

An Analysis of The Relationship Between Home Environment And Emotional Intelligence of Secondary School Students

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Abstract

Home is the place where a child feel secure after his birth. Home or family takes care of the child and provides all the support for his well-being. Child's emotion is taking growth with the environment that is perceived by him or her. The objective of the present study is to find out the relationship between home environment and emotional intelligence of Secondary School Students. The sample of the study were selected with the help of stratified random sampling method. Total 200 sample were selected for the study. (100 male and 100 female). The results of the study revealed that home environment is significantly correlated with emotional intelligence of the secondary school students.

Key words- Home Environment, Emotional Intelligence, Secondary School students.

Introduction

Home is the only informal and active agency where an individual attached most. Home or family is the place where intimate interaction and socialization is going on. A child's most of the needs and emotional support are experiences and achieved from the home which may stimulate learning activities. After the birth of a child, the first social environment of the child is his "Home". The nature of home environment has significant influence on overall development of a child. Mother is the first teacher of a child and family or home is the first social institution where a child's socialization process has been started. The child learns and develop their thinking capacity acquiring the values of the society which can shape the personality of the child. Parent's personality has a great impact to the overall development of the children. Children sometimes make conclusions about themselves by their parents, as assume that since they are biological offspring of their parents, so they possess some of the qualities that belong to their parents. There are many variables which have affect the family and home environment of an individual. Level of parental education, socio-economic status of the family, family size, parent's attitude, beliefs values system etc. are the variables which has an adverse effect on the family or home environment. Parents should try to involve the child to make his viewpoint regarding the family's decision. It makes a child confident, his or her importance in the family and develop respect for their parents.

Emotional Intelligence is the ability to regulate emotion, develop self- control, conflicts and the skills needed for leadership. Emotional intelligence can manage emotions fruitfully during stressful situations. Emotional intelligence leads one to act without thinking. Motivation, Self-awareness, Empathy, Self-regulations and Social Skills are the five major key elements of Emotional

Intelligence. Emotional intelligence is the component of competencies, talents, and skills of an individual which comprises a body of knowledge required to deal with life effectively in different day to day situations. It is a one kind of tool to achieve success and maintain relationships. Emotional intelligence is always helpful for dealing with stressful situations of an individual like conflict and obstacles. It helps us to develop a healthy human relationship. It leads to reduce violence and aggression and improved problem-solving capacity of an individual.

Significance of the study

The students studying in classes' ix-x are included in secondary level of Education. The students studying in these classes are adolescents because the age group of the students are 14-18 years. It is a phase of transitional period which requires special attention and protection.

Intellectual development of a child is determined by his biological and environmental factor. Children's way of expressions, control of emotions, imagination and thinking capacity is influenced by the emotional intelligence. A child's emotion is being shaped by his or her home environment. Socio- economic status, birth order, family size, parental attitude etc. are the major factors in the emotional makeup of a child. Proper and balance emotional development contributes development of integrated personality of an individual. An individual's emotion is very much determined by the home environment.

This study helps the society to understand the importance of home environment of a secondary school students for balanced emotional development.

Review of related literature

Review of related literature helps the researcher to find out what has already been done, what is yet to be done and to avoid the duplication of established findings. The studies related to home environment and emotional intelligence of secondary school students are mentioned below.

Naik PK and Shukla R. (2018) investigated on impact on home environment on social and emotional intelligence of adolescent. The study found that there is a significant impact of home environment on interactional effect of social and emotional intelligence of both boys and girls' student of higher secondary schools.

Singh B. and Sagar P (2019) conducted a study on emotional intelligence in relation to home environment of senior secondary students. The findings of the study revealed that there is no significant interaction effect was found between home environment and gender on emotional intelligence of senior secondary students.

Kumar M (2020) found that emotional intelligence was independent of gender, subject, locality of the school, type of family, father's occupation and family income. The female students possess better emotional intelligence than the male students.

Hasan A. and Zhao Wai(2021) investigated on emotional intelligence and students' academic achievement. The study found that there was significant difference in the respondents' level of emotional intelligence according to the gender variable.

Kaur M (2022) studied on emotional intelligence in relation to academic achievement of senior secondary students. The findings showed that there were significant gender differences in emotional intelligence and academic achievement of senior secondary students.

Objectives of the Study

1. To study the home environment of the secondary school students on the basis of gender.
2. To study the emotional intelligence of the secondary school students on the basis of gender.
3. To study the relationship of home environment and emotional intelligence of secondary school students.

