

# REVIEWS OF LITERATURE

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## A STUDY OF EMOTIONAL INTELLIGENCE AND HOME ENVIRONMENT AMONG SECONDARY SCHOOL STUDENTS

Dr. Bandhana Bhasin<sup>1</sup> and Dr. Rajinder Kour<sup>2</sup>

<sup>1</sup>Prof & Head Rajiv Gandhi College of Education, Kathaua(Jammu)

<sup>2</sup>Assistant Professor, Govt College of Education, Jammu(J&K)



### ABSTRACT

*The purpose of this study is to study the impact of home environment on emotional intelligence of higher secondary school students of Jammu city. To this end, a sample of 250 (129 male and 121 female) students from six government and private schools was selected through stratified random sampling technique. Two standardized and validated research instruments were used for data collection i.e. Emotional Intelligence Inventory by Dr. S.K Mangal and Mrs. Shubra Mangal and Home Environment Inventory by Dr Karuna Shankar. The results revealed that girls have better emotional intelligence in comparison to boys. Furthermore, private school students have better emotional intelligence scores in comparison to government school students. Therefore, there is a need to provide better home environment to the students so that their emotional intelligence can also be improved, because the students who are highly emotionally intelligent can do better in their later life.*

**KEY WORDS:** Emotional intelligence, Home environment, Male students, Female students, Government. Secondary schools, Private secondary schools.

### INTRODUCTION

In the earlier period psychologists studying intelligence lingered on its cognitive feature. However Thorndike's notion of social intelligence and Gardner's personal intelligences were noteworthy milestones in the illumination of the affective facet of intelligence. In addition to this, current research exposed that the cognitive capability as well as emotional growth is essential forecaster of achievement. Since the last two decade a new dimension of intelligence, termed as emotional intelligence, has received much attention as being more responsible for success than IQ (Goleman, 1995). The expression Emotional Intelligence was created by Salovey and Mayer in their scholarly article in 1990. The publication of Emotional Intelligence by Goleman (1995) in which he made clear concept of Emotional Intelligence "abilities such as being able to motivate oneself and persist in the face of frustration; to control impulse and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope".

Emotions play an important role in life and add to the personal and social development of an individual. The home environment for children keep on changing and is indispensable for the harmonious development of the personality of child, encouraging home environment is must because it shapes the personality and helps in developing emotional intelligence of child. Even brilliant student also suffer from complicated problems related to emotions. Research shows a strong link between emotional intelligence and home environment. Children who have an understanding of the role that emotions play in their life will have better foundation on which to built successful future.. Home environment is one of the important

variables that positively influence emotional intelligence and children success in later life. Children are our future. Some people hear and believe the words of Whitney Houston, "Treat them well, and let them lead the way." Words written by many prominent literaries tell us we are not treating the children of our nation very well at all. Our culture continues to reveal a "moral free fall" (Dobson, 1999). The home environments for children continue to change. Changes in the family culture affect the home environment. Studies (Baharudin & Luster, 1998; Featherstone & Cundick, 1992; Watkins, 1997) have shown that the home environment affects the academic achievement in children.

Daulta (2008) examined the impact of home environment on the academic success of children and found that good quality of home environment had noteworthy positive connection with higher scholastic achievement in boys in contrast to girls. In spite of the seeming extensiveness of literature on the determinants of academic achievement of learners, there seems to be more area of interest and variables to be investigated such as emotional intelligence and parental supportiveness for success in later life. In earlier studies by Fraster (1959), Wilson (1978), Maria and Piper (1980), & Dasen (1980) concluded that early home environment is a major forecast of mental growth and in addition to this social intelligence & home has astonishing relationship. Children from favourable environment homes are found to be warm-hearted, outgoing and socially more intelligent than children from unfavourable homes (Rani, 1998) Emotional intelligence is a relatively recent behavioural model. Goleman (1998) considered family and school are the places which can develop emotional and social competence i.e., emotional intelligence. Previous studies have provided evidence that a secure child who has had a harmonious and positive relationship with his parents tends to become a competent, responsible and productive adult (Belsky *et al.* 1984; Maccoby and Martin, 1983). Findings from recent studies also support the association between home environment and a child's level of development during early childhood Caldwell, 1989; Bradley and Casey, 1984; Bradley *et al.*, 1989; Bullock and Pennington, 1988; Ninio and Rinott, 1988; Rozumah and Luster, 1992). Adolescence is the most vulnerable stage to the emotional problems, thus teaching adolescents about emotions and how they deal with others as well as their actions can be very helpful in their daily struggles and maintaining good relationships. Higher EI is related to positive outcomes such as prosocial behaviour, parental warmth, and positive peer and family relations (Mayer *et al.*, 1999; Rice, 1999; Salovey, Mayer, Caruso, & Lopes, 2001). Nagaraja (1977) concluded that the parent-child relationship is paramount predictor of emotional development in the children. Anshu (1986) revealed that family climate is singularly responsible for the emotional adjustment of adolescents irrespective of their locality and sex.

