

Parent Child Relationship and Social Intelligence

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ABSTRACT

This research paper delves into the intricate dynamics of the child-parent relationship, understanding the specific impact of connections between the child with both their parents on the social intelligence of the child. The child-parent relationship is defined as encompassing emotional, psychological, and physical interactions, playing a pivotal essence of the child's holistic development. Mother-child and father-child relationships are individually examined, highlighting their unique contributions to the child's socialisation, cognitive development, and emotional well-being. Social intelligence, including empathy, communication, and cooperation, is identified as a key outcome measure. The paper synthesizes existing literature, emphasizing the positive impact of secure attachments, responsive parenting, and active involvement in developing advanced social skills in children. There was a total of 150 participants: families including both parents and having more than 1 child. There was a higher number of females, both as parents as well as children. The age range of children was between 6 to 12 years. There were 2 hypotheses in the study. Hypothesis 1 was rejected and hypothesis 2 was accepted. Relevant research was presented as well. The study concluded that conflict within the relationship leads to low self-esteem and overall low social intelligence of a child.

Keywords: *Social Intelligence, Child-Parent Relationship, Mother-Child, Father-Child, Attachments*

In the complex tapestry of human development, the child-parent relationship emerges as a foundational thread, weaving together the emotional, psychological, and physical interactions that shape a child's trajectory. This study seeks to unravel the nuanced interplay between the child and their primary caregivers, delving into the specific realms of relationships between the child and both the parents, along with their consequential impact on the child's social intelligence. As the world continues to evolve, so do the applications and types of child-parent relationships and the understanding of social intelligence.

VARIABLES

Child-parent Relationship

The child-parent relationship, defined as the intricate web of connections, was comprehensively outlined by psychologists (Smith, 2010) as encapsulating the multifaceted dimensions of care, support, and attachment between a child and their primary caregivers.

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Types of child-parent relationship

1. **Secure Attachment:** In a secure attachment, children feel confident in their caregivers' availability and responsiveness. This type of relationship fosters a sense of safety and allows the child to explore their environment, knowing that they can return to a secure base for comfort.
2. **Anxious-Ambivalent Attachment:** Children with an anxious-ambivalent attachment may exhibit clingy behaviour and difficulty exploring their surroundings. They may be uncertain about their caregivers' availability and responsiveness, leading to heightened anxiety and insecurity.
3. **Avoidant Attachment:** Children with an avoidant attachment may avoid or ignore their caregivers, displaying independence and minimal emotional responsiveness. This type of relationship may result from caregivers who are consistently unresponsive to the child's needs.
4. **Disorganized Attachment:** Disorganized attachment is characterized by inconsistent or unpredictable caregiver behaviour, leading to confusion and fear in the child. This type of relationship is often associated with disrupted caregiving patterns.

Understanding the bond that a child shares with a parent in different contexts

1. **Single-Parenting and Child Development:** Recent research delves into the experiences of single-parent families, examining the impact of solo caregiving on child development. Studies explore the resilience and coping mechanisms of single-parent households, shedding light on the factors that contribute to positive outcomes for children in these contexts.
2. **Co-Parenting Strategies:** In response to the increasing prevalence of co-parenting arrangements, studies investigate effective co-parenting strategies and their influence on child well-being. These strategies focus on communication, collaboration, and the establishment of consistent parenting practices across different households.
3. **Technology-Mediated Parenting:** With the integration of technology into family life, researchers examine the effects of technology-mediated parenting, considering the role of digital communication, screen time, and online resources in shaping child-parent relationships. This area explores both the potential benefits and challenges associated with technology in parenting.
4. **Extended Family Networks:** Studies explore the impact of extended family networks on child development, recognizing the contributions of grandparents, aunts, uncles, and other extended family members in caregiving roles. This research sheds light on the diverse forms of familial support that influence a child's upbringing.
5. **Parental Work-Life Balance:** Investigating the intersection of parental employment and child-rearing, recent research delves into the challenges and benefits of maintaining a healthy work-life balance. This area examines the influence of parental stress, flexibility in work arrangements, and the quality of parent-child interactions.
6. **Cultural Variations in Parenting Practices:** Recognizing the importance of cultural context, recent studies explore variations in parenting practices across different cultures. This research aims to understand how cultural norms, beliefs, and traditions shape child-parent relationships and influence child development outcomes.
7. **Parenting in LGBTQ+ Families:** As societal attitudes evolve, there is a growing focus on parenting within LGBTQ+ families. Recent research examines the unique challenges and strengths of LGBTQ+ parenting, including the impact on children's well-being and the role of societal perceptions in shaping family dynamics.
8. **Parental Mental Health and Child Well-being:** Current studies investigate the reciprocal relationship between parental mental health and child well-being,

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emphasizing the importance of addressing parental mental health as a component of promoting positive child-parent relationships.

9. **Interventions for At-Risk Families:** Recent applications include interventions aimed at supporting at-risk families, such as those facing economic hardship or experiencing high levels of stress. These interventions may include parenting programs, mental health support, and community-based initiatives to strengthen child-parent relationships in challenging circumstances.
10. **Digital Parenting Resources:** With the rise of digital platforms, there is a surge in the development of parenting resources accessible online. Mobile applications, websites, and social media platforms provide parents with information, support networks, and tools to enhance their parenting skills and foster positive child-parent relationships.

Social Intelligence

Social intelligence, acknowledged by researchers (Jones et al., 2018), involves the ability to navigate social complexities, comprehend and respond to emotions, and establish meaningful connections with others.

