	-.501	-.621
Family type	7.00	8.00	7.60	.47	-.634	-1.619
Fam. Members	3.00	15.00	4.66	1.82	2.733	9.824
Annual Income	2.00	12.00	10.63	1.39	-1.601	7.497
Marr. duration	12.00	28.00	17.43	3.17	1.059	.796
Parent Invol.	15.00	100.00	82.03	18.71	-.839	-.108
Init. Discip.	13.00	15.00	14.59	.79	-1.509	.330

As shown in Table 4.1 about all demographic variables Mean, SD, and others details displayed. The mean age of mothers are 39 yrs. Mothers education level is minimum 10_{th} to Post Graduate. Education mean is 4.70 , it indicate that 60 % of mothers are having bachelor degree . Mean of family type is 7.60 it shows that 65% of data is from nuclear families from middle class background. Annual incomes of families are approximately three to seven lacks. More than 90% of mothers reported 50 % to 100% parental involvement with children. It shows that as a house wife they tend to give more time and involvement in various activities of children and with children. As well as mothers reported that 79% initiative husband and wife both takes for maintaining discipline by children.

Table 4.2 Descriptive Statistics for Demographic Variables Related To Children (N= 157)

Variables	Minimum	Maximum	Mean	S. D.	Skewness	Kurtosis
Edu.Med.	22.00	24.00	22.36	.60	1.442	1.022
Birth Order	16.00	21.00	18.17	1.78	.207	-1.270
Gender	1.00	2.00	1.44	.49	.220	-1.977
Child Age	11.00	18.00	14.19	1.33	.255	-.470
Std	6.00	12.00	9.15	1.30	.153	-.811

As shown in Table 4.2 some demographical details about reported by children. Medium of education of children indicate that 70% data is from English medium school. As per review done by researcher it gave emphasis to birth order and parenting style so that, tired to collect data on the basis of birth order but scarcity in specific sample seen in data. Only 10 % data was found for only girls but 43% of data found for first born girls. First born boys are less (12%) than second born boys (17%). The % of second born girls and boys are similar (17%). At shows in table about mean is 1.44 that indicates that 55% girls and 44% boys are included. Researcher tried to matching about gender. Childs' age is one of the control variable for the study. Adolescent sample distributed in the age range of 13 to 16 yrs. Mean for children std is 9.15 it shows that from 90 % of data id from 8_{th} to 11_{th} std.

Table 4.3 Descriptive Statistics for Authoritative Parenting Style

(N= 157)

Variables	Minimum	Maxim	Mean	S. D.	Skewness	Kurtosis
Warmth Involv.	34.00	55.00	45.7	4.90	-.271	-.699
Reason. Induc.	15.00	45.00	29.47	4.02	-.283	1.277
Democrati. Part.	11.00	25.00	20.85	2.84	-.717	.409
Good N Easy G.	12.00	20.00	17.45	2.06	-.656	-.270
Authoritative	89.00	134.00	113.52	10.10	-.250	-.731

As mentioned in Table 4.3 shows sub factors of parenting style and total score of authoritative parenting style. Minimum 89 and maximum 134 raw scores mothers authoritative parenting style score. Mean of authoritative is 113 it shows that mothers are high on authoritative parenting style included in sample

Table 4.4 Descriptive Statistics for Spiritual Personality of Mothers

(N = 157)

Variables	Mini	Maxi	Mean	S. D.	Skewness	Kurtosis
Moral Rectitude	26.00	70.00	56.26	6.41	-.745	2.698
Nobel Attitude	44.00	89.00	72.96	7.67	-.565	1.301
TOT Spirituality	87.00	157.00	129.23	13.02	-.498	1.087

Spiritual Personality is second variable of mothers. Table 4.4 indicated that, their mean of Moral Rectitude, Nobel Attitude is 56.26 and 72.96 respectively it shows high score of Spiritual Personality.

Table 4.5 Descriptive Statistics for Emotional Intelligence and Moral Values of Children (N = 157)

Variables	Mini	Maxi	Mean	S. D.	Skewness	Kurtosis
Self Awareness	27.00	50.00	36.38	4.71	.121	-.324
Managing Emo.	16.00	35.00	27.67	3.54	-.314	.619
Motivating One.	33.00	63.00	51.88	5.02	-.544	1.414
Empathy	17.00	37.00	28.30	3.54	-.224	.122
Handling Rel.	49.00	79.00	66.24	5.81	-.407	.172
TOT Emotional	168.00	233.00	210.50	12.17	-.431	.072
Moral Value	20.00	34.00	28.64	3.03	-.846	.362

The mean and std. deviations for two scales that is Emotional Intelligence and Moral Values and five subscales of Emotional Intelligence are shown in Table 4.5. Mean of total Emotional Intelligence is 210 which interpret as average score of Emotional Intelligence. Moral Value mean is 28.64 which is also interpret as high.

4.3 Inferential Statistics

Inferential statistics is next important stage to do analysis of the data. Aim of the inferential statistics is to make some inferences on the bases objectives and hypotheses for the selected population. To test hypothesis Pearson Product Moment Correlation and Regression Analysis was done. For comparing data on gender t test was used. Following statistical tables gives us detailed information about inferential statistics.

4.3.1 Pearson Product Moment Correlation

Correlation coefficient is a numeric value that shows strength of two variables. Which variables are related and whether the relation is positive or negative. When both the

variables are scale variable and they have linear relationship for them Pearson correlation coefficient use. Data is normally distributed so find out relation between mothers parenting style and spiritual personality with moral values and emotional intelligence of children this statistics used.

4.3.1.1 Authoritative Parenting and Subscales of Parenting Style with Emotional Intelligence of children

In the following table Authoritative Parenting Style of mothers and children Emotional Intelligence relationship displayed. Here relationship between Parenting style and all sub factors of Emotional Intelligence e.g. self awareness, managing emotions, motivating oneself empathy and handling relationship displayed. As well as in table 4.7 relationship among parenting style sub factors and emotional intelligence reported.

Table 4.6 Pearson Product Moment Correlation between Authoritative Parenting and Emotional Intelligence of children (N =157)

	TOTEI	ESA	EME	EMO	EE	HER
Authoritative Pearson						
Correlation	.244**	.047	.313**	.167*	.049	.107
Sig. (2-tailed)	.002	.561	.000	.037	.541	.182
N	157	157	157	157	157	157

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Pearson product moment correlation was used to find out relation between Authoritative parenting style of mother and Emotional Intelligence of children. It

indicated that Authoritative Parenting Style and total score of Emotional Intelligence of the children is positively related ($r = .244$, $p < 0.01$) with each other. It interprets as if Authoritative Parenting practices used by mother, children's Emotional Intelligence also will increase. As mentioned in table about Authoritative Parenting and subscales of Emotional Intelligence that shows that r value of managing Emotions and Motivating oneself are positively related to each other at 0.01 and 0.05 level respectively.

Table 4.7 Pearson Product Moment Correlation between Sub Factors of Authoritative Parenting and Emotional Intelligence of children (N= 157)

Sub factors of Authoritative Parenting Style	Total score of Emotional Intelligence	
Warmth Involvement	Pearson Correlation	.192*
	Sig. (2-tailed)	.016
	N	157
Reasoning Induction	Pearson Correlation	.183*
	Sig. (2-tailed)	.022
	N	157
Democratic Participation	Pearson Correlation	.191*
	Sig. (2-tailed)	.017
	N	157
Good Nature Easy Going	Pearson Correlation	.117
	Sig. (2-tailed) .	145
	N	157
Total EI	Pearson Correlation	1
	Sig. (2-tailed)	
	N	157

* Correlation is significant at the 0.01 level (2-tailed).

When analysis did on sub factors of parenting styles and total score of Emotional Intelligence it shows that, Warmth involvement is positively correlated (r = 192, p < 0.05) with Emotional Intelligence. As well as Reasoning Induction (r = .183, p < 0.05) and democratic participation (r = .191, p < 0.05) are positively correlated with Emotional Intelligence. It indicated that only Good Nature and Easy Going factor which has no significant relation with Emotional Intelligence of children. Other factors have strong relation with Emotional Intelligence of children.

4.3.1.2 Authoritative Parenting and Moral Values

In the following table relationship between Authoritative Parenting Style and Moral Value of children reported.

Table 4.8 Pearson Product Moment Correlation between Authoritative Parenting and Moral Values of Children (N = 157)

Variable		Authoritative	Moral Values
Authoritative	Pearson Correlation	1	.035
	Sig. (2-tailed)		663
	N	157	157

As shown in Table 4.8 Pearson Product Moment Correlation did to find out relation between Authoritative Parenting Style of mothers and Moral Values of children. Correlation value shows very weak relationship between these two variables. Table value is more than p value so significant relation is not found.

4.3.1.3 Spiritual Personality of Mothers and Emotional Intelligence of children and Subscales of Spiritual Personality with Emotional Intelligence of children

Table 4.9 gives information about Spiritual Personality of mothers and Emotional Intelligence of children. Here subscales of Spiritual Personality such as moral rectitude and nobel attitude also reported.

Table 4.9 Pearson Product Moment Correlation between Spiritual Personality of Mothers and Emotional Intelligence of children (N =157)

Variable		TOT EI	ESA	EME	EMO	EPH	EHR
Moral	Pearson	.172*	-.003	.786**	.034	-.147	-.056
Rectitude	Correlation						
	Sig. (2-tailed)	.031	.968	.000	.671	.066	.490
	N	157	157	157	157	157	157
Nobel	Pearson.	168*	-.057	.713**	.052	-.091	-.026
Attitude	Correlation	.036	.475	.000	.520	.257	.744
	N	157	157	157	157	157	157
TOTSP	Pearson	.184*.	-.035.	807**	.047.	126	-.043-
	Sig. (2-tailed)	021	659	.000 .	556	126-..	594
	N	157	157	157	157	157	157

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

As shown in Table 4.9 very interesting results have been observed. Total score of Spiritual Personality of mothers is positively related to total score of Emotional intelligence of children. Very strong relation found with Spiritual Personality and sub factor Emotional Intelligence that, is Managing Emotion. As shown in table, it indicated that Moral Rectitude and Nobel Attitude sub factors of Spiritual Personality are positively related to total Emotional Intelligence at .005. These two factors are strongly related to Managing Emotion which is sub factor of Emotional intelligence of children. But very weak correlation found with Self Awareness, Motivating Oneself, Empathy and Handling Relationship sub factor of Emotional Intelligence

4.3.1.4 Spiritual Personality and Moral Values

In the following table relationship between Spiritual Personality and children moral values reported. As well as subscales of Spiritual Personality also display.

Table 4.10 Pearson Product Moment Correlation between Spiritual Personality of Mothers and Moral Values of children (N =157)

	Variables		MORAL VALUES
	Moral Rectitude	Pearson Correlation	.001
		Sig. (2-tailed)	. 994
		N	157
	Nobel Attitude	Pearson Correlation	-.019
		Sig. (2-tailed)	.809
		N	157
TOTSP	Pearson Correlation	-.011	
		Sig. (2-tailed)	.889
		N	157

As describe in Table 4.10 there is no significant relation found between total score of Spiritual Personality of Mothers and Moral values of children. As well as if observe r values of Moral Rectitude and Nobel Attitude with Moral values it shows very weak relationship between each other. Significance values are more than p values.

4.3.2 Regression Analysis

After done with Pearson Product Moment Correlation Single Linear Regression Analysis conducted to find out prediction equation between two variables such as Authoritative Parenting Style and Emotional Intelligence of the children and Spiritual

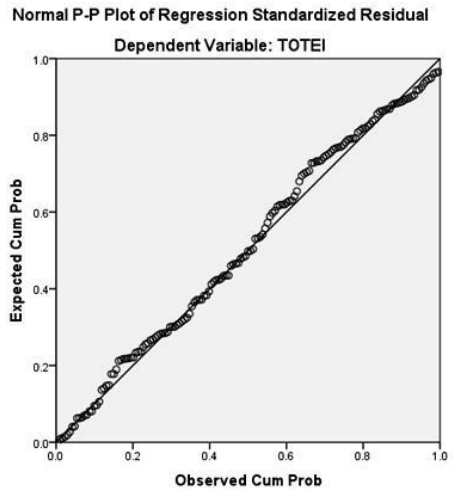
Personality of mothers and Emotional Intelligence of the children.

In Single Linear Regression, one independent variable can predict one dependant variable.

4.4.2.1 Regression Analysis of Authoritative Parenting and Emotional Intelligence of Children

First step in Regression Analysis is to check normality of the data, because that is the one of the assumption of the Regression Analysis so that following P-P plot did.

Graph 4.1 P-P Plot of Regression Standardized Residual for Total Score of Emotional Intelligence with Authoritative Parenting Style



As shown in graph 4.1 small circles are close to straight line is revealed that data is normally distributed. This line explains the difference between observed and predicted value. So assumption of normality was checked further analysis was done.

Table 4.11 Regression Analysis of Authoritative Parenting and Emotional Intelligence of Children (N = 157)

Model 1Authoritative	R	R^2	F	B	â	t	Sig.
	.244	.059	9.78	.294	.094	3.12	.002

a. Dependent Variable: Total Score of Emotional Intelligence

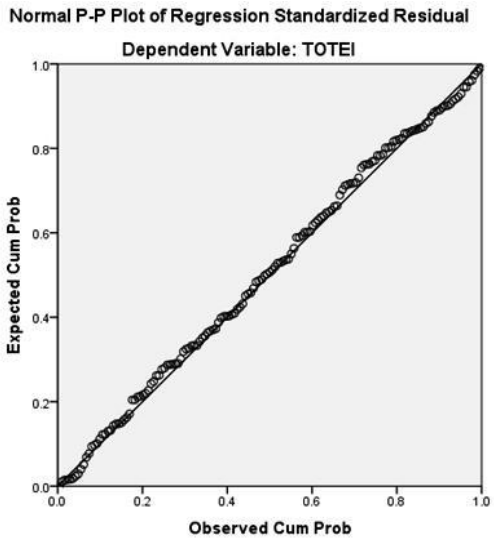
b. Predictors: (Constant), Authoritative Parenting style

As shown in table 4.11 *R* tells us correlation value between variable which show significant positive correlation with dependant variable. On the basis of R^2 indicate that 59 % of variance or change in Emotional Intelligence of children due to Authoritative Parenting Style of mothers. Significance level explains that the variation explained by model 1 shows that high significance, so probability is very low for variance explained by model is due to chance. It indicates Authoritative Parenting Style of mothers is significant predictor for Emotional Intelligence of children.

4.4.2.2 Regression Analysis of Spiritual Personality of Mothers and Emotional Intelligence

As mention earlier about normality, same thing did about these two variables. P-P Plot drawn for normality assumption

Graph 4.2 P-P Plot of Regression Standardized Residual for Total Score of Spiritual personality and Emotional Intelligence of Children



As observed in graph 4.2 small circles are close to straight line is revealed that data is normally distributed. This line explains the difference between observed and predicted value. So assumption of normality was checked further analysis was done.

Table 4.12 Regression Analysis of Spiritual Personality and Emotional Intelligence of Children (N =157)

Model 1	R	R_2	F	B	â	t	Sig.
Total Spirituality	.184	.034	5.406	.184	.074	2.325	.021

a. Dependent Variable: Total of Emotional Intelligence

b. Predictors: (Constant), Total of Spiritual Personality

As described in table 4.12 *R* tells us correlation value between variable which show significant positive correlation with dependant variable. On the basis of R^2 indicate that 34 % of variance or change in Emotional Intelligence of children due to Spiritual Personality of mothers. Significance level explains the variation explained by model 1 shows that high significance, so probability is very low for variance explained by model is due to chance. It indicates Spiritual Personality of mothers is significant predictor for Emotional Intelligence of children.

4.5.3 *t* test for Gender difference

To find significant difference between two groups that is male and female children on Emotional Intelligence and Moral Values *t* test computed. In this statistical test two means compared with each other to study whether they are same or different.

4.5.3.1 Male and Female Comparison on Emotional Intelligence

As mention above for gender difference *t* test was done. Following table reported values of t and two tailed significance for male and female children for Emotional Intelligence.

Table 4.13 *t* test showing gender differences on Emotional intelligence (N = 157)

	Gender				
	Female(87)	Male(70)	*t*	*df*	Significance (2- tailed)
Self Awareness	36 (4.78)	36 (4.64)	-.571	155	.569 (n.s.)
Managing Emotions	27 (3.66)	27 (3.40)	-.530	155	.597 (n.s.)
Motivating oneself	51 (4.99)	52 (5.09)	-.287	155	.774 (n.s.)
Empathy	27 (3.74)	28 (3.26)	-1.342	155	.181 (n.s.)
Handling Relations	66 (6.42)	66 (4.99)	-.347	155	.729 (n.s.)
Tot. Emotional Intelligence	209 (12.81)	211 (11.32)	-1.052	155	.294 (n.s.)

n. s. = no significant difference

As shown in Table 4.13 male and female compared on total score of Emotional Intelligence and sub factors of that. This comparison mainly did on mean values of the group. It has been observed that no significant difference found on any of the sub factor of emotional intelligence of male and female. Mean values of both the groups are approximately same, no much difference observed in mean values of the group. As two tailed significance level value also state the same thing. Table values are more than p value.

4.5.3.2 Male and female comparison on Moral Values

Following table reported values of t and two tailed significance for male and female children for Moral Values.

Table 4.14 *t* test showing gender differences on Moral values (N = 157)

	Gender				
	Female (87)	Male(70)	*t*	*df*	Significance(2- tailed)
Moral Values	28 (2.81)	28 (3.29)	-.344	155	.731(n.s)

n. s. = no significant difference

As described in Table 4.14 male and female compared on Moral Values. This comparison mainly did on mean values of the group. It has been observed that no significant difference found on Moral Values of male and female. Mean values of both the groups are approximately same, no much difference observed in mean values of the group. As two tailed significance level value also state the same thing. Table values are more than p value.

Summery

As per result analysis of all descriptive statistics and inferential statistics taken in to consideration it has been observed that data was normally distributed so parametric Pearson product moment correlation and t test was done. It shown that positive correlation between Authoritative Parenting Style with Emotional Intelligence of children. As well as Spiritual personality of mothers also positively related to Emotional Intelligence of children. Moral Values of children found no correlation with Authoritative Parenting Style and Spiritual personality of mothers. No gender difference found on Emotional Intelligence and Moral Values of children. As per the reported statistical values in this chapter in the next chapter all these hypotheses discussed with the appropriate explanation and support. All results are also concluded in the further chapter.

CHAPTER V

DISCUSSION AND CONCLUSIONS

CHAPTER V

DISCUSSION AND CONCLUSIONS

5.1 Discussion

5.1.1 Relationship between Authoritative Parenting Style and Emotional Intelligence of children

5.1.2 Relationship between Authoritative Parenting Style and Moral Values of children

5.1.3 Relationship between Spirituality of mothers and Emotional Intelligence of children

5.1.4 Relationship between Spirituality of mothers and Moral Values of children

5.1.5 Gender difference on Emotional Intelligence of children

5.1.6 Gender difference on moral values of children

5.1.7 Exploratory findings

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CHAPTER V

DISCUSSION AND CONCLUSION

5.1 Discussion

In the previous chapter descriptive statistics and inferential statistics are reported. For the statistical analysis Statistical Package for Social Science (SPSS 24 version) was used. Main focus of the study was to find out relationship between Moral Value and Emotional Intelligence of children with Authoritative Parenting Style and Spiritual Personality of mothers. For that mothers and their children was included in the study. Total number of sample was 314 (157 mothers and 157 children). All data was from middleclass families. Mothers were housewives and education qualification was minimum 10_{th}. Children from adolescent age group was participated in the study. Overall six main hypotheses were formed on the basis of literature review. Some exploratory findings are also included in this chapter.

5.1.1 Relationship between Authoritative Parenting Style and Emotional Intelligence of children

Hypothesis 1 stating, **'There will be positive relationship between Authoritative Parenting Style and Emotional Intelligence of children'**.

To find out relationship Pearson product moment correlation coefficient was done. Table 4.6 reported that Authoritative Parenting Style and Emotional Intelligence of children were significantly correlated $r = .244$, $p < .01$. Thus value showed positive correlation between these two factors. On the basis of correlation value it shown average relation. As mention in review of literature various studies showed the same results. According to Chandrashekharan (2008) because of good environment and good parent child

relationship helps children to develop in a proper way. Shalini & Acharya (2013) , also did study on perceived parenting style and emotional intelligence of children they found positive relation between these factors. Basically more reviews explained about perceived parenting styles which menace children perception about their parents. But perception and actual facts it may differ but this was not focus of this research. In the present study mothers actual parenting measured to study correlation between emotional intelligence. So for actual parenting reviews also supports the findings. Study done by Laura & Sala (2011) they revealed authoritative parenting and permissive parenting both styles have positive correlation with emotional intelligence of children. Because both the parenting styles are high on responsiveness. This responsiveness factor helps child to do balancing and inculcate self regulate behavior in them. On the basis of Baumrind (1970) theory of parenting styles taken in to consideration for formulating above hypothesis. According to her there are three different types of parenting styles, authoritative parenting style is one of the important parenting style it has positive impact on children. Because if we consider characters of this style such as, warmth, caring, indulgence, demanding but responsive too. All characters have positive impact on child. This style help child to be responsive matured adult in future. They explain child consequences of faulty behavior , empathize their children and help them to take decision about family and self. Though they are high on demanding towards their children they tell them rational behind that. So all this things help child to develop them in a right manner. This type of upbringing help child to develop their emotional aspect of themselves. Children learn and experience by their parents interactions with them, so their authoritative parents help them to be emotionally stable and aware about negative emotions too. This type of nourishment help children to develop their emotional intelligence. This is also seen from the present study. For above

mention hypothesis once done with correlation and it shows good statistical r value then researcher decided to do regression analysis for the variables. It helps to find out impact or prediction of parenting style on or about emotional intelligence of children. As result found correlation between authoritative parenting style and emotional intelligence of children. Researcher felt curious about to find relation among sub factors of parenting style and sub factors of emotional intelligence. Following discussion gives details about relationship between authoritative parenting style and sub factor of emotional intelligence. Basically there are five factors name self awareness, managing emotions, motivating oneself, empathy and handling relations.

First factor is self awareness. The correlation values is r = .047, which shown no significant relation found in authoritative parenting and self awareness of children. Reason could be self awareness is somehow internalized factor in which they have to be aware about their emotions and feelings because without awareness we can't manage emotions. According to Golman (1995) in this factor identify emotions and naming emotions these two tasks involved. In the current study though the mothers are using authoritative parenting style they were not providing such training to children. Because when discussed with few parents they stated that children are very aggressive, very emotional they should control themselves, so mothers are giving importance to controlling negative emotions rather than identify emotions. Mothers were also not aware about the importance of identify and naming emotions that's why they are not providing such things to their children through their parenting style. Some experts from Maharashtra who are doing a very good work in the area of emotional intelligence and parenting they are stating that, we as a parent much more aware about the vaccination and immunization for different millstones of children but we are lacking to be aware about emotional vaccination and make them

emotional immunize for children during their development.

Second factor is managing emotions, it include doing balancing in emotions. The correlation values is $r = .313$, $p < 0.01$. This value shown positive relationship between authoritative parenting and managing emotions. Basically as discussed above about parents concern to manage their children emotions it shown significant relation. Being as a counselor and researcher it has been observed that parents are giving much importance to their children negative emotions e.g. mothers are worried about aggressive behavior of children or worried about very sensitive girls who can't control their tears.

Third factor is motivating oneself. It is an ability to motivate oneself to achieve our goals and try to overcome with setbacks of life. The correlation values is $r = .167$, $p < 0.05$ it shows positive correlation between authoritative parenting style and motivating oneself factor of emotional intelligence of children. As discussed above the typological theory of Baumrind (1997), to encourage children to cope with their life events and provide them good support is one of the characteristic of authoritative parenting style. Such a parents always motivate children to take decision about self and about family. If children did any mistake they never scold to them they always explained positive and negative consequences of that behavior. So training provide by mothers regarding this factors. Joshi & Dutta (2015) also found the same relation between these two factors because parent's warmth and involvement always provide support to children to be motivated in life.

Fourth factor is empathy. It is ability to think from other persons perspective, try to put oneself on other persons place. The correlation value for this factor is $r = .049$, few studies shown parental impact on development of empathy. They are positively correlated Das & Shah (2012). But in the present study it was not proved. Reason could be, empathy is

an internal factor or we can say that it is one kind of personality trait which can't affect only by environment. It should feel from inner side of the children though mothers are using authoritative parenting style they are not providing emotional coaching for developing empathy in their children. They are giving more focus to expression and control part of emotion as complaints stated by mothers in personal data sheet. According to Gottman (1997) explained the importance of emotional coaching parenting for children development. Specifically in this type of parenting more focus always gives for emotional development. In this group of sample lacking about emotional coaching seen so that significant relation not found with empathy factor of emotional intelligence.

Fifth factor is handling relationship which is ability to manage emotions in others. For this factor empathy skills should be there. The values r = .107, shown no significant correlation found between authoritative parenting and handling relationship. Basically handling relationship called as social competency it usually develops in social interactions it not just depend on interaction with parents. Children learn such types of skills in society. For the current study adolescent sample used usually at this age children have their groups where they can develop their social competency. Social competency is ability to respond others in an appropriate way, to know about consequences of one's action and as per their own experience so that it was not found correlated. They learn to mange emotions of their friends, surroundings and situational factors.

A very detailed analysis was done on parenting style and emotional intelligence of children. Once done with authoritative parenting and sub factors of emotional intelligence, which parenting style sub factors shows significant relationship with emotional intelligence that was also analyzed. Table 4.7 shown correlation values among these sub factors. Overall there are four authoritative sub factors. First is warmth and involvement which shown

positive correlation with global score of emotional intelligence at 0.05 level $r = .192$, $p < 0.05$, and this factor positively related to managing emotion that was sub factor of emotional intelligence of the children $r = .218$, $p < 0.01$, and motivating oneself $r = .183$, $p < 0.05$ according to Baumrind (1991) if parent use warmth involvement with their children it shows positive impact on children. Even though children do any mistake warmth reactions towards their children help them to learn how to manage their own emotions. Reasoning and induction $r = .183$, $p < 0.05$ with global score of emotional intelligence and $r = .183$, $p < 0.05$ with managing emotions. Democratic participation $r = .191$, $p < 0.05$ is significantly positively correlated with global score of emotional intelligence of children and $r = .341$, $p < 0.01$ and good nature and easy going is don't have significant correlation with global score of emotional intelligence but it shown positive relation with managing emotions $r = .188$, $p < 0.05$. It explains that these factors are positively correlated to managing emotions.(table for sub factors of authoritative parenting style and sub factors of emotional intelligence reported in appendix) As per discussed in above few paragraphs that mothers are giving importance to manage children emotions rather than other sub factors of emotional intelligence. Many personal data sheets filed by mothers support the results.

After done with micro correlation analysis researcher wants to find out impact of authoritative parenting on emotional intelligence of children so that regression analysis was done. Table 4.11 shown Regression analysis of both the variables. It explained 59% of variance. ($R_2 = .059$, $F(1, 155) = 9.78$, $p < 05$) It indicates that authoritative parenting style significantly predicted Emotional Intelligence of children ($\alpha = .09$, $p < .005$). Graph 4.1 PP plot also shown linear relationship . Thus the findings are in line with Biradar (2006) and Mohammayadri (2013) studies. According to Rohner & Kalique

(2012) parenting style can be predictor for children psychological development. They explained about acceptance – rejection theory where acceptance is a one of the character of authoritative parenting style and rejection is one of the character of authoritarian style. According to them those children those who did not get positive response from parents they have behavioral, emotional problems whereas children who gets acceptance from their parents they develop well in all dimensions of their life. This article gives a support for above mention regression values.

5.1.2 Relationship between Authoritative Parenting Style and Moral Values of children

Hypothesis 2 stating, **‘ There will be positive relationship between Authoritative Parenting Style and Moral Values of children’** .

Result showed that Authoritative Parenting Style and Moral Values of children significantly not correlated. r = .03, p >.05. Contradictory result found because many studies found related to directional hypothesis (Mensah 2013, Hardya 2008, Hawkins 2005) etc. If we interpret mean score of students with test manual score that was (Mean = 28.57) which indicated above average moral values. It revealed that though mothers parenting styles was not significantly correlated with moral value but children were above average on moral values so there must be other factors who had impact on moral values e.g. type of education, and school programs organized by schools had some relation with moral values of students. Researcher checked personal data sheets filled by children where more than 75% student reported that they have value education period included in their time table. As well as various programs school conducted in these periods. Students like such types of activities and it helps them to be a good human being. Thus hypothesis is rejected but introspective report supports the result. Sadker & Sadker,

(2003) also conclude the same thing from his study. In the present study while selecting a sample convent schools are purposefully omitted from sample collection because in such type of schools they provide special moral and religious information to children so they may high on moral but in other schools also have some activities related to that it is called as value education. So it indicated that schools are taking special efforts to develop children moral values. Kohlberg (1976) also proposed that there was no relation between parenting and morality because morality should not be imposed; it should come from inside and developed from different social past experiences.

