

A STUDY OF EMOTIONAL INTELLIGENCE IN RELATION TO HOME ENVIRONMENT OF SENIOR SECONDARY STUDENTS

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ABSTRACT

The present study examined the emotional intelligence of senior secondary students in relation to their home environment. Descriptive survey was conducted on a random sample of 220 students consisting of 123 boys and 97 girls studying senior secondary schools of Bareilly district. Home Environment Scale (HES) developed by Dr. Meenu Agarwal (2003) and Emotional Intelligence Test (EIT) developed by Dr. S. Mathur (2000) were used to measure home environment and emotional intelligence of the students. ANOVA and t-test were used for treatment the collected data. The findings of the study reveal that there was highly significant influence of home environment on emotional intelligence of senior secondary students. Further, no significant interaction effect was found between home environment and gender on emotional intelligence of senior secondary students. It showed a non significant difference of home environment and emotional intelligence of boys and girls students.

KEYWORDS: Home environment, Emotional intelligence, senior secondary students.

INTRODUCTION

Emotions have a profound impact on one's decisions and behavior. The concept of emotional intelligence was developed to understand the role of emotions. Salovey and Mayer (1990) defined emotional intelligence as, "A form of intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions." The emotional intelligence in the students helps them to make right decisions for their bright future. Developing proper emotional

intelligence is essential for the children to excel in all perspective of life. Home environment plays a vital role in developing healthy emotions in a child.

According to Warhol (1998), “home is the first place where a child feels, observes and learns the emotional relationships.” Home environment plays a significant role in overall growth and development of a child. Family relationship is the most important factor in development of emotional intelligence in a child. According to Morris et al. (2007), “home environment affects child’s emotional intelligence in three aspects; firstly a child learns emotions by observing the people around them. Secondly their experience and behavior related to parents’ emotions ensure child to become appropriate to society’s demands. Thirdly factors reflecting the emotional status of a family such as the quality of emotional attachment between the children and the parents, attitude of parents, emotional and social openness and marital relationship have impacts on child’s emotional intelligence.” Thompson (1998) investigated that children, who have positive and healthy relationship with their parents and argue the emotions of others, have a better understanding of emotions compared to others.

NEED AND SIGNIFICANCE OF THE STUDY

Naik & Shukla (2018) investigated a significant impact of home environment on emotional intelligence of both male and female students of senior secondary schools. Bhut & Zalavadia (2016), Chandran & Nair (2015), Bhatia (2012), Ozabachi (2006) found a significant positive relationship between home environment and emotional intelligence among students. Arun, Kumar & Vidhya (2015), Bandhana & Sharma (2012) found no significant difference between male and female in their home environment, but Rani (2013) and Tripathi (2013) investigated that male and female students were differ in home environment. Mostly researchers find out the relationship between home environment and emotional intelligence but no research study was found related to the effect of home environment on emotional intelligence, therefore the researcher decided to investigate the effect of home environment on emotional intelligence of students.

The idea behind this study is to investigate the home environment of adolescents and find out its impact on emotional intelligence on them. It is truth that positive and favorable home environment helps adolescents to achieve their goal. According to the quoted study review,

emotional intelligence plays a significant role in predicting adolescents' success. The investigator thinks that this study will highlight the role of home environment and emotional intelligence of students.

OBJECTIVES OF THE STUDY

1. To study the influence of home environment on emotional intelligence of senior secondary students.
2. To investigate the gender effect on emotional intelligence of senior secondary school students.
3. To study the interaction effect between home environment and gender on emotional intelligence of senior secondary students.
4. To find out the gender differences on home environment of senior secondary students.

HYPOTHESIS

- H.1. There is no significant differences of home environment on emotional intelligence of senior secondary students.
- H.2. There is no significant difference of home environment on emotional intelligence of boys and girls students of senior secondary schools.
- H.3. There is no significant interaction effect between home environment and gender on emotional intelligence of senior secondary students.
- H.4. There is no significant difference on home environment of boys and girls students of senior secondary schools.

