

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND HOME ENVIRONMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study is an attempt to find the relationship between emotional intelligence and home environment among senior secondary school students. In the present paper, the Descriptive Survey Method has been employed. A sample of 600 senior secondary school students has been taken by using a random sampling technique. The Emotional Intelligence Scale (EIS) by Dr. Arun Kumar & Shruti Narain (2019) and Home Environment has been measured by using Home Environment Inventory by Dr. Karuna Shanker (2011). It was observed that female students show that they were more emotionally intelligent than their counterpart male students while the higher mean score of C.B.S.E students shows that they were more intelligent than H.B.S.E students and there exists a significant relationship between emotional intelligence (EI) and home environment (HE) of senior secondary school students. It may be concluded from the table that as an increase in the score of the home environment, the emotional intelligence of students also increases.

Keywords- Emotional Intelligence, Home Environment, and Senior Secondary School Students

INTRODUCTION

Emotions are found in all individuals, emotions are involved in their every action and decision making. Emotional intelligence is an important concept. It plays an important role in the knowledge, skills, workplace, school, and every sphere of life of the person. Some researchers believe that emotional intelligence (EI) plays a role in job performance, motivation, decision making, successful management, and leadership. Students can get many benefits from EI in higher education. It makes them much more proficient in their field. Everyone experiences their feelings in day-to-day life. Emotions give us valuable information about relationships, behavior, and many aspects of human life around us. Research has shown that emotions are constructive and contribute to performance and better decision-making. It helps us both in our job and personal life.

Emotion has developed another meaning. It is related to arousal and stability in sensations (Goleman, 1998). A person can be said to be emotionally intelligent when he presents the right emotion in the right situation and expresses it in the appropriate amount (Laws KS et. al, 2004). Over time EI has become a part of brain science. There have been many studies related to EI. Mayer and Salovey introduced the concept of EI in 1990. According to them, EI refers to the psychological ability to which people are emotionally attached. Many analysts discover the person paradox in enthusiastic knowledge (Mayer et. al, 2008). Individuals who can understand their emotions mostly have a better outlook on their lives because they are more mentally rich than individuals with experience (Mayer et. al, 1995).

“Emotional Intelligence is defined as the ability to understand and effectively apply the power and skill of emotions as a source of human energy, information, and influence” (Coper and Sawaf 1997). “Expressed as the ability to effectively understand, express and manage emotional intelligence at the workplace” (Palmer and Stough 2001). EI is an important factor in enhancing the abilities of individuals so that they can achieve success in their life, which is attributed to mental health (Bar et. al, 2006). Several research studies have shown that women are generally more emotional than men, so they are considered to be more emotionally intelligent (Duckett et. al, 1989). Society plays an important role in making women more intelligent. Apart from this, emotional intelligence is manifested in a young girls with their characteristic qualities (Sandhu P. et. al, 1999). Young ladies need to be more conscious, active, and more socially aware and nurtured in ways that increase their level of emotional intelligence (Tapia ML et. al, 1999).

Home Environment

The home environment (HE) is an environment provided by parents in which they provide physical and emotional security to their children. Provide him with an environment in which the child feels safe living in. every period of the child’s development takes place in the HE. The HE affects every area of a child’s development. The kind of environment children get at home depends on their parents. Some of the influential factors that affect the HE include the nature of the family, rights of parents, educational status of parents, the behavior of parents towards children, and financial status of the family (Codjoe, 2007; Mukama, 2010; Muola, 2010).

A child's education begins with the family in which the first teacher of the child is his or her parents. HE is very necessary for children's achievements. It affects the child's formative years and continues throughout life. Parents help children to get an education and their experiences can improve their thinking ability by generating curiosity in children. HE plays an important role in emotional development. It is very important to develop the feelings of children. The ability to recognize expressions begins in children in early childhood. It is an environment where children feel, see and recognize emotional connections (Warhol, 1998).