According to Damon (1988) interaction with peer, relatives, teachers also influence development of moral values. For the present study adolescents sample were used so they had some characteristics at this age e.g. they are more attached to peers or influenced by them. As per the concepts explained in social psychology about social influence and conformity by Solomon (1951) according to him two different conformities are their normative and informational in both types usually follow the rules to be a part of particular group or wants be accepted in a group it is normative conformity. In informational conformity is based on information based on others. We always observed that adolescents do particular things because their other friends are also doing that and they are providing information so it influence them and they also do the same thing on the basis of information provide by friends. So the same thing happens about moral values too. So only parenting can't promote moral values but other significant factors also plays important role for formulating moral values e.g. school, peers, mass media, past experience. Though hypothesis not accepted theory supports the justification.

5.1.3 Relationship between Spirituality and Emotional Intelligence

Hypothesis 3 stating **'There will be positive relationship between Spirituality of**

mothers and Emotional Intelligence of children'.

Result shown that Spirituality of mothers and Emotional Intelligence of children were significantly correlated, Table 4.9 reported values of Spirituality $r = .184$, $p < .05$. it shown positive relation . Basically very few researches are available in this area. At the time of formulating hypothesis spiritual modeling term Bandura (2003) was taken in to consideration this theory is related to modeling theory given by him. According to him we learn many things by just observing others and imitating by others similarly children imitate their parents' spirituality and acts accordingly. It has been observed that from descriptive statistic table 4.4 spiritual personality (Mean = 129) it shown high on spiritual personality so as per rational given by Bandura children observed their parents and learnt to connect with others and improve relation with others by managing emotions. In the present study spiritual personality concept was differ than religiousness. According to Dyke & Elias (2008) religiousness was negatively correlated to emotional intelligence

. Spiritual personality concept used in this study was related to connectedness with others and self. This focused on concerned of others such as forgiveness, trust worthy. There are moral rectitude and noble attitude sub factors in spiritual personality. So focus was social spirituality. As stated earlier spirituality was found positive relation with emotional intelligence reason could be that children observing their mothers characteristics such as genuine, trustworthy, empathetic towards others ,and kind towards others and they are using these learn things in their interpersonal relationship. If we observed descriptive statistic table it indicated that children emotional intelligence (Mean = 210) which interpreted as average but towards high. That was the evidence of spiritual modeling done by children. Two factors Moral rectitude $r = .172$, $p < .05$, Nobel Attitude $r = .168$, $p < .05$ also significantly correlated. Factor wise correlation coefficient done it

was revealed that spirituality personality had strong relation with managing emotion sub factor of emotional intelligence of children $r = .807$, $p < .01$, moral rectitude $r = .786$, $p < .01$, nobel attitude $r = .713$, $p < .01$ these correlation values shown strong positive relation . Rational behind that, mothers' sample was belong to authoritative parenting style and high on spiritual personality too, so they have good connections with others, they concerned about others. As mention in discussion of first hypothesis mothers are providing coaching to children to manage emotions and try to be connected with others so that children emotional intelligence was also found at average level. So we can state that spiritual modeling was happened with children.

Table 4.11 shown Regression analysis of spiritual personality and emotional intelligence of children. It revealed that 34 % variance we can predict from spiritual personality . ($R_2 = 034$, F (1,55) = 5.40, $p < 05$). It indicate that Spirituality predicted Emotional Intelligence of children ($\hat{a} = .07$, $p < .05$). Being in the field of counseling from almost last ten years it has been observed that 75% problems that we are facing in our life that are interpersonal problem. One of the assumption given by Glasser (1999) that, all psychological problems are relationship problems. We can say that, if people have high score on spiritual personality they will be high on emotional intelligence too. Golman (1995) predicted that 80% of life success is depending on emotional intelligence. According to Bandura's theory children used their mothers as model and that leads to development of emotional intelligence of children. Thus hypothesis is accepted and it is in line with previous theory.

Hypothesis 4 stating **'There will be positive relationship between Spirituality of mothers and Moral Values of children'.**

Table 4.10 reported values as $r = -.011$, Moral Rectitude $r = .001$, and Nobel Attitude

r = -.019. It indicated that the spiritual personality and sub factors of spiritual personality was not significantly correlated with moral values of children. As discussed in hypothesis two there are many other situational factors which affect on moral values. In the present study authoritative parenting style and spiritual personality of mothers both factors were not correlated to moral values. Main reasons explained above to avoid repetition here just mentioned the summery of that, schools programs, peer pressure effect of mass media these factors plays important role as well as some internal or individual factors such as self control, self esteem and social interactions develop moral values. Indian culture is also important factor for developing morals. We have collectivistic culture according to Miller & Bersoft (1993) children give priority to interpersonal relationship in moral conflict, gives importance to our society than only family. In the present study special efforts taken by school to develop moral values of children so factors of parenting and parents' personality was not found correlated.

Hypothesis 5 stating **'Girls are high on Emotional Intelligence than boys'**.

It indicate that, Girls (M = 209, SD = 12.81) and Boys (M = 211, SD = 11.32) did not differ on Emotional Intelligence (t = -1.05, p = n. s.) it shown no significant difference found. Contradictory findings about gender were seen in previous studies e.g. Gupta (2012) found boys scored high on emotional than girls, Naghavi & Redzuan (2011) revealed girls scored higher than boys, Biradar (2006) found no significant difference found. At the time of forming hypothesis many studies shown girls were higher than boys so directional hypothesis formed. In present study no significant result found on emotional intelligence between girls and boys. Reason could be both they have authoritative maternal parenting style which found positively related with emotional intelligence. Some demographical details such as parents'

education, socio- economic status have impact on thought process of parents and society so they treat boys and girls in same manner. Discrimination was not done by parents, school and society. In the present study mothers were educated, almost 60 % of mothers had bachelor degree so definitely they may have non judgmental attitude towards their children. Mothers were housewives so they were spending same time with their children so though children have different gender role same environmental factors were there, as well as parents education also provide same developmental atmosphere to girls and boys, there may not gender wise discrimination. According to Biradar (2006) because of same education ,same environments, and same socio economic background gender differences reduced. Guastello & Guastello (2003) stated that gender differences are reducing in new generation due to influence of culture and education. We can observe that in every sector female are getting same chances to participate in various activities. In Maharashtra government is also taking efforts to reduce these differences through awareness programs, various policies declared for girls as well as parent who have only girl special awards given to them. Because of all these factors gender differences are reducing it can also seen from present research. Claudia (2016) also found no difference in adolescent and pre adolescent children about emotional intelligence development. According to her for this stage of adolescents they started with new psychological and physiological changes, these changes are for both girls and boy's e.g. emerging feelings, hormonal changes so that they are sailing in the same boat. In the present study sample was collected from co-ed schools so same treatment given to boys and girls, rules are same for all. Because of all above mention factors gender differenced not found. A different view point given by Mayres (2008) ender difference will found or not is depend upon tools that are using for measuring emotional intelligence e.g. self measure or performance measure. Result varies in the area of emotional intelligence because of tools or sample

socio- demographics factors. In self report tools men scored high than performance and women scored low than performance tools. Women underestimate and men overestimate themselves with regard to emotional skills. In the present study self measure tool was used and test taking attitude was sincere form all participants. Mandell & Pherwani (2003) found no significance difference in leadership style and emotional intelligence because in working sectors also same opportunities are available for male and female, both they have good qualities so no discrimination done by environment. Mohammadyari (2013) findings were also in line with the present research. Thus hypothesis was rejected but above literature and explanations supports the result.

Hypothesis 6 stating **'There will be no gender difference on moral values'.**

*'t'*value indicates that Girls (M= 28.57, SD =2.81) and Boys (M= 28.74, SD=3.29) did not differ significantly on Moral Values (t = -344, p = n. s.). Hypothesis accepted. Basically at the time of forming hypothesis very little literature review was available so null hypothesis formed. Logic behind that being a girl or boy same moral values inculcate from society and culture. Result also support the logic. Reason could be as discussed above about demographical variables such as parenting, socioeconomic status, education qualification of mothers all are same for both. As well as from personal data sheet we get to know that value education periods or programs were similar for girls and boys. Both the students likes such type of activity and aware about importance of such activities. If we observe mean of moral values for both that indicate high moral values. Students also reported that moral values are important part of our life as well as in personal data sheet they mentioned some moral values which are important in their life. Snary & Silberman (1993) stated no inherent sex differences in moral reasoning but according to experiences it might change. Most popular theories given by Kohlberg (1976) and Piaget (1965) they

did not discussed anything about gender and moral development according to them it develop similarly in girls and boys. But Giligian (1982) theory is known as morality care theory**.** According to her there are gender differences in morality. She criticized Kohlberg's theory. She argues that woman see morality in terms of relationship and caring of others, whereas men see morality in terms of justice but it was not supported in the present research. According to mothers who were participated in the present research as a sample they reported that moral values are important part of life and their children should follow moral values. For avoiding repetition all factors are not mentioned here. Various reasons explained for reducing gender differences in emotional intelligence, those reasons are applicable for moral values also. Thus the hypothesis accepted above explanation and reports support the findings.

Along with above hypotheses relationship between Authoritative Parenting Style, Spirituality of mothers were also explored . It shown positive correlation coefficient fowling values explains the relationship Moral Rectitude and Nobel Attitude positively related to Authoritative Parenting Style. r = 229, p <.01, and r = 236, p <.01 respectively. It shown that parents spiritual personality and their parenting styles are related to each other. Hardy et al. (2011) reported that rejection and autonomy types of parent child relationship had relationship with family religiousness and individual spirituality. On the basis of findings he concluded that, there are high chances to transfer religiousness and spirituality from authoritative families. It can conclude that being high score on spiritual personality mothers were genuine , trustworthy, connected with others, and forgiveness all these characteristics that they had, obviously these characteristics or traits that they were using in their parenting style also. It seen from correlation coefficient values of sub factors of parenting style and spiritual personality such as warmth involvement r =

198, p <.05, Democratic Participation r = .235, p < .05 and good nature and easy going r = .167, p < .05 though values were shown low level relationship but there was positive relation with spirituality of mothers. (Table attached in appendix).

Variables from children like emotional intelligence and moral values was also explored. Motivating oneself factor of emotional intelligence of children were positively related to moral values of children r = .276, p < .01. (Table attached in appendix) it shown that motivating one self and moral values both are internal factors. If motivations to deal with life setbacks are high automatically their moral values are also high.

According to hypotheses stated in third chapter all results are explained with the help of previous work, information reported by participants and researcher reasoning. Following conclusion made.

5.2 Conclusions

· Authoritative parenting style of mothers positively correlated with emotional intelligence of children.

· Authoritative parenting style of mothers was not significantly correlated with moral values.

· Spirituality of mothers and emotional intelligence of children found positively related.

· Spiritual personality of mothers and moral values was not found correlated.

· Warmth involvement, reasoning induction, democratic participation and good nature easy going these sub factors of authoritative parenting style positively related to managing emotions and only warmth involvement positively related to motivating oneself sub factors of emotional intelligence.

· Authoritative parenting style of mothers can be predictor for emotional intelligence of children.

· Spirituality of mothers can be predictor for emotional intelligence of children.

· Gender difference was not found on Emotional Intelligence.

· Gender difference was not found Moral values of children.

· Authoritative parenting style found positively correlated with spiritual personality of mothers.

· Motivating oneself sub factor of emotional intelligence found positively related to moral values of children.

5.3 Limitations

· Only maternal parenting style considered in present study because practically it was difficult to collect data from both parents because of time concern and availability of fathers. Mothers were house wives and easily attended meetings.

· It was not possible to control fathers' job settings and times spend with children.

· Working mothers are not included.

· Other factors such as academic performance, medium of education, extra-curriculum activities and birth order was not considered for students.

· Sample was restricted to Pune city only.

5.4 Future Directions

· Actual parenting and perceive parenting comparison can be done. Because these two parenting may differ.

· Comparison between maternal and paternal parenting style may be studied. Parenting as whole have more powerful impact on child.

· Comparison between working and non working mothers also may studied.

· Comparison among authoritative, authoritarian and permissive parenting can be done.

· On the basis of demographical details comparisons can be done e.g. low and high income families, urban and rural, birth order etc.

· Parenting style and emotional intelligence of parents also can be studied.

5.5 Implications

· Present study will be useful for counseling for parents to develop their children emotional intelligence through parents emotional coaching.

· Present study will be useful for arranging / conducting workshops for parents for ideal child rearing practices.

· Present study will use for arranging / conducting workshops for improvement of children's emotional intelligence.

· Workshops also can arranged for school to take initiative to develop students emotional intelligence.

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APPENDIX

APPENDIX A : Histogram With NDC For All Variables

APPENDIX B : Scatter Plot And PP Plot

APPENDIX C : Mean, SD Graphs

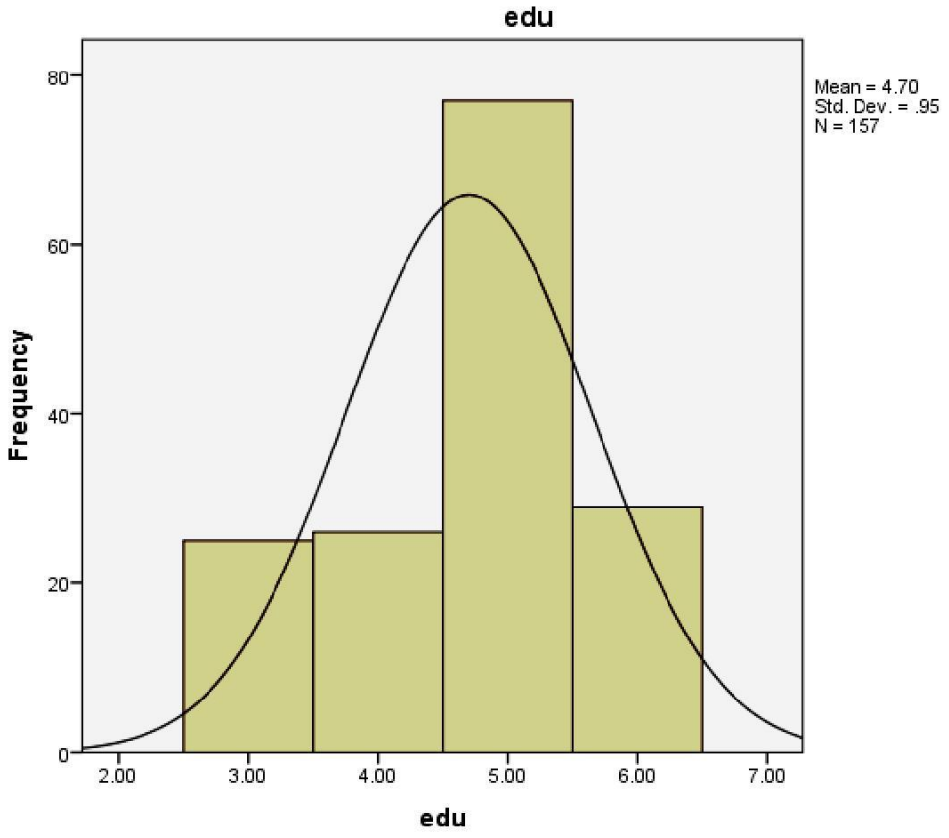
APPENDIX D: Pearson Product Movement Correlation For Sub Factors Of Parenting Style, Spiritual Personality And Emotional Intelligence

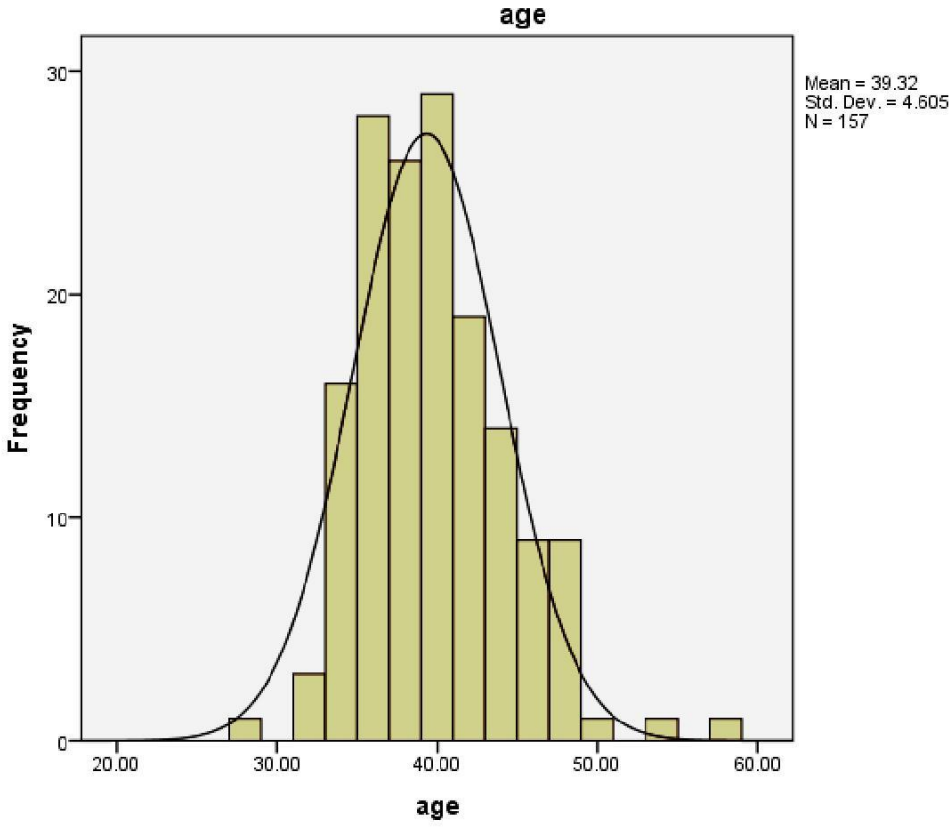
APPENDIX E : Permission Letter For Schools

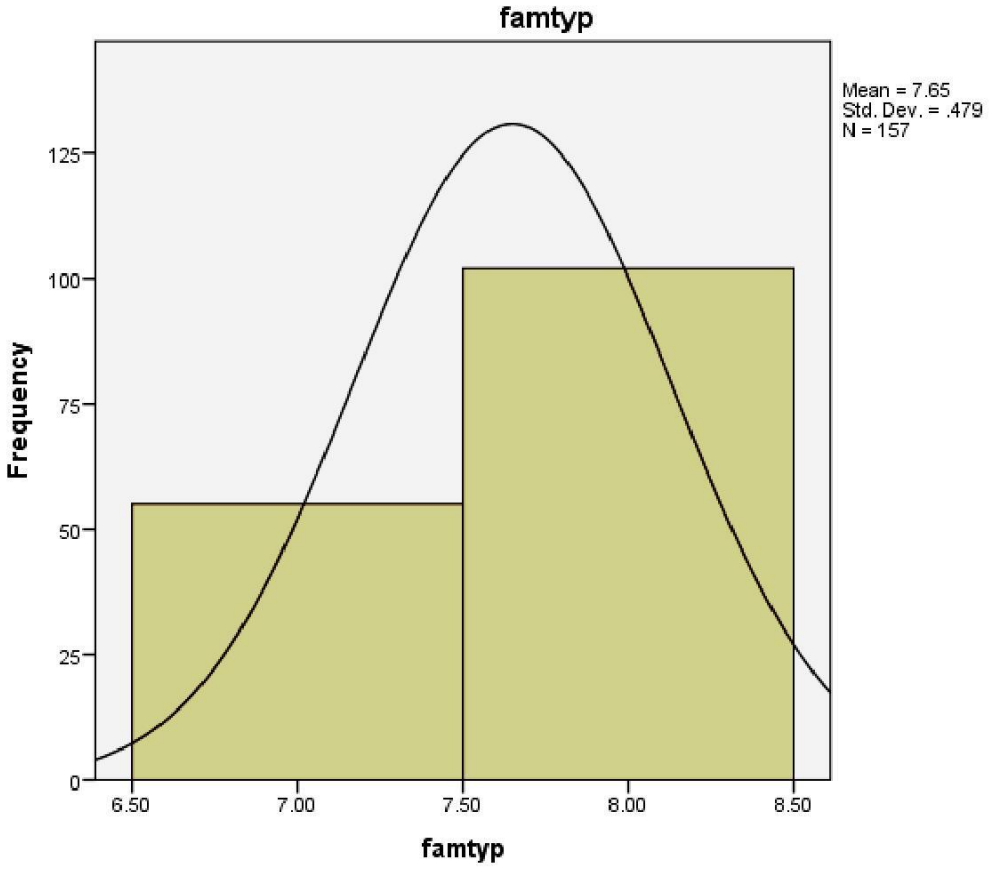
APPENDIX F : Information Letter For Mothers