METHODOLOGY

In the present study, descriptive survey method was used. The students studying in the class XI of senior secondary schools located in the Bareilly district constitute the population. The sample of the present study drawn from twelve schools by using random sampling. The total sample of the students was 220 consisting of 123 boys and 97 girls. Home Environment Scale

(HES) developed by Dr. Meenu Agarwal (2003) and Emotional Intelligence Test (EIT) developed by Dr. S. Mathur (2000) were used to measure home environment and emotional intelligence of the students. To investigate the impact of home environment on emotional intelligence, the researcher has made three groups (poor, moderate and good home environment) of students on the basis of their home environment scores. One way ANOVA and two way ANOVA along with t-test were used to analyze the data. The study was delimited to senior secondary students affiliated to UP Board of Bareilly district.

DATA ANALYSIS AND INTERPRETATION

Descriptive statistics, analysis of data, interpretation and discussion of the findings are presented as follows:-

TABLE-1

Descriptive statistics of Emotional Intelligence of senior secondary students

HE Group	Gender	Mean	Std. Deviation	N
Poor HE	Boy	91.80	7.267	35
	Girl	92.86	8.806	22
	Total	92.21	7.837	57
Moderate HE	Boy	97.38	5.805	60
	Girl	95.67	6.132	43
	Total	96.67	5.974	103
Good HE	Boy	101.07	6.098	28
	Girl	100.19	6.981	32
	Total	100.60	6.544	60
Overall	Boy	96.63	7.123	123
	Girl	96.53	7.551	97
	Total	96.59	7.298	220

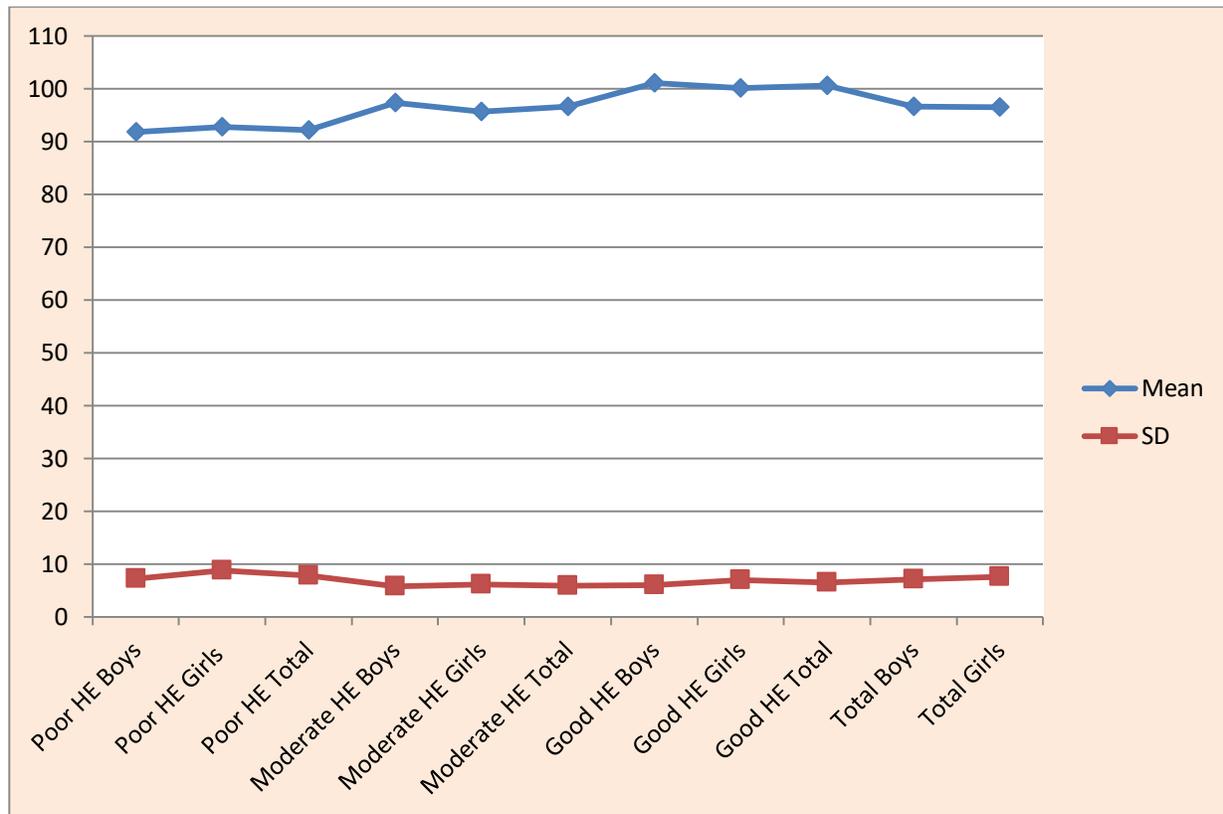


Fig.1. Mean and Standard Deviation for Emotional Intelligence

H.1. There is no significant differences of home environment on emotional intelligence of senior secondary students.

