

The Relationship between Emotional Intelligence and Home Environment among Senior Secondary School Students

Dr. Aruna Anchal, Dr. Anita

Dean and Head, Ph. D Scholar

Department of Education, Baba Mastnath University, Rohtak, Haryana India

Abstract

The purpose of this research is to see if there is a link between emotional intelligence and the home environment of senior secondary school pupils. The Descriptive Survey Method was used in the current study. Using a random sampling technique, a sample of 600 senior secondary school pupils was taken. Dr. Arun Kumar and Shruti Narain (2019) developed the Emotional Intelligence Scale and Dr. Karuna Shanker's Home Environment Inventory was used to assess the home environment (2011). It was discovered that female students were more emotional intelligence than their male counterparts, that C.B.S.E students had a higher mean score than H.B.S.E students, and that there is a significant relationship between emotional intelligence (EI) and home environment (HE) of senior secondary school students. From the chart, it can be deduced that as the score of the HE rises. So does the EI of pupils.

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

Introduction: Emotions are present in all people, and they play a role in their every action and decision, EI is a crucial idea to understand. It has a significant impact on a person's knowledge, ability, workplace, school, and other aspects of life. EI is thought to play a role in job performance, motivation, decision making, successful management, and leadership. According to some researchers. In higher education, students can benefit from EI in a variety of ways. It allows them to become

considerably more skilled in their specialty. In day-to-day existence, everyone encounters their emotions. Emotions provide us with important information about the relationship, conduct, and many other areas of human life

Emotions, according to research, are constructive and help people perform better and make better decisions. It benefits us in both our professional and personal lives. Emotions have taken on a new meaning. It has to do with arousal and sensation stability

(Goleman, 1998). When a person displays the appropriate emotion in the appropriate situation and communication is in the appropriate amount, he is considered to be emotionally intelligent (Laws KS et. al, 2004). EI has become a part of brain science over time. There has been numerous research on EI in 1990, Mayer and Salovey proposed the notion of EI.

They define EI as “the psychological ability to which people are emotionally committed”. Many researchers have discovered the individual contradiction in eager knowledge (Mayer et. al, 2008). Because they are more psychologically wealthy than those with experience, people who can understand their emotions have a better outlook on life (Mayer et, al, 1995)

Home Environment

The home environment (HE) is the atmosphere in which parents provide their children with physical and emotional security. Assist him in creating a safe atmosphere for the youngster to live in. Every stage of a child’s development occurs in the HE. Every aspect of a child’s development is influenced by the HE. The type of environment that children are exposed to at home is determined by their parents. The nature of the family, parental rights, parental educational standing. Parental behavior toward children and the family’s

financial situation are some of the key factors that influence HE (Codjoe, 2007; Mukama, 2010; Muola, 2010).

A child’s education begins at home, with his or her parents serving as the child’s first teachers. HE is critical to a child’s academic success. It has an impact on a child’s formative years and lasts throughout his or her life. Parents assist their children in receiving an education, and their experiences can boost their thinking capacity by stimulating children’s interests which has a significant impact on emotional development. The development of children’s feelings is critical. Children’s ability to perceive facial expressions develops in infancy. It’s a setting where kids can sense, perceive and identify emotional connections (Warhol, 1998).

The quality of the child’s interactions reflects the HE. Many components of it, such as family confidence, exchange of ideas, dialogue, belonging, and parental love, enhance his development. Many research has been conducted to investigate the impact of HE (Walsey, 1982; Clark, 1983; Caldwell and Bradley, 1984; Walberg, 1984; Comer, 1998). The study discovered that the child’s development is influenced by the surroundings (Kaushik and Rani, 2005)