APPENDIX H : Few Items Form Tools

APPENDIX A : Histogram With NDC For All Variables



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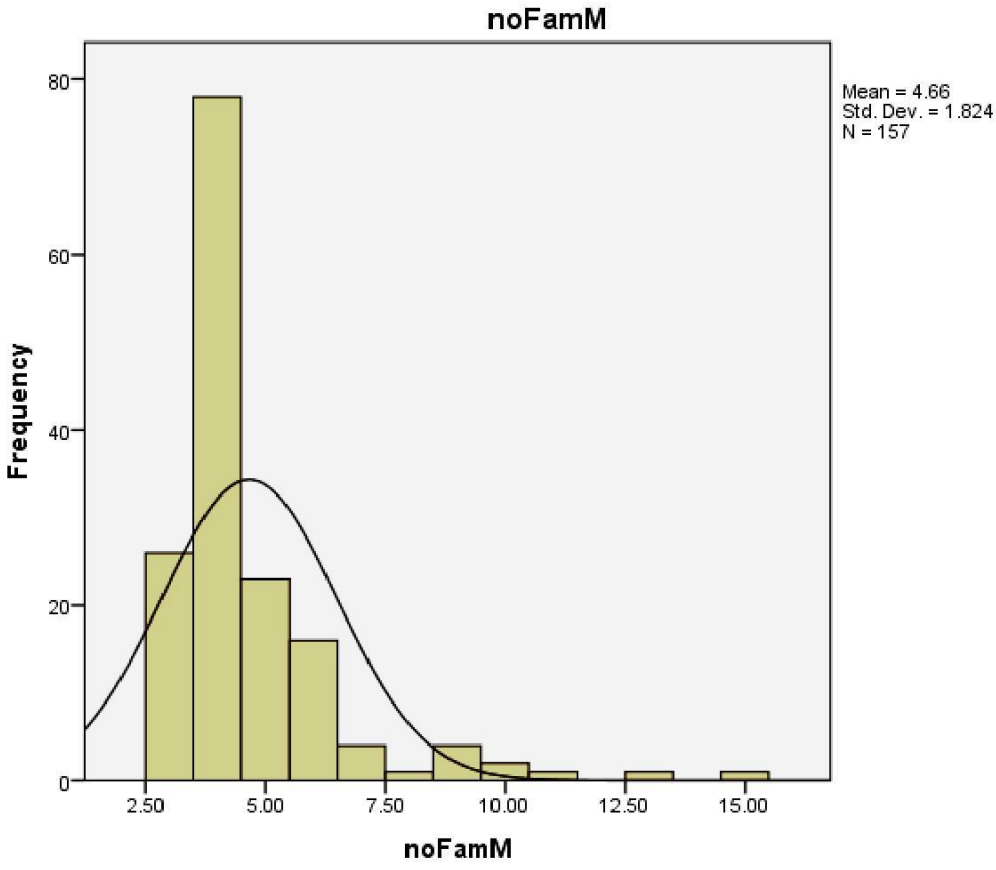
7.00
7.50
8.00
8.50
famtyp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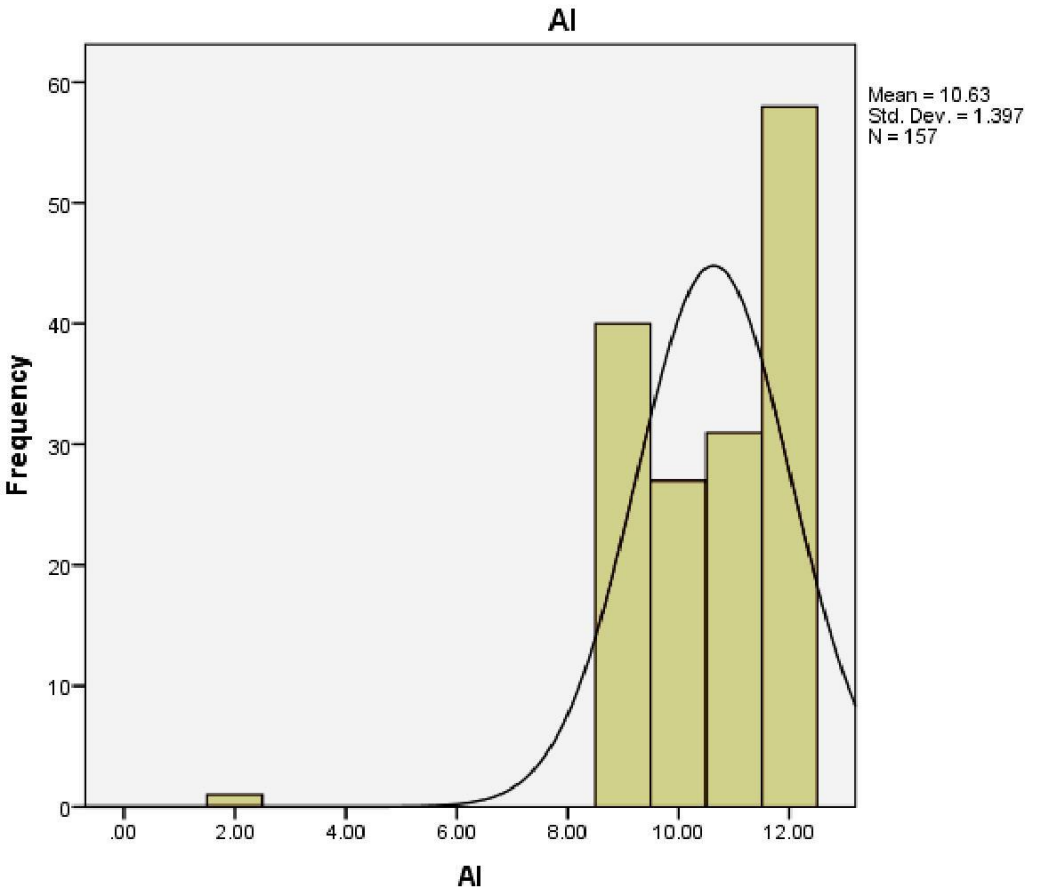
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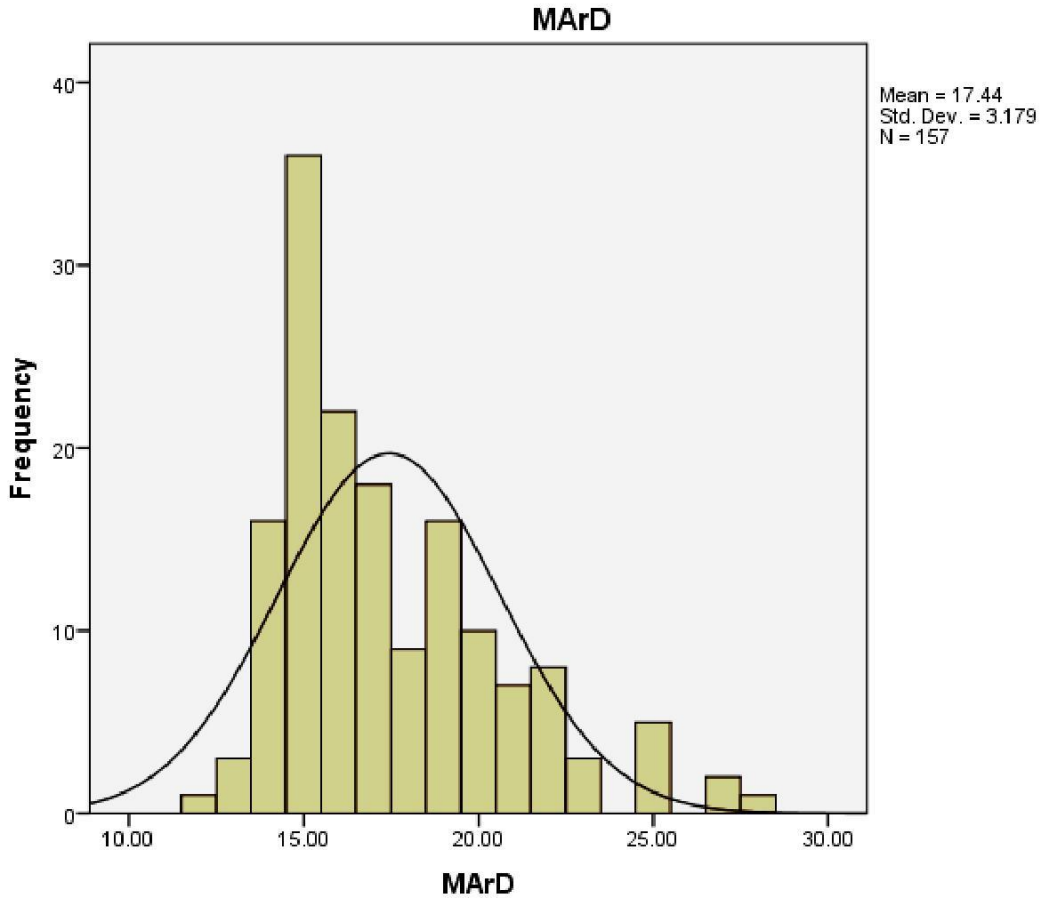
10.00
12.00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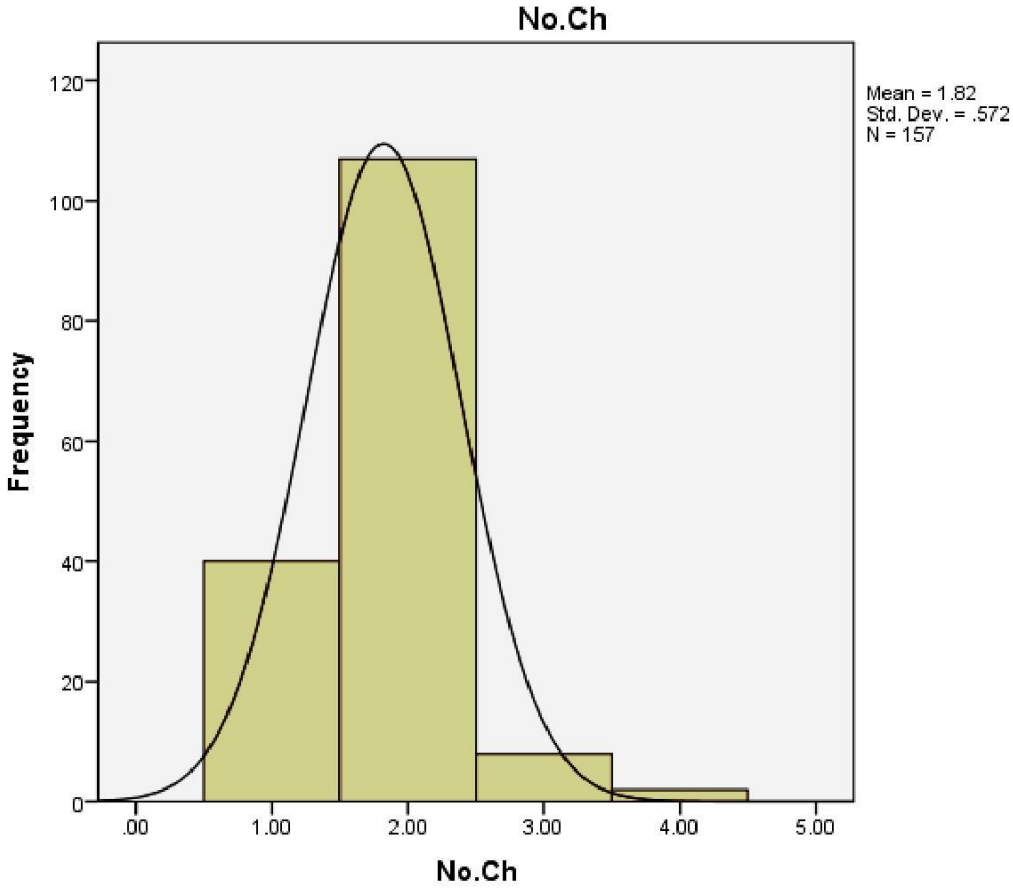
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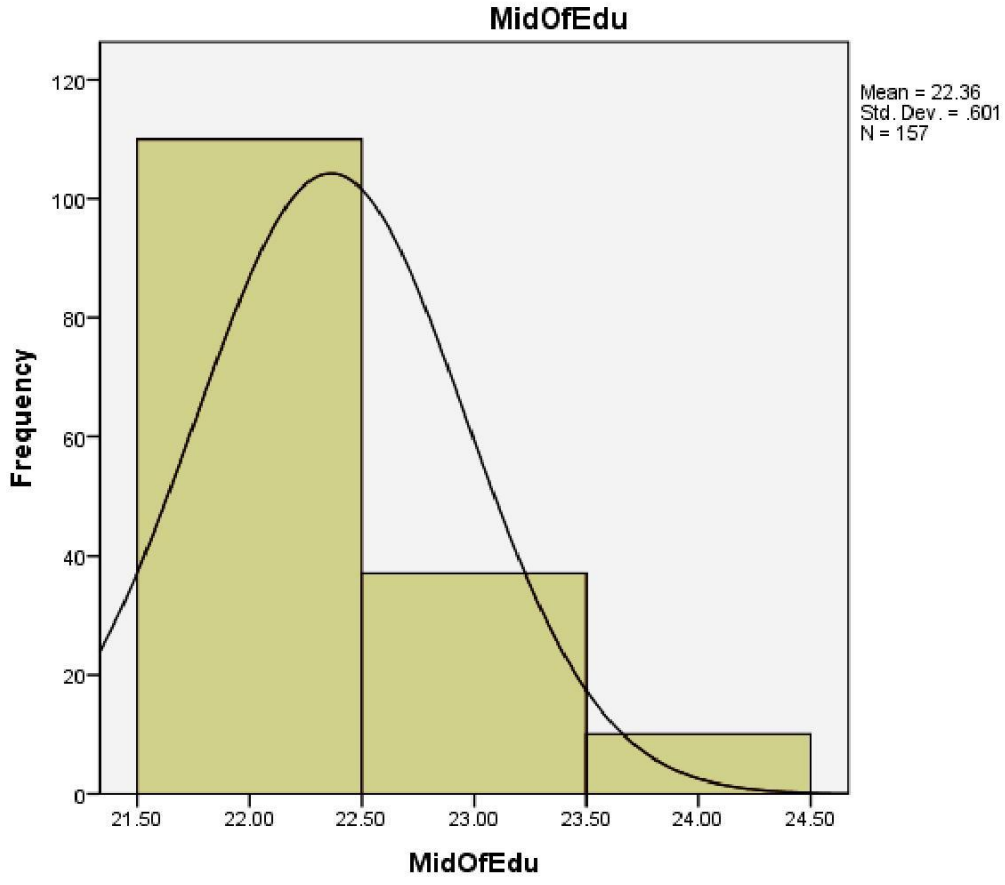
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23.00
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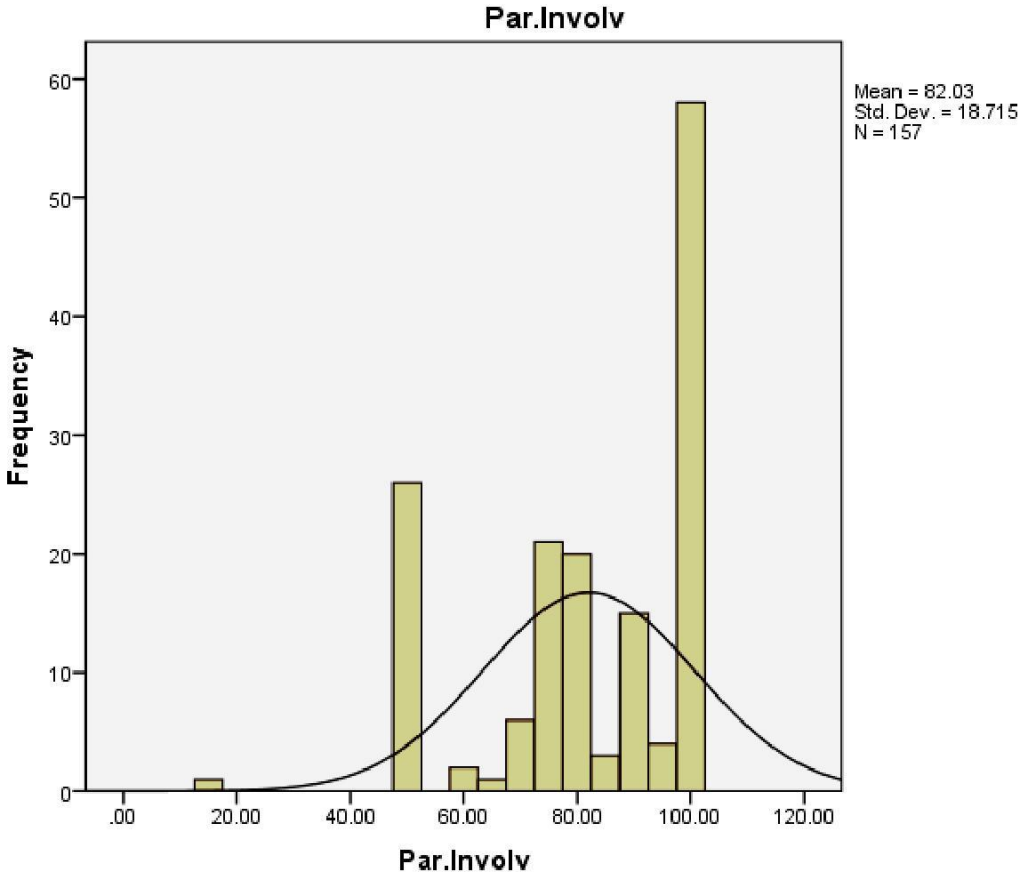
24.50
MidOfEdu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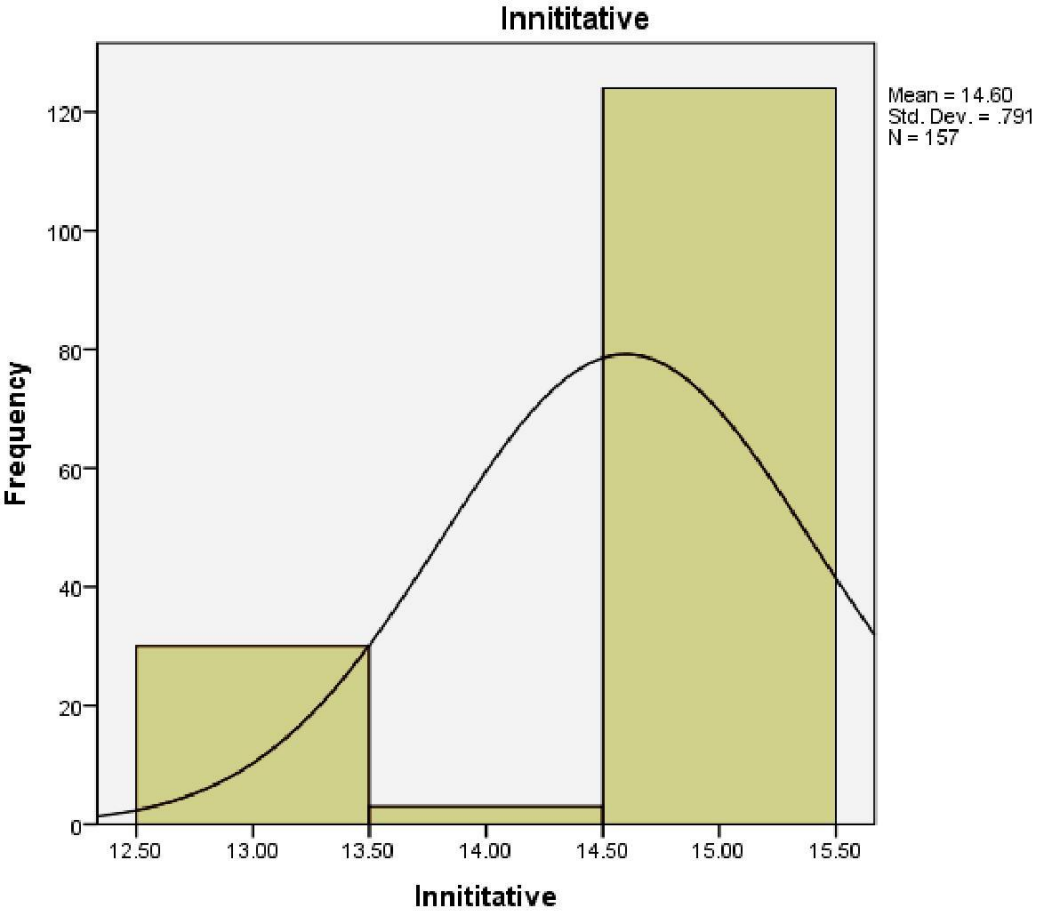
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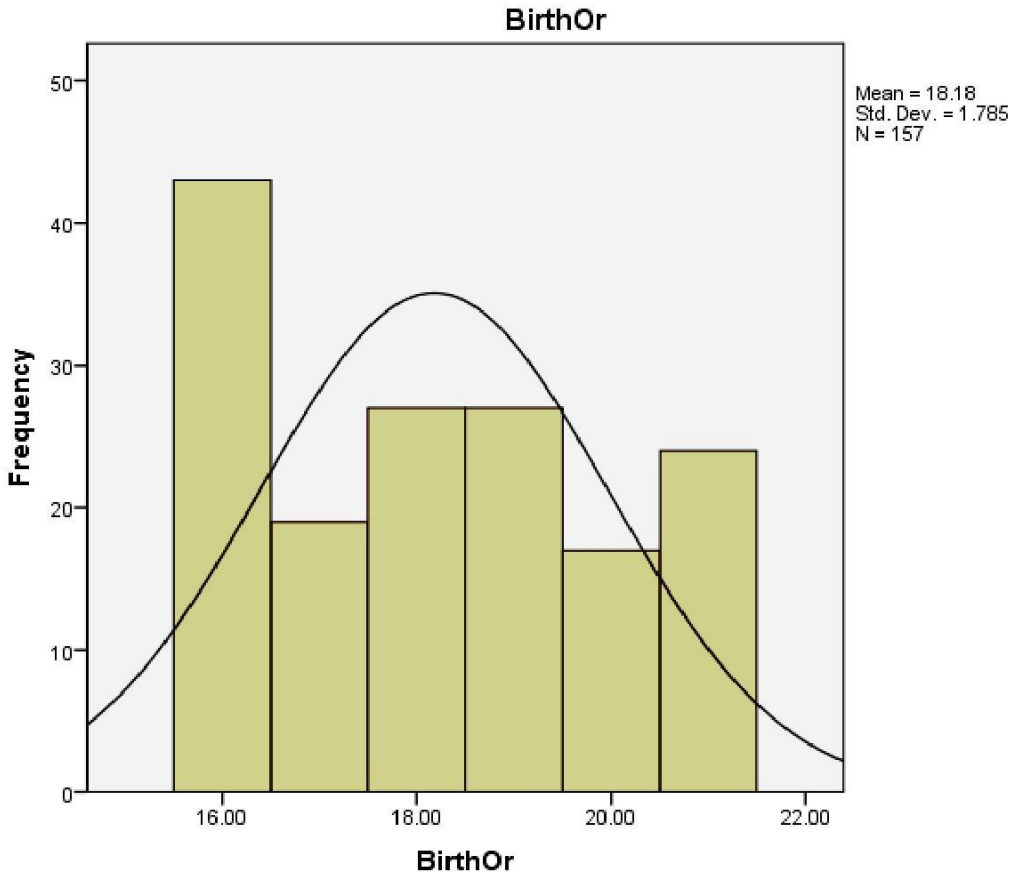
15.50
Innititative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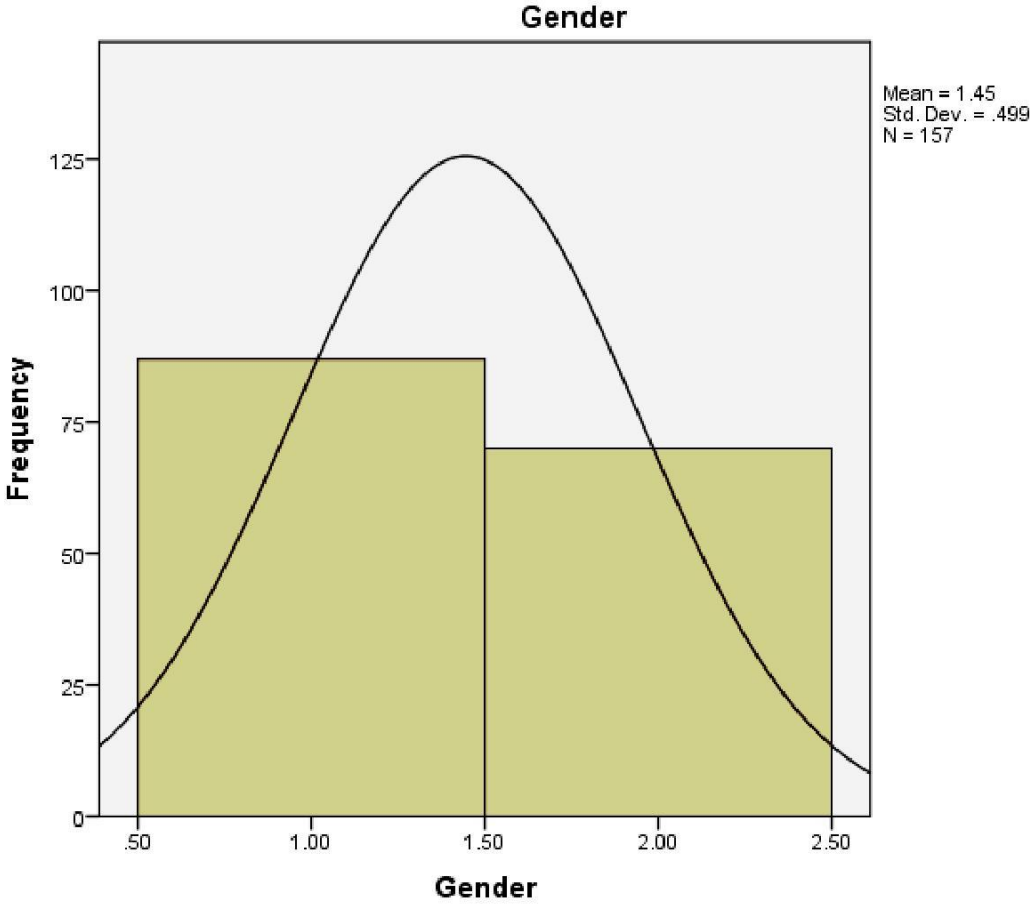
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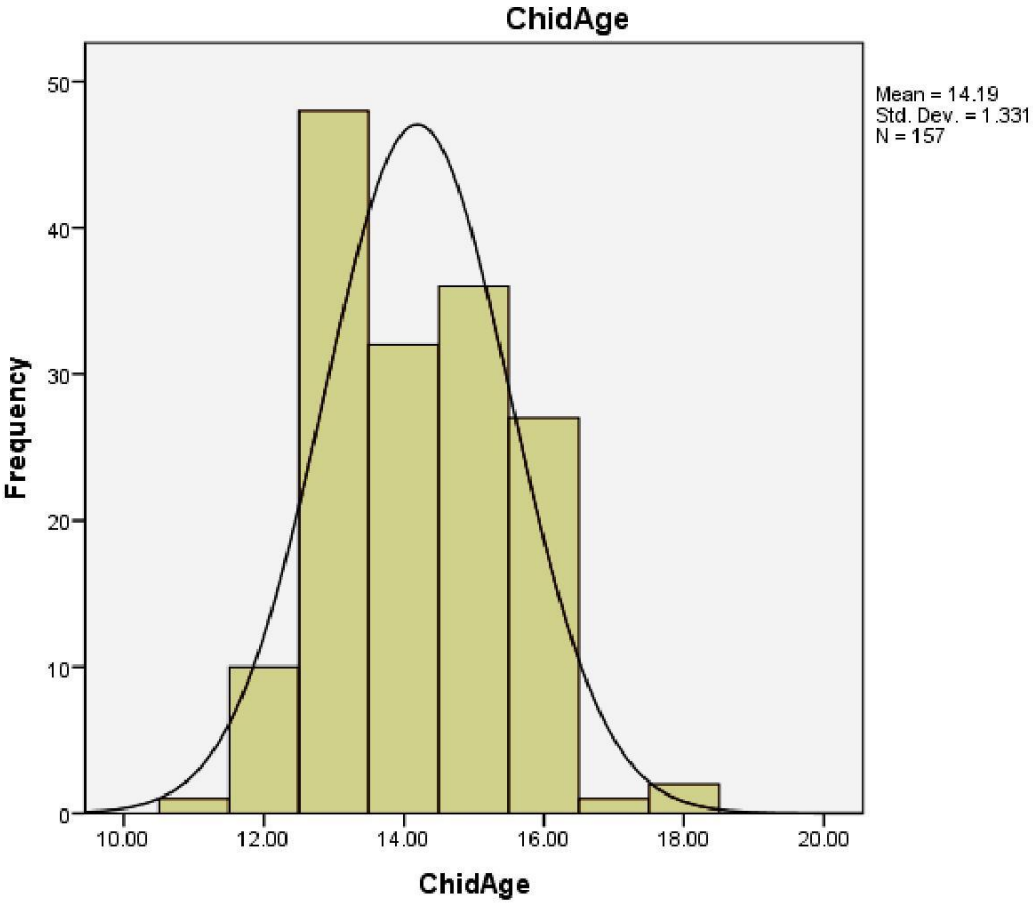
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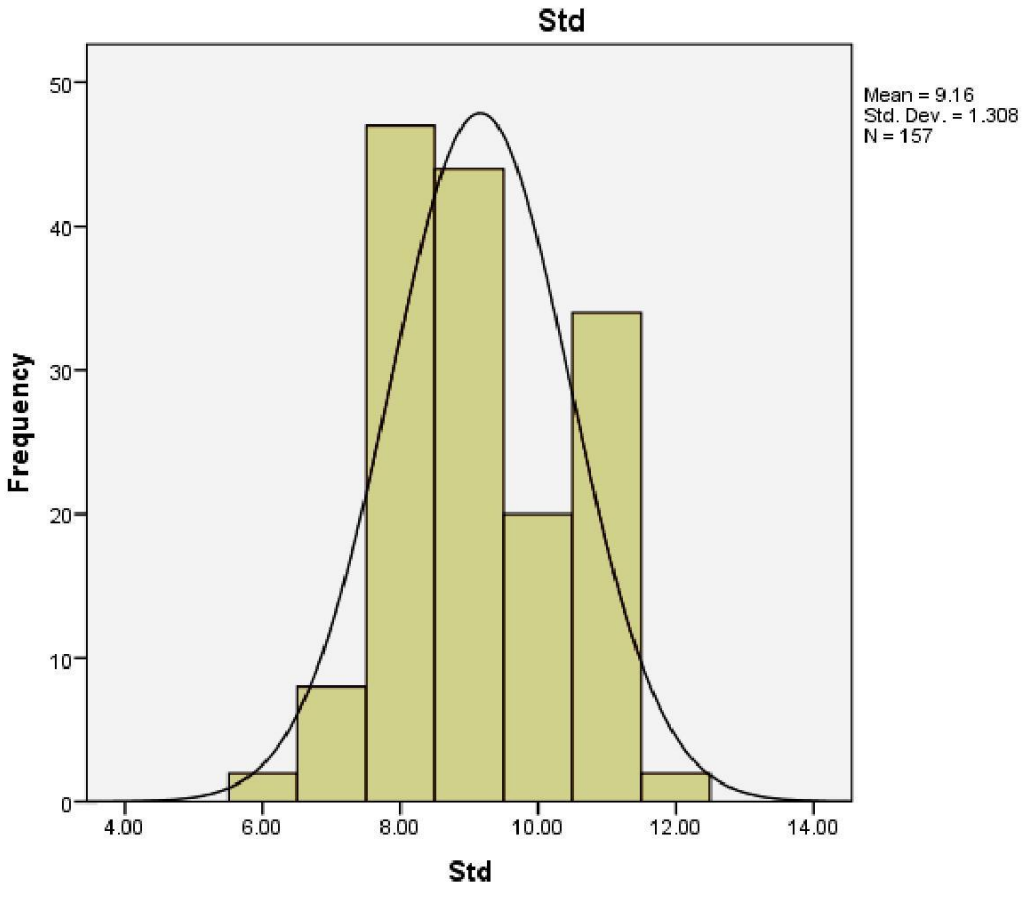
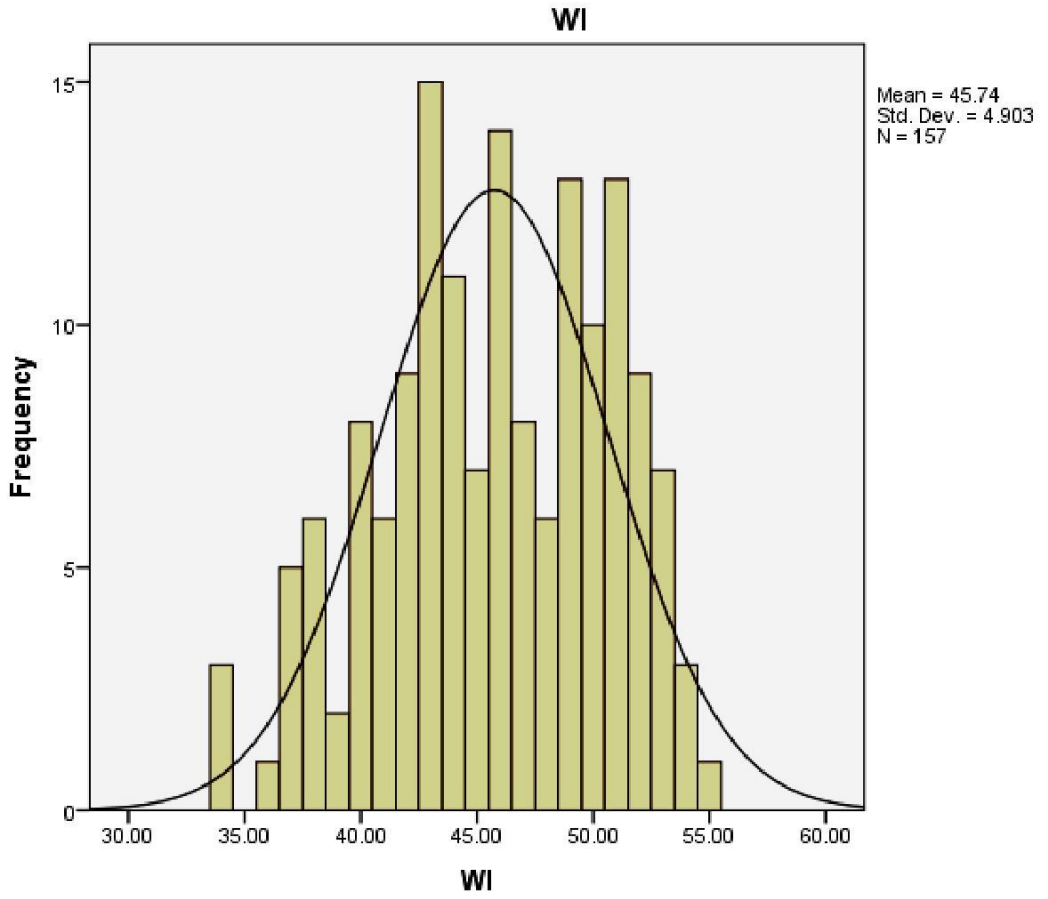
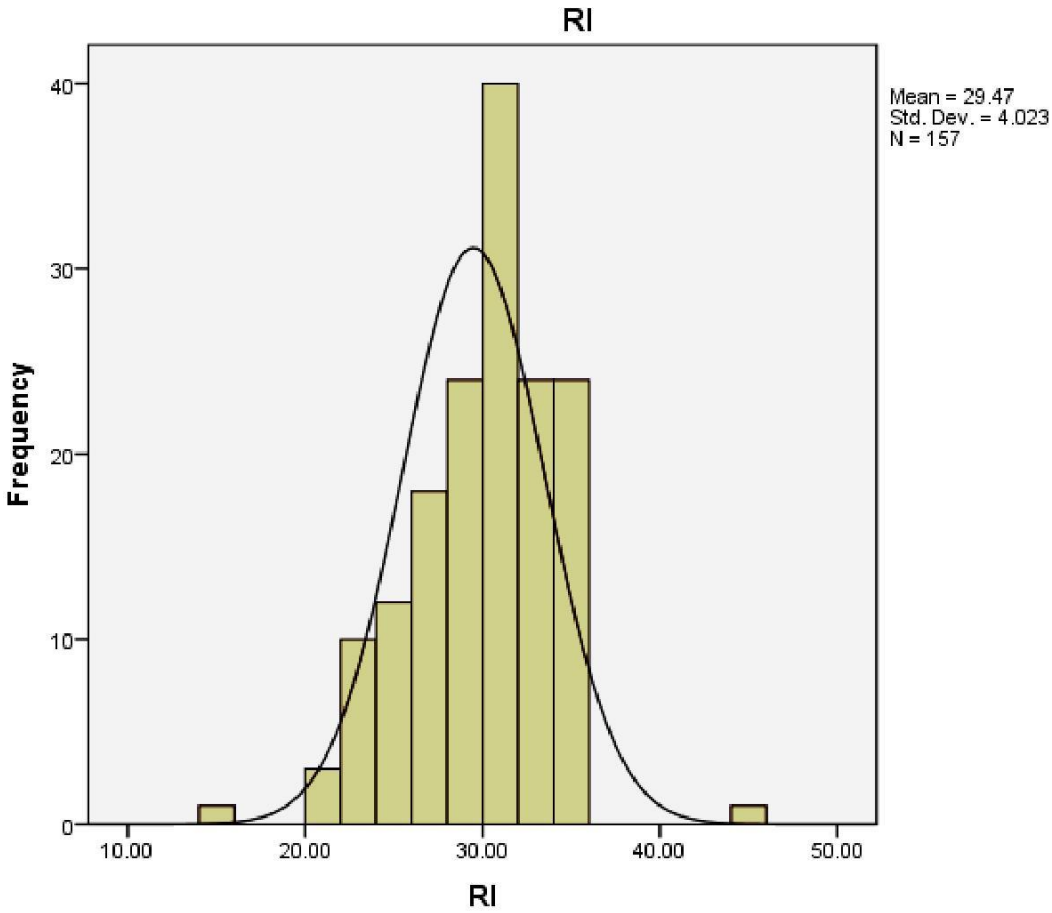
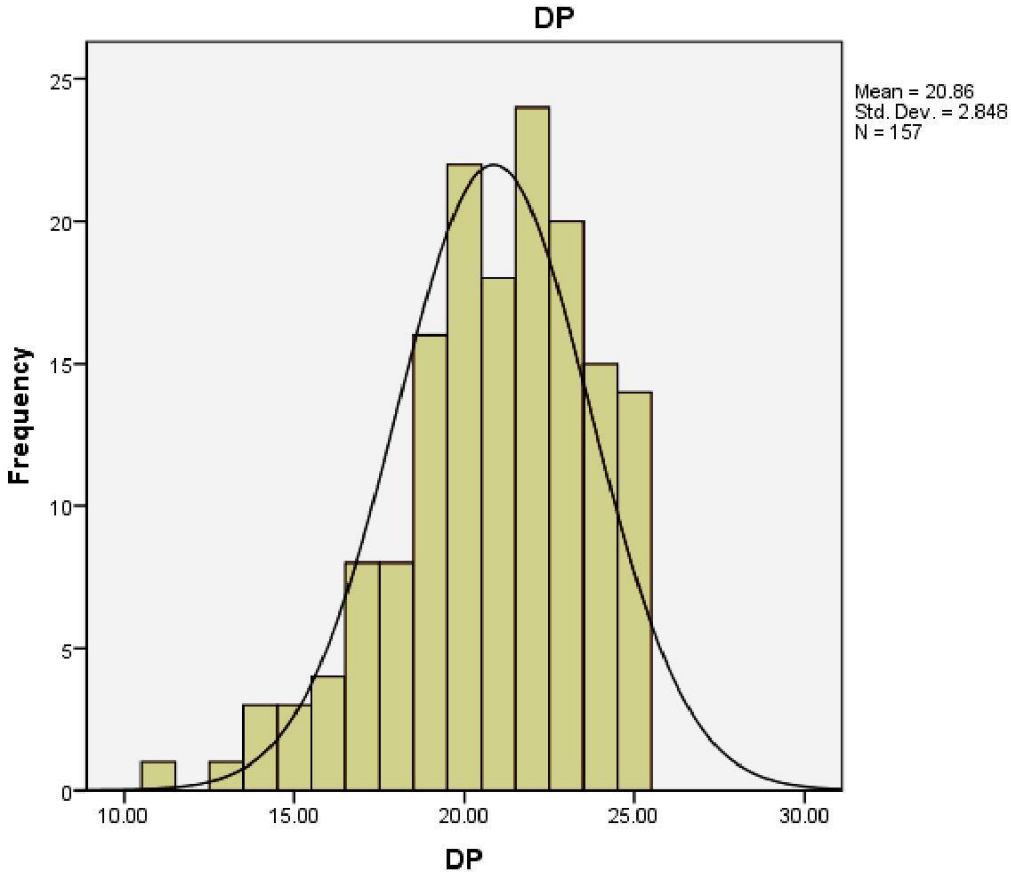
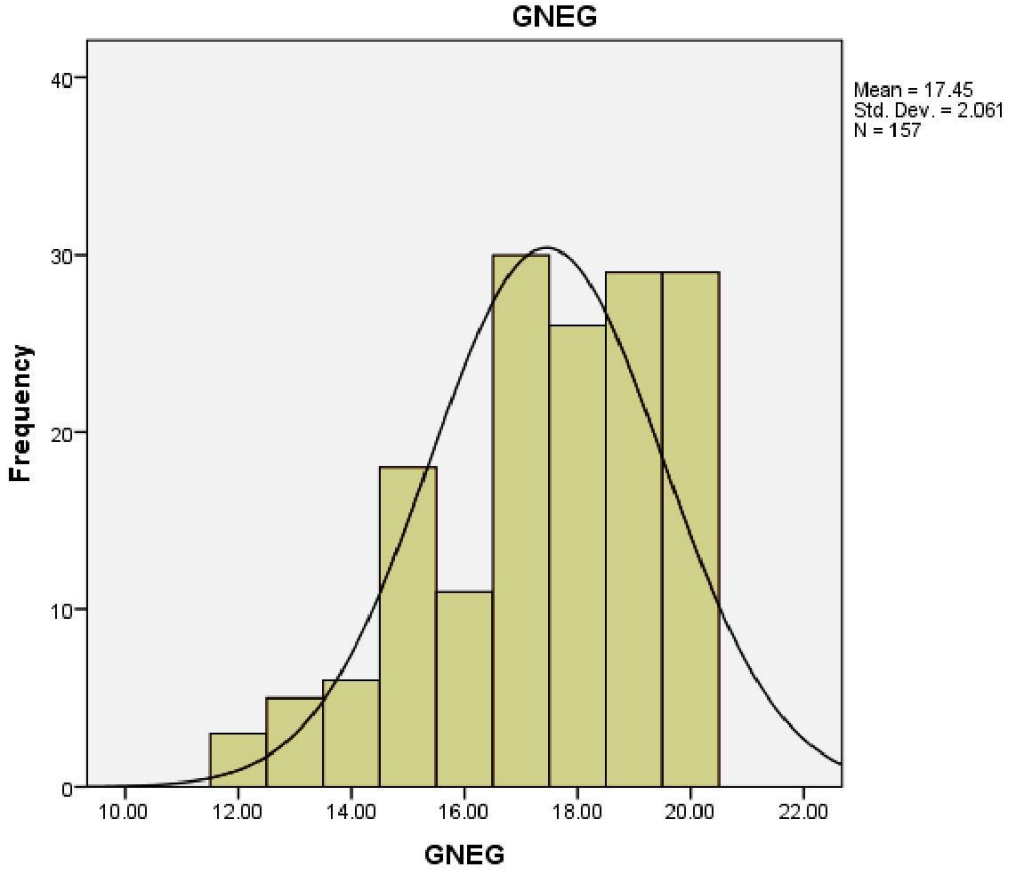
20.00
ChidAge

