

STUDY OF EMOTIONAL INTELLIGENCE OF ADOLESCENTS IN RELATION TO THEIR FAMILY AND SCHOOL ENVIRONMENT

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Abstract: The present study was undertaken to find out the relationship between Emotional Intelligence and Family and School Environment among rural and urban high school adolescents. Descriptive Survey method was used to conduct the study. The study was conducted on 100 adolescents studying in Government High Schools of district Jalandhar of state of Punjab. Pearson's coefficient of correlation and t-test were used for the analysis of data. Results indicate that there is no significant difference between mean scores of emotional intelligence among rural and urban, and among male and female adolescents. Study also suggests that positive and significant relationship exists between Emotional Intelligence and Family Environment among adolescents.

Index Terms: Emotional Intelligence, School Environment, Family Environment.

INTRODUCTION

Adolescence is the most important period of human life. The term adolescence is used to denote a period during which the growing individual makes the transition from childhood to adulthood. Adolescence may be viewed as beginning when young people begin to show the sign of puberty and continuing until most of them are not only sexually mature but also have reached to their maximum growth.

Adolescence can be defined as that span of young person's life between the obvious onset of puberty and completion of bone growth. The period from 12 to 15 years is as though as early adolescence and 15 to 18 years as middle and 18 to 22 years as late adolescence. Adolescence is a process of achieving the attitude and the beliefs needed for the effective participation in the society. Adolescence is the period of rapid growth between childhood and adulthood including psychological and social development- Atwar (1992).

Cooper and Saniaf (1997), defined emotional intelligence as the ability to sense, understand and effectively apply the power and emotions as a source of human energy, information, connection and influence. Emotional Intelligence is the measure of one's emotional quotient. It explains the characteristics in a person such as self awareness, self motivation, impulse control and empathy. Emotional skills such as empathy can be learned as children grow and lie out their lives.

Emotional Intelligence plays a key role in the personal and professional life of individual. It is being recognized that emotional intelligence plays a major role to reach at the top of the ladder of success. We are living in the age of competition. We survive this competition largely depends upon its creative minds. Emotionally intelligent persons possess creative minds. The creative acts affect enormously not only in scientific and technological progress, but socially in general. For those who shine in academic maturity, there is an urgent necessity to foster creative potentialities in order to meet the challenges of their personal life as well as national well being. The nation who learns best how to identify, encourage and develop the creative potential in their people may find themselves in very advantageous position. On the contrary the nations that are still under developed are rather differently motivated towards the identification and development of this rare talent.

Since family and school environment plays an important role for growth and development of an individual. Emotional Intelligence level of the students will be strengthened if conducive environment would be developed at home and school campus.

Copper (1997) gave four cornerstone model of emotional intelligence which are emotional fitness, emotional depth, emotional literacy, and emotional alchemy as expressed in scale of his instrument.

Finegan (1998) argues that schools help students to learn the abilities underlying emotional possessing those abilities or even one of them, can lead to achievement from the formal education, years of the child adolescents to the adults competency in being effective in the workplace and in society.

Shanwal (2003) conducted a study of emotional intelligence in primary school children and find that the rural child emerged as having higher emotional intelligence in comparison to their urban counterparts. Overall girls have higher emotional intelligence than boys. He further found that as group rural boys achieves the highest score on the overall emotional intelligence due to their comparatively better performance on the assimilation of emotional component of emotional intelligence. Rural girls were better of understanding and regulation.

Szuberla (2006) conducted a study on relationship between emotional intelligence and school success among young adults. No significant relationship was found between perceiving emotions and any of the terra nova composites. These results raise the possibility that emotional intelligence instrument may be assessing reading and language rather than emotional intelligence.

Chafin (2006) studied first year college students of North Carolina and found emotional intelligence to be predictive of academic success and greater retention rates.

Todd (2007) studied 40 student teachers to explore the possibility of emotional intelligence to predict student teacher performance and found the two scores to be related but not statistically significant.

Kumar (2008) predicted significant and positive correlation between adjustment and dimensions of school environment, permissiveness, acceptance and control but there exists a positive and non-significant relationship between adjustment and dimension (rejection) of school environment.

LoRocque, Michalle (2008) in his study he resulted that the perceptions of the general school environment were significantly related to math and reading achievement. Gender had no statistically significant association with the student's perceptions of the school environment, whereas the grade level had a statistically significant relationship with the perception.

Waxman,H.C.(2008) in his study "Classroom learning environment and student's motivational difference between exemplary recognized and acceptable urban middle level schools." the result indicated that students in the exemplary school had significantly higher perceptions for the scale of satisfaction, teacher support, cohesion and equity than students in the recognized and acceptable school.