Types of Social Intelligence

1. **Emotional Awareness:** Emotional awareness involves recognizing and understanding one's own emotions and those of others. Individuals with high emotional awareness can navigate social situations with empathy and sensitivity.
2. **Effective Communication:** Effective communication in social intelligence encompasses the ability to express thoughts and emotions clearly, listen actively, and interpret non-verbal cues. This skill contributes to successful interpersonal interactions.
3. **Empathy:** Empathy involves understanding and sharing the feelings of others. Individuals with high empathy can connect emotionally with those around them, fostering positive relationships and cooperation.
4. **Social Problem-Solving:** Social problem-solving refers to the ability to navigate and resolve interpersonal conflicts and challenges. Individuals with strong social problem-solving skills can collaborate with others to achieve common goals.
5. **Adaptability:** Adaptability in social intelligence involves adjusting one's behaviour to different social contexts. This skill enables individuals to interact effectively with diverse groups of people and respond appropriately to changing social dynamics.

Child Social Intelligence

Child social intelligence refers to a child's capacity to understand, navigate, and engage effectively in social situations. It encompasses a set of cognitive, emotional, and behavioural skills that enable children to interpret social cues, form and maintain relationships, and adapt their behaviour to different social contexts. Social intelligence in children involves a combination of innate abilities and learned behaviours that contribute to successful interpersonal interactions.

Key Components of Child Social Intelligence

1. **Empathy:** The ability to understand and share the feelings of others, demonstrating emotional sensitivity and responsiveness.
2. **Effective Communication:** The skill to express thoughts and emotions clearly, listen actively, and interpret non-verbal cues during social interactions.
3. **Cooperation:** The capacity to collaborate with peers, work as part of a team, and engage in prosocial behaviours that contribute to positive group dynamics.

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4. **Conflict Resolution:** The ability to navigate and constructively resolve interpersonal conflicts, fostering positive relationships with peers.
5. **Emotional Regulation:** The skill to manage and regulate one's own emotions in social situations, contributing to a balanced and adaptive response to varying social contexts.
6. **Perspective-Taking:** The capacity to understand and consider the perspectives, thoughts, and feelings of others, promoting a well-rounded understanding of diverse viewpoints.
7. **Adaptability:** The flexibility to adjust behaviour and responses according to different social situations, demonstrating social competence across a range of contexts.
8. **Social Problem-Solving:** The ability to identify, analyze, and solve social challenges or problems, contributing to a child's capacity to navigate complex social situations.

Understanding Social Intelligence in Different Contexts

1. **Educational Technology for Social-Emotional Learning (SEL):** In education, recent applications leverage technology to incorporate social-emotional learning (SEL) into curricula. Digital platforms and applications help students develop social intelligence by focusing on skills such as empathy, communication, and conflict resolution.
2. **Social Intelligence in Leadership Development:** Leadership studies increasingly consider the role of social intelligence in effective leadership. Research explores how leaders with high social intelligence contribute to positive organizational cultures, employee satisfaction, and overall team success.
3. **School-Based Social-Emotional Learning Programs:** Schools are implementing evidence-based social-emotional learning programs to nurture children's social intelligence. These programs focus on cultivating skills like empathy, teamwork, and conflict resolution, contributing to a positive school environment.
4. **Parenting Apps for Social Development:** Technology applications designed for parents emphasize activities and strategies to promote child social intelligence. These apps provide parents with resources, tips, and age-appropriate activities to foster social skills in their children.
5. **Cultural Influences on Child Social Intelligence:** Recent studies explore how cultural factors impact the development of social intelligence in children. Researchers examine how cultural norms, values, and family structures influence socialization practices and shape children's social understanding and behaviours.

Population: Child

The World Health Organization's definition identifies children as individuals below 18, anchoring our exploration within the broader context of paediatric health and well-being.

Significance of the Study

This study holds paramount significance in unravelling the complexities of child-parent relationships and their profound impact on a child's social intelligence. Through examining the complex dynamics of father-child and mother-child relationships, this research seeks to provide important new understandings of how children develop as wholes. Comprehending the impact of the quality of these interactions on social intelligence is essential for developing policies, parental techniques, and educational interventions that together influence children's wellbeing.

The study's purpose extends beyond academic exploration; it endeavours to empower parents with the knowledge to cultivate positive and supportive relationships with their children. In doing so, it addresses the evolving landscape of contemporary family structures and parenting

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practices. Additionally, the research strives to inform educators and policymakers, guiding the development of interventions that promote social intelligence in diverse contexts. By recognizing the foundational role of child-parent relationships in building social competence, the study paves the way for the implementation of strategies that foster resilience and adaptability in children, contributing to their success in various life domains.

In the broader context of mental health considerations, the study's findings may provide preventative insights, potentially reducing the risk of social and emotional difficulties in children. This research not only sheds light on existing knowledge but also catalyses future endeavours. It encourages continued exploration into factors such as cultural influences and technological advancements, paving the way for a more comprehensive understanding of the ever-evolving interplay between child-parent relationships and social intelligence.

Aim

This study's main goal is to methodically look at the complex relationship between children's social intelligence development and their relationships with their parents.

REVIEW OF LITERATURE

Overview

This study's literature review section critically evaluates previous studies and academic publications that explore the complex linkages between child-parent relationships and children's social intelligence development. The review, which has its roots in psychological and developmental frameworks, attempts to offer a thorough grasp of the variables influencing these crucial interactions and how they ultimately affect a child's social competence.

The exploration begins with a comprehensive analysis of the definitions and dimensions of child-parent relationships. Drawing from seminal works by psychologists such as Smith (2010), the review establishes a foundation for understanding the various facets of these connections, ranging from attachment theory to the significance of responsive parenting.