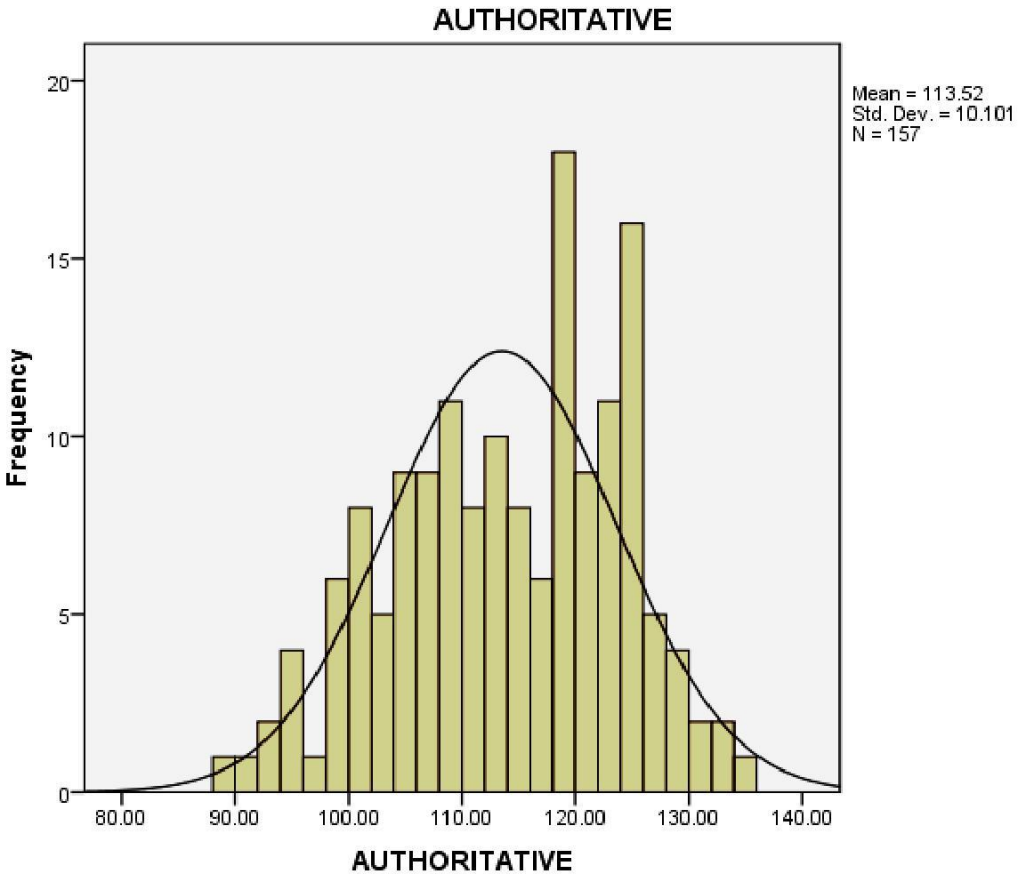

Std
Mean = 9.16
Std. Dev. = 1.308
N = 157
Frequency
50
40
30
20
10
0
4.00
6.00
8.00
10.00
12.00
14.00
Std

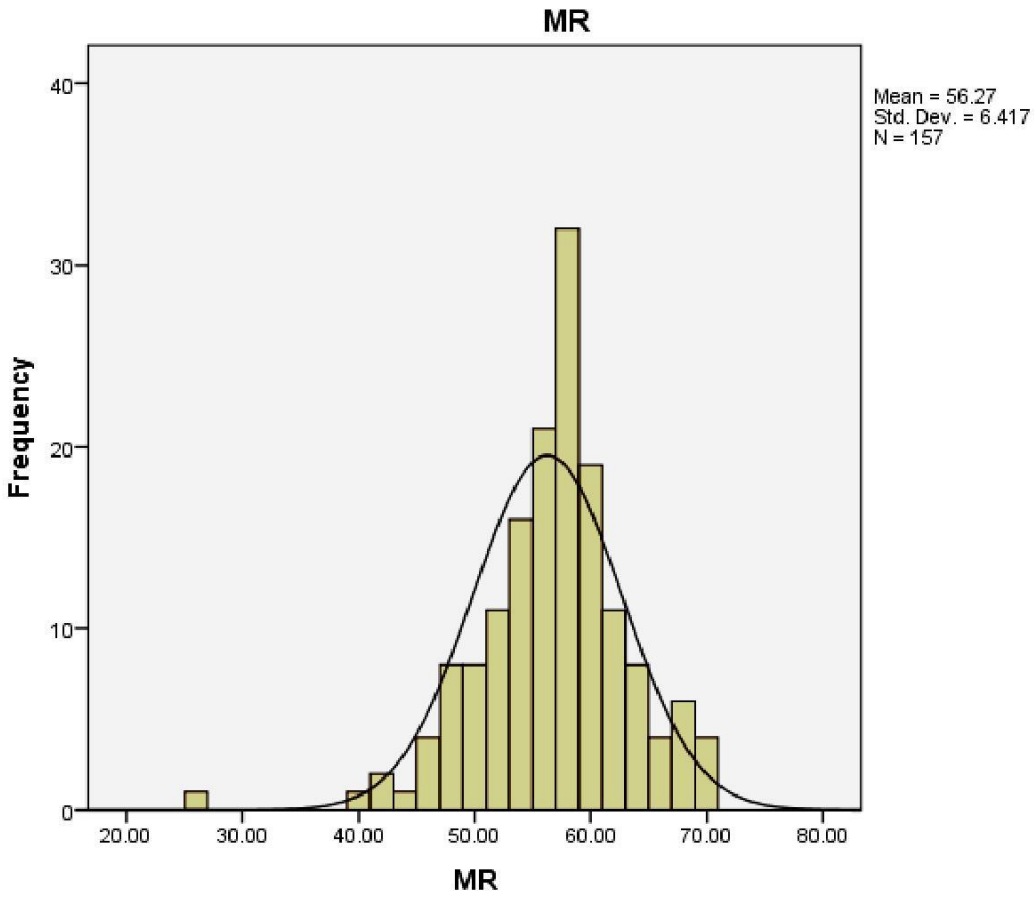

WI
Mean = 45.74
Std. Dev. = 4.903
N = 157
Frequency
15
10
5
0
30.00
35.00
40.00
45.00
50.00
55.00
60.00
WI


RI
Mean = 29.47
Std. Dev. = 4.023
N = 157
Frequency
40
30
20
10
0
10.00
20.00
30.00
40.00
50.00
RI


DP
Mean = 20.86
Std. Dev. = 2.848
N = 157
Frequency
25
20
15
10
5
0
10.00
15.00
20.00
25.00
30.00
DP


GNEG
Mean = 17.45
Std. Dev. = 2.061
N = 157
Frequency
40
30
20
10
0
10.00
12.00
14.00
16.00
18.00
20.00
22.00
GNEG


AUTHORITATIVE
Mean = 113.52
Std. Dev. = 10.101
N = 157
Frequency
0
5
10
15
20
80.00
90.00
100.00
110.00
120.00
130.00
140.00
AUTHORITATIVE


MR
Mean = 56.27
Std. Dev. = 6.417
N = 157
Frequency
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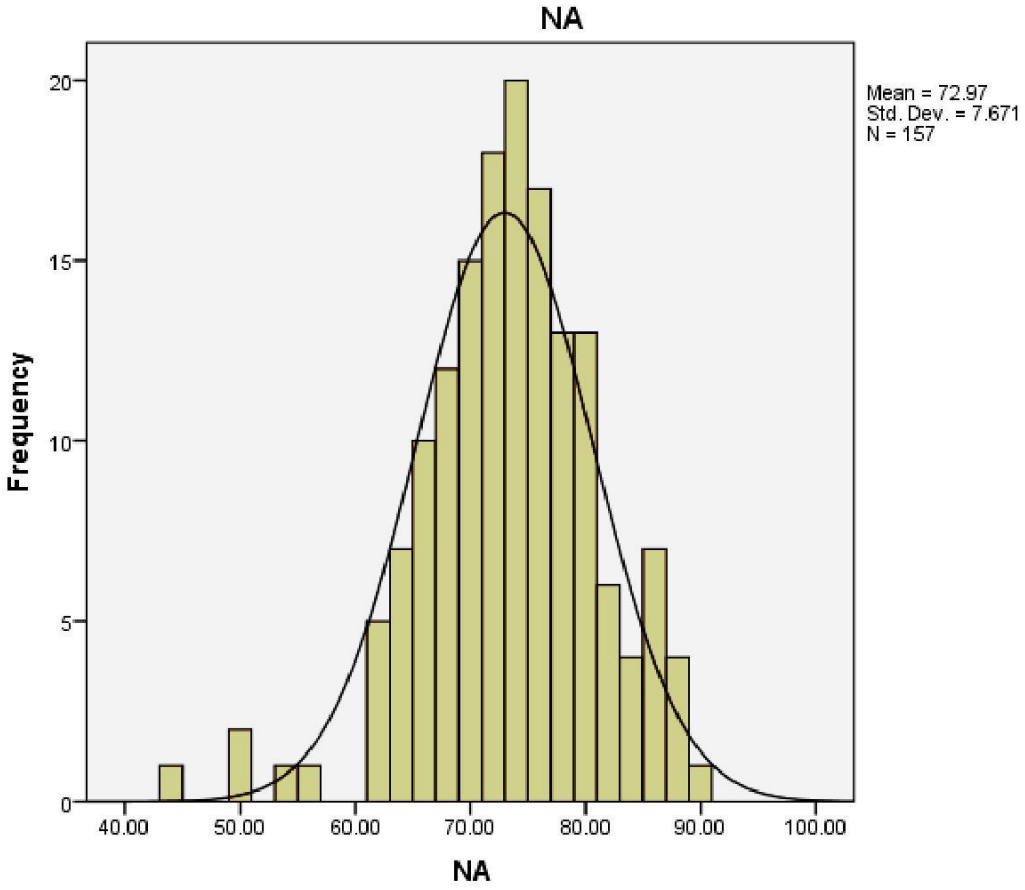
10
20
30
40
20.00
30.00
40.00
50.00
60.00
70.00
80.00
MR


NA
Mean = 72.97
Std. Dev. = 7.671
N = 157
Frequency
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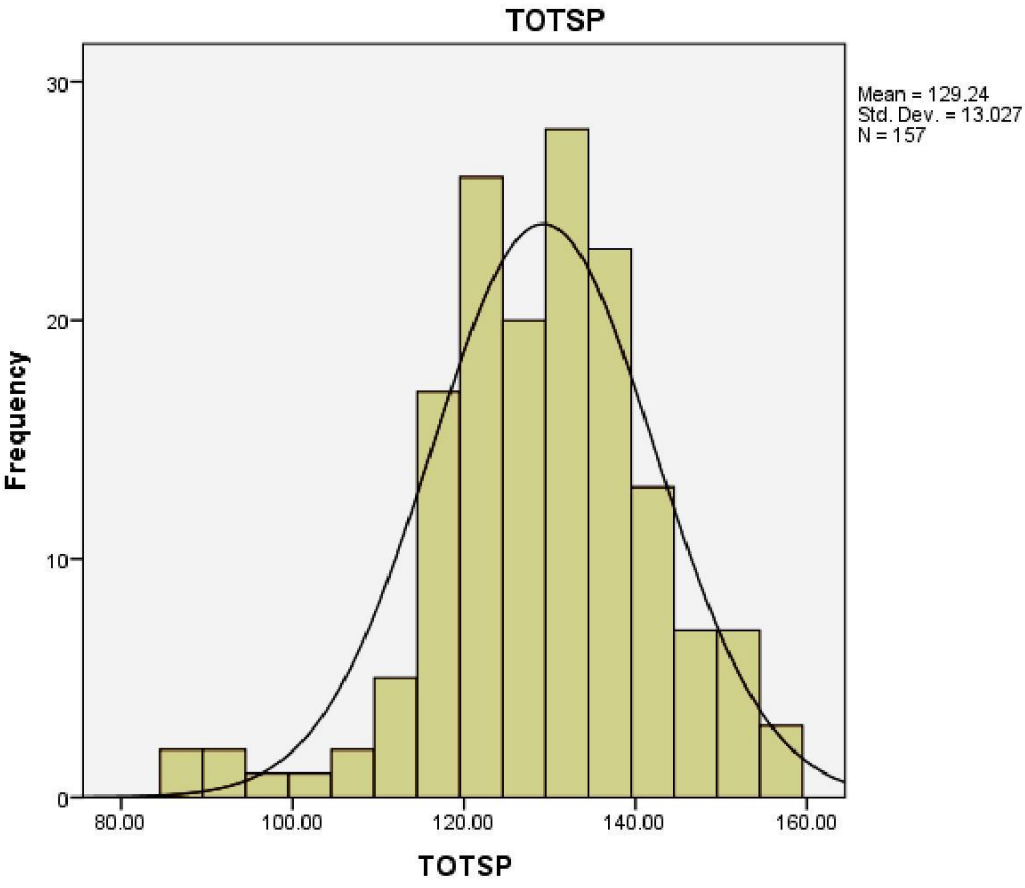
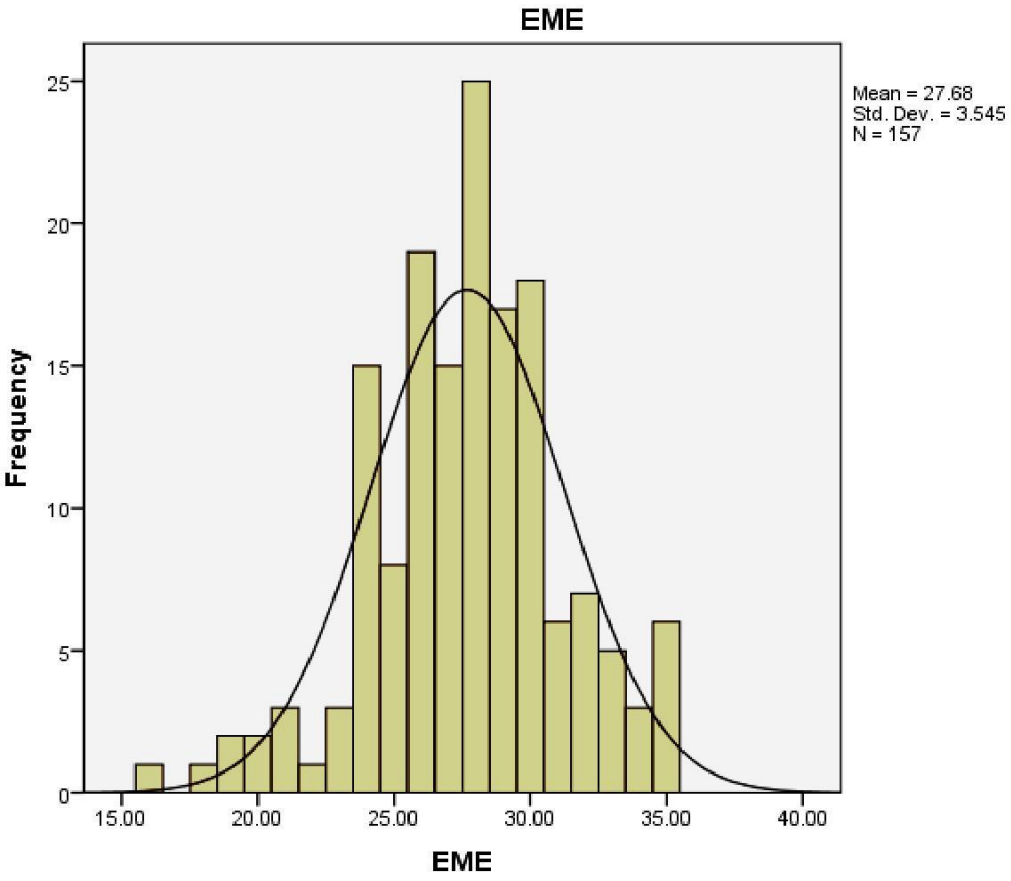
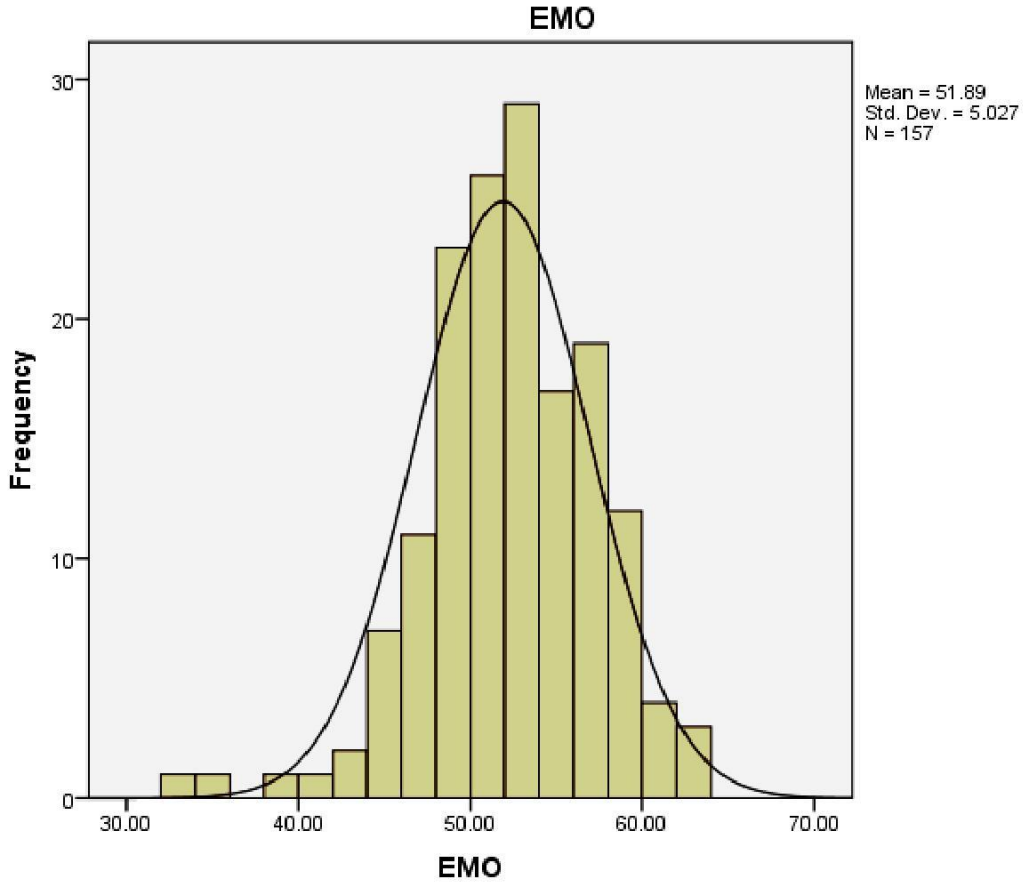
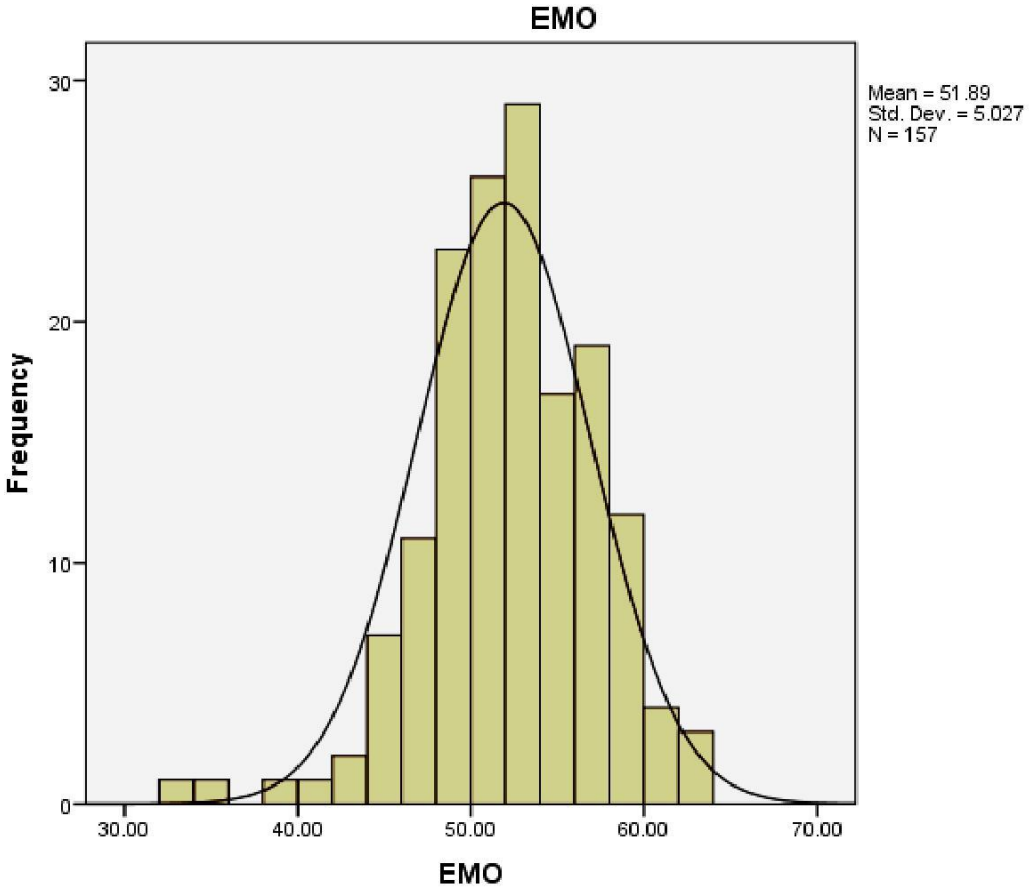
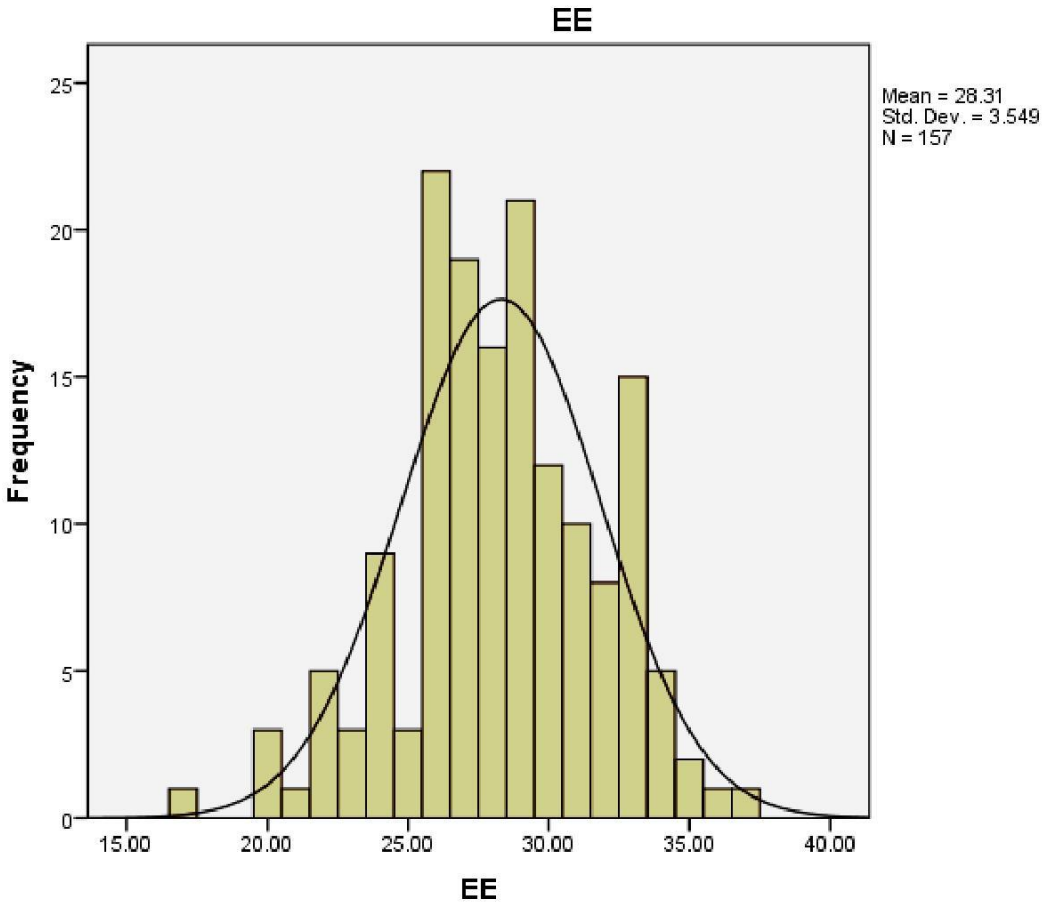
15
10
5
0
40.00
50.00
60.00
70.00
80.00
90.00
100.00
NA