TABLE-2

Influence of home environment on emotional intelligence of senior secondary students

Summary of Analysis of Variance

Sources of Variance	df	Sum of Squares	Mean of Squares	F-Ratio
Between Groups	2	2058.71	1029.35	23.252*
Within Groups	217	9606.65	44.27	
Total	219	11665.36		

*Significance level 0.05.

From Table -2, F-value (23.253) was found to be highly significant at .05 significance level for df (2,217) for the main effect of home environment on emotional intelligence. Therefore, the null

hypothesis (H1) ‘**there is no significant differences of home environment on emotional intelligence of senior secondary students**’ was rejected. It revealed that home environment affect the emotional intelligence of students.

From Table-1, the students having good home environment showed highest mean (M=100.60) on emotional intelligence and students having moderate home environment showed moderate mean (M=96.66) on emotional intelligence and students having poor home environment showed lowest mean (M=92.21) on emotional intelligence. It means that good and healthy home environment plays a significant role in emotional stability. Main effect of home environment on emotional intelligence was found to be significant, so the multiple comparisons for home environment groups, Post Hoc Test (Scheffe) was done. The results of multiple comparisons are shown in the table no.-3

TABLE-3

Post Hoc test (Scheffe)

Multiple comparisons of poor, moderate and good home environment groups (HE groups) on emotional intelligence

HE Group (I)	HE Group (J)	Mean difference (I-J)	Std. Error
Poor HE	Moderate HE	-4.459*	1.098
	Good HE	-8.389*	1.231
Moderate HE	Poor HE	4.459*	1.098
	Good HE	-3.930*	1.081
Good HE	Poor HE	8.389*	1.231
	Moderate HE	3.930*	1.081

*The mean difference is significant at the 0.05 level.

From Table-3, mean difference between poor HE group and moderate HE group was found to be significant. It means that poor HE groups showed low emotional intelligence than moderated HE groups. Mean difference between poor HE group and good HE group was found to be significant, it signifies that good HE groups reported higher emotional intelligence than poor HE group. Mean difference between good HE and moderate HE was found to be significant. It means students belonging to good home environment showed higher emotional intelligence compared to moderate and poor home environment. It showed that all groups of home environment were significantly differing on emotional intelligence from each other.