This section highlights the dynamic nature of a parent and a child in forming a relationship, cultural contexts and forming a child's social intelligence.

Reviews

In a study conducted by Immacolata Z et al. (2016), children between the ages of 8 and 11 ($N = 159$; 90 females, 69 boys; $Age = 9.60$; $DS = 0.78$), the relationship between sociocognitive skills—such as Theory of Mind—and affective empathy, social behaviour, attachment style, and academic achievement was examined. To examine mentalizing abilities (Stories), empathy (FASTE), language (PPVT-R), attachment style (SAT), and learning (M.T. and AC-MT 6-11), a variety of assessment methods were used. Furthermore, educators were asked to respond to a survey measuring each child's social behaviour (SDQ). Children who are categorised as "secure" in the classroom demonstrate higher levels of prosocial behaviour, moral mentalizing, and empathy, according to correlational analysis and MANOVA results. These children also score higher on learning exams and receive higher teacher evaluations. Moreover, prosocial conduct and sociocognitive abilities are connected to academic achievement, while affective empathy is only connected to teacher assessments. Malekzadeh A et al. (2020) looked at the effects of creativity and attachment patterns, using moral intelligence as a mediator, in order to predict social skills in teenagers who were raised as single parents. 3957 single-child teenagers in Tehran's first through third regions

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participated in the cross-sectional correlation study, which was carried out in the 2019–2020 school year. A sample of 350 people was chosen using multi-stage cluster sampling in accordance with Cochran's formula. Questionnaires measuring moral intelligence (Lennick & Kiel, 2005), creativity (Torrance, 1992), attachment styles (Hazan & Shaver, 1987), and social skills (Inderbitzen & Foster, 1992) were used to gather data. Using the structural equation modelling method, data analysis was done, namely route analysis in LISREL software version 8.8. The findings demonstrated that moral intelligence and social skills were directly and significantly impacted by both creative and secure attachment, while avoidant and ambivalently insecure attachments had comparable impacts. Social skills were directly and significantly impacted by moral intelligence on its own. Additionally, all forms of attachment styles showed substantial and indirect benefits on social skills ($P < 0.05$), as did creativity and moral intelligence-mediated creativity. The model suited well, highlighting moral intelligence as a potent mediating factor between social skills and creativity in attachment styles. The results indicate that moral intelligence, creativity, and secure attachment types can all help improve social skills while reducing the incidence of ambivalent and avoidant insecure attachment styles.

Neppl TK et al (2019) investigated the correlation between positive couple interaction and child social competence, with a focus on the mediating roles of positive parenting and parent-child attachment security. Positive couple interaction, positive parenting, and parent-child attachment security were observed when the child was 2 to 4 years old, and assessments of the child's social competence were carried out when the child was 5 years old, using prospective, longitudinal data from 209 mothers, fathers, and their biological children. Fathers and moms underwent different analyses. The results showed that through the channels of positive parenting and parent-child bonding, positive couple contact was indirectly related to child social competency for both mothers and fathers. Interestingly, when child social competency at ages 2 to 4 was taken into account, these correlations continued to be statistically significant. The results suggest a spillover effect from couple interaction to parenting, influencing parent-child attachment and ultimately contributing to positive child developmental outcomes.

Shantel E. Meek et al (2012) investigated the relationships between children's dyadic interaction behaviours, joint involvement with parents, and eventual social competence. There were forty children in the group, ages 2.75 to 6.5, 20 of whom had been diagnosed with autism and the other 20 were considered generally developing. Observational coding was used to assess children's cooperative engagement initiations, global interactive behaviours with parents, responsiveness to parental guidance, behaviour regulation, and attention management. Approximately a year later, the children's social competency with peers was evaluated. In terms of child-initiated cooperative engagement, interactive behaviours in the context of parent-child relationships, and particular facets of social competence, group disparities were seen. Positive correlations were found between child-initiated joint engagement with parents and general social competency with peers, especially with regard to reduced hyperactive-distractable behaviours and less exclusion by peers. Furthermore, in the context of parent-child relationships, parent attention management was found to be the most significant predictor of children's actions. The results are talked about.

Attachment theorists, Veríssimo, M et al (2014) propose that attachment security with parents plays a crucial role in shaping social adaptation within peer groups during early childhood, a proposition substantiated by numerous studies. However, instead of using mental representations of attachment security, the majority of these investigations used performed

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representations Moreover, assessments of mental images were often reliant on the opinions of adults (teachers or parents) about peer-group adaptation. In this study, we used the Attachment Story Completion Task to assess preschoolers' conceptualizations of attachment and child-level measures of social competence derived from direct observations and sociometric interviews. To account for developmental implications on children's narrative production, we used general IQ tests. The studies found that there were robust and favourable relationships between all of the social competence composites and attachment measures. Children exhibiting social, emotional, and cognitive skills that contribute to peer acceptability were also more likely to be socially engaged and to have more stable attachment representations. These results validate the theory that attachment security provides a basis for peer social competence.

Attachment style, sociocognitive skills, and social behaviour were found to have different connections Granot and Mayseless (2012) conducted a study recently that looked at the connection between children's attachment style and social abilities between the ages of 9 and 11. The findings unequivocally indicate that children classified as 'secure' exhibit heightened prosocial and cooperative behaviors. On the other hand, children who are 'avoidant' exhibit a marked inclination towards defensively excluding themselves from social situations, which results in a reduced ability to comprehend information associated with those situations. Children who are "ambivalent" show higher stress levels in their sociocognitive elaboration. Finally, 'disorganised' kids have two clear tendencies: they either act aggressively or manipulatively, or they have a tendency to be impotent and unable to respond. These results provide credence to the theory that children's attachment styles to parental figures varies noticeably among those with different levels of mentalizing ability.