It has been observed to have a negative impact on the EI of adolescents. Most teens

can't control their EI and want instant gratification. Many students let their EI take over them. HE can help balance them emotionally. Many teenage students get carried away by emotions and get directed and get directed in the wrong direction. HE and parental support help to guide them on the right path. Students do not have control over their emotions, they become addicted to many bad habits, so they should be emotionally intelligent so that they can harmonize with their family members. The HE serves as a base for EI, which influences the EI of adolescents. It is the home that teaches him to be emotionally strong and to express his feelings at the right time and in the right direction. It is the members of the household who teach the adolescent to adjust to the circumstances and be optimistic in life. It is believed that an EI person can easily solve many difficulties in his life. A good family environment teaches children to be mentally intelligent. Several studies have shown that a good HE does not allow adolescents to remain emotionally vulnerable. According to another study, the HE plays an important role in making a person emotionally good, so the HE is given so much importance. Because the home is the center of society, emotional relationships, moral education, and values, it helps the youth to make appropriate adjustments to the situation. The family members respect their emotions. It is believed

in a study that students who are emotionally strong achieve more success in life. The calm atmosphere of any home helps the students to be disciplined. An emotionally intelligent person is self-conscious and inspirational such a person can help to make their HE better. Such a person has a good rapport with all the members of the family (Baruah, 2017). EI brings good changes in our behavior and it helps us to get rid of many types of problems. It is an ability that helps an individual to be a good citizen in society. The emotionally strong person tries to understand everyone's feelings. EI not only teaches how to adjust to everyone in the house, but a person can also achieve success in his business because many people are present at his place of work where his EI helps him to succeed and recognize the feelings of others. EI can be developed even more over time. Mental problems are rare in an emotionally intelligent person. They can communicate well with others by controlling their emotions. A research study found that EI helps a lot in improving interpersonal relationships. Because the person tries to understand the feelings of others. Nowadays youth are facing many problems so it has become necessary that parents make the HE so positive that they do not have to deal with any emotional problems. Many young people deviate from the reality of life in their pursuit of progress. In such a situation, a good HE will have to be created for them by the truth of

their life. Nowadays youth want to get instant advancement which negatively affects their EI and HE. Many times they indulge in many social evils so they should learn to be emotionally strong. So that they help in making their HE positive too (Steiner, 1996). Parents can train students emotionally. A study revealed that students living in a happy environment experienced fewer problems. Many researchers believe that the HE plays an important role in making a person emotionally stable. The calm and disciplined environment of any home helps in making the youth emotionally strong.

Home is the place where the foundation of a child's EI is laid. It is a place where the child grows up and gets much information related to life. A good HE affects the development of the child in many ways, such as the feeling of arrogance in the child is removed and its emotional and social development in many ways. The existence of parents, living conditions, mutual relations among all the members of the family, the number of siblings, and the relationships among all determine the characteristics of the HE (Wiltfang et. al. 1990).

Review of Related Literature

Shrama and Bandhana (2012) indicated in their study that it is necessary to have EI and HE to increase self-concept. HE and EI

influence self-concept. EI and HE both affect self-concept. The self-concept of the students was found to be affected by these two variables, both of these variables were considered responsible for the self-concept of the students.

Ulutas & Omeroglu (2012) the researcher found that gender did not have any effect on EI. The study conclude that there was a negative relationship between the EI of children and mothers.

Sharma & Sahni (2013) the researcher indicated in their study that adolescents who scored low on several dimensions such as control, punishment, social isolation, devoid of privilege, and unacceptance were found to be more emotionally intelligent than other adolescents. In the result, it was said that the poor environment of the hoe hinders the development of children's EI.

Naik & Shukla (2018) suggested that HE has a profound effect on students' EI. The emotional intelligence of adolescents depends on the good and bad environment at home. The HE significantly affects the EI of both high secondary school boys and girls.

Robert & S. Kadhavan (2019) the researcher revealed that the family environment is responsible for regulating and integrating the EI of youth. Youths' EI varies by gender and family income.

Kuldeep Kaur (2019) researcher explained that adolescent students' critical thinking reflects HE and EI as predictors. No gender differences were found on dimensions such as interpersonal awareness and interpersonal management. No difference between males and females was found in the dimensions of HE and critical thinking among adolescents. Results found that EI was significantly related to critical thinking.