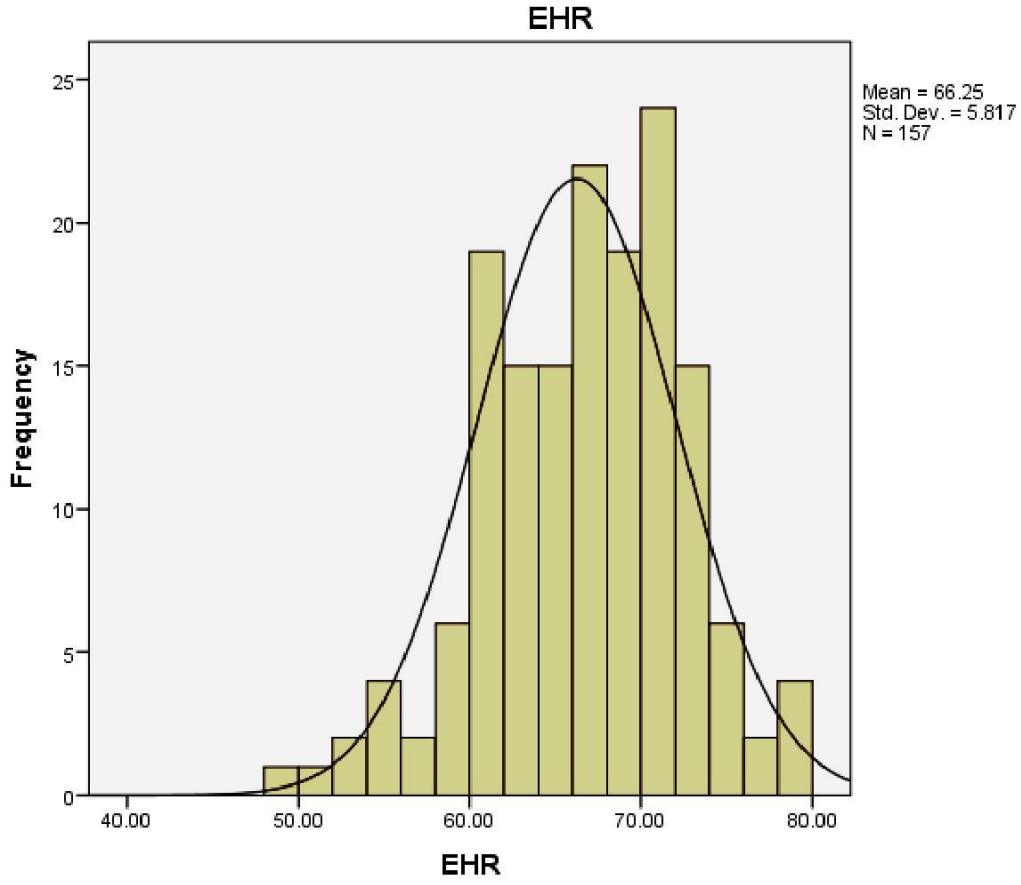

TOTSP
Mean = 129.24
Std. Dev. = 13.027
N = 157
Frequency
30
20
10
0
80.00
100.00
120.00
140.00
160.00
TOTSP

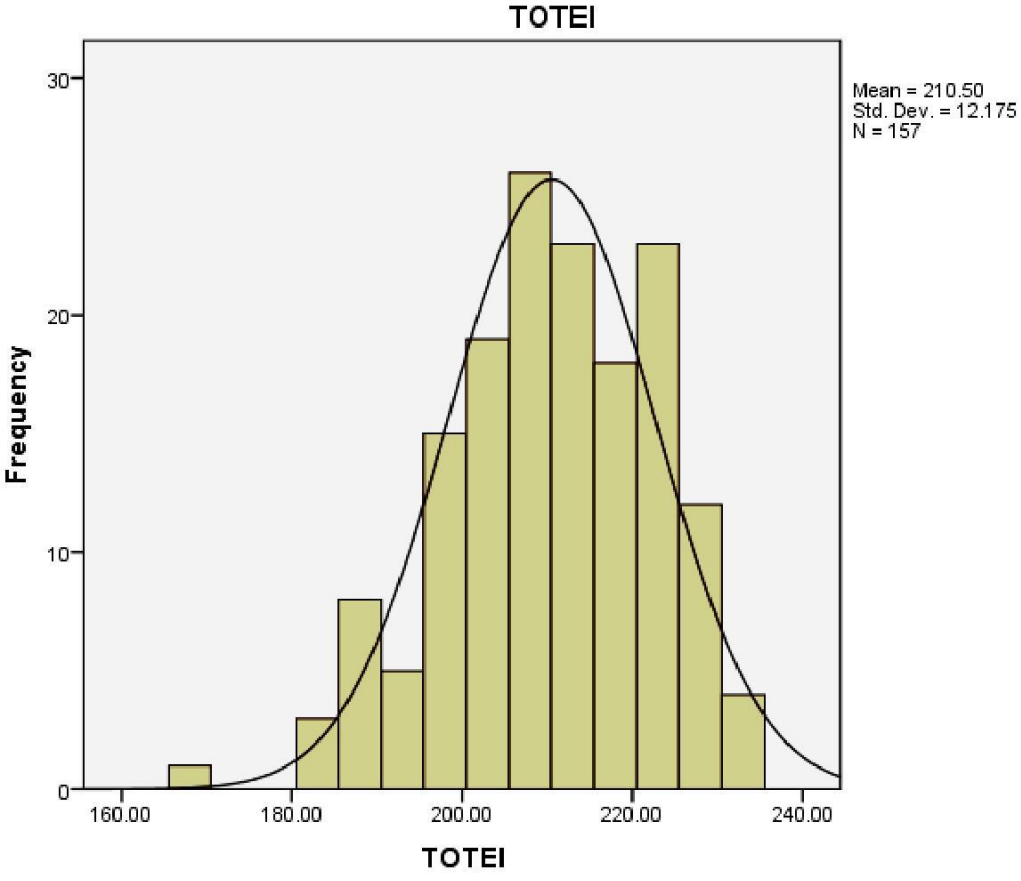

EME
Mean = 27.68
Std. Dev. = 3.545
N = 157
Frequency
25
20
15
10
5
0
15.00
20.00
25.00
30.00
35.00
40.00
EME

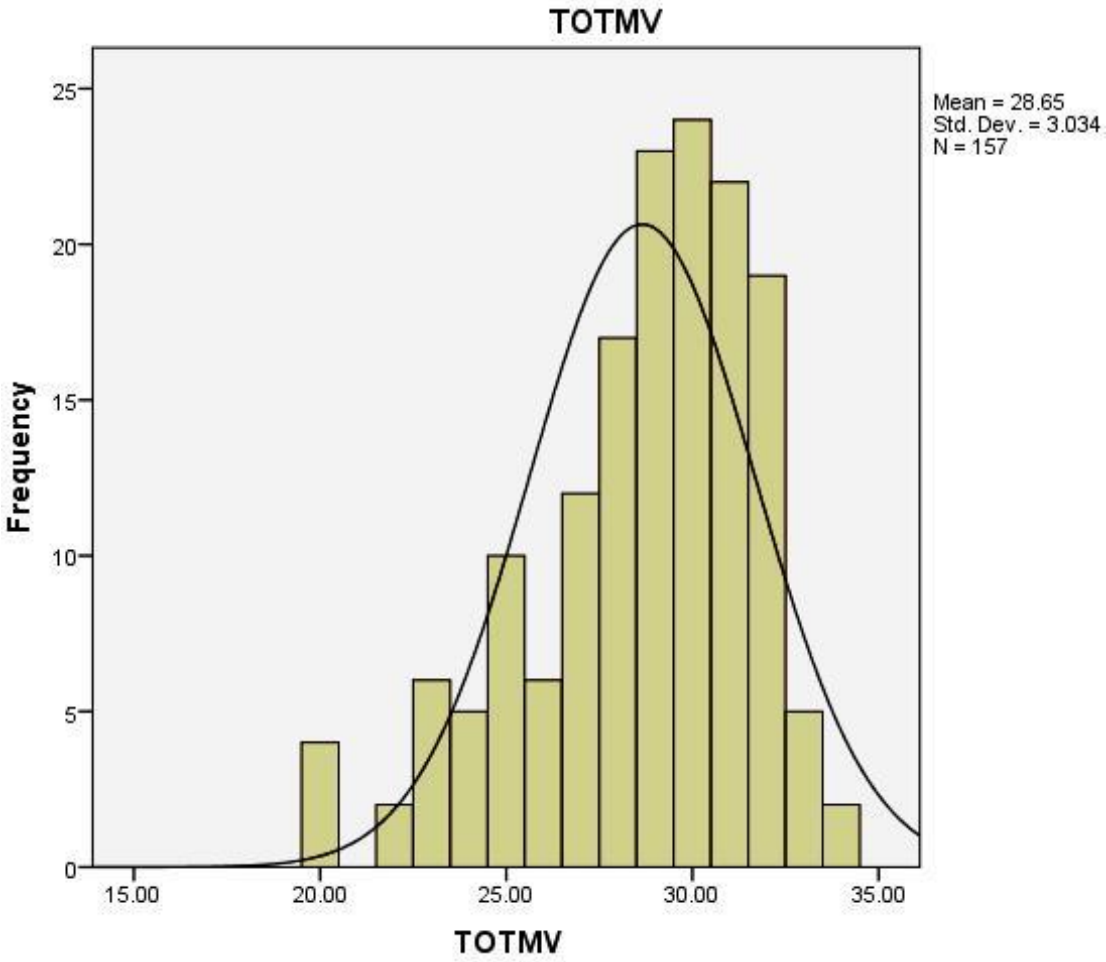

EMO
Mean = 51.89
Std. Dev. = 5.027
N = 157
Frequency
30
20
10
0
30.00
40.00
50.00
60.00
70.00
EMO


EMO
Mean = 51.89
Std. Dev. = 5.027
N = 157
Frequency
30
20
10
0
30.00
40.00
50.00
60.00
70.00
EMO

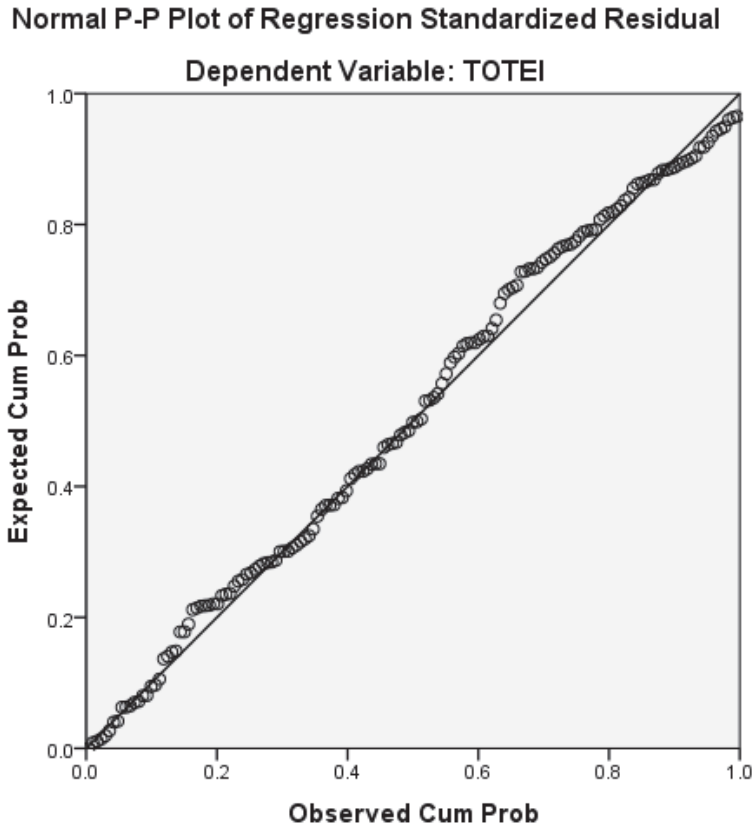

EE
Mean = 28.31
Std. Dev. = 3.549
N = 157
Frequency
25
20
15
10
5
0
15.00
20.00
25.00
30.00
35.00
40.00
EE

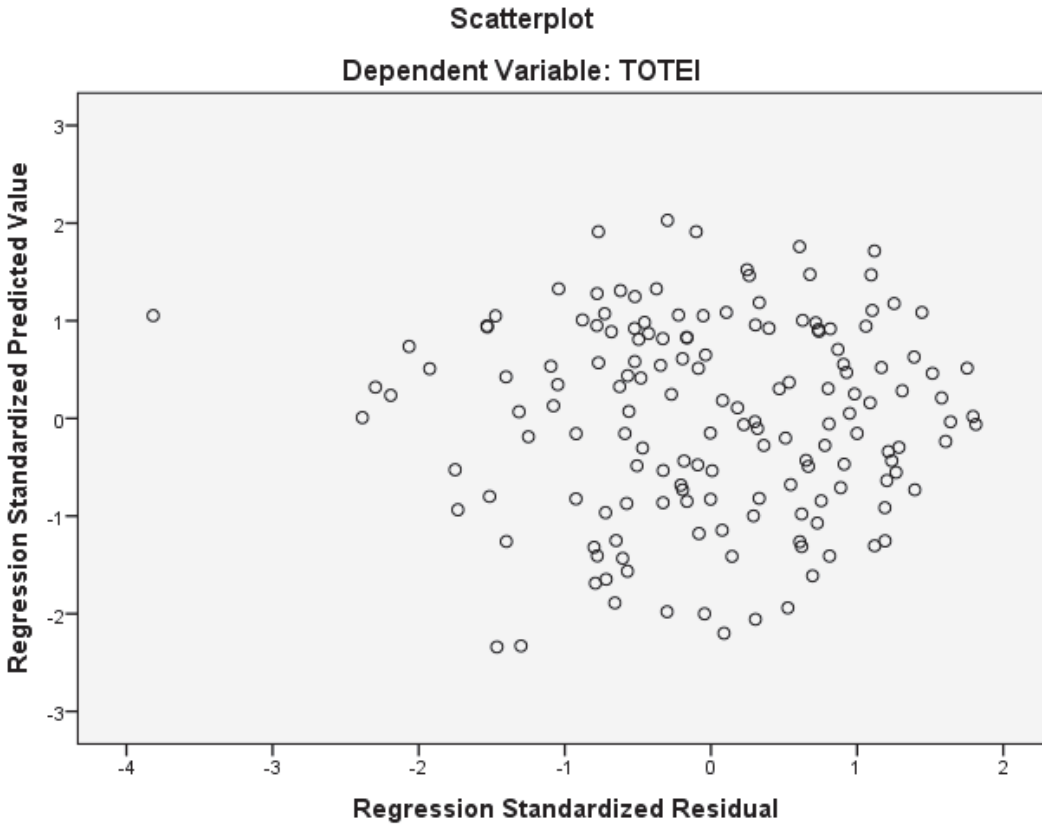

EHR
Mean = 66.25
Std. Dev. = 5.817
N = 157
Frequency
25
20
15
10
5
0
40.00
50.00
60.00
70.00
80.00
EHR

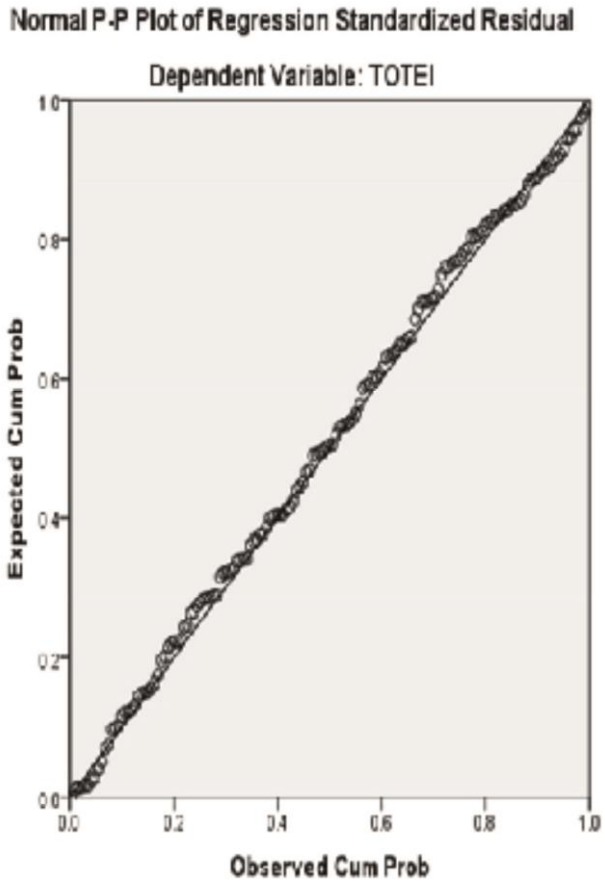

TOTEI
Mean = 210.50
Std. Dev. = 12.175
N = 157
Frequency
30
20
10
0
160.00
180.00
200.00
220.00
240.00
TOTEI

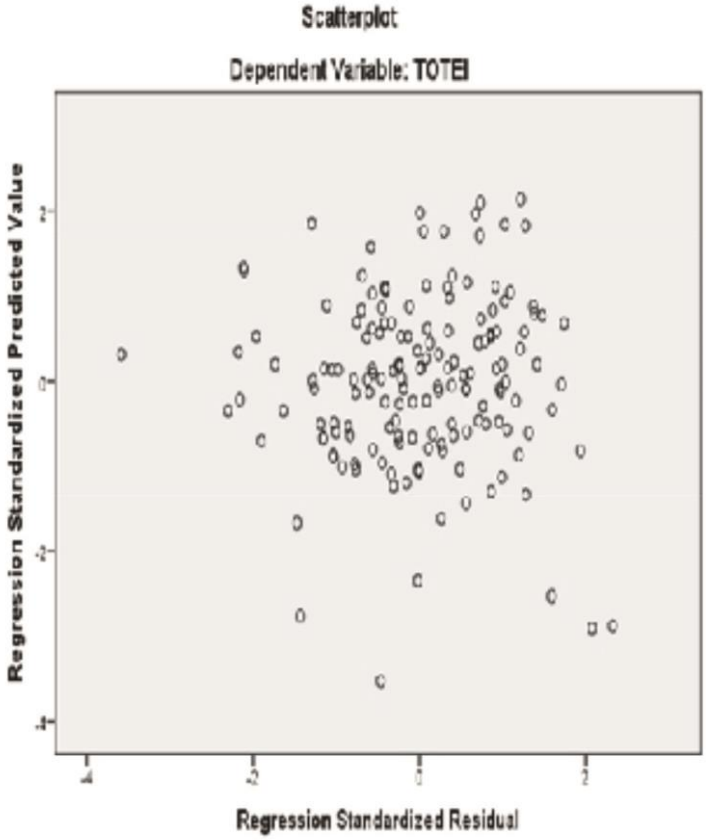

TOTMV
Mean = 28.65
Std. Dev. = 3.034
N = 157
Frequency
25
20
15
10
5
0
15.00
20.00
25.00
30.00
35.00
TOTMV

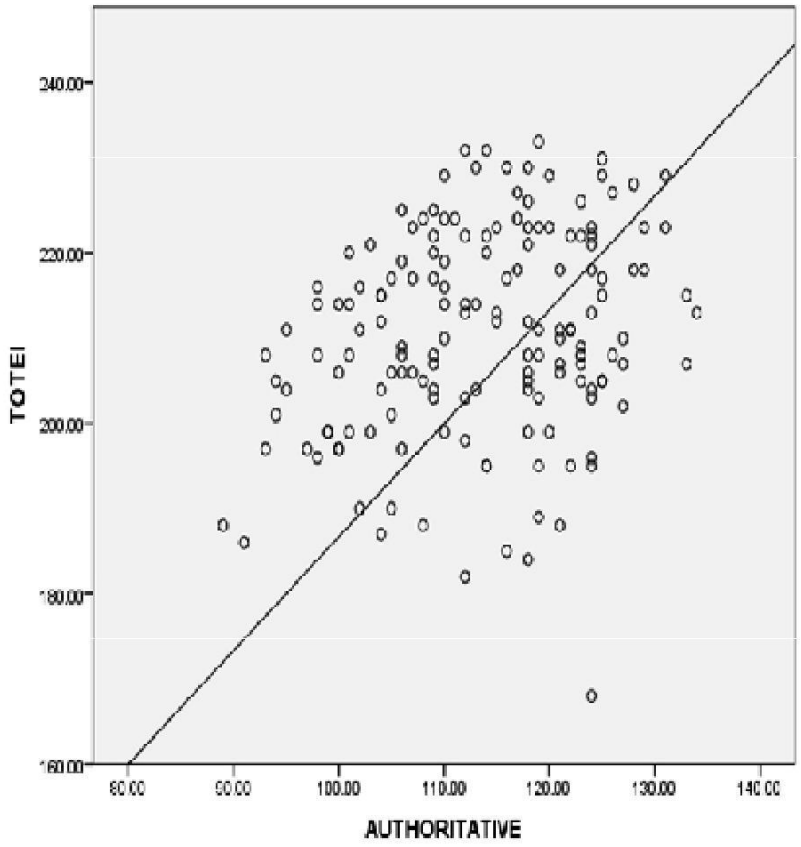
APPENDIX B : Scatter Plot and PP plot

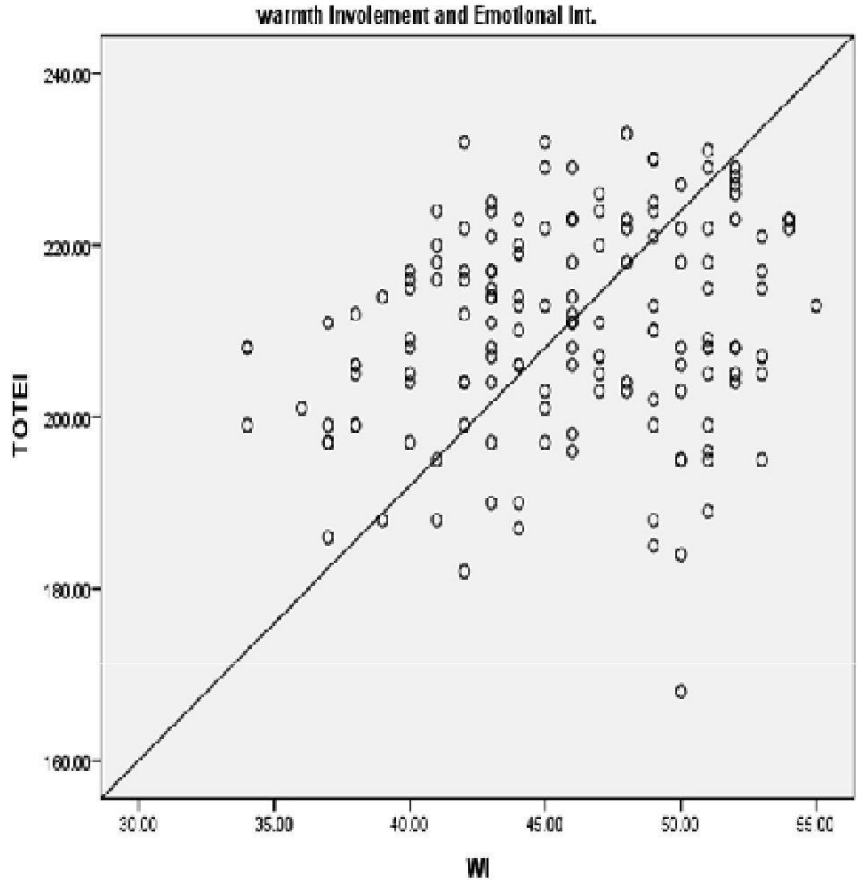


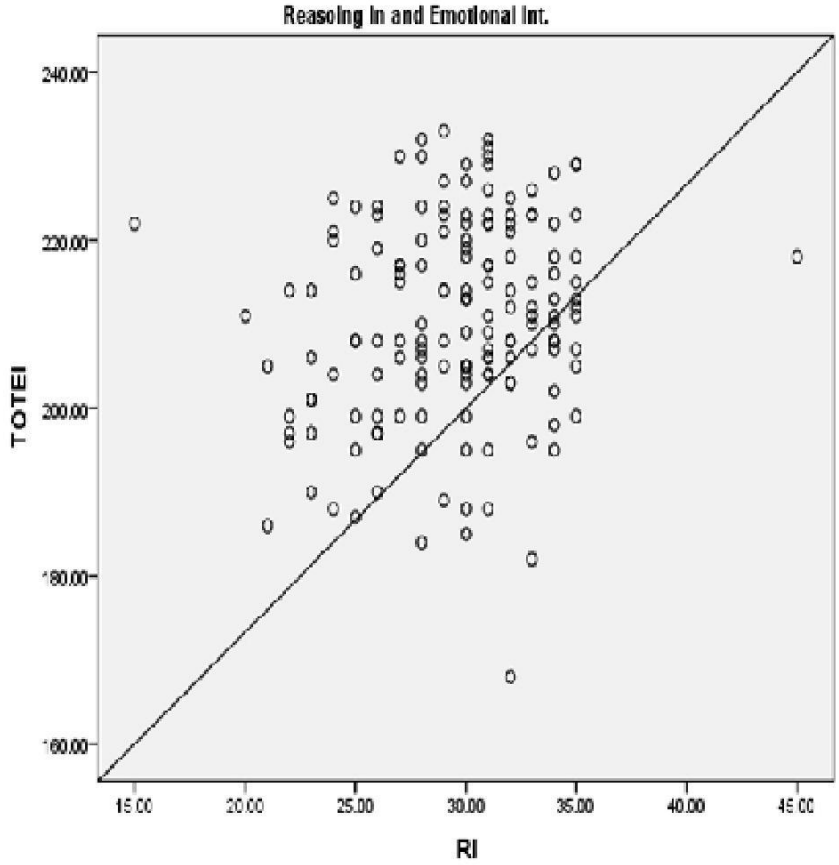


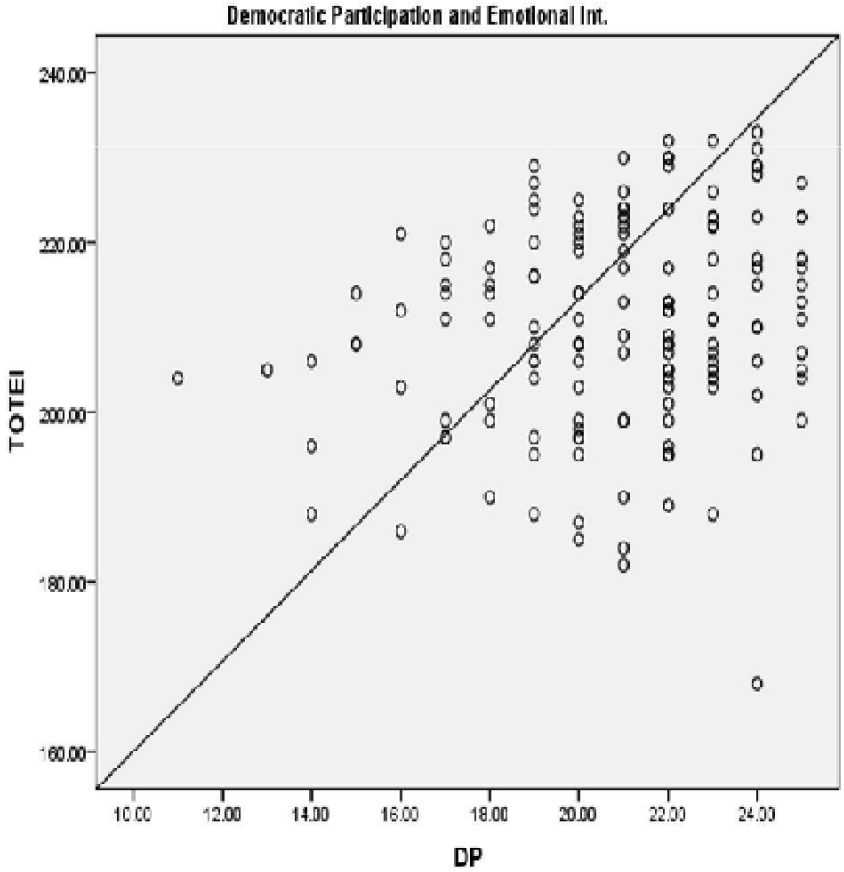

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: TOTEI
Expected Cum Prob
Observed Cum Prob
0.0
0.2
0.4
0.6
0.8
1.0