Claire E. Baker's (2013) research delves into the impact of fathers' and mothers' engagement in home literacy activities on children's cognitive and social-emotional development. The study underscores the significance of inclusivity by recognizing the roles of both fathers and mothers in family literacy programs. By examining the joint influence of parental involvement on various facets of a child's development, including cognitive and social-emotional domains, the research sheds light on the nuanced dynamics within family literacy practices. The findings highlight the crucial role that fathers play alongside mothers in fostering a literacy-rich environment at home, offering valuable implications for the design and implementation of comprehensive family literacy initiatives aimed at promoting holistic child development.

Contemporary perspectives of Xiang Li (2022) place a heightened emphasis on parenting styles as integral to children's development, encapsulating the strategies employed by parents in raising their children. While existing research predominantly scrutinizes the influence of parental skills on children's academic success, there is a noticeable dearth of attention given to social-emotional competence. This competence is a pivotal attribute, enabling children to engage positively with others, express emotions, and regulate behaviour. Its relevance extends to impacting social interactions, potential problem behaviours, and even academic achievements. This literature review surveys recent research, delineating parenting styles and social-emotional competence. It contends that parenting styles play a vital role in shaping children's social-emotional competence and examines the mechanisms through which these styles exert influence. The review concludes by offering practical suggestions for parents to foster their children's social-emotional competence through thoughtful parenting approaches. Salavera C, Usán P, Quilez-Robres A. (2022) stated that parental education methods have a big impact on how people grow as individuals. Different parenting philosophies—

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authoritative, democratic, permissive, and negligent—have different effects on people's social skills and individual outcomes. In this study, 456 participants (151 men; 33.11%), with an average age of 22.01 years ($SD= 2.80$), were examined to better understand the intricate relationship between parenting styles, affects, and social skills. The findings highlight the prevalence of the democratic parenting style and show how closely these factors relate to one another. Gender differences emerged, indicating that women adopt more liberal tactics and men tend to use authoritative methods. Interestingly, there were variations in emotional support as well: women rated higher on negative affect while men scored higher on emotional support. A child's growth is greatly influenced by the teaching methods used by their parents; democratic, permissive, authoritative, and negligent approaches all have varying effects on social skills and personal results. This study, which had with an average age of 22.01 years ($SD= 2.80$) and 456 participants (151 men; 33.11%), the study examined the complex link between parenting styles, affects, and social skills. The results illustrate the prevalence of the democratic parenting style by demonstrating a robust link between these qualities. Gender variations in behaviour showed that women tended to be more permissive and men to be more likely to utilise authoritative approaches. Men scored higher on emotional support and women higher on negative affect. This implies that there was a range in the emotional support provided.

& al., Ratnaningsih, O. (2021) A major factor in determining how children develop is the influence that fathers have on parenting and child education. The purpose of this research is to characterise fathers' role in raising their children and understand how it influences their social and emotional growth. This study involves two teachers from Tk Selaras and ten parents whose children are between the ages of four and six. It uses a descriptive qualitative methodology. Data is gathered using a variety of techniques, including surveys, interviews, documentation studies, and observations. The results show that a father's engagement in parenting has a favourable impact on a child's personality and helps them get ready for challenges in the future. The quality of these contacts—positive interactions that support the child's emotional and social development, happiness, and reasonable confidence—is what makes these parenting efforts significant.

Over the past three decades, research on dads has increased (Robby Harris, 2009), but the literature reveals contradictory results that make it difficult to draw generalizable conclusions about the unique contributions men make to their children. Consequently, 13 articles published between 1998 and 2008 were included in a meta-analysis that was conducted. to enhance our comprehension of the link between father involvement and early childhood social-emotional development. The analysis also included tests for moderating effects based on SES, race/ethnicity, and father residential status. The results indicated a positive association between father involvement and positive social-emotional abilities, along with a negative association with behavior problems. Interestingly, none of the three moderating variables could account for the variability in the relationship between father involvement and child outcomes.

Hae-Soon Bang and Hyun-Ju Lee's study conducted in 2021 aimed to investigate the development of communication and social sentiment, specific sub-factors of late parents' co-parenting, and their impact on infants' social skills within the context of family integration and conflict. Utilizing data from the 7th year of the Korean Children's Panel (PSKC) in 2014, the sample comprised 1,620 households who participated in the survey, with analysis focusing on 1,029 households that responded to the question regarding "I, my spouse, and my child." The key findings revealed partial mediation between family integration and social

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competence, with no mediating effect observed between conflict and social competence. Additionally, social sentiment development was identified as partially mediating between family integration and social competence, a sub-factor of parent co-cultivation. Notably, it completely mediated between conflict and social competence in the examined process.

Gadaire, D. M., Henrich, C. C., & Finn-Stevenson (2017) aimed to explore the normative changes in kindergarten through second grade children's social competency and parent-child interactions (PCIs), as well as looking into the relationships between PCI levels and kids' social development. Parents and instructors of 379 children between the ages of 4 and 6½ years provided data for the study in numerous waves. The study evaluated how social competence changed over time taking into account children's exposure to early learning programmes such as home visiting and preschool programmes. It did this by using hierarchical linear modelling. The findings revealed disparities between parent and teacher reports on children's social development, with parents noting normative growth while teachers observed declines. Over time, parents also reported a decline in PCIs. It's interesting to note that, in contrast to teacher-rated social competence scores, which did not substantially connect with PCI levels, parent-reported social competence scores positively linked with PCI levels. These findings highlight how children's social competence is dynamic and highlight the complex relationships it has with a range of personal, family, and social factors.