Hypothesis

- Ho1. There exists no significant difference in home environment of secondary school students on the basis of gender.
- Ho2. There exists no significant difference in emotional intelligence of secondary school students on the basis of gender.
- Ho3- There exists a significant relationship between home environment and emotional intelligence of secondary school students.

Population and Sample

In the present study all the secondary school students of provincialized secondary schools of Lakhimpur district of Assam are considered as a population. Out of these population the investigator selected only 200 (100 male and 100 female) secondary school students from the provincialized schools with the help of stratified random sampling method. The investigator purposively selected 10 provincialized secondary school from Lakhimpur District and from each school 20 secondary school students were selected. 100 male and 100 female students were selected with the help of stratified random sampling method.

Tools of the Study

In the present study, the investigator used two tools for the purpose of the study. To study the home environment the investigator used the adopted version of ‘ ‘ Home Environment Inventory’ ’ developed and standardized by K. S. Misra. consisting of 10 dimensions of home environment. Percentile ranges of home environment inventory with levels are as follows- P_{75} and above is leveled as high, P_{26} - P_{74} is categorized as average and below P_{25} is categorized as low. To study the Emotional Intelligence, the investigator used adopted version of Emotional Intelligence scale developed and standardized by Schutte et al. The validity of the test is 0.32 and the reliability is 0.78. The scale consists of five indicators. It indicates the extent to which each item applies to a person.

Analysis and Interpretation of Data

The collected data were analyzed through the help of percentage, mean, standard deviation for a score on different variables. Further the students’ t- test and Pearson Product moment Coefficient of Correlation method were employed for analyzing the data.

Objective 1. To study the home environment of the secondary students on the basis of gender.

Ho1. There exists no significant difference in home environment of secondary students on the basis of gender.

Table-1theSignificance of Mean difference of the various dimensions onHome Environment of the Secondary school Students in relation to gender.

Dimensions of Home Environment	Gender	N	Mean	Standard Deviation	t- test	Remarks
Control	Male	100	22.97	7.634	-.697	NS
	Female	100	20.14	5.894		
Protectiveness	Male	100	23.84	6.247	3.271	S
	Female	100	25.12	5.278		
Punishment	Male	100	24.04	7.104	2.281	S
	Female	100	22.21	8.051		
Conformity	Male	100	22.01	4.925	-2.187	NS
	Female	100	23.12	5.351		
Social Isolation	Male	100	17.49	6,972	-.36	NS
	Female	100	16.97	6.435		
Reward	Male	100	17.21	8.301	.891	N.S
	Female	100	15.80	7.920		
Deprivation of Privileges	Male	100	25.19	6.710	2.328	S
	Female	100	21.89	5.927		
Nurturance	Male	100	17.32	7.314	.894	N.S
	Female	100	17.59	6.724		
Rejection	Male	100	25.09	6.160	1.131	N.S
	Female	100	23.79	5.690		
Permissiveness	Male	100	24.98	7.292	2.560	S
	Female	100	21.95	7.162		

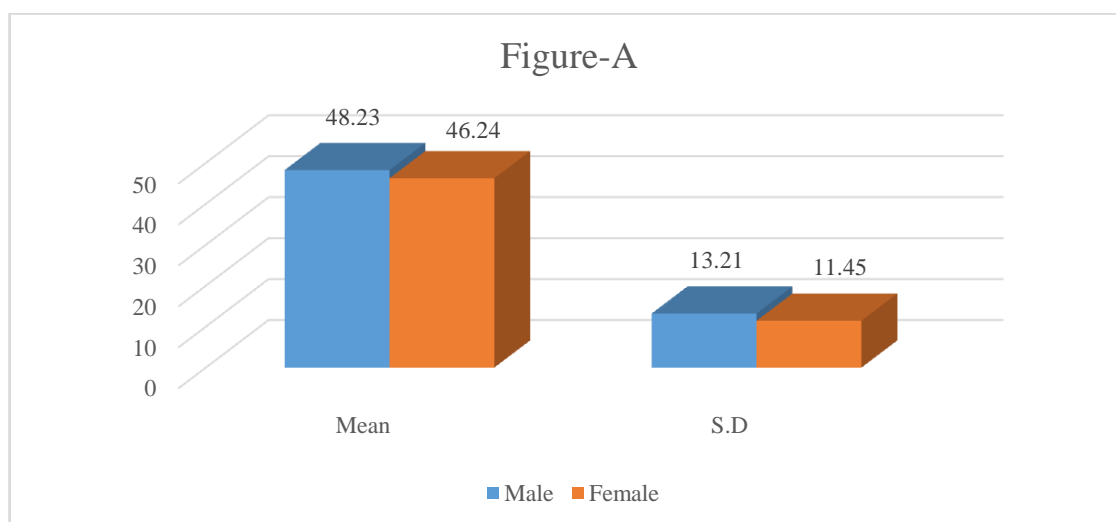
From the above table it is observed that there is significant difference between male and female secondary school students at 0.05 level of significance in the dimension's protectiveness, punishment, and deprivation of privileges and permissiveness dimensions of home environment. No significant difference is observed in the dimensions of control, conformity, social isolation, reward, nurturance and rejection dimensions of home environment.