The HE is reflected in the quality of the child's interactions. Many such aspects in it promote his development such as family confidence, exchange of ideas, discussion, belonging and love of parents, etc. many studies have been done to look at the effect of the HE (Walsey, 1982; Clark 1983; Caldwell and Bradley, 1984; Walberg, 1984; Comer, 1988). The study revealed that the environment affects the development of the child (Kaushik and Rani, 2005). The emotions that parents display in front of children from the inner part of children (Baumarind, 1997; Dorhbuschet, et. al, 1987). Parents establish a strong bond with the children and provide them with a good environment that teaches them to fight the challenges of life and build confidence in them. But when the home is emotionally unstable, conflicts arise in the family relations due to which there is emotional turmoil among the family members.

Dhondlyal, (1984) examines the effect of the home environment on emotional disturbance in adolescents. The result found that the poor HE generated incidents of emotional disturbance. A good environment can be provided to children by creating emotional balance. Parents can make children emotionally strong by providing emotional security. Hence the HE plays an important role in developing emotional balance in children.

Review of Related Literature

Sharma and Bandhana (2012) showed that emotional intelligence and home environment are essential in the formation of self-concept. Home environment and emotional intelligence have a significant impact on self-concept.

Ulutas and Omeroglu (2012) found that gender differences had little effect on a child's emotional intelligence. A negative relationship was found between children's and mothers' emotional intelligence.

Sharma and Sahni (2013) indicated that adolescents who scored lower on multiple dimensions such as control, punishment, social isolation, denial of privilege, and rejection were more emotionally intelligent than their peers. Poor home environment leads to poor development of emotional intelligence in the child.

Naik and Shukla (2018) suggested that the home environment has a significant impact on the emotional intelligence of senior secondary students. The home environment affects the emotional intelligence of both high secondary school boys and girls.

Robert S. Kadhiravan (2019) revealed that the family environment is an important factor in regulating and integrating youth's emotional intelligence. Youth's emotional intelligence varies by gender and family income.

Kuldeep Kaur (2019) showed that adolescents' critical thinking reflects the home environment and emotional intelligence as predictors. However, no gender differences were found on dimensions such as interpersonal awareness and interpersonal management skills. No differences were found among adolescents by gender on measures of Home environment and critical thinking. Emotional intelligence was found to have a significant association with critical thinking.

M. Kumar (2020) found that emotional intelligence was free from gender, school area, family type, fathers' occupation, and family income. The level of emotional intelligence of upper secondary school students was found to be average and female students were found to be better than male students in their emotional intelligence.

Bhattacharya (2021) showed that dimensions of Aboriginal adolescents' home environment such as perception, control, safety, punishment, conformity, reward, and nurturing correlated significantly and positively with their emotional intelligence. The relationship between permissiveness and emotional intelligence is less important for boys.

Keeping in view the findings of a review of literature, it seems that the home environment plays an important role in emotional intelligence. Further efforts have been made to explore the relationship between emotional intelligence in students and the home environment.

Objectives

1. To study and compare the level of emotional intelligence among male and female students of senior secondary school students.
2. To study and compare the level of emotional intelligence among students of C.B.S.E and H.B.S.E senior secondary school students.
3. To determine the relationship between emotional intelligence and home environment among senior secondary school students.

Hypotheses

1. There exists no significant difference in the level of emotional intelligence among male and female students of senior secondary school students.

2. There exists no significant difference in the level of emotional intelligence among students of Central Board of School Education (C.B.S.E) and Haryana Board of School Education (H.B.S.E) senior secondary school students.
3. There exists no significant relationship between emotional intelligence and home environment among senior secondary school students.

Methodology

A descriptive survey method has been employed to study the relationship between emotional intelligence and home environment among senior secondary school students.

Population

All the Senior Secondary School Students studying in schools affiliated to H.B.S.E and C.B.S.E board.

Sample

A sample of 600 Senior Secondary School students has been taken by using a random sampling technique

Tools used

- Emotional Intelligence Scale by Dr. Arun Kumar & Dr. Shruti Narain (2019)
- Home environment Inventory by Dr. Karuna Shankar (2011)

Statistical Techniques

Descriptive statistics such as Mean and S.D & Inferential statics such as ‘t-test and product-moment correlation (r) will be used to analyze the data

Analysis and Interpretation

Table: 1.1
 Mean score, standard deviation, and ‘t’ value of emotional intelligence of male and female senior secondary students