In order to influence how well-adjusted children become in social circumstances, Saral and Acar (2021) emphasised the significance of children's relationships with adults, such as parents and teachers, as well as relationships inside the family, particularly parent-child interactions. Their study looked at the relationships between adults and children, parents and children, and teachers and children, and how these relationships impact preschoolers' social skills. The study also looked into how teacher-child interactions affected the linkages between children's social competence and those between parents and children as well as between parents and themselves. 127 Teachers and parents of Turkish children were present. While parents spoke about parent-child and parent-parent interactions, instructors commented on the social competency of the students and the relationships among them. Given the nested nature of the data, hierarchical regression models were employed to evaluate ideas. The results indicated that while there was a negative association between teacher-child conflict and children's social abilities, there was a positive correlation between teacher-child intimacy. There was no significant correlation found between the social competence of children and the parent-child or parent-parent relationships. Notably, the closeness of instructors to kids acted as a mediator between social competence and parent-child conflict. These findings emphasise how important it is to consider the relationships between teachers and students as well as the parents when forecasting a child's social competency.

Taylor et al. (2015) recognised the critical role that supportive connections and social bonds play in maintaining psychological health and general well-being. In early adolescence, mothers' (N = 674) and fathers' (N = 430) parenting behaviours were examined in Mexican-origin single- and two-parent households. This long-term study took into account that social support is an essential psychological resource that should have a positive effect on parenting styles. Strong correlations were seen between the constructs of interest (warm parenting, monitoring, perceived social support, and children's social competence) at time T1, suggesting that both parental models remained consistent throughout time. When it came to children's social competence at T3, maternal monitoring at T2 and paternal compassion at T2 were predictive of these enhancements. At T3, these reciprocal relationships were observed in children's social competence over time. Significantly, mother monitoring at T2 positively

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correlated with maternal perceived social support, which in turn positively impacted children's social competence at T3. According to the findings, children's social competency is influenced by mothers' perceived social support, which fosters favourable relationships with parental supervision. Furthermore, the findings suggest that parenting styles of mothers and fathers may have varied effects on children's social competence in Latino homes, highlighting the need for more research, particularly in two-parent households.

METHODOLOGY

Aim

This study's main goal is to look into how a child's social intelligence is affected by their relationship with their parent.

Objective

Analyze the impact of different aspects of the child-parent relationship on the child's social intelligence.

Hypotheses

1. There is a positive correlation between the quality of the child-parent relationship and the child's social intelligence.
2. Specific dimensions of the child-parent relationship, such as communication and emotional connection, significantly predict variations in the child's social intelligence.

Inclusion criteria

1. Children aged 6 to 12 years will be included in the study.
2. Biological parents (both mother and father) will be included to examine the impact of the child's relationship with each parent separately and collectively.
3. Families or single parents with one or up to 3 children were included in the study

Exclusion criteria

1. Children diagnosed with developmental disorders, such as autism spectrum disorder, will be excluded.
2. Parents with a history of severe mental health issues, such as psychosis or severe mood disorders, will be excluded.
3. Families or single parents with no children were excluded from the study.

Sample Details

- **Size and Location:** there were a total of 150 participants for the study. The participants were from Noida, Delhi, Gurugram, Mumbai, Chandigarh and Bangalore. Participants will be recruited through local schools and community centres.
- **Sample Selection:** Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population.

Method

The study will utilize a quantitative data collection method.

Tools Used

1. Informed consent form
2. Demographic details sheet
3. Child-Parent Relationship Scale - Robert Pinata (1991): The Child Parent Relationship Scale, developed by Robert Pinata in 1991, is a psychometrically sound

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tool designed to assess the quality of the parent-child relationship. This scale delves into various aspects of the parent-child bond, including communication, emotional support, and attachment dynamics. Respondents, typically parents, rate their perceptions of the parent-child relationship based on a series of items that capture the nuances of their interactions. The scale is often structured to provide insights into both positive and challenging aspects of the relationship, offering a nuanced view of the parent-child connection. Widely used in developmental psychology, the Child Parent Relationship Scale is instrumental in research studies aiming to explore how the quality of parent-child relationships may impact various aspects of a child's development, including social intelligence.

4. The Child Social Competence Scale (CSCS): The Child Social Competence Scale (CSCS) is a widely utilized assessment tool designed to measure various aspects of a child's social competence. Developed to evaluate a child's ability to navigate social interactions effectively, the CSCS encompasses dimensions such as interpersonal skills, communication, cooperation, and conflict resolution. This scale often involves parent or teacher reports to provide a comprehensive understanding of the child's social functioning. Respondents rate the child's behaviour based on observable indicators, allowing for a quantitative assessment of the child's social competencies. The CSCS is recognized for its reliability and validity, making it a valuable instrument in research studies exploring the social dimensions of child development.