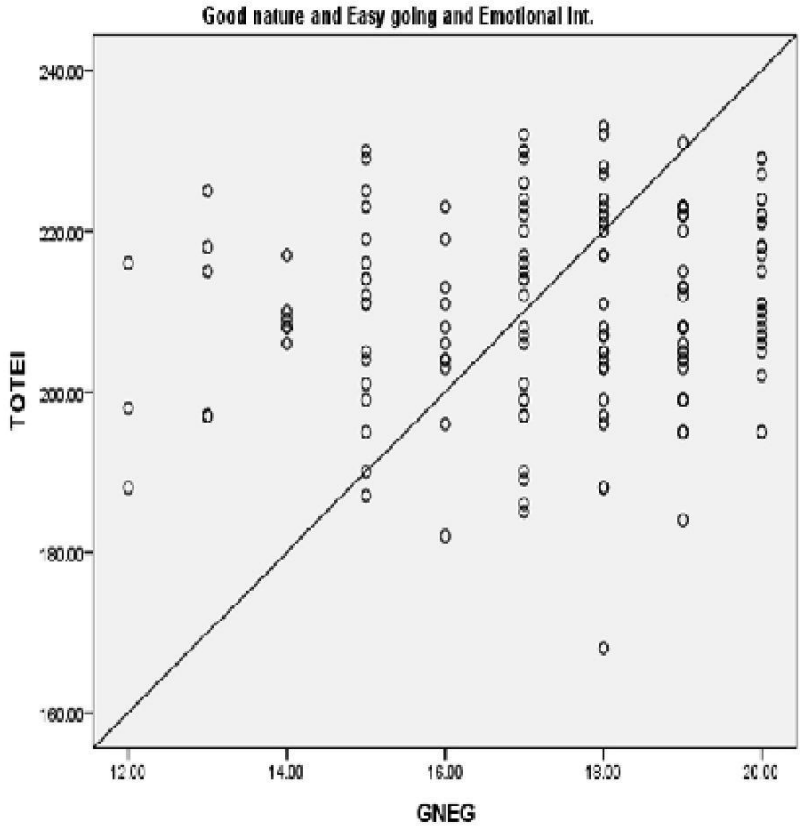

Scatterplot
Dependent Variable: TOTEI
Regression Standardized Predicted Value
Regression Standardized Residual

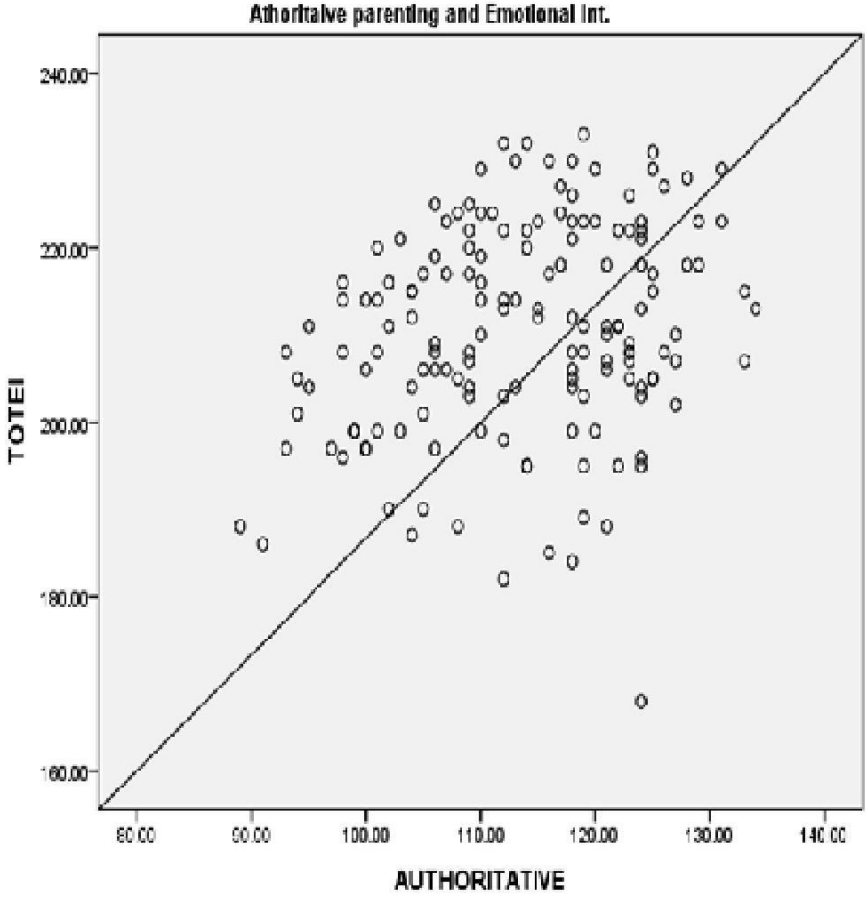

240.00
220.00
200.00
180.00
160.00
TOTEI
80.00
90.00
100.00
110.00
120.00
130.00
140.00
AUTHORITATIVE

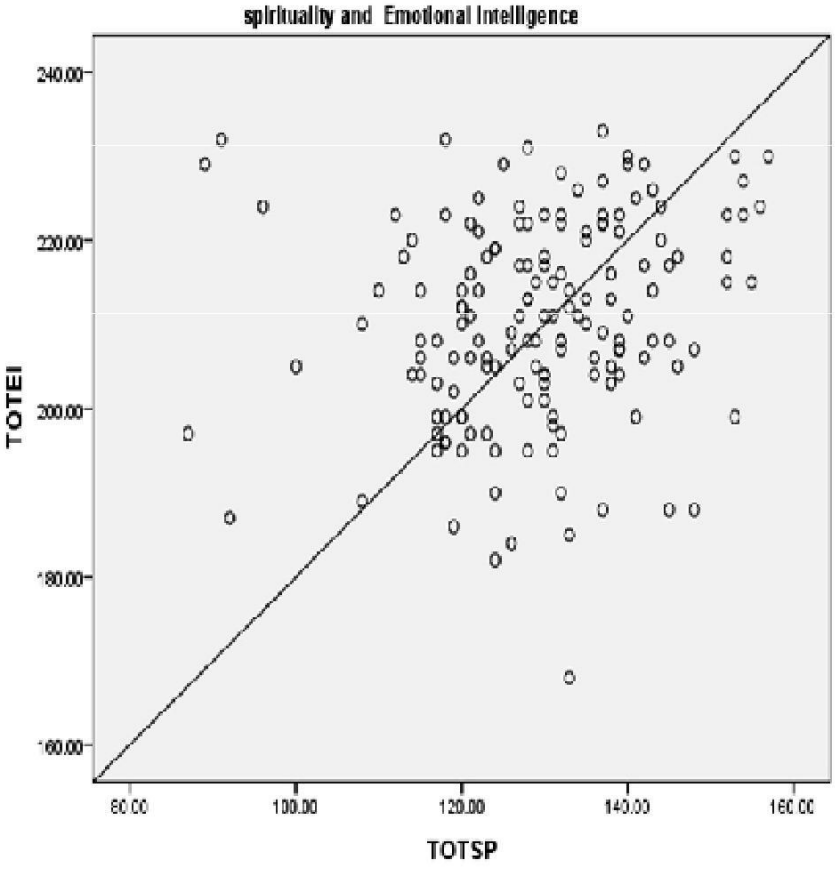

warmth Involement and Emotional Int.
240.00
220.00
200.00
180.00
160.00
TOTEI
30.00
35.00
40.00
45.00
50.00
55.00
WI

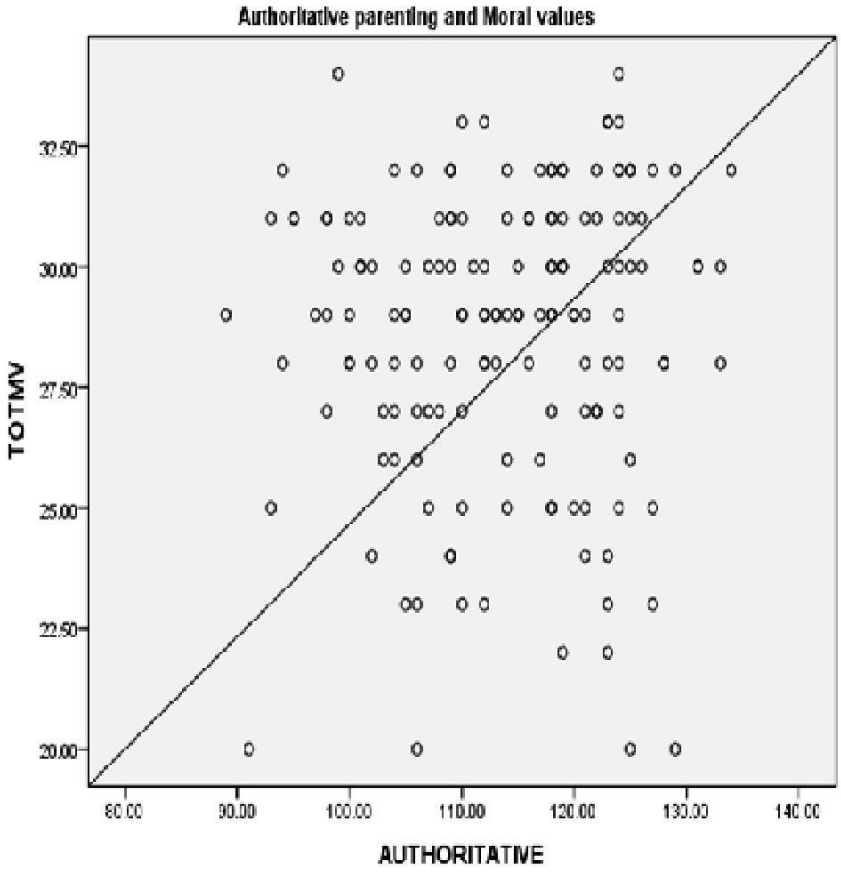

Reasoing in and Emotional Int.
TOTEI
240.00
220.00
200.00
180.00
160.00
15.00
20.00
25.00
30.00
35.00
40.00
45.00
RI

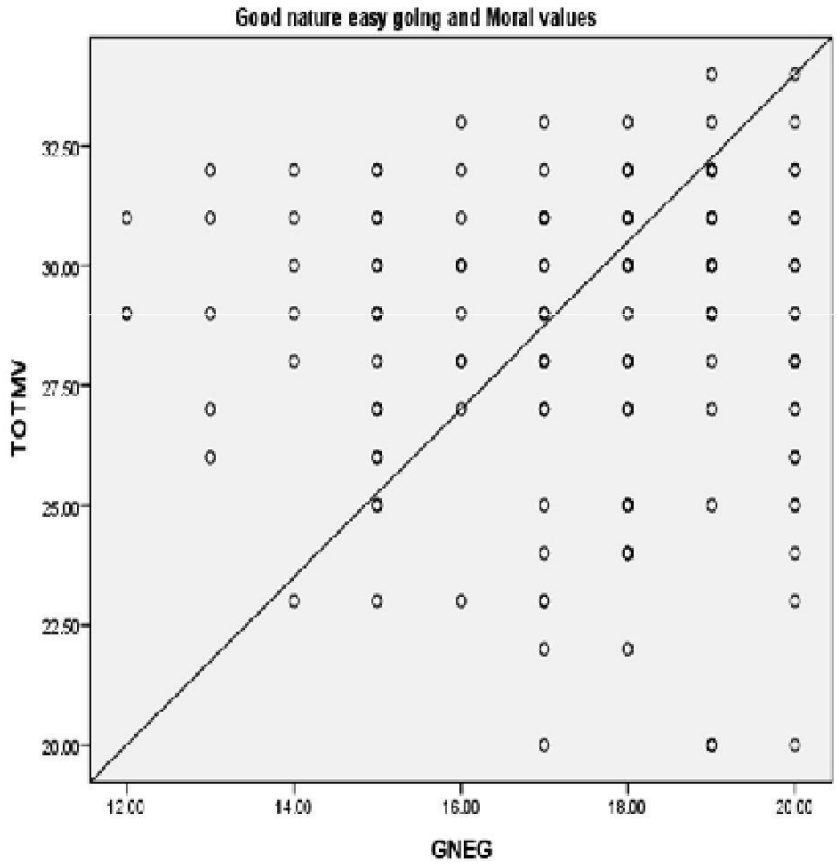

Democratic Participation and Emotional Int.
TOTEI
240.00
220.00
200.00
180.00
160.00
10.00
12.00
14.00
16.00
18.00
20.00
22.00
24.00
DP

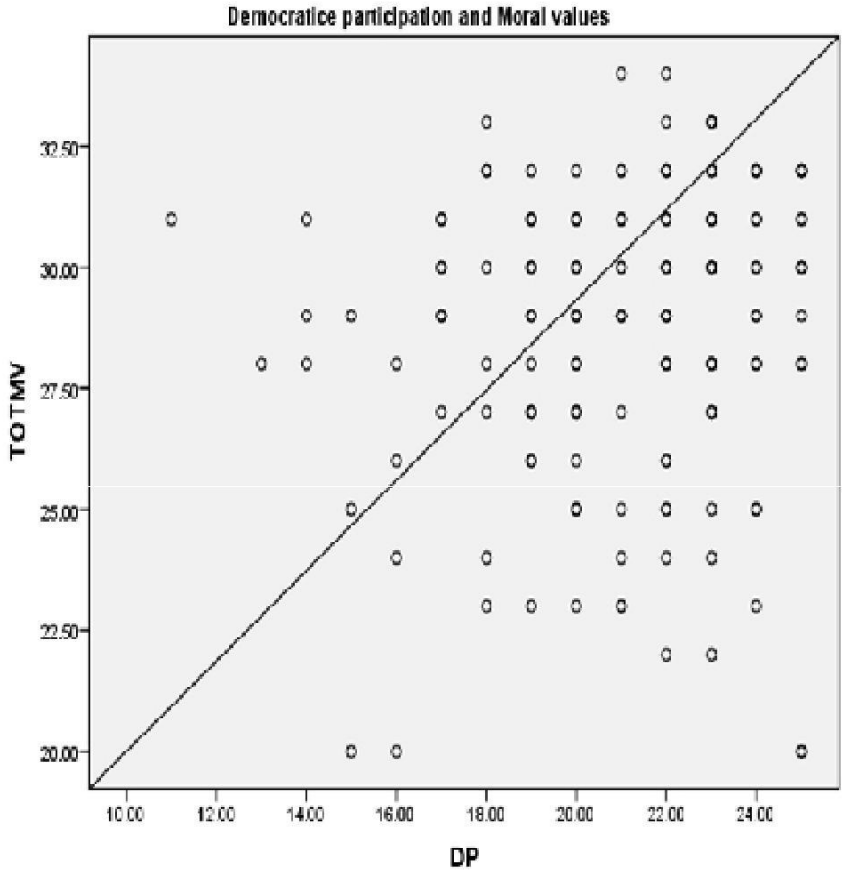

Good nature and Easy going and Emotional Int.
TOTEI
GNEG
240.00
220.00
200.00
180.00
160.00
12.00
14.00
16.00
18.00
20.00

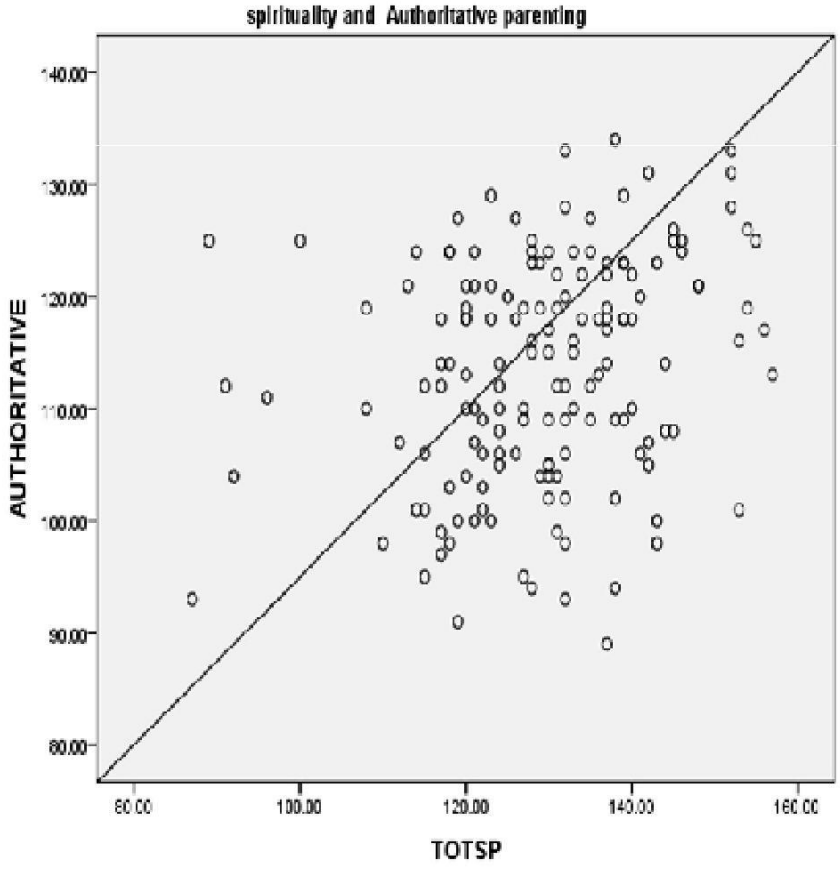

Athoritaive parenting and Emotional Int.
TOTEI
AUTHORITATIVE
240.00
220.00
200.00
180.00
160.00
60.00
90.00
100.00
110.00
120.00
130.00
140.00

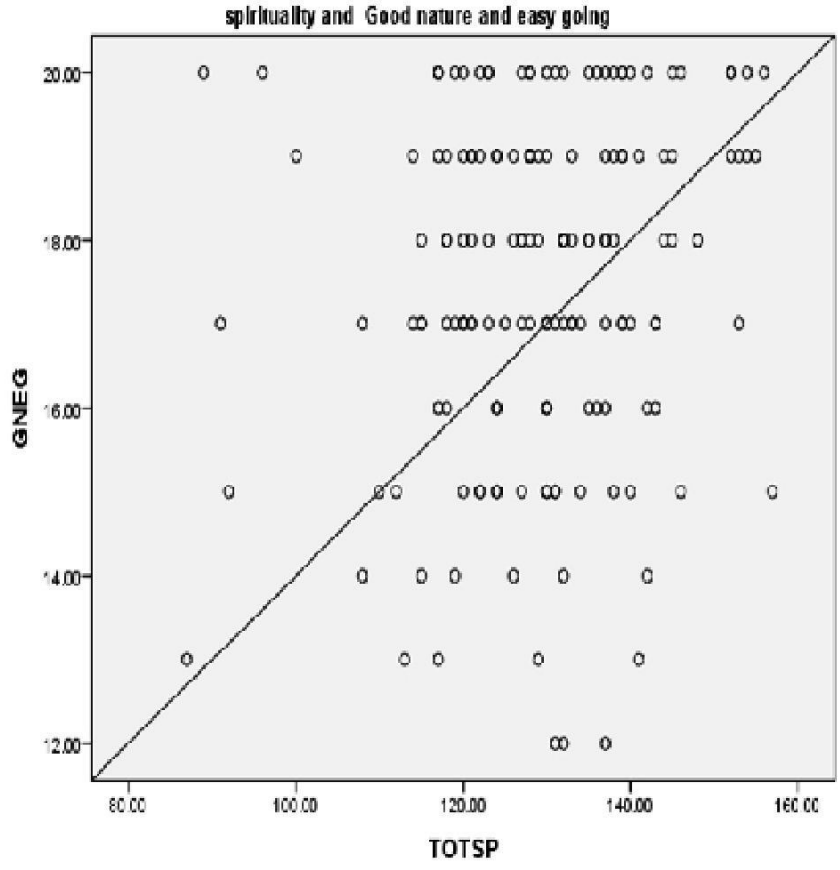

spirituality and Emotional Intelligence
TOTEI
240.00
220.00
200.00
180.00
160.00
80.00
100.00
120.00
140.00
160.00
TOTSP

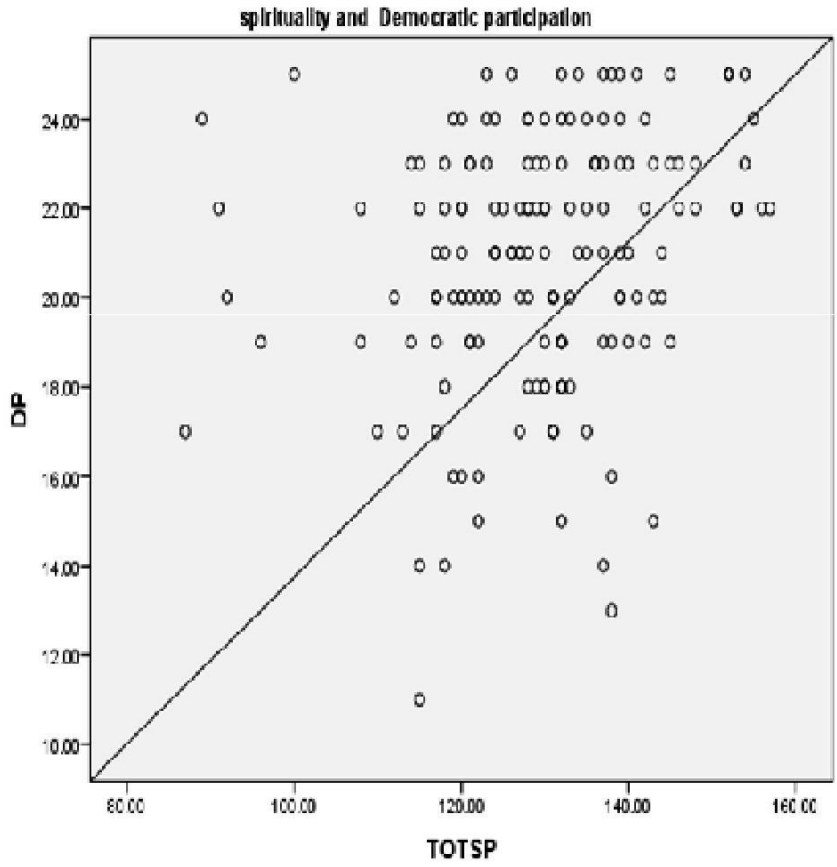

Authoritative parenting and Moral values
TOTMV
32.50
30.00
27.50
25.00
22.50
20.00
80.00
90.00
100.00
110.00
120.00
130.00
140.00
AUTHORITATIVE

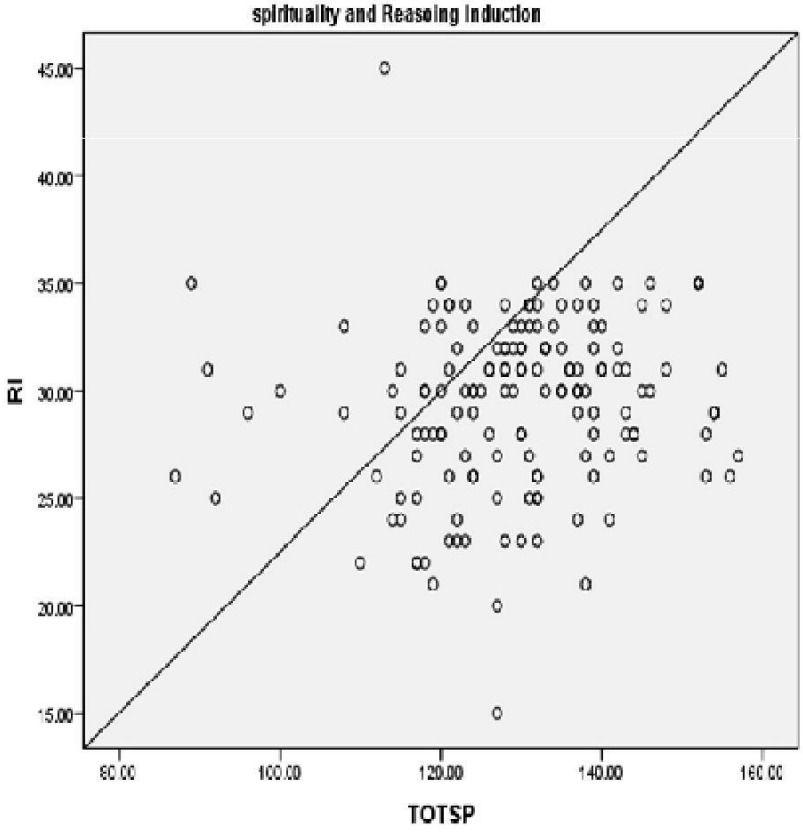

Good nature easy going and Moral values
TOTMV
32.50
30.00
27.50
25.00
22.50
20.00
12.00
14.00
16.00
18.00
20.00
GNEG

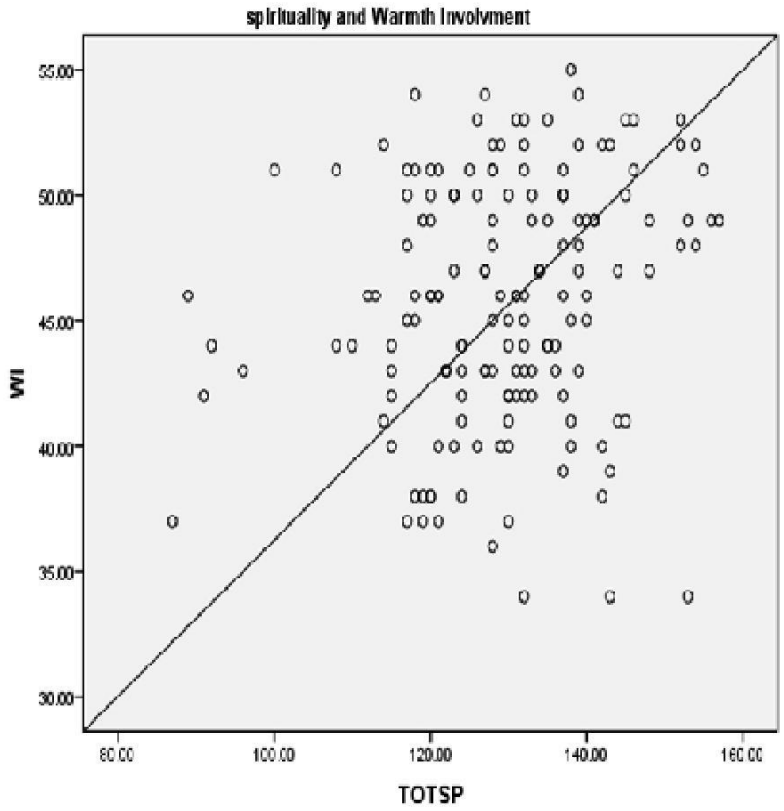

Democratice participation and Moral values
TOTMV
32.50
30.00
27.50
25.00
22.50
20.00
10.00
12.00
14.00
16.00
18.00
20.00
22.00
24.00
DP