Gender	N	Mean	SD	t-value
Male students	300	21.19	4.300	11.972**
Female students	300	24.96	3.364	

*Significant at 0.01 level

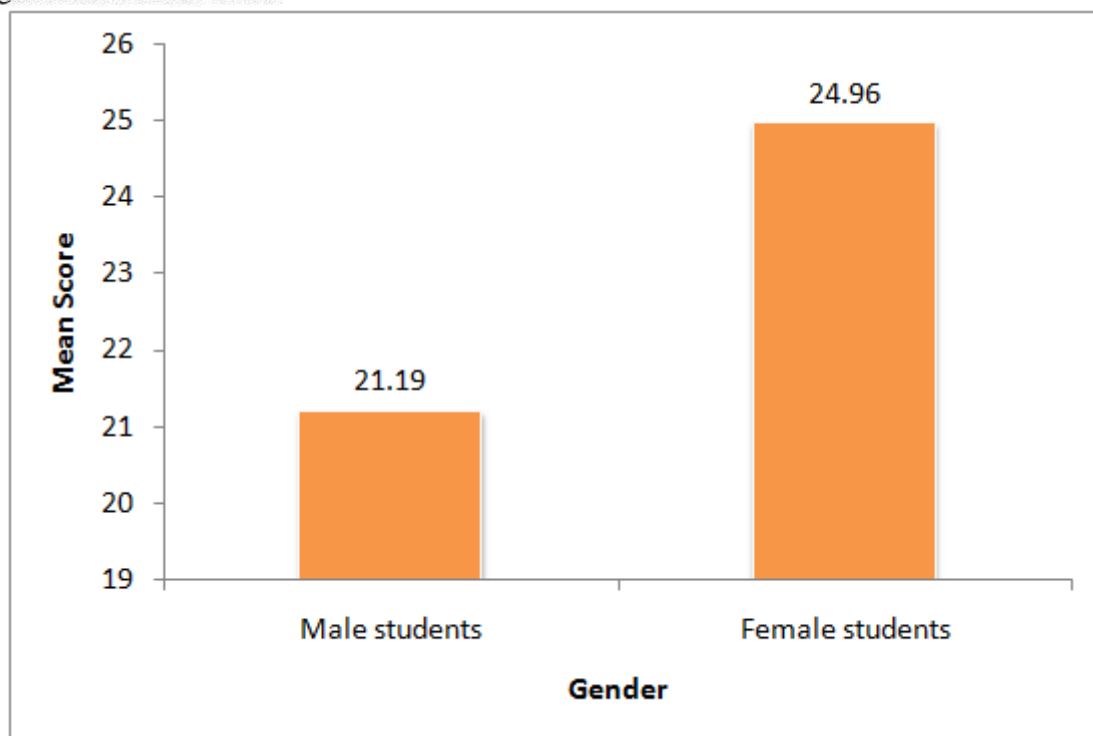


Fig. 1.1: Mean score of emotional intelligence of male and female senior secondary students

Table 1.1 indicates the mean scores of emotional intelligence among male and female senior secondary school students. It indicates that the mean scores of male and female students on emotional intelligence are 21.19 and 24.96 respectively. The ‘t’ value comes out to be (11.972) which is significant at 0.01 level concluding that male and female students differ significantly on emotional intelligence. As a result, the null hypothesis, “There exists no significant difference in the level of emotional intelligence among male and female students of Senior

Secondary Schools” is not retained. The higher mean score of female students shows that they were more emotionally intelligent than their counterpart male students.

Table: 1.2
Mean score, standard deviation, and ‘t’ value of emotional intelligence of BSEH and CBSE senior secondary students

TYPES OF SCHOOL	N	Mean	SD	t-value
BSEH students	300	22.70	4.006	2.155*
CBSE students	300	23.45	4.540	