Procedure

The study will commence with the recruitment of participants through local schools and community centres, where parents and guardians of children aged 6 to 12 will be approached for their willingness to participate. Informed consent will be obtained from both parents, and assent will be sought from the children before their inclusion in the study. Following the ethical approval, participants will be asked to complete demographic questionnaires, providing necessary background information. Subsequently, the selected sample of 150 children and their parents will engage in the administration of two key assessment tools: the Child Social Competence Scale (CSCS) and the Child Parent Relationship Scale by Robert Pinata (1991). Parents will be responsible for providing insights into the child-parent relationship dynamics using the Child Parent Relationship Scale, while both parents and children will contribute to the evaluation of the child's social competence through the CSCS. Additionally, a subset of participants may be invited for qualitative interviews to gain deeper insights into the subjective experiences within the child-parent relationship. The collected data will then undergo rigorous statistical analysis, employing correlation analyses, regression models, and thematic analysis to explore the relationships and patterns within the data. This comprehensive procedure aims to illuminate the intricate dynamics between the child and their parents and discern their impact on the child's social intelligence.

Statistical Analysis

SPSS version 26 will be used to conduct the following:

1. Descriptive statistics will be employed to summarize demographic information.
2. Correlation analyses will be conducted to explore the relationship between different dimensions of the child-parent relationship and the child's social intelligence.

RESULTS

Preparation of the Data

This study is extremely important because it adds to our knowledge of the complex bond between a child and their parent and how that relationship affects the social intelligence of

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the child. Understanding the unique characteristics of the child-parent relationship can be helpful for parents, educators, and practitioners, as social intelligence is crucial to a child's capacity to negotiate relationships and social situations. This research intends to provide insight on the complex ways that parent-child relationships affect social intelligence in order to offer strategies and tactics that may encourage positive parent-child interactions, hence accelerating children's development of strong social skills. The results are expected to have significant ramifications for child psychology, parenting styles, and instructional tactics. They will also add to the growing body of knowledge regarding children's social and emotional development.

Structured questionnaires were used to gather quantitative data for this investigation. In the first round, 150 children between the ages of 6 and 12 and their biological parents were selected from nearby community centres and schools to make up the sample of participants. Both parents gave their informed consent, and the children's assent was requested prior to their inclusion. After that, participants were required to fill out demographic questionnaires with pertinent background data. Robert Pinata's Child Parent Relationship Scale (1991) and the Child Social Competence Scale (CSCS) were the two main assessment instruments used in the core data gathering. While the CSCS evaluated the child's social competence using information from parents and children, the Child-Parent Relationship Scale provided information regarding the nature of the parent-child relationship. Statistical software was used to arrange and prepare quantitative data for analysis, facilitating the investigation of correlations, regression models, and patterns in the data. The goal of the methodologically rigorous quantitative approach, which is based on surveys, is to offer a thorough understanding of the relationships between the child-parent connection and the child's social intelligence.

Descriptive statistics

Once the data was organized, the data analysis was conducted through SPSS version 26. Descriptive statistics were done for the demographic details collected.

Table 1: Gender Distribution of the Parents

Gender	Frequency	Percent
Male	73	48.7
Female	77	51.3
Total	150	100

Table 2: Child's Gender Distribution

Gender	Frequency	Percent
Male	68	45.3
Female	82	54.7
Total	150	100

Table 3: Number of Children a Parent has

Number	Frequency	Percent
1	42	28
2	55	36.7
3	53	35.3
Total	150	100

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Table 4: Ages of the Children who were a part of the Study

Age	Frequency	Percent
6	23	15.3
7	23	15.3
8	18	12
9	21	14
10	22	14.7
11	23	15.3
12	20	13.3
Total	150	100

Table 5: Location of the Participants

Location	Frequency	Percent
Delhi	26	17.3
Noida	29	19.3
Gurugram	30	20
Mumbai	24	16
Bangalore	22	14.7
Rajasthan	19	12.7
Total	150	100

Correlational Analysis

Correlation analysis is a statistical technique used to evaluate the degree of association or relationship between two or more variables. It quantifies the strength and direction of the linear relationship between variables, indicating whether and to what extent changes in one variable correspond to changes in another. The result of a correlation analysis is expressed as a correlation coefficient, which ranges from -1 to 1.

Table 6: Correlation analysis for Parent's Gender, Child's Gender and The Child-Parent Relationship Scale

Particulars	Parent's Gender		Conflict in Relationship		Positive aspects of the relationship		Dependence		Child's Gender	
Parent's Gender	1		-0.04	0.61	0.09	-0.26	-0.05	0.50	-0.02	0.72
Conflict	-0.04	0.61	1		0.11	0.17	0.12	0.15	0.07	0.35
Positive Aspects	0.09	0.26	0.11	0.17	1		-0.01	0.89	-0.04	0.62
Dependence	-0.05	0.50	0.12	0.15	-0.01	0.89	1		0.03	0.73
Child's Gender	-0.02	0.72	0.07	0.35	-0.04	0.62	0.03	0.72	1	

Table 7: Correlation analysis for The Child-Parent Relationship Scale and Child's Social Competence Scale

Particulars	Conflict in Relationship		Positive Aspects of the Relationship		Dependence		Social Skill		Social-Emotional		Self-Esteem	
Conflict	1		0.11	0.17	0.12	0.15	-0.13	0.11	0.02	0.80	0.19	0.02
Positive Aspects	0.11	0.17	1		-0.01	0.89	0.03	0.66	-0.03	0.72	0.05	0.55
Dependence	0.11	0.15	-0.01	0.89	1		0.02	0.81	0.05	0.51	-0.02	0.84
Social Skill	-0.01	0.11	0.04	0.66	0.02	0.81	1		0.10	0.21	0.07	0.34
Social-Emotional	0.02	0.80	-0.03	0.72	0.05	0.51	0.10	0.21	1		0.13	0.13
Self-Esteem	0.19	0.02	0.05	0.55	-0.01	0.83	0.07	0.34	0.13	0.13	1	