Kaur(2009) concluded significant difference between mental health of adolescent boys and girls in relationship to their school environment.

Ahmad and Nigam (2012) studied academic achievement motivation as related to home environment among a sample of 500 students of higher secondary level of Kanpur city. The findings suggested that academic achievement motivation is significantly related to favorable and unfavorable home environment of higher secondary students.

Kaur and Kaur (2012) conducted a study on impact of family environment on academic achievement of secondary school students with a sample of 200. Family Environment Scale by Bhatia and Chadha (FES) (1993)was used. Results revealed that family environment has been proved to be the important factor including academic achievement of the students. The secondary school students who are developing in the favorable family environment showed better academic achievement scores as compared to their having unfavorable environment.

Shanty and Francisa (2012)studied effect of parental support on academic achievement of higher secondary school students with a simple randomly selected sample of 914. Descriptive survey method was used. Findings revealed that there is no significant correlation between parental support and academic achievement of higher secondary students (total sample) but significant correlation between academic achievement of urban area students and their parental support.

Sharma,Choudhary and Sehdev (2013) During the past few decades home environment had identified as being a contributing factor in a child's educational, cognitive and affective development. Family being the first and major agency of socialization has greater influence and bearing on the development of the child. The present study is based on the sample of one hundred sixty male students drawn from senior secondary schools of Jammu. It was planned to assess the relationship between home environment and academic achievement of children of class XI. Misra's Home Environment Inventory Scale was used to assess the quality of home environment and students' academic achievement. On applying Pearson's coefficient correlation no significant no significant relationship found in control, punishment, confirmity, social isolation, deprivation of privileges, rejection,

permissiveness and academic achievement. But a significant relationship found in Protectiveness, Reward and Nurturance and Academic Achievement.

OBJECTIVES OF THE STUDY

1. To study and compare the significance of difference between mean scores of emotional intelligence among rural and urban adolescents.
2. To study and compare the significance of difference between mean scores of emotional intelligence among male and female adolescents.
3. To find out the relationship between emotional intelligence and family environment among adolescents.
4. To find out the relationship between emotional intelligence and school environment among adolescents.

HYPOTHESES

1. There will be no significant difference between mean scores of emotional intelligence among rural and urban adolescents.
2. There will be no significant difference between mean scores of emotional intelligence among male and female adolescents.
3. There will be no significant relationship between emotional intelligence and family environment among adolescents.
4. There will be no significant relationship between emotional intelligence and school environment among adolescents.

METHOD

Descriptive survey method was used for the present study.

SAMPLE

The target sample was of 10th grade students of High schools of District Jalandhar of state Punjab, falls in rural areas and urban areas. A random sample of 100 students from government schools was taken in the present study.

TOOLS

Following tools were used for the data collection:-

1. Emotional Intelligence Scale by Anukool Hyde, Sanjyot pethe and Upinder Dhar (2002).
2. Family Environment Scale by Harpreet Bhatia and N. K. Chadha (2012)
3. School Environment Inventory by K. S. Mishra (2005).

STATISTICAL TECHNIQUES

1. Mean, Median, Mode and Standard Deviation scores of Emotional Intelligence among rural and urban and among male and female adolescents was calculated.
2. t-test was calculated to find out the significant relationship between emotional intelligence and school environment among adolescents.

HYPOTHESIS-1

There will be no significant difference between mean scores of emotional intelligence among rural and urban adolescents.

To test this hypothesis, the score obtained of emotional intelligence among rural and urban adolescents and critical ratio was worked out and entered in table-1

TABLE-1

Mean difference of emotional intelligence scores among rural and urban adolescents

Area	N	Mean	S.D.	C.R.
Rural	24	128	12.48	1.07NS
Urban	76	131.19	13.47	

NS-Non Significant

Table-1 shows that t-value is non-significant.

The value of mean score among rural area students is 128 and value of mean in urban area students is 131.19. The value of CR is 1.07, which is below the value of significance level, hence it is not significant. So, our hypothesis which states that there will be no significant difference between mean scores of emotional intelligence among rural and urban adolescents is accepted. Since the value of mean scores in urban area adolescents is higher than rural area adolescents which indicates that emotional intelligence among urban area students is much better than rural area students.

HYPOTHESIS-2

There will be no significant difference between mean scores of emotional intelligence among male and female adolescents.

To test this hypothesis, the score obtained of emotional intelligence among male and female adolescents and critical ratio was worked out and entered in table-2

TABLE-2

Mean difference of Emotional Intelligence score among male and female adolescents

Category	N	Mean	S.D.	C.R.
Male	25	128.30	24.42	0.445NS
Female	75	130.57	12.80	

NS-Non Significant

Table-2 shows that t-value is non-significant. The value of mean score among male adolescents is 128.30 and their counter part is 130.57.