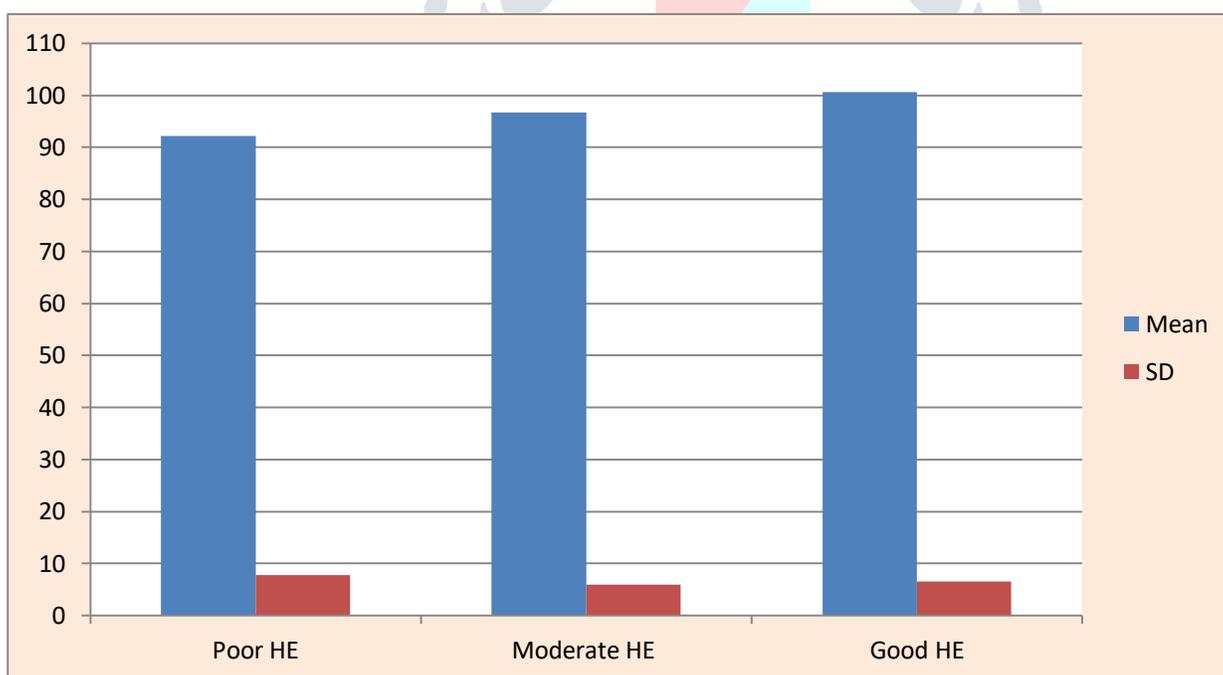


Fig.2. Mean and SD of Emotional Intelligence of senior secondary students

H.2. There is no significant difference of home environment on emotional intelligence of boys and girls students of senior secondary schools.

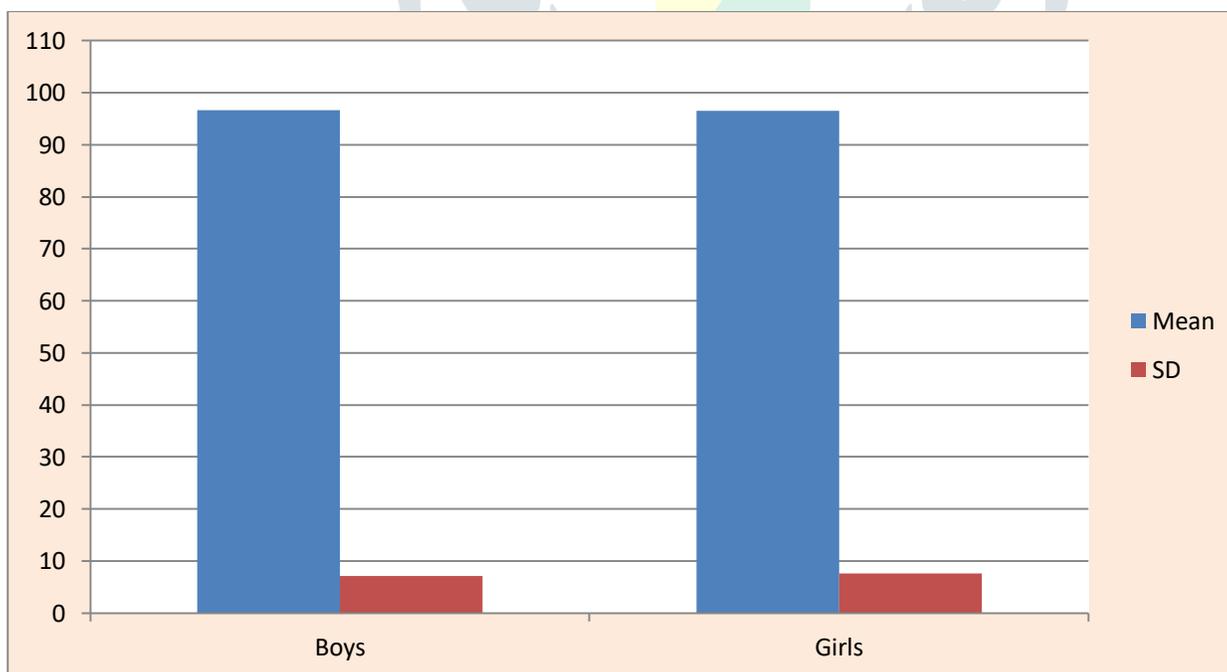
TABLE-4

Gender effect on emotional intelligence of senior secondary students

Gender	N	Mean	S.D.	t-Ratio
Boys	123	96.63	7.12	0.109
Girls	97	96.53	7.55	

*Significance level 0.05.