M Kumar (2020) indicated no effect of gender, school area, family type, fathers' occupation, and family income on EI. The level of EI of upper secondary school students was found to be average and the EI of female students was found to be much better than that of male students,

Bhattacharya (2021) explained that dimensions of the HE of aboriginal adolescents such as perception, control, safety, punishment, conformity, reward, and nurturing were significantly and positively related to their EI. The relationship between permissiveness and EI wasn't significant for boys.

Objectives

1. To study and compare the level of EI among boys and girls students of senior secondary school students.
2. To study and compare 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. To determine the relationship between EI and HE among senior secondary school students.

Methodology

A descriptive survey method has been employed to study the relationship between EI and HE among senior secondary students.

Population

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

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

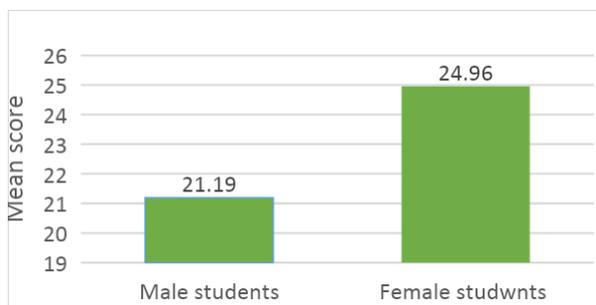


Fig. 1.1 Mean score of EI of male and female senior secondary students

Table 1.1 indicates the mean scores of EI 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

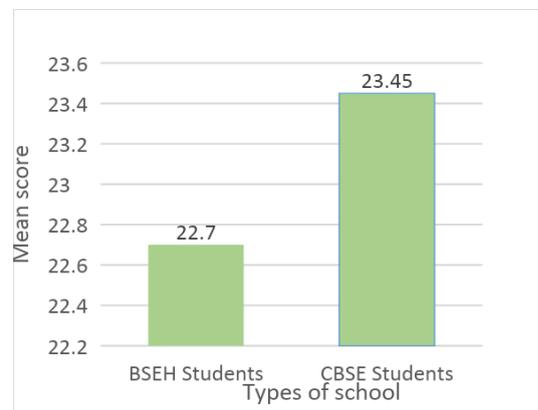
differ significantly on EI. As a result, the null hypothesis, “There exists no significant difference in the level EI among male and female students of Senior Secondary Schools” is not retained. The higher mean score of female students shows that they were more emotionally intelligent than their counterpart 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
HBSE students	300	22.70	4.006	2.155*
CBSE students	300	23.45	4.540	

Significant at 0.05 level



Fif. 1.2: Mean score of EI of H.B.S.E and C.B.S.E senior secondary students

Table 1.2 indicates the mean scores of EI 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 EI. As a result, the null hypothesis, "There exists no significant difference in the level of EI 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 counterparts in H.B.S.E 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 EI and HE among senior secondary school students. It shows that the 'r'-value (0.294) is significant at a 0.01 level of significance concluding that EI and HE had a

significant and positive relationship. Hence the null hypothesis, "There exists no significant relationship between EI and HE of senior secondary school students" is not retained. It may be concluded from the table that as an increase in the score of the HE, the EI of students also increases and vice-versa.

Finding of the study

- There is a considerable disparity between male and female senior secondary school students' EI. Female students had a higher mean score, indicating that they were more emotionally intelligent than their male counterparts.
- There is a considerable difference in EI between H.B.S.E and C.B.S.E students in senior secondary school. C.B.S.E students had a higher mean score, indicating that they were more emotionally intelligent than their H.B.S.E counterparts.
- According to the findings of the study, there is a link between EI and the HE of senior secondary students. From the table, it can be deduced that as the score of the HE rises. So does the EI of pupils, and vice versa

References

Bhattacharya (2012). Perception of Home Environment on Emotional Intelligence of

Tribal Girls of English Medium School.,
International Journal of Multidisciplinary Educational Research Journal Vol. 12, pp.72-77

Caldwell. B.M., & Bradley R.H. (1984). Home observation for measurement of the environment. *Revised edition. Little Rock: the University of Arkansas at Little Rock.*

Codje, H.M. (2007). The importance of home environment and parental encouragement in The Academic Achievement of African-Canadian Youth. *Canadian Journal of Education.* 30 (1); 137-156.