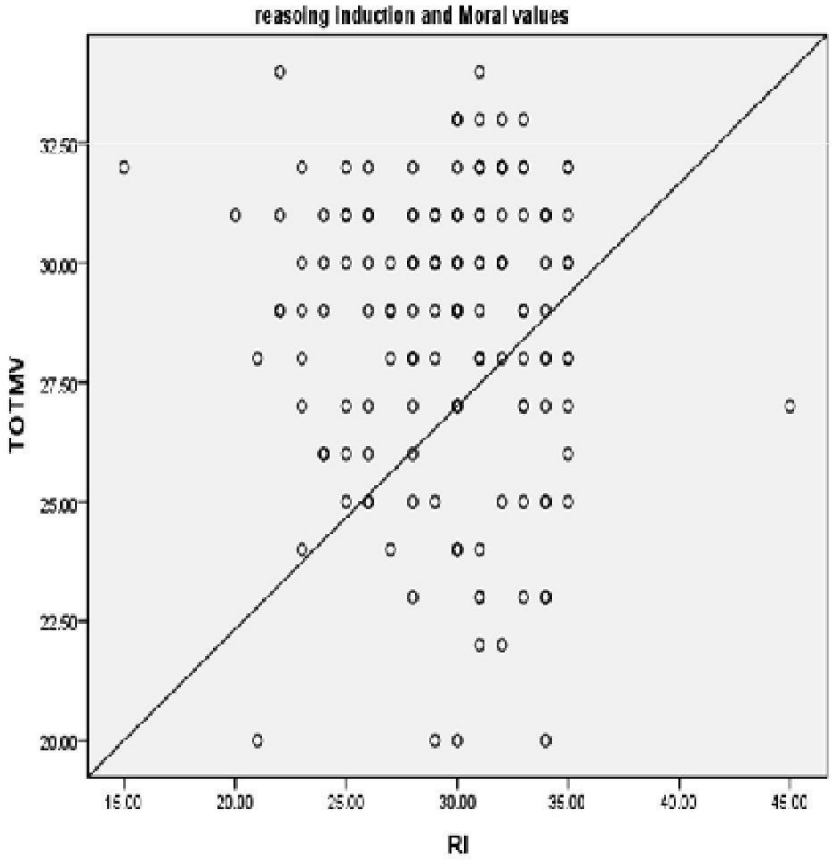

spirituality and Authoritative parenting
AUTHORITATIVE
140.00
130.00
120.00
110.00
100.00
90.00
80.00
80.00
100.00
120.00
140.00
160.00
TOTSP

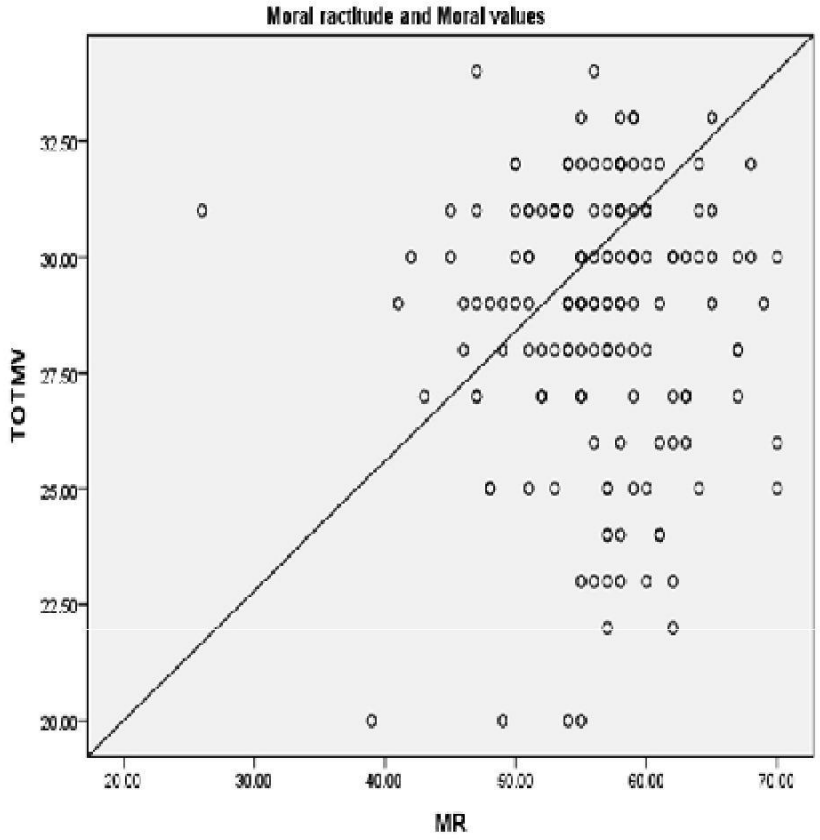

spirituality and Good nature and easy going
GNEG
20.00
18.00
16.00
14.00
12.00
80.00
100.00
120.00
140.00
160.00
TOTSP

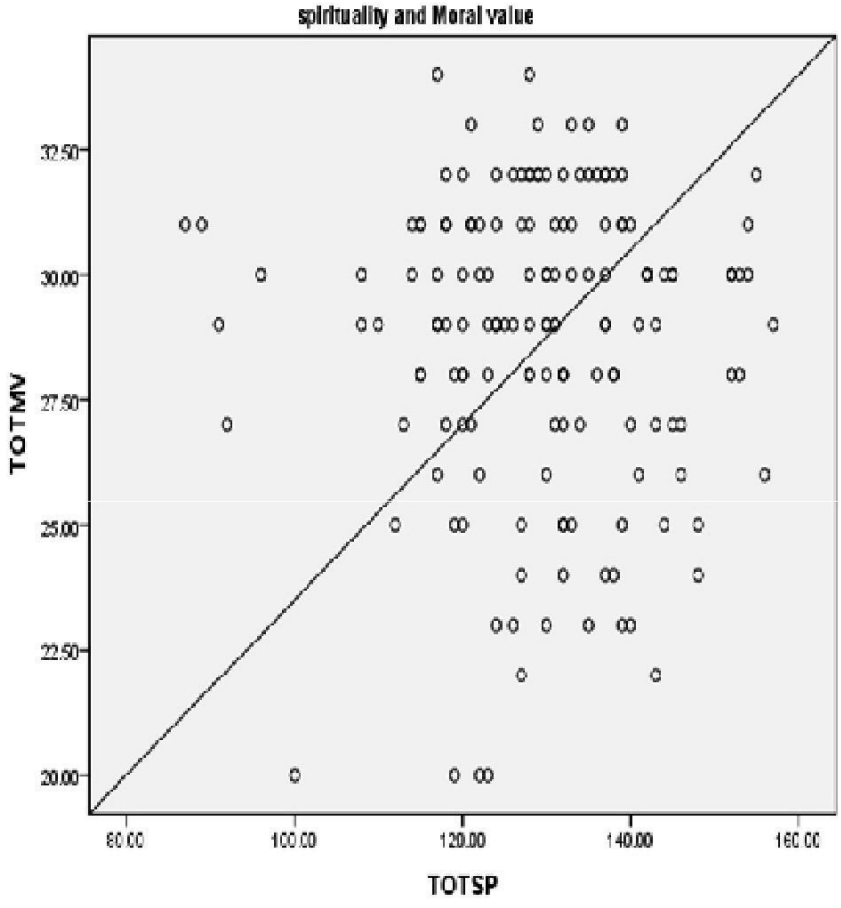

spirituality and Democratic participation
DP
TOTSP
24.00
22.00
20.00
18.00
16.00
14.00
12.00
10.00
80.00
100.00
120.00
140.00
160.00

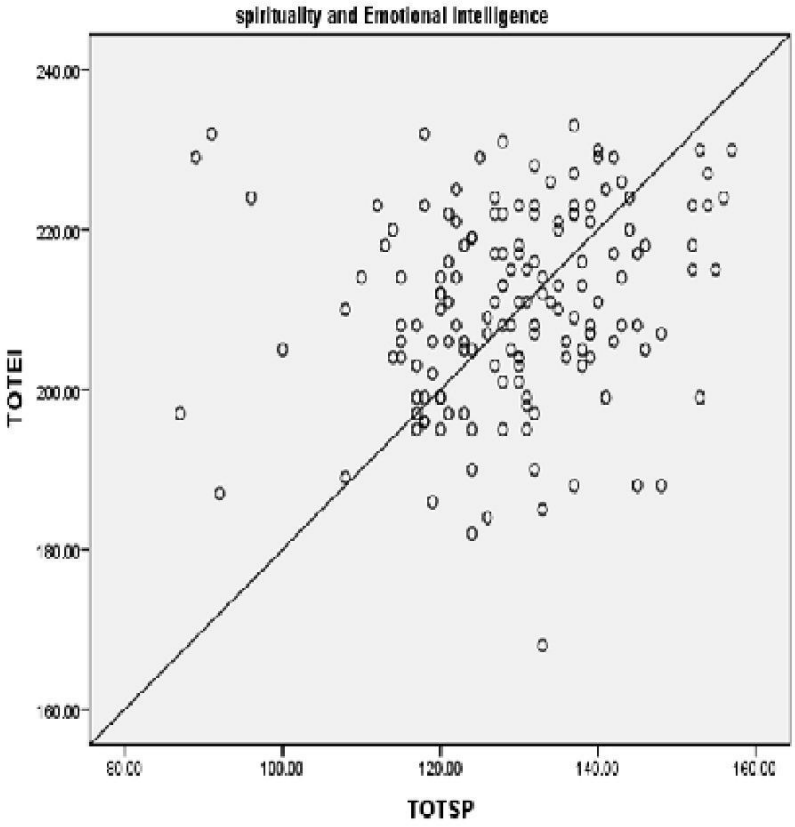

spirituality and Reasoing Induction
RI
TOTSP
45.00
40.00
35.00
30.00
25.00
20.00
15.00
80.00
100.00
120.00
140.00
160.00

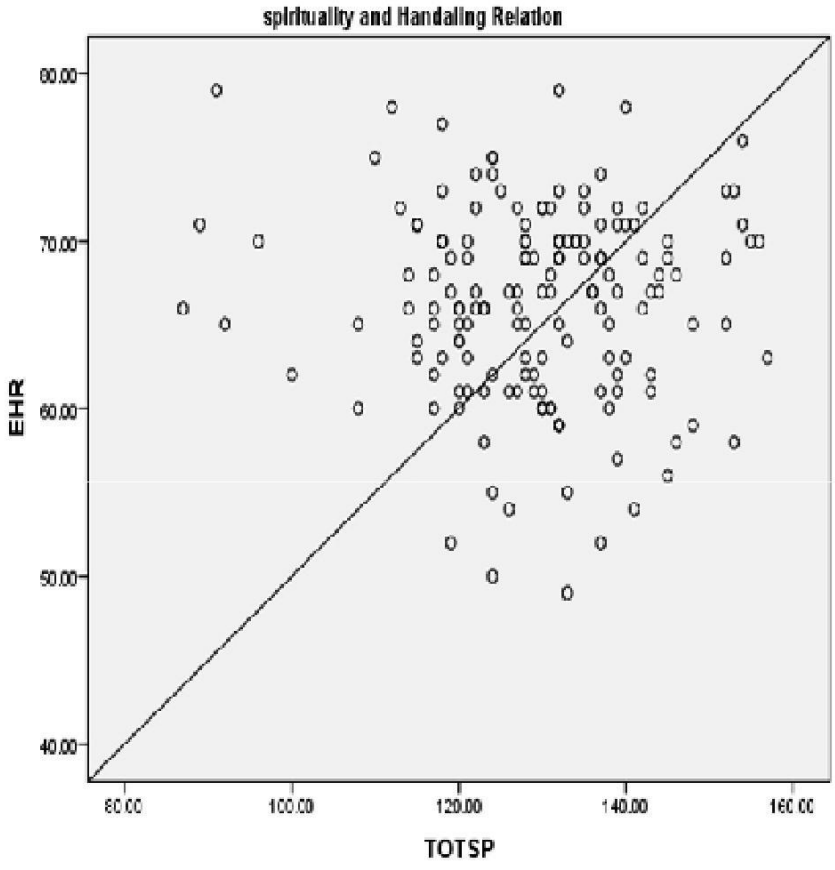

spirituality and Warmth Involvment
WI
TOTSP
55.00
50.00
45.00
40.00
35.00
30.00
80.00
100.00
120.00
140.00
160.00

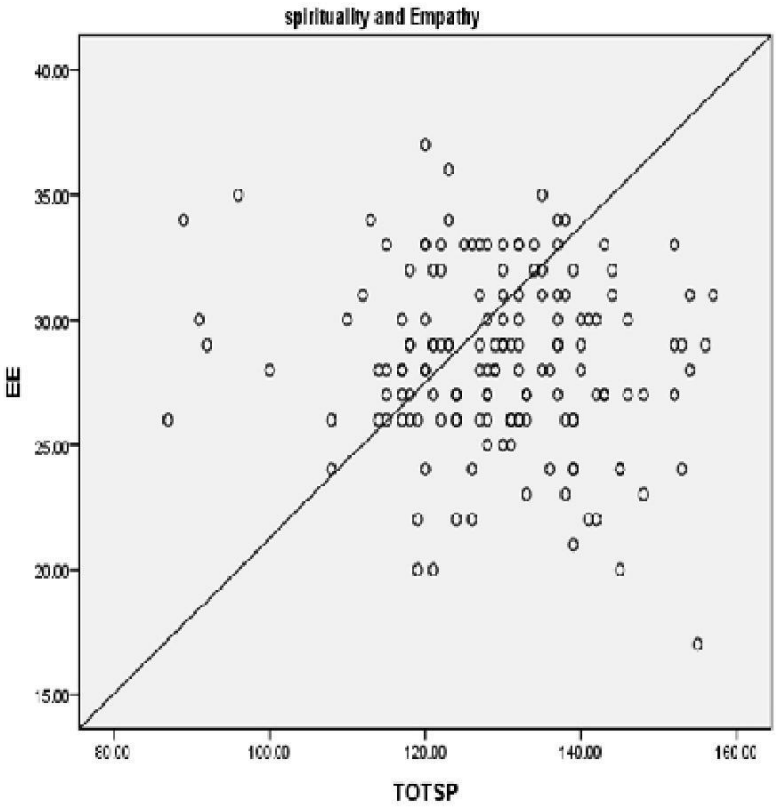

reasoing Induction and Moral values
TOTMV
RI
32.50
30.00
27.50
25.00
22.50
20.00
15.00
20.00
25.00
30.00
35.00
40.00
45.00

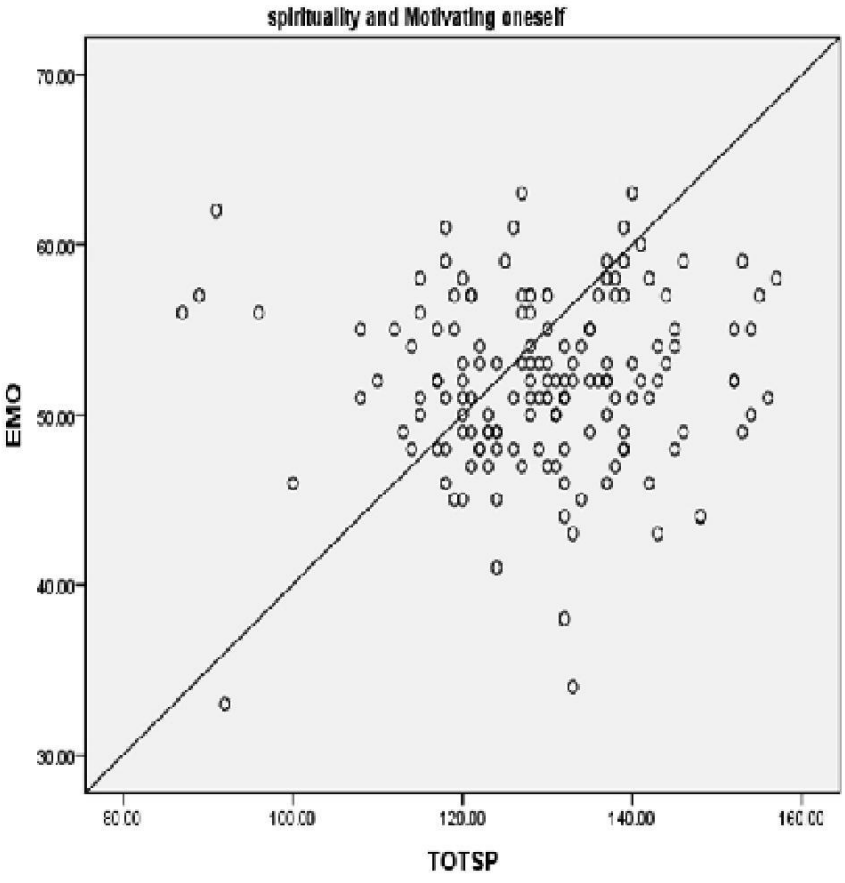

Moral ractitude and Moral values
TOTMV
32.50
30.00
27.50
25.00
22.50
20.00
20.00
30.00
40.00
50.00
60.00
70.00
MR

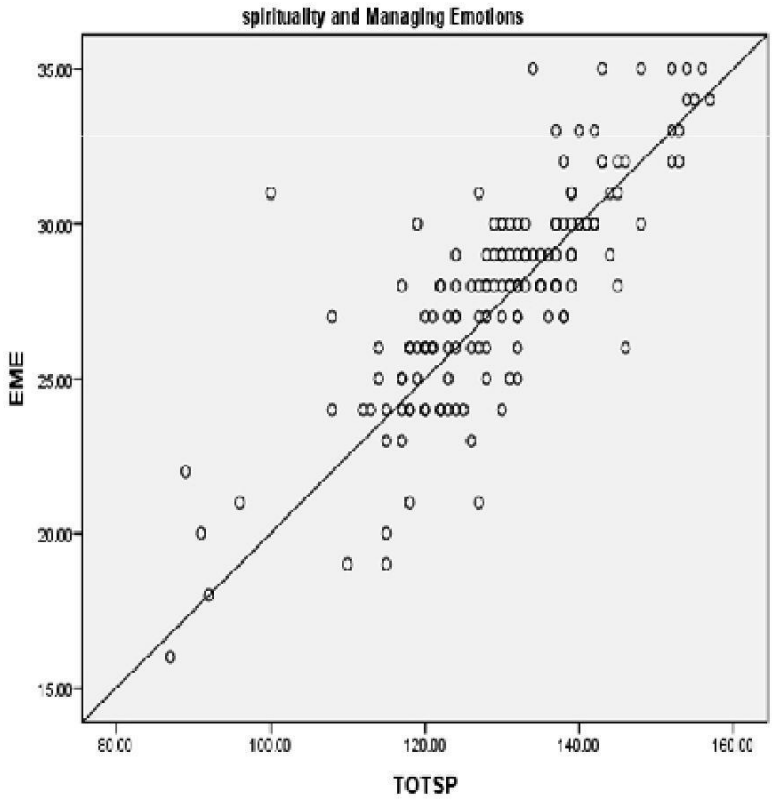

spirituality and Moral value
TOTMV
32.50
30.00
27.50
25.00
22.50
20.00
60.00
100.00
120.00
140.00
160.00
TOTSP

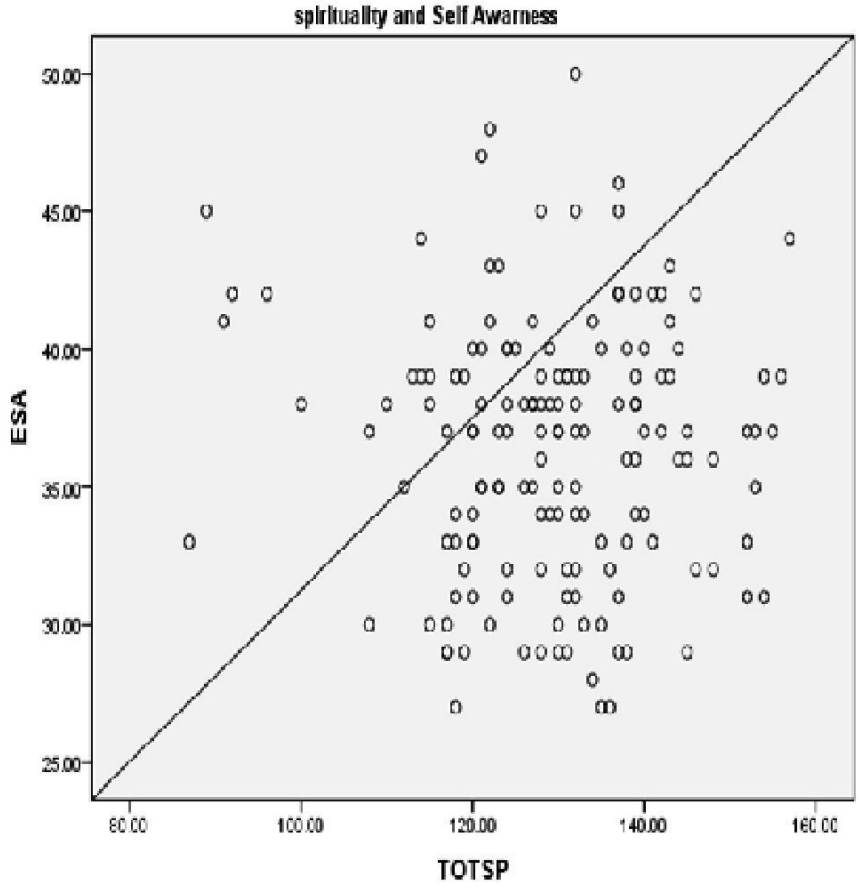

spirituality and Emotional Intelligence
TOTEI
240.00
220.00
200.00
180.00
160.00
80.00
100.00
120.00
140.00
160.00
TOTSP


spirituality and Handaling Relation
EHR
80.00
70.00
60.00
50.00
40.00
80.00
100.00
120.00
140.00
160.00
TOTSP

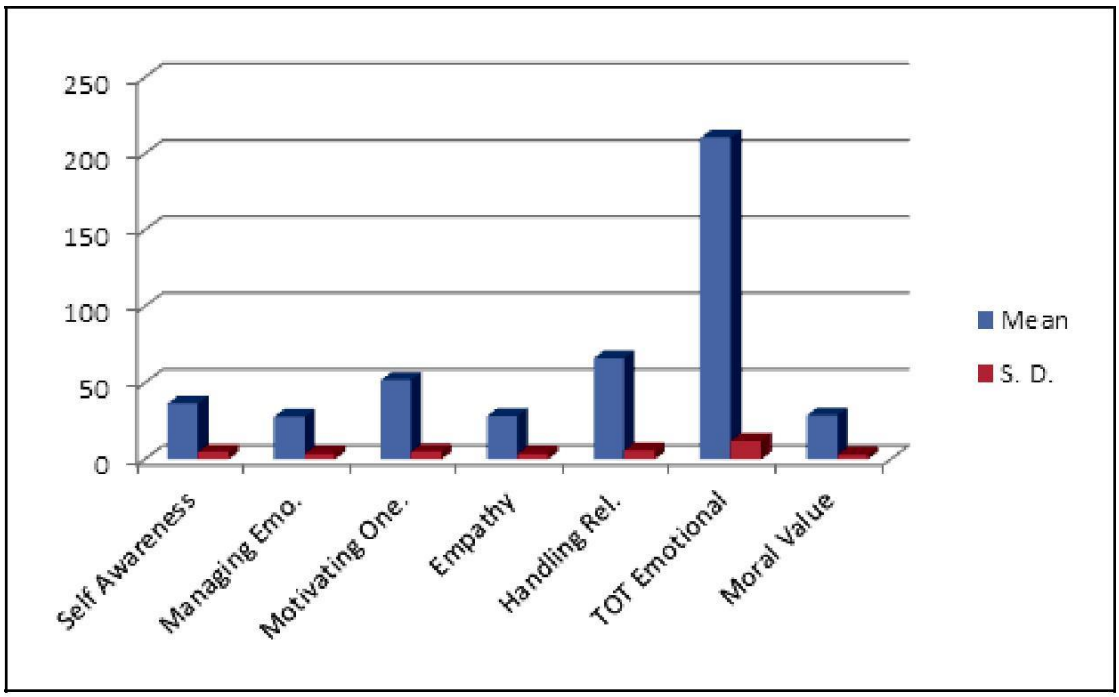

spirituality and Empathy
EE
TOTSP
40.00
35.00
30.00
25.00
20.00
15.00
80.00
100.00
120.00
140.00
160.00

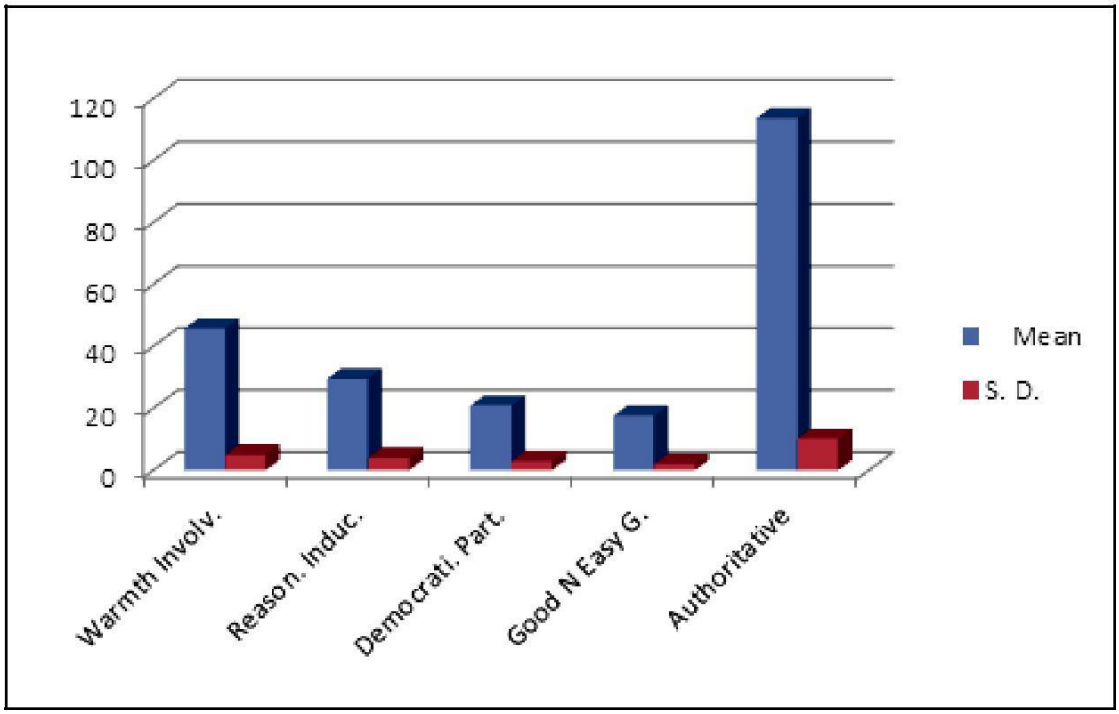

spirituality and Motivating oneself
EMO
TOTSP
70.00
60.00
50.00
40.00
30.00
80.00
100.00
120.00
140.00
160.00

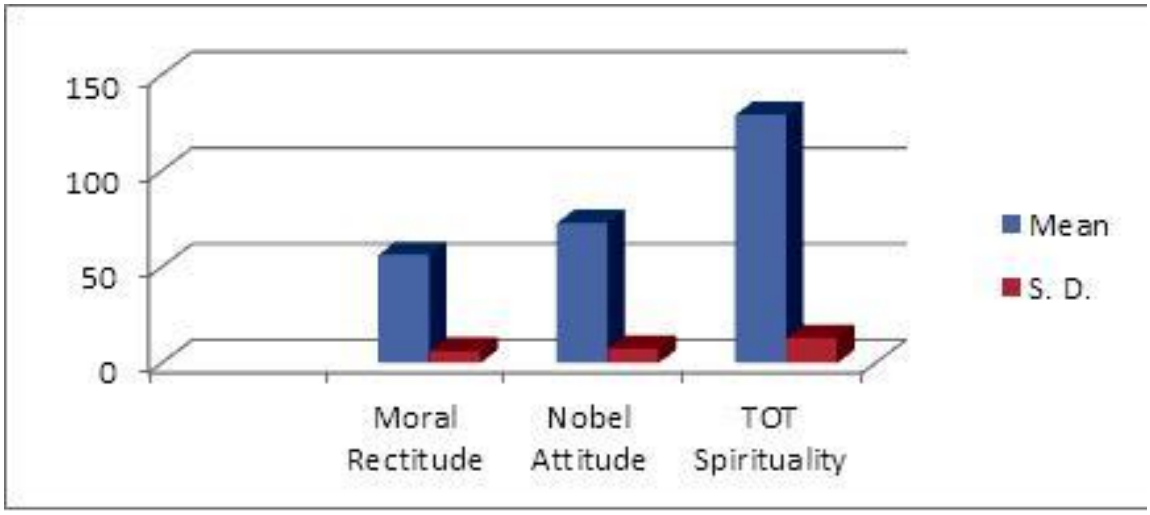

spirituality and Managing Emotions
EME
TOTSP
35.00
30.00
25.00
20.00
15.00
80.00
100.00
120.00
140.00
160.00