### OBJECTIVES OF THE STUDY

- 3 To find differences in home environment, sex (male & female) and type of school (govt & private) among hr. secondary school students belonging to emotional intelligence (low & high) groups.
- 4 To find interaction between home environment and sex; home environment and type of schools; sex and type of schools among hr. secondary school students when emotional intelligence is the dependent variable.
- 5 To find interaction between home environment, sex and type of schools among hr. secondary school students when emotional intelligence is the dependent variable.

### HYPOTHESES OF THE STUDY

- 1 There will be no differences in home environment, sex (male & female) and type of school (govt & private) among hr. secondary school students belonging to emotional intelligence (low & high) groups.
- 2 There will be no interaction between home environment and sex; home environment and type of schools; sex and type of schools among hr. secondary school students when emotional intelligence is the dependent variable.
- 3 There will be no interaction between home environment, sex and type of schools among hr. secondary school students when emotional intelligence is the dependent variable.

## RESEARCH METHODOLOGY

**DESIGN:** This study employed descriptive research design of the survey type. Home environment is the independent variables whereas emotional intelligence is the dependent variable.

**SAMPLE:** The sample of the present investigation was drawn through stratified random sampling technique from government and private hr. secondary schools of Jammu city. A sample of 250 students was taken comprising of 121 girls and 129 boys and the was collected from six schools located in Jammu city.

## TOOLS USED

In present study, the following tools have been used to collect the requisite data.

- i) The investigator has employed English version of Mangal Emotional Intelligence Inventory developed by Dr. S.K Mangal and Mrs. Shubra Mangal. These are responded by the student either in (Yes) or (No). A score of one is awarded to each "Yes" response, which is indicative of emotional intelligence and Zero to "No". The higher score in the test indicates the higher level of emotional intelligence and low score reveal low emotional intelligence. The possible range of score on the test is 0 to 100.
- ii) Home Environment Inventory by Dr Karuna Shankar Misra. It is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. There are 100 items in the inventory based on five point scale.

**SAMPLE:** The sample of the present investigation was drawn through stratified random sampling technique from government and private schools of Jammu city. A sample of 250 students was taken comprising of 121 girls and 129 boys and the data was collected from six schools located in Jammu city.

**RESULTS:** In order to achieve the objectives of the study, the investigator employed three -way ANOVA (2×2×2factorial experiment)

## Data Analysis:

**Table 1. Summary of Three- way ANOVA (2 × 2 × 2 Factorial Design) for Emotional Intelligence**

Sources of Variation	SS	df	MS	F	Significant
Home Environment	0.61	1	0.61	0.01	NS
Sex	177.01	1	177.01	3.91	Significant at 0.05 level
Types of School	357.01	1	357.01	7.88	Significant at 0.01 level
Home Environment × Sex	3.62	1	3.62	0.07	Insignificant
Home Environment × Type of Schools	599.52	1	66.62	13.24	Significant at 0.01 level
Sex × Type of Schools	599.52	1	66.62	1.47	NS
Home Environment × Sex × Type of Schools	308.1	1	308.1	6.80	Significant at 0.01 level
Within	3259.59	72	45.27		-
		<b>79</b>			

**Table 2 Showing the mean values of emotional intelligence scores in different groups with N=20 in each cell**

	High Home Environment	Low Home Environment	Combined Mean
Boys	54.60	52.95	

			53.77
Girls	57.0	51.40	54.20
Combined mean	55.8	52.17	

**Table 3 Showing the mean values of emotional intelligence scores of students belonging to different types of schools with N = 20 in each cell**

	Government Schools	Private Schools
Boys	50.17	55.25
Girls	53.85	55.90
Combined Mean	52.01	55.57

### CONCLUSIONS:

Perusal of table 1 exposes that the value of F for the main effect of home environment is not significant even at .05 level of significance for df 1 and 72. It can thus be inferred that there are no significant variations in emotional intelligence amongst higher secondary school students belonging to high and low levels of home environment. The findings of the study are in contradiction to Bhattacharya (2015) who established significant dependence of home environment and emotional intelligence, but in consistent with the various earlier researches by Chen et al. (2005) , McLaughlin, et al. (2007), Scheroeder & Kelley (2009) the home environment was not a major forecaster of children's emotional intelligence. Thus the null hypothesis that there will be no significant differences in home environment among the secondary school students belonging to high and low emotional intelligence was accepted.