Clark, R. (1983). *Family life and school achievement: Why poor black children succeed and fail.* Chicago, IL: The University of Chicago Press

Goleman, D. (1998). *Emotional intelligence.* New York: Bantam.

Heck GL, Oudsten BL (2008). *Emotional intelligence: Relationship to stress, health, and well-being.* In: A Vingerhoets, I Nyklicek & J Denollet (Eds.), *Emotion regulation.* Springer, New York,

Kaushik, N. & Rani, S. (2005). A comparative study of achievement motivation, home environment, and parent-child relationship of adolescents. *Journal of Psychological Researches.* Vol.49, No. 2, 89-94.

Kuldeep Kaur (2019). The intelligence of Home Environment and Emotional Intelligence on critical thinking of adolescents, *International Journal for Innovative Research in Multidisciplinary,* Vol.5, pp.45-54.

Law KS, Wong CS, Song LI (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. *Journal of Applied Psychology* 80: 483-496.

Mayer, J.D. J. Ciarrochi & J.P Forgas & J.D. Mayer (2001). A field guide for emotional intelligence. *Emotional intelligence and everyday life.* (pp. 3-24).

Mayer JD, Salovey P (1995). Emotional intelligence and the construction and regulation of feelings. *Applied and preventive psychology* 4: 197-208.

Mukama, E. (2010). *Peer group influence, Alcohol Consumption and Secondary School Students' Attitude towards School.* Unpublished Thesis. Makerere University Kampapa, Psychology and Counselling, Kampala.

Muola, J. (2010). A study of the relationship between Academic Achievement Motivation and Home Environment among standard eight pupils. *Journal of Educational Research and Reviews.* 5(5); 213-217.

M.Kumar (2020). A Study on the Emotional Intelligence of High Secondary School Students, *Internal Journal of Education*, Vol.8, pp. 114-119.

Naik & Shukla (2018). Impact of home environment on emotional intelligence of adolescents, *International Research Journal of Management Sociology and Humanity*, Vol.9, pp.87-94.

Robert S. Kadiravan (2019). Influence of Family Environment on Emotional Intelligence Youth, *International Journal of Scientific and Tech. Research*, Vol. 8, pp. 36648-3669.

Schutte NS, Malouff, JM, Simunek M, Hollander S, Mckenley J. *Characteristic emotional intelligence and emotional well-being.* Cognition and emotion. 2002; 16:769-86.

Sharma & Bandhana (2012). Impact of Emotional Intelligence and Home Environment oneself concept of adolescents, Vol. 1, pp. 1-4.

Sharma & Sahni (2013). Emotional Intelligence about Home Environment and personality of adolescents, *International Women Online Journal of Distance Edu.* Vol. 2, pp.1-16

Steiner, C.M. (1996). Emotional literacy training: The application of transactional analysis to the study of emotions,

Transactional Analysis Journal, 26(1), pp. 31-39.

Ulutas & Omeroglu (2012). *Maternal attitude Emotional Intelligence and Home Environment and their relation with Emotional Intelligence of 6th-year-old children.* (E.I book), pp. 168-179.

Warhol, J.g. (1998). *Facilitating and encouraging healthy Emotional development.* Pediatrics, 102 (5), 1330-133

Wiltfang, G.L., SCARBECZ, M. (1990) social class, and adolescents' self-esteem; another look, *social psychology Quarterly.* 53, (1), 174-183.