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Table 8: Correlation Analysis for Mothers and Daughter's Social Competence

Particulars	Conflict		Positive aspects		Dependence		Social skills		Social-emotional		Self-esteem	
Conflicts	1		0.12	0.45	0.07	0.63	-0.21	0.17	-0.12	0.43	0.17	0.28
Positive aspects	0.12	0.45	1		0.22	0.16	-0.09	0.55	-0.28	0.07	-0.03	0.83
Dependence	0.07	0.63	0.22	0.16	1		0.22	0.16	0.11	0.46	0.07	0.65
Social skills	-0.21	0.17	-0.09	0.55	0.22	0.16	1		-0.10	0.53	0.01	0.98
Social-emotional	-0.12	0.43	-0.28	0.07	0.11	0.46	-0.10	0.53	1		0.20	0.20
Self-esteem	0.17	0.28	-0.03	0.83	0.07	0.65	0.01	0.98	0.20	0.20	1	

Table 9: Correlation Analysis for Mothers and Sons' Social Competence

Particulars	Conflict		Positive aspects		Dependence		Social skills		Social-emotional		Self-esteem	
Conflicts	1		0.19	0.25	-0.12	0.46	0.04	0.78	0.21	0.22	0.43	0.01
Positive aspects	0.19	0.25	1		-0.02	0.87	0.14	0.39	0.31	0.06	0.08	0.60
Dependence	-0.12	0.46	-0.02	0.87	1		-0.09	0.59	-0.11	0.49	-0.18	0.30
Social skills	0.04	0.78	0.14	0.39	-0.09	0.59	1		0.39	0.01	-0.01	0.96
Social-emotional	0.21	0.22	0.31	0.06	-0.11	0.49	0.39	0.01	1		0.22	0.19
Self-esteem	0.43	0.01	0.08	0.60	-0.18	0.30	-0.01	0.96	0.22	0.19	1	

Table 10: Correlation Analysis for Fathers and Daughter's Social Competence

Particulars	Conflict		Positive aspects		Dependence		Social skills		Social-emotional		Self-esteem	
Conflicts	1		0.15	0.32	0.32	0.04	0.05	0.75	0.22	0.18	0.11	0.49
Positive aspects	0.15	0.32	1		-0.04	0.76	0.04	0.79	-0.14	0.36	0.11	0.48
Dependence	0.32	0.04	-0.04	0.76	1		-0.02	0.86	0.35	0.02	0.09	0.54
Social skills	0.05	0.75	0.04	0.79	-0.02	0.86	1		-0.12	0.45	0.33	0.03
Social-emotional	0.22	0.18	-0.14	0.36	0.35	0.02	-0.12	0.45	1		0.22	0.19
Self-esteem	0.11	0.49	0.11	0.48	0.09	0.54	0.33	0.03	0.22	0.19	1	

Table 11: Correlation Analysis for Fathers and Sons' Social Competence

Particulars	Conflict		Positive aspects		Dependence		Social skills		Social-emotional		Self-esteem	
Conflicts	1		-0.01	0.96	0.15	0.41	-0.35	0.04	-0.23	0.21	0.16	0.37
Positive aspects	-0.01	0.96	1		-0.24	0.16	0.01	0.96	-0.04	0.79	-0.02	0.88
Dependence	0.15	0.41	-0.24	0.16	1		-0.04	0.81	-0.20	0.27	-0.17	0.34
Social skills	-0.35	0.04	0.01	0.96	-0.04	0.81	1		0.18	0.30	0.01	0.95
Social-emotional	-0.23	0.21	-0.04	0.79	-0.20	0.27	0.18	0.30	1		-0.05	0.76
Self-esteem	0.16	0.37	-0.02	0.88	-0.17	0.34	0.01	0.95	-0.05	0.76	1	

DISCUSSION

The study aimed to unravel the intricate dynamics between a child and their parent and its consequential impact on the child's social intelligence. The data collection process, conducted through questionnaires, predominantly involved the use of the Child Social Competence Scale (CSCS) and the Child Parent Relationship Scale by Robert Pinata (1991). The sample, drawn from major cities like Delhi, Noida, Gurugram, Mumbai, Bangalore, and Rajasthan, consisted of children aged 6 to 12 years, with a notable participation of mothers and female children.

By providing light on the nuanced ways that parent-child relationships influence social intelligence, this study aims to provide methods and practices that might promote pleasurable

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parent-child interactions, hence boosting the development of strong social abilities in children. It is anticipated that the findings will have a substantial impact on parental philosophies, educational strategies, and child psychology. They will also contribute to the expanding corpus of research on the social and emotional development of kids.

The study will commence with the recruitment of participants through local schools and community centres, where parents and guardians of children aged 6 to 12 will be approached for their willingness to participate. Informed consent will be obtained from both parents, and permission will be sought from the children before their inclusion in the study. Following the ethical approval, participants will be asked to complete demographic questionnaires, providing necessary background information. Subsequently, the selected sample of 150 children and their parents will engage in the administration of two key assessment tools: the Child Social Competence Scale (CSCS) and the Child Parent Relationship Scale by Robert Pinata (1991).

The collected data will then undergo rigorous statistical analysis, employing correlation analyses, regression models, and thematic analysis to explore the relationships and patterns within the data. This comprehensive procedure aims to illuminate the intricate dynamics between the child and their parents and discern their impact on the child's social intelligence. The demographic details reflected a higher participation from Gurugram, followed by Noida and Delhi, indicating regional variations in the sample distribution. The inclusion of major cities enhances the possible generalisation of the results of the research to urban contexts. The age range of 6 to 12 years aligns with the developmental stage where social intelligence is crucially shaped, providing insights into this formative period. Furthermore, the prevalence of mothers and female children in the study sample adds a gender-specific dimension to the investigation.