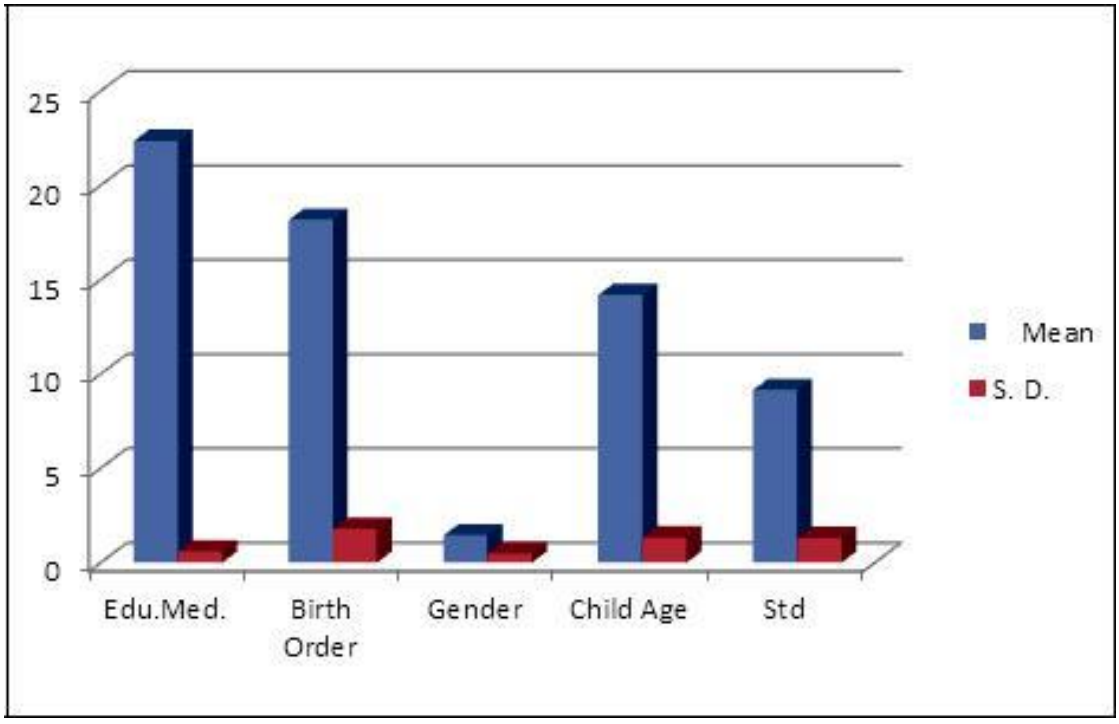

spirituality and Self Awarness
ESA
TOTSP
50.00
45.00
40.00
35.00
30.00
25.00
80.00
100.00
120.00
140.00
160.00

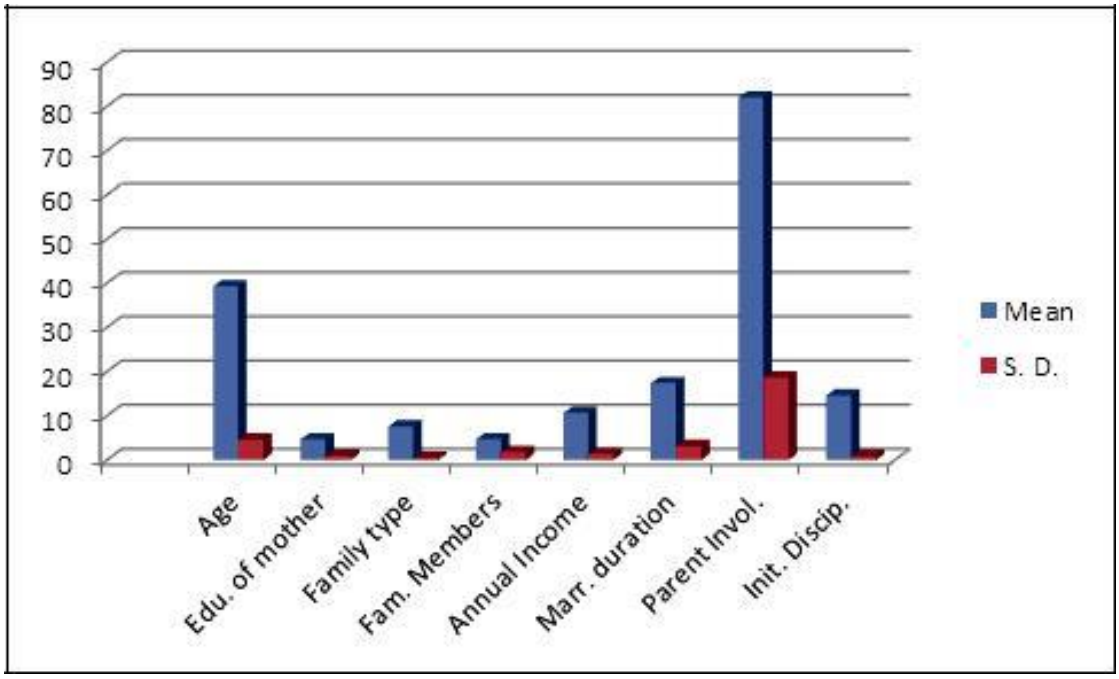
APPENDIX C : Mean, SD Graphs For All Variables






150
100
50
0
Moral Rectitude
Nobel Attitude
TOT Spirituality
Mean
S. D.


25
20
15
10
5
0
Edu.Med.
Birth Order
Gender
Child Age
Std
Mean
S. D.


90
80
70
60
50
40
30
20
10
0
Age
Edu. of mother
Family type
Fam. Members
Annual Income
Marr. duration
Parent Invol.
Init. Discip.
Mean
S. D.

APPENDIX D: Pearson Product Moment Correlation For Sub Factors Of Parenting Style, Spiritual Personality And Emotional Intelligence, Moral values

Moral value and Emotional intelligence Sub factors

VARIABLES		TOTEI	ESA	EME	EMO	EE	HR
TOTMV	Pearson Correlation	.116	-.068	-.052	.276**	-.063	.130
	Sig. (2-tailed) .147		.397	.515	.000	.432	.104

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Spirituality and Authoritative Parenting Style

VARIABLES		WI	RI	DP	GNEN	Authoritative
TOTSP	Pearson Correlation	.198*		.139	.235**	.167*
.229**						
	Sig. (2-tailed)	.013	.083	.003	.036	.004

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Spiritual Personality Sub factors And Authoritative Style

VARIABLES		AUTHORITATIVE
Moral Rectitude	Pearson Correlation	.229**
	Sig. (2-tailed)	.004
Nobel Attitude	Pearson Correlation	.236**
	Sig. (2-tailed)	.003

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

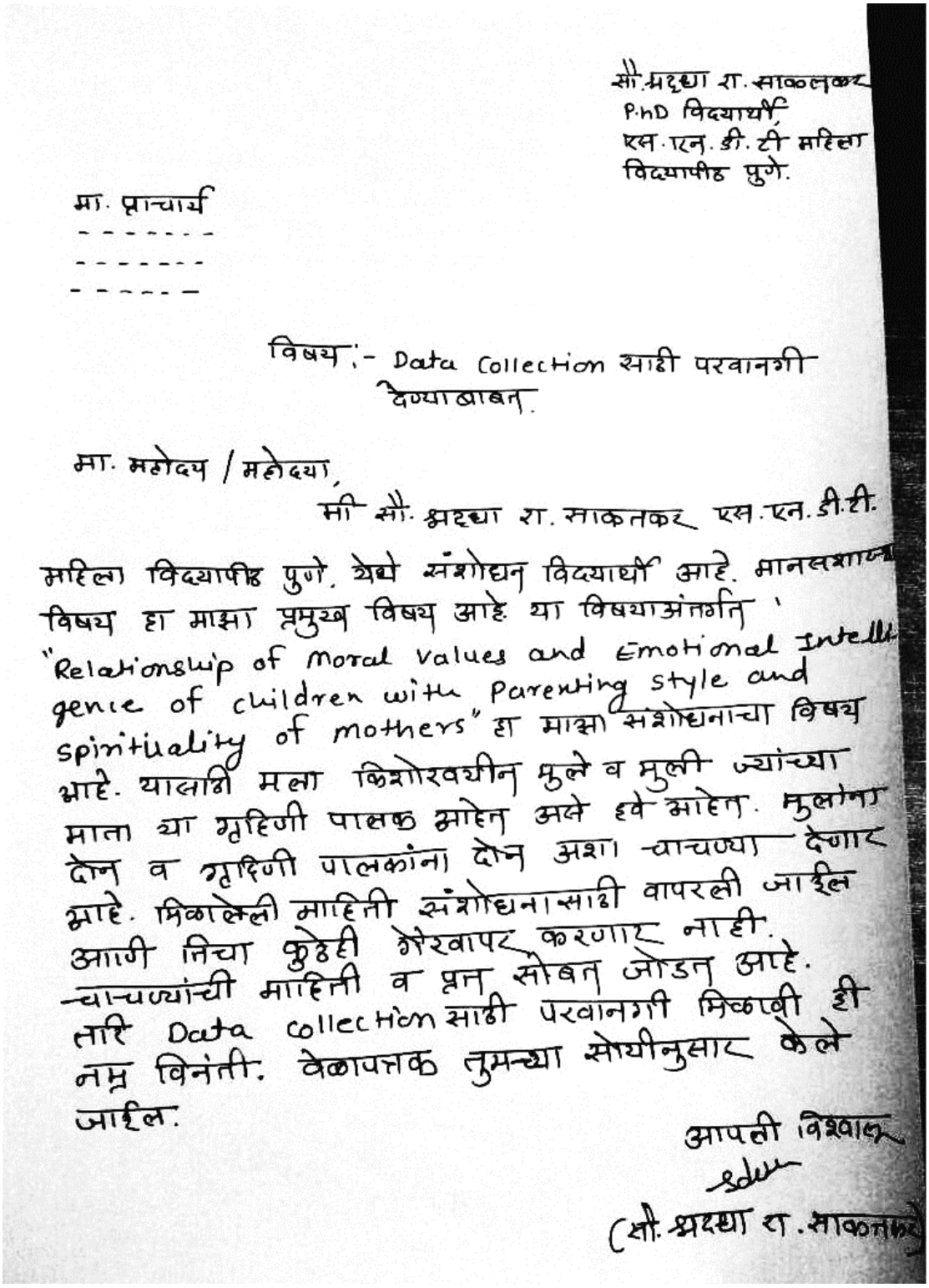
Authoritative Sub Factors And Emotional Intelligence Sub Factors

VARIABLES		ESA	EME	EMO	EE	HER
WI	Pearson Correlation	-.002	.218**	.180*	.073	.069
	Sig. (2-tailed)	.981	.006	.024	.360	.390
RI	Pearson Correlation	.092	.183*	.015	.091	.129
	Sig. (2-tailed)	.251	.022	.849	.258	.108
DP	Pearson Correlation	.050	.341**	.155	-.059	.053
	Sig. (2-tailed)	.531	.000	.053	.467	.511
GNEG	Pearson Correlation	-.016	.188*	.145	-.030	.036
	Sig. (2-tailed)	.847	.019	.070	.705	.654

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

APPENDIX E : Permission Letter For Schools



सौ. श्रद्धा रा. साकलकर
PhD विद्यार्थी
एस. एन. डी. टी महिला
विद्यापीठ पुणे.

मा. प्राचार्य
- - - - - - -
- - - - - - -
- - - - - -

विषय :- Data Collection साठी परवानगी
देण्याबाबत.

मा. महोदय / महोदया,

मी सौ. श्रद्धा रा. साकलकर एस. एन. डी. टी.
महिला विद्यापीठ पुणे. येथे संशोधन विद्यार्थी आहे. मानसशास्त्र
विषय हा माझा प्रमुख विषय आहे या विषयाअंतर्गत
"Relationship of Moral Values and Emotional Intelligence of children with Parenting style and spirituality of mothers" हा माझा संशोधनाचा विषय
आहे. यासाठी मला किशोरवयीन मुले व मुली ज्यांच्या
माता या गृहिणी पालक म्हणून असले हवे आहेत. मुलांना
दोन व गृहिणी पालकांना दोन अशा चाचण्या देणार
आहे. मिळालेली माहिती संशोधनासाठी वापरली जाईल
आणी तिचा कुठेही गैरवापर करणार नाही.
चाचण्यांची माहिती व प्रत्न सोबत जोडत आहे.
तरि Data collection साठी परवानगी मिळावी ही
नम्र विनंती. वेळापत्रक तुमच्या सोयीनुसार केले
जाईल.

आपली विश्वासू

सौ. श्रद्धा रा. साकलकर

मा. पालक,

मी प्रा. श्रद्धा साकलकर, एस. एन. डी. टी विद्यापीठ (पुणे) येथून पी.एचडी करीत आहे. माझ्या संशोधनाचा विषय "गृहिणींची पालकत्व शैली, व्यक्तिमत्व आणि त्यांच्या मुलांचा भावनिक विकास व नैतिक मूल्य." हा आहे या संदर्भात मला पालक गृहिणी व त्यांची मुले यांचा अभ्यास करावयाचा आहे. त्यासाठी पालक गृहिणींकडून माहिती मिळविणे आवश्यक आहे. म्हणून आपल्या सहकार्याची गरज आहे.

आपल्या व आपल्या मुलांकडून जी माहिती भरून घेणार आहे त्याचा उपयोग संशोधनासाठीच करण्यात येईल याची खात्री असावी. एक मानसशास्त्रज्ञ म्हणून पालकत्वाच्या बाबतीत काही महत्त्वाच्या गोष्टींही सांगितल्या जातील. त्याचा फायदा तुम्हाला पालक म्हणून होईल.

या संदर्भात आपल्याला एकदाच (ठरविलेली वेळ कळविली जाईल. दुपारी २.०० नंतर) येऊन माहिती द्यावी लागेल. आपल्या सहकार्यामुळे 'पालकत्व व भावनिक विकास' या महत्त्वाच्या विषयावर अभ्यास/संशोधन करण्यात हातभार लागेल व तुमच्यासारख्या इतर पालकांनाही त्याचा उपयोग होईल.

तुमच्याकडून सहकार्याची अपेक्षा आहे, वेळेची परवानगी व सहकार्य घेऊनच ही प्रक्रिया पूर्ण केली जाईल.

धन्यवाद!

आपली विश्वासू

श्रद्धा

श्रद्धा साकलकर

मा. पालक,

मी प्रा. श्रद्धा रा. साकतकर एस. एन. डी. टी. विद्यापीठात पीएच डी. (संशोधन) करित आहे. माझ्या संशोधनाचा विषय पालकत्व आणि मुलांच्या भावनिक विकास व नैतिक मूल्य यांच्याशी संबंधित आहे.

माझ्या संशोधनामध्ये मुख्यत: गृहिणी आणि काही घरगुती व्यवसाय करणाऱ्या गृहिणींच्या समावेश आहे. अशा गृहिणींकडून त्यांच्या पालकत्वाविषयी माहिती भरून घेतली जाईल ज्यात फक्त छोटा (V)आकाराच्या आहेत. खूप लिहायचे नाही. तसेच त्यांच्या मुलांच्याकडून भावनिक विकास संबंधी माहिती भरून घेतली जाईल.

मिळालेली माहिती ही फक्त संशोधनासाठी वापरण्यात येईल याची खात्री असावी. तुमच्या माहितीच्या आधारे समाजाच्या संदर्भात काही निष्कर्ष काढण्यास मदत होईल.

तुम्ही यात सहभागी झाल्यास तुम्हाला पालकत्व शैली म्हणजे काय? सुजाण पालकत्व कसे असावे? याविषयी माहिती सांगितली जाईल ज्यामुळे तुमच्या मुलांशी वागताना तुम्हाला त्याचा फायदा होईल. तसेच तुमच्या काही शंका असल्यास मार्गदर्शन केले जाईल.

आपल्या क्लासच्या मॅडमच्या परवानगीने ही सर्व प्रक्रिया पूर्ण होईल. तुम्हाला फक्त एकदाच साधारणत: अर्धा तासासाठी यावे लागेल ती वेळ व तारिख तुम्हाला कळविली जाईल.

सहकार्याची अपेक्षा आहे!

धन्यवाद!

आपली विश्वास

श्रद्धा साकतकर

APPENDIX F : Information Letter For Mothers

APPENDIX G : Personal Data Sheet

PDS children

NAME-

ADDRESS-

NAME OF SCHOOL…… DIV…… MEDIUM ……

AGE….

- What kind of moral your parents gives you? ----------

- Is there any period of moral values in your school? Did you like? ----------

---

- Did you feel that there is need of moral values in our life? ----------

---

- Tell moral values which is important in your life. ----------

---

PDS

For Children

नाव :- ----------

पत्ता :----------

शाळेचे नाव :- ----------इयत्ता :- ---------- माध्यम :- ----------

पूर्ण वय :- ----------

* तुमचे आई –वडिल तुम्हाला काय महत्वाची शिकवण देतात ?----------

---

* तुमच्या शाळेत नैतिक मुल्यांचे तास होतात का ? तुम्हाला ते आवडतात का ? ----------

* आपल्या आयुष्यात नैतिक मुल्यांची गरज आहे असे वाटते का ?----------

* तुमच्या जीवनातील महत्वाची नैतिक मुल्ये सांगा.----------

PDS FOR MOTHERS

- Name : ---------- Age- ---

------ Education:----------

- Marital statues –married/divorce/widow/remarried
- About family - joint / nuclear . Number of family members :-----
- Annual income 1,000,00- 2,000,00

(just tick one) 2,000,00-3,000,00

3,000,00- 4,000,00

above 4,000,00

- No. of children:- ---------- gender of children:- ---------- age of children:-

----

- Medium of education :- Marathi/English
- Your participation for kids upbringing in percentage - 100%, 75%, 50%, 25% less than this (tick one)
- Who take lead to discipline your children? – self / husband / both
- What kind of problems you observed about your child ?----------

---

- What kind of initiative do you take for improve your children moral lues?------

---

- Why we have give importance to moral values in our life? What do you think?

- which moral values are important in your children`s life? What do you think?

- Mention few characteristics of your parenting style ----------

---

PDS

For Mothers

नाव :- ---------- दैवाहिक स्थिती :- विवाहीत / घटस्फोटीत / विधव

पत्ता :----------

वय :- ---------- शिक्षण :- ----------

कुटुंबिक माहिती :- कुटुंब पध्दती :- एकत्र / विभक्त * कुटुंबातील सदस्य संख्या ----------

* वार्षिक उत्पन्न :- 1,000,00 - 2,000,00
2,000,00 - 3,000,00
3,000,00 - 4,000,00
4,000,00 पेक्षा जास्त.
(कोणत्या ते सांगा).

* लग्नाला किती वर्ष झाली .:- ----------

* आपत्यांची संख्या . :- ---------- आपत्यांचे लिंग : ---------- वय :- ----------

* मुलांच्या शिक्षणाचे माध्यम :- मराठी / इंग्रजी

* मुलांच्या संगोपनामधील तुमचा सहभाग साधारणपणे किती टक्के असतो ?

* मुलांना शिस्त लावण्यासाठी कोण पुढाकार घेते ? स्वत : / पती / दोघेही

* तुमच्या मुलांच्या बाबतीत कोणत्या समस्या आढळतात . ----------

* मुलांना नैतिक मूल्यांची जाणीव असावी म्हणून तुम्ही कोणते प्रयत्न करता?----------

---

* तुमच्या जीवनात नैतिक मूल्यांना का महत्व दिले पाहिजे?----------

* तुमच्या मुलांच्या आयुष्यात सर्वाधिक कोणत्या नैतिक मूल्यांची गरज आहे असे तुम्हाला वाटते ? ----------

---

* तुमच्या पालकत्व शैलीचे महत्वाचे वैशिष्ट काय आहे? ----------

APPENDIX H : Few Items Form Tools

Parents Practice Questioner

SR.NO	STATEMENTS	N	OW	HT	VO	A
1	I encourage my children to talk about their troubles	1	2	3	4	5
2	I guide my children by punishment more than by reason	1	2	3	4	5
3	I know the names of my children's friends.	1	2	3	4	5
4	I find it difficult to discipline my children.	1	2	3	4	5
5	I give praise when children are good.	1	2	3	4	5
6	I spank when my children are disobedient.	1	2	3	4	5
7	I joke and play with my children.	1	2	3	4	5
8	I don't scold or criticize even when my children act against my wishes.	1	2	3	4	5
9	I show sympathy when my children are hurt or frustrated.	1	2	3	4	5
10	I punish by taking privilege away from my children with little if any explanation.	1	2	3	4	5
11	I spoil my children.	1	2	3	4	5
12	I give comfort and understanding when my children are upset.	1	2	3	4	5
13	I yell/shout when my children misbehave.	1	2	3	4	5

Marathi PPQ

		N	OW	HT	VO	A
१.	माझ्या मुलाना त्याच्या संकटाविषयी बोलण्यासाठी मी प्रोत्साहन देते.	१	२	३	४	५
२.	कारणे सागण्यापेक्षा शिक्षा देऊन माझ्या मुलांना मी मार्गदर्शन करते .	१	२	३	४	५
३.	मला माझ्या मुलांच्या मित्रमैत्रिणींची नावे माहित आहे .	१	२	३	४	५
४ .	माझ्या मुलांना शिस्त लावणे मला कठिण जाते .	१	२	३	४	५
५ .	जेव्हा माझी मुले चांगली वागतात तेव्हा मी बक्षिस देते.	१	२	३	४	५
६.	जेव्हा माझी मुले अवज्ञा करतात तेव्हा मी त्यांना धपाटा घालते.	१	२	३	४	५
७.	मी माझ्या मुलांशी खेळते व हास्यविनोद करते.	१	२	३	४	५
८ .	माझी मुले माझ्या इच्छे विरुध्द वागली तरिही मी त्यांच्यावर ओरडत किंवा टीका करत नाही.	१	२	३	४	५
९.	माझी मुले जेव्हा नाराज किंवा वैफल्यग्रस्त होतात तेव्हा मी त्याना सहानुभूती दाखवते.	१	२	३	४	५
१०.	स्पष्टीकरण देण्यापेक्षा, मुलांचे हक्क हिरावून घेऊन मी मुलांना शिक्षा देते.	१	२	३	४	५

Spiritual Personality Inventory for Mothers

SR. NO.	STATEMENTS	SD	D	N	A	SA
1	I do not fail in my promise	1	2	3	4	5
2	I am trustworthy.	1	2	3	4	5
3	I do deeds righteousness.	1	2	3	4	5
4	I deal justly with others.	1	2	3	4	5
5	I am faithful to others	1	2	3	4	5
6	I am generous.	1	2	3	4	5
7	posses wisdom.	1	2	3	4	5
8	I am God fearing.	1	2	3	4	5
9	I am self controlled	1	2	3	4	5
10	I am firm and patient.	1	2	3	4	5

Marathi SPI

		अगदी असहमत SD	अमान्य D	तटस्थ N	मान्य A	अगदी सहमत SA
१.	मी वचन पाळण्यात अपयशी होत नाही .	१	२	३	४	५
२.	मी विश्वासपात्र आहे.	१	२	३	४	५
३ .	मी सर्व कार्य सद्सद्विवेकबुध्दिने करते .	१	२	३	४	५
४.	मी इतरांशी न्यायपूर्वक वागते .	१	२	३	४	५
५ .	मी इतरांशी विश्वासूपणे विश्वासार्हयतेने वागते .	१	२	३	४	५
६.	मी उदार आहे.	१	२	३	४	५
७.	माझ्याकडे शहाणपण आहे	१	२	३	४	५
८.	मला देवाची भीती वाटते .	१	२	३	४	५
९.	मी स्व – नियंत्रित आहे.	१	२	३	४	५
१०.	मी ठाम व सहनशील आहे.	१	२	३	४	५

Emotional Intelligence Test

SR. NO	STATEMENTS (EIT)	Always	Most Often	Occasionally	Rarely	Never
1	I can easily impress others.	1	2	3	4	5
2	I get anxious whenever my exam result about to be declared.					
3	I perceive clear goals about my life with a “can do” attitude.					
4	I can take others view points while looking at while analyzing a situation.					
5	I feel confident while talking to a new person.					
6	I can take criticism regarding my physique in a healthy manner.					
7	Day dreaming is good for diverting attention.					
8	I mostly set aside sometime for relaxation everyday to relive myself from stressful life.					

Marathi EIT

		A नेहमी	MO बऱ्याचदा	O कधीतरी	R क्वचित	N कधीच नाही
१.	मी सहजपणे इतरांना प्रभावित करु शकतो. /शकते.	१	२	३	४	५
२.	जेव्हा माझ्या परिक्षेच्या निकालाची वेळ जवळ येते तेव्हा मी चिंतातूर होतो. / होते.	१	२	३	४	५
३.	माझ्या आयुष्यातील सुस्पष्ट ध्येये मी सहज गाठू शकेन अशी माझी धारणा आहे.	१	२	३	४	५
४.	परिस्थितीचे विश्लेषण करताना इतरांचे दृष्टीकोन मी विचारात घेतो. / घेते.	१	२	३	४	५
५.	नविन व्यक्तिशी बोलताना मला आत्मविश्वास वाटतो.	१	२	३	४	५
६.	माझ्या शरीरयष्टीबद्दल केलेली टीका मी खिलाडूवृतीने स्विकारतो. / स्विकारते	१	२	३	४	५
७.	अवधान दूसरीकडे वळविण्यासाठी दिवा स्वप्न पाहणे चांगले नाही.	१	२	३	४	५
८.	दैनंदिन ताणाला सामोरे जाताना मी स्वत :साठी काही वेळ राखून ठेवतो. /ठेवते.	१	२	३	४	५

Moral Value

(2)

		हाँ	नहीं
1. (अ)	क्या माता-पिता द्वारा कुछ पूछे जाने पर आप उसे छिपा लेते हैं ?	☐	☐
2. (ब)	अगर आपको मौका मिले तो क्या आप दुकान से किसी चीज को चुपके से उठा लेते हैं ?	☐	☐
3. (स)	क्या आप मौका पाते ही किसी की चीज छिपा लेते हैं ?	☐	☐
4. (द)	परीक्षा में चोरी करके लिखने से क्या आप यह महसूस करते हैं कि आपको इससे ज्यादा अंक प्राप्त होंगे ?	☐	☐
5. (अ)	शिक्षक द्वारा डाँट पड़ने पर डर से क्या आप गृहकार्य नहीं करके आने का झूठा बहाना बना देते हैं ?	☐	☐
6. (ब)	क्या आप अपने काम को ईमानदारी से करना पसन्द करते हैं ?	☐	☐
7. (स)	क्या आपको चोरी करना बुरा लगता है ?	☐	☐
8. (द)	क्या चोरी करके सफल होना आप एक आदर्श एवं उचित कार्य समझते हैं ?	☐	☐
9. (अ)	क्या आप स्कूल जाने के बजाय खेलने या सिनेमा देखने भाग जाते हैं और स्कूल में छुट्टी होते ही सही समय पर घर पहुँच जाते हैं ताकि किसी को पता नहीं चले कि आप स्कूल नहीं गये थे ?	☐	☐
10. (ब)	क्या आपको ऐसा लगता है कि आज के जमाने में ईमानदार होना बेवकूफी है ?	☐	☐
11. (स)	आप अगर दुकान में जाते हैं तो क्या मौका देखते ही कोई सामान चोरी कर लेते हैं ?	☐	☐
12. (द)	क्या आपको अपने दोस्त की किसी बात पर अपराध करते हुए पकड़े जाने पर खुशी होती है ?	☐	☐
13. (अ)	आपका दोस्त अगर आप से कोई किताब माँगे तो किताब रहने पर भी आप उसे तुरन्त कह देते हैं कि आपके पास वह किताब नहीं है ?	☐	☐
14. (ब)	क्या आप अपने दोस्त के साथ हमेशा ईमानदारी से पेश आते हैं ?	☐	☐