Objective2-To study the emotional intelligence of the secondary school students on the basis of gender.

Ho2. There exists no significant difference in emotional intelligence of secondary school students on the basis of gender.

Table-2Significance of Mean difference of Emotional Intelligence of the Secondary school Students in relation to gender.

Gender	N	Mean	S.D.	t- value	Level of significance
Male	100	48.23	13.21	3.692	Significant at 0.05% level
Female	100	46.24	11.45		



From the Table-2 and its corresponding figure -A, it is observed that mean score of emotional intelligence for male secondary school students is 48.23 and S.D. is 13.21. for female secondary school students, the mean score of emotional intelligence is 46.23 and S.D. is 11.45. the obtained results indicates that the mean value of male secondary school students is higher than the mean value of female secondary school students on emotional intelligence. The calculated ‘t-value for the emotional intelligence of secondary school students on the basis of gender is 3.692 which is higher than the table value at 0.05% level of significance. So, the null hypothesis “There exists no significance difference of in emotional intelligence of secondary school students on the basis of gender” is rejected. The results reveals that there is a significant difference of emotional intelligence on the basis of gender. Male secondary school students have possessed more emotional intelligence than the female secondary school students.

Objective 3-To study the relationship of home environment and emotional intelligence of secondary students.

Ho3- There exists a significant relationship between home environment and emotional intelligence of secondary school students.

Table-3Relationship between Emotional Intelligence and Home Environment of Secondary Students.

Variables	No. of Students	<i>r</i>	Level of significance
Home Environment	100	.712	.01
Emotional Intelligence	100		

From the Table-3it is observedthat the correlation between home environment and emotional intelligence of the secondary students is .712, which is highlypositive and also significant at 0.01% level.So, it could be concluded that home environment has positive relationship with emotional intelligence of the secondary school students.

Findings of the Study

1. There is significant difference in 0.05 level of significance between male and female secondary school students in the dimension’s protectiveness, punishment, and deprivation of privileges and permissiveness dimensions of home environment. No significant difference is observed in the dimensions control, conformity, social isolation, reward, nurturance and rejection dimensions of home environment.

2. The male secondary school students have possessed higher level of emotional intelligence than the female secondary school students. The mean score of emotional intelligence of male secondary school students is higher than the female secondary school students. There is significant difference in emotional intelligence of male and female secondary students. This finding is similar with Kaur M. (2021).
3. Home environment have highly positive relationship with emotional intelligence of the secondary school students. This finding is similar with Naik P.K, and Shukla R (2018) and Singh B. and Sagar P. (2019).

Recommendations

Now a day's emotional intelligence is taking an important place for the overall development of an individual. For all round development of the personality Home environment is the first and the most important factor which can determine the balanced emotional development of an adolescents. The increasing rate of stressful life, struggle and conflict of an adolescents can be dealt well with the help of proper and balanced home or family environment. Therefore, our present education system also should introduce and train up how to make a proper emotionally intellectual individual. It's a need of hours to face the problems of our day-to-day life. A balance personality can deal well with the struggle, conflict, stress and problem. So, parents should be educated and aware for proper and balance emotional development of their wards, so that, they can face every challenging situation of their life.

Conclusion

Education focusses on all round development of personality of an individual. In all round development process, we much provide the more stress on intellectual and emotional aspects of the secondary school students. This is the transition period of a child. Because it's the demand of the hour. Proper emotional growth or the balance of emotion can lead an adolescent an intellectual world, where he can contribute his best for the wellbeing of a nation. Otherwise, if he or she is not possessing a balance emotion inspire of his high intellectuality he will not grow or focus his goals. For possessing a balance emotion of the child, parents or family or home should provide a conducive environment for proper emotional development of a child so that he or she will be able to face the challenges of life.

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