From Table-4, it was found that the obtained t-value between boys and girls with respect of emotional intelligence was non significant ($t=0.109$) at .05 level of significance. Therefore, the null hypothesis (H_2) that 'there is no significant difference of home environment on emotional intelligence of boys and girls students of senior secondary schools' was accepted. Fig.-3, showed that the mean score of emotional intelligence of boys ($M=96.63$) was found to be higher than the mean score of girls ($M=96.53$), but this difference was not significant. It means gender had not affected the emotional intelligence of students.

**Fig.3.** Mean and SD of Emotional Intelligence of boys and girls student

H.3. There is no significant interaction effect between home environment and gender on emotional intelligence of senior secondary students.

TABLE-5

Interaction effect between home environment and gender on emotional intelligence of senior secondary students

Summary of Analysis of Variance

Sources of Variance	df	Sum of Squares	Mean Square	F- Ratio
Home Environment	2	1954.709	977.335	22.001*
Gender	1	12.926	12.926	0.291
Home Environment*Gender	2	67.691	33.846	0.762
Error	214	9506.548	44.423	

*Significance level 0.05.

From table-5, F-value = 0.762 was found to be non significant at .05 significance level for df (2,214). Therefore, the null hypothesis (H3) that ‘there is no significant interaction effect between home environment and gender on emotional intelligence of senior secondary students’ was accepted.

The table-5 showed that main effect of home environment on emotional intelligence was found to be significant, while effect of gender on emotional intelligence was found to be non significant. Non significant joint effect of home environment and gender was found on emotional intelligence of students. It may be concluded that the main effect of home environment was independent of the effect of gender.

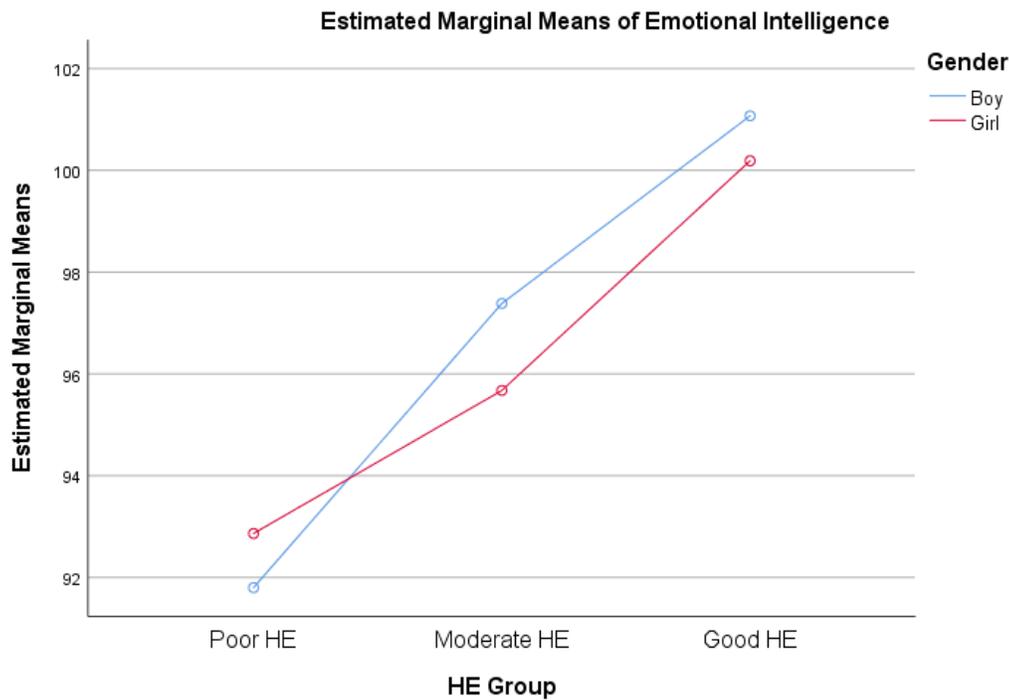


Fig.4. Interaction effect between home environment and gender on emotional intelligence

H.4. There is no significant difference on home environment of boys and girls students of senior secondary schools.

TABLE-6

Comparison of Home Environment of boys and girls students

Gender	N	Mean	S.D.	t-Ratio
Boys	123	48.22	6.83	-0.753
Girls	97	48.98	8.14	

*Significance level 0.05.