Yet again examination of Table 1 also reveals that value of F for the variable of sex is 3.91 which is significant at .01 level of significance for df 1 and 72. It can thus be said, that there are significant sex differences among secondary school students belonging to high and low levels of home environment. Furthermore, Table 2 shows that the mean value of emotional intelligence scores of both the sexes is 54.60 and 57.0 respectively. by. It can thus, be said that girls have higher emotional intelligence **mean** scores in comparison to boys. These results are not in agreement with the results of study findings with Razia & Ahmad (2017), Abdullah (2006) , Sutarso (1999) and Nara (2014) however, the result contradict with the studies conducted by Chu (2002): Devi and Rayal (2004). Hence the null hypothesis that there will be no significant sex differences in emotional intelligence among hr. secondary school students stands rejected

Perusal of Table 1 reveals that the value of F for the variable of Type of School is 7.88 which is significant at .01 level of significance. It can be thus inferred that there are significant differences in emotional intelligence among hr. secondary school students studying in government and private schools.

Furthermore, Table 3 shows that the mean value of emotional intelligence of government and private school students are 52.01 and 55.57 respectively. It can be said that private school students are more emotionally matured in comparison to government school students. Hence the null hypothesis there will be no significant differences in emotional intelligence among students studying in government and private schools was rejected.

Review of Table1 also shows that the values of F for the interaction between home environment and sex with emotional intelligence as the dependent variable is not significant ( $F=0.07$ ) even at 0.05 level of significance. Thus, it means that variable home environment and sex are independent of each other with emotional intelligence as the dependent variable among hr. secondary school students. Hence the null hypothesis stands accepted, because in this study home environment and sex jointly do not influences the emotional intelligence of students.

Evaluation of Table 1 further shows that the value of F for the interaction between home environment and type schools is 13.24, which is significant at .01 level. It means home environment and type

of schools jointly have an effect on the emotional intelligence of the students. Consequently the null hypothesis was rejected.

Further perusal Table 1 also demonstrates that the value of F for the interaction between sex and type of school with emotional as the dependent variable is 1.47, which is not significant even at .05 level of significance for df 1 and 72. Therefore, the variable sex and type of schools are independent of each other with emotional intelligence as the dependent variable. Hence hypothesis was accepted.

Again review of Table 1 further shows that the value of F for interaction between Home environment, sex and type of schools with emotional intelligence as dependent variable is 6.80 which is significant at .01 level significance for df 1 and 72. Hence it can be said that variables of home environment, sex and type of schools are dependent of each other to influence the emotional intelligence of secondary school students. Hence the null hypothesis was rejected.

## DISCUSSION

From the results obtained in the present study it is found that there is a significant impact of home environment on emotional intelligence of school going students. Educationalists are realizing that affective aspect plays a key function in academic achievement and accomplishments in life. Emotionally intelligent individuals tend to lead happier and more productive lives. Moreover, family climate is absolutely related to high performance level of emotions.

Thus, in educational system due thought should be given to the development of emotional facet of intelligence in order to attain better educational outcomes and adjustment of the adolescents. School students it needs to be equipped with emotional and social expertise for a flourishing useful existence. Girls are more apt in emotional skills. This study revealed that there are significant differences in overall emotional intelligence of male and female students. These findings are not in conformity with Abdullah (2006) who found no variation in the emotional intelligence scores of male and female learners. However, these results are in line with the outcomes of the studies conducted by Mandell & Pherwani (2003), Harrod & Scheer (2005), Adeyemo (2008) who found that male and female respondents considerably vary on emotional intelligence scores. However, study by Chu (2002) revealed that males have higher level of emotional intelligence than that of females. There is a need to provide better home environment to the students so that their emotional intelligence can also be improved, because the students who are highly emotionally intelligent can do better in their later life.

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