*Significant at 0.05 level

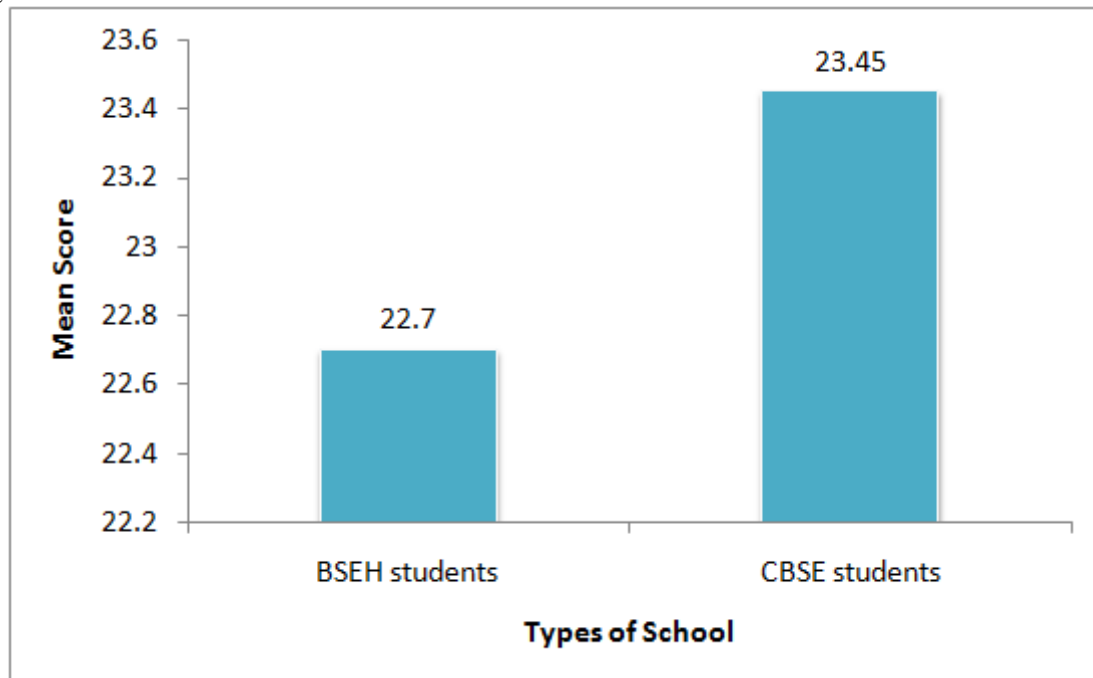


Fig. 1.2: Mean score of emotional intelligence of H.B.S.E and C.B.S.E senior secondary students

Table 1.2 indicates the mean scores of emotional intelligence among H.B.S.E and C.B.S.E senior secondary school students. It indicates that the mean scores of H.B.S.E and C.B.S.E students on emotional intelligence are 22.70 and 23.45 respectively. The ‘t’ value comes out to be (2.155) which is significant at 0.01 level concluding that H.B.S.E and C.B.S.E students differ significantly on emotional intelligence. As a result, the null hypothesis, “There exists no significant difference in the level of emotional intelligence among students of C.B.S.E and H.B.S.E Senior Secondary Schools” is not retained. The higher mean score of CBSE students shows that they were more emotionally intelligent than their counterpart BSEH students.

Table: 1.3
Relationship between emotional intelligence and home environment among senior secondary school students

Variables	N	‘r’-value
Emotional Intelligence	600	0.294**
Home environment	600	

*Significant at 0.01 level

The above table illustrated the relationship between emotional intelligence and home environment among senior secondary school students. It shows that the ‘r’-value (0.294) is significant at a 0.01 level of significance concluding that emotional intelligence and home environment had a significant and positive relationship. Hence the null hypothesis, “There exists no significant relationship between emotional intelligence and home environment of senior secondary school students” is not retained. It may be concluded from the table

that as an increase in the score of the home environment, the emotional intelligence of students also increases and vice-versa.

FINDING OF THE STUDY

- There exists a significant difference in the emotional intelligence of male and female senior secondary school students. The higher mean score of female students shows that they were more emotionally intelligent than their counterpart male students.
- There exists a significant difference in educational intelligence of senior secondary school students who belonged to H.B.S.E and C.B.S.E. The higher mean score of C.B.S.E students shows that they were more emotionally intelligent than their counterpart H.B.S.E students.
- It was noted from the present study that there exists a significant relationship between emotional intelligence and the home environment of senior secondary school students. It may be concluded from the table that as an increase in the score of the home environment, the emotional intelligence of students also increases and vice versa.