From Table-6, t-value (-0.753) was found to be non significant at .05 level of significance for df (218). The mean score of home environment of boys and girls did not significantly. So the null hypothesis that ‘there is no significant difference on home environment of boys and girls students of senior secondary schools’ was accepted. The mean score of girls (M=48.98) on home environment was found to be higher than boys (M=48.22). Girls have more cooperation and

healthy family relationship compare to boys, but this difference was not significant. So it revealed that boys and girls were not differing on their home environment.

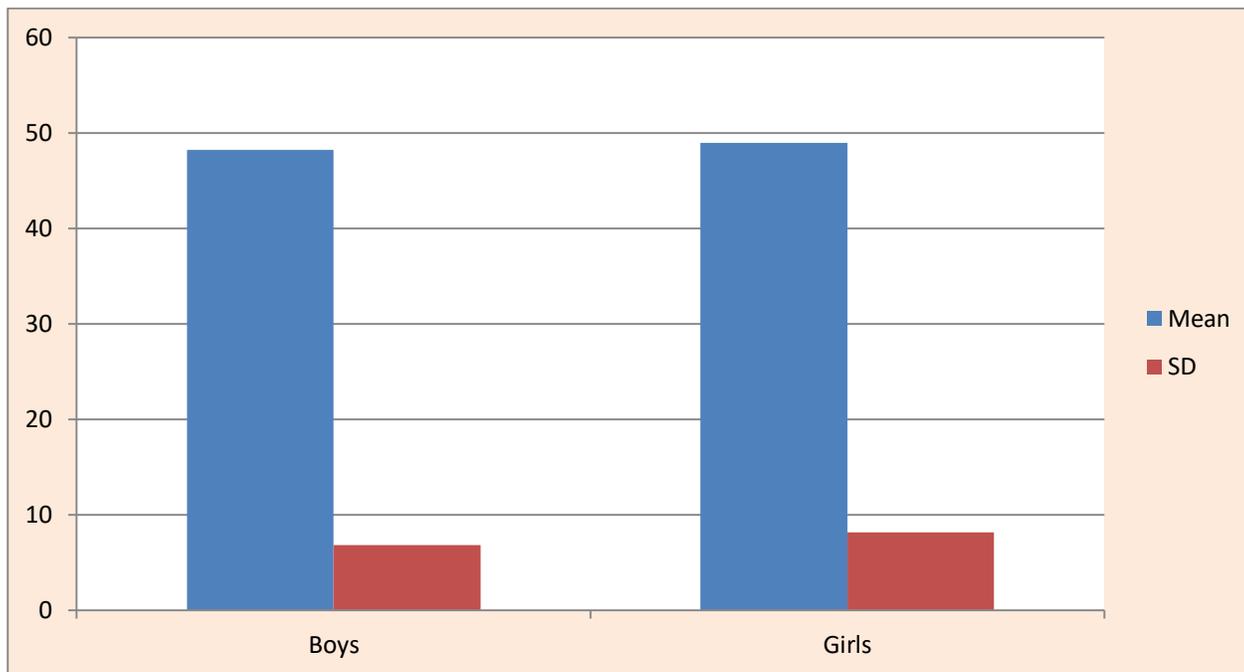


Fig.5. Mean and SD of Home Environment of boys and girls student

SUMMARY OF THE STUDY

The main findings of the present study with respect to their objectives were as follows -

1. The emotional intelligence of students was affected by home environment of the students.
2. Gender of students did not affect their emotional intelligence.
3. The interaction effect between home environment and gender on emotional intelligence to be not significant.
4. Boys and girls did not differ significantly on their home environment.

CONCLUSION

It was concluded that students with poor home environment had low level of emotional intelligence and students with good home environment had a high level of emotional intelligence. Boys and girls did not differ on their home environment and emotional intelligence. It means gender had no influence on students' emotional intelligence and their home environment. It was also concluded that there was no joint effect of home environment and

gender on emotional intelligence of students. It means that the influence of home environment on emotional intelligence was different with gender.

EDUCATIONAL IMPLICATION

Quality of a good home environment such as rewarding, love for each other and providing opportunities to the child to express their views freely may be lead to increase of healthy emotional intelligence in the adolescents. Positive and favorable home environment plays a vital role for developing emotional intelligence in the students. So parents and family members should provide a favorable home environment to the children. It was suggested to the school principal, teachers and parents that efforts must be made to develop emotional intelligence among students and they should provide a conducive environment. This will help them to improve emotional intelligence among the students.

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