Hypotheses testing

Hypothesis 1 states that there will be a positive relationship between the quality of the child-parent relationship and the child's social intelligence.

The information acquired by the questionnaires, which included the child's social competence scale and the child-parent connection scale, indicated a negative correlation between the child's social intelligence and the quality of the child-parent relationship. There was no apparent correlation between the two. Table 6 shows that there is no significant relationship at the 0.05 level. As a result, the null hypothesis will be disproved and the alternative accepted.

According to a study done by Maria, kids who are at risk have very bad relationships with their peers and little faith in their parents' love and availability. Children that were considered to be at risk had more impulsive and disruptive behaviour when it came to self-control. As anticipated, weak cognitive reframing, poor logical analysis (low self-control), seeking for social support, and problem-centered action are the final traits of children at risk coping (2007).

Hypothesis 2 states that other factors such as communication, emotional connection, dependence and conflicts also predominantly predict variations in the child's social intelligence.

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According to this hypothesis, a child's social intelligence comprises of social skills, social-emotional connections and self-esteem. Within the spectrum of the child-parent relationship, closeness, conflict and dependence are factors that affect a child's overall social competence. There seem to be several correlations found when done a further analysis based on the parent's as well as the child's gender. However, there were no significant positive or negative correlations found between the mother-daughter relationship and the daughter's social intelligence. Regarding fathers and sons, a strong positive link was discovered between relationship conflict and the son's self-esteem; also, a strong positive association was discovered between social skills and socio-emotional bond and understanding ($r=0.36$, $p=0.01$). Children's social-emotional abilities are influenced by both their upbringing and surroundings. Natural variables like genetic susceptibility and environmental influences virtually ever change. Nonetheless, parents can have a major impact on modifying their children's abilities as well as their biological predispositions, such as personality traits, as part of the nurture influence. (Xiang Li, 2022). There were several correlations found between father-daughter and father-son as well. Between father-daughter relationships, the analysis showed that there was a positive significant correlation between dependence and social-emotional bond and understanding ($r=0.35$, $p=0.02$). For father-son relationships, there was a negative significant correlation found between conflict in the relationship and social skills ($r=-0.35$, $p=0.04$). This suggests that the father's parental participation has a positive impact on the child's personality. Additionally, it enhances the child's social and emotional growth and boosts his self-esteem and confidence. (Onih Ratningsih et al, 2021). Thus, the null hypothesis 2 will be accepted and the alternative will be rejected.

CONCLUSION

The study aimed to unravel the intricate dynamics between a child and their parent and its consequential impact on the child's social intelligence. The data collection process, conducted through questionnaires, predominantly involved the use of the Child Social Competence Scale (CSCS) and the Child Parent Relationship Scale by Robert Pinata (1991). The sample, drawn from major cities like Delhi, Noida, Gurugram, Mumbai, Bangalore, and Rajasthan, consisted of children aged 6 to 12 years, with a notable participation of mothers and female children.

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The collected data will then undergo rigorous statistical analysis, employing correlation analyses, regression models, and thematic analysis to explore the relationships and patterns within the data. This comprehensive procedure aims to illuminate the intricate dynamics between the child and their parents and discern their impact on the child's social intelligence. The demographic details reflected a higher participation from Gurugram, followed by Noida and Delhi, indicating regional variations in the sample distribution. The inclusion of major cities enhances the possibility of this study to be generalised in urban contexts. The age range of 6 to 12 years aligns with the developmental stage where social intelligence is crucially

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shaped, providing insights into this formative period. Furthermore, the prevalence of mothers and female children in the study sample adds a gender-specific dimension to the investigation.

There were 2 hypotheses for the current study. Out of which, hypothesis 1 was rejected and the alternative hypothesis was accepted. Hypothesis 2 was accepted and the alternative hypothesis was rejected. The data was evaluated using relevant research.

Limitations

- There was a higher number of mothers who took part in the study than both parents.
- The study strictly focused on a child having both parents instead of also taking into consideration single parents.
- There was also a higher number of female children included in the study.
- The study primarily focused on urban areas, potentially limiting the generalizability of findings to rural or other cultural contexts.
- The reliance on parent-reported data, especially regarding the parent-child relationship, may introduce biases due to social desirability or subjective perceptions.
- The study's cross-sectional design restricts the ability to establish causality between variables, warranting caution in interpreting causal relationships.

Implications

- The findings emphasize the importance of targeted interventions aimed at enhancing positive parent-child relationships, irrespective of parental gender, to foster optimal social intelligence in children.
- Insights into the positive correlation between conflict and child self-esteem highlight the need for promoting healthy conflict resolution strategies within families to bolster children's emotional well-being.
- Educators and policymakers can leverage these findings to develop curricula and programs that emphasize social-emotional learning and parent involvement in children's social development.

Future Suggestions

- Future studies might employ longitudinal designs to investigate the long-term effects of parent-child relationships on kids' social intelligence, as this would offer stronger proof of causality.
- Including diverse samples from rural areas, different socio-economic backgrounds, and cultural contexts would enhance the generalizability and applicability of findings.
- Integrating qualitative methodologies alongside quantitative assessments would provide deeper insights into the subjective experiences and perceptions within parent-child relationships.
- Exploring the influence of additional factors, such as parental mental health, family structure, and cultural values, could offer a more comprehensive understanding of the complexities influencing child social intelligence.

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Conflict of Interest

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