The value of CR is 0.445, which is not significant. Hence our hypothesis which states that there will be no significant difference between mean scores of emotional intelligence among male and female adolescents is accepted. Data also indicates that emotional intelligence level in female adolescents is higher than male adolescents.

HYPOTHESIS-3

There will be no significant relationship between emotional intelligence and family environment among adolescents.

Product moment method of correlation was worked out between scores of emotional intelligence and family environment of adolescents. The value of correlation is presented in table-3

TABLE-3

Value of coefficient of correlation between emotional intelligence and family environment among adolescents

Variable	N	Correlation Value
Emotional Intelligence	100	0.39**
Family Environment		

**indicates significant value at 0.01 level

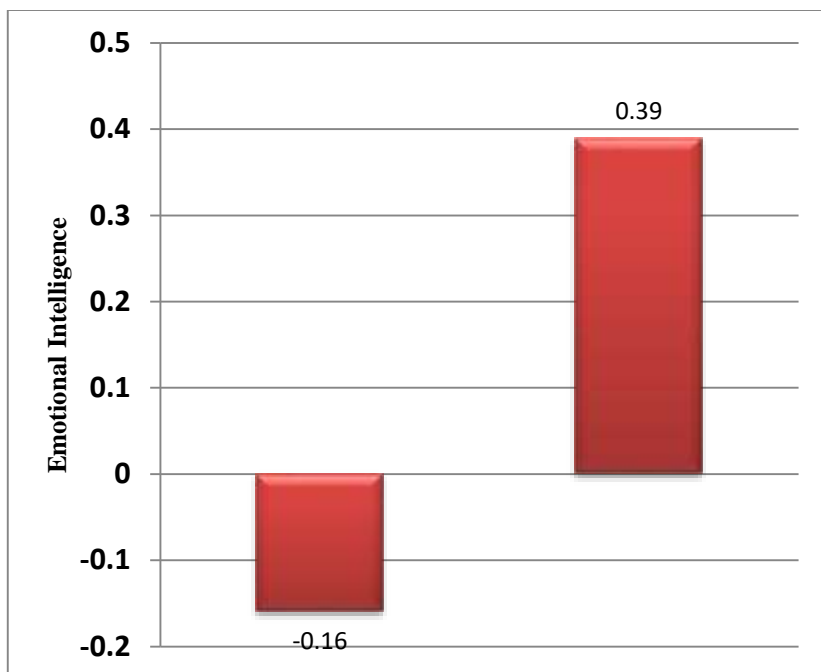


Figure: Showing coefficient of correlation between Emotional Intelligence and School Environment & Emotional Intelligence and Family Environment.

Table-3 indicates that the value of correlation is 0.39 which is positive and significant at 0.01 level of significance. Hence our hypothesis which states that there will be no significant relationship between emotional intelligence and family environment among adolescents is rejected. The results of the study suggests that family environment plays an important role for emotional intelligence. Hence family environment must be better for adolescents and healthy conditions must be developed among adolescents.

HYPOTHESIS-4

There will be no significant relationship between emotional intelligence and school environment among adolescents.

The value of coefficient of correlation between emotional intelligence and school environment among adolescents was worked out with the help of Product moment method of correlation and entered in table-4.

TABLE-4

Coefficient of correlation between emotional intelligence and school environment among adolescents.

Variable	N	Value of correlation
Emotional Intelligence	100	-0.16 NS
School Environment		

NS-Non Significant

Table-4 indicates that the value of correlation is -0.16, which is negative and not significant at 0.05 level of significance because our correlated value is less than table value which is 0.198 at 0.05 level of significance, Hence our hypothesis-4, which states that there will be no significant relationship between emotional intelligence and school environment among adolescents is accepted. Which indicates that school environment is not conducive for adolescents. Hence the role of school environment is poor for the development of emotional intelligence among adolescence.

FINDINGS AND CONCLUSION

1. There is no significant difference between mean scores of emotional intelligence among rural and urban adolescents. Value of mean scores of emotional intelligence among urban adolescents is higher than rural area adolescents, indicates that emotional intelligence level among urban area adolescents is much better than rural area adolescents.

2. There is no significant difference between mean scores of emotional intelligence among male and female adolescents. Value of mean scores among female is 130.57 and male is 128.30, which indicates that emotional intelligence level among female adolescents is greater than male adolescents.
3. There is significant relationship between emotional intelligence and family environment among adolescents. The score of emotional intelligence would be increased if there is good family environment at home. The study indicates that due to good family environment, emotional intelligence level of adolescents strengthened.
4. There is no significant relationship between emotional intelligence and school environment among adolescents. The role of school environment is not better for enhancing emotional intelligence level of students.

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