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Impact of Home Environment on Emotional Intelligence of Adolescent - A Study

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ABSTRACT

In the 21st century due to advancement of science, technology and educational system the life style of individual's changes in a greater extend which cause many psychological problems by which the youth become emotionally disturbed and unstable. On the other hand Adolescence, itself is an unstable, unbalanced and unpredictable period in human life. Home environment has a very important role in making the person emotionally stable. If an adolescent cannot adjust properly in his social and educational environment then he has got frustrated and comes under stress. The home nurtures the individual and prepares him for his role and function in society. The main objectives of the topic are to find out the significant impact of home environment on emotional intelligence of higher secondary students. A sample size of 400 Boys and 400 Girls total 800 Class-XI Students were selected and taken up for the study. Home Environment Inventory developed by Dr.Karuna Shankar Mishra and Emotional Intelligence Inventory by Dr.S.K Mangal and Mrs.Shubhra Mangal was used for the study. It has been found that, there is a significant impact of home environment on emotional intelligence of both boys and girls students of higher secondary schools..

Key words- *Home Environment, Emotional Intelligence, boys and girls students, Government and Private Higher Secondary schools.*

Introduction:-

Adolescence is a period instance emotion which is if not directed properly would burst out and create destruction. Emotional Intelligence is the ability to identify and manage your own emotions and the emotions of others. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. In practical terms this means being aware that emotions can drive our behavior and impact people positively and negatively and learning how to manage those emotions both our own and others especially when we are under pressure. Home is a place where we look forward these. Home works as a boon to develop the qualities required for happier life. The home works an important role in giving contribution to its adolescent. A disciplined, calm, peaceful

environment of any home helps in developing proper emotions and social skills in them these in turn helps the adolescent in adjusting with different situations and focusing their goal and on their performance.

As the decade and century drew close the family environment could guide our life minute by minute towards noble goals, rather than your like being controlled by self serving motives, customs, accidental occurrences, impulse or emotions. Emotional intelligence cannot only guide but inspire and motivate you and giving you energy and zest for living and for doing something meaningful. Social intelligence is necessary for high self esteem. It is the need to pay attention to the inculcation of emotional intelligence in the students at all the stages of education.

Significance of the study:-

The priceless resource of any country is its human resources and youth are the back bone of the society. Young people are a crucial segment of a nation's development, their contribution is highly needed. Young people are social actors of changes as "youth are not only the leader of tomorrow but also the partners of today. So every nation demands a emotionally intelligent youth having integrated personality that leads the future generation. But in the 21st century due to advancement of science, technology and educational system the life style of individual's changes in a greater extend which cause many psychological problems by which the youth become socially in adjustable and emotionally unstable. Adolescence, itself is an unstable, unbalanced and unpredictable period in human life. Home environment has a very important role in making emotionally stable person. If an adolescent become emotionally disturbed with his social and educational environment then he has got frustrated and comes under stress. It also affects his emotion. In adolescence period, individual becomes emotionally sensitive and sentimental. Therefore, by this problem the adolescents may be diverted into their mind and commit wrong attempts. Hence development of emotional intelligence is the need of the day. In this regards home environment plays an important role. It has been seen from the study that children who come from home that provide supportive and enriched environment have better emotion as compare to the children coming from poor home environment. The family nurtures the individual and prepares him for his role and function in society. Consciously or unconsciously the home environment moulds the behavior, personality, and attitude, level of aspiration, aptitude of the child. The development of emotional intelligence is also affected by home environment. The modern era of globalization and liberalization has not only changed the economy of our nation but also embarked a great revolution in the society and culture as a whole. These ongoing changes in the society have not only affected the thinking of people but has also changed the perceptions of people, their lifestyles, so adolescence which is considered an age of storm and strain is bound to have more pressures which affect their development of emotional intelligence.

Though quite a few studies have been conducted on home environment in relation with different variables but while reviewing the related literature the investigator could not lay his hands on such studies which explored the impact of home environment on emotional intelligence of adolescents. It is pertinent to mention here that proper adjustment is a pre requisite for developing personality and reducing the stress among children. Hence the study will

make sincere effort to verify and test the effects of home environment of higher secondary school students on their emotional intelligence. Therefore following problem statement was specifically framed for this study.

Statement of the problem:-

The problem for the present study is stated as follows:

Impact of Home Environment on Emotional Intelligence of Adolescent - A Study.

Operational definition the terms Teacher Effectiveness:-

1. **Home Environment:** - The home environment is the social environment characteristics of family and all. The home environment comprises all the blood relation and members present in the family.
2. **Emotional Intelligence** - Emotional Intelligence is the ability to identify and manage your own emotions and the emotions of others. It is the ability to harness emotions and apply them to tasks like thinking and problems solving. The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.

Objectives of the study:-

1. To study the significant impact of home environment on emotional intelligence of higher secondary boy's students.
2. To study the significant impact of home environment on emotional intelligence of higher secondary girl's students.
3. To study the significant impact of home environment on emotional intelligence of higher secondary students.

Hypotheses of the study:-

1. There is no significant impact of home environment on emotional intelligence of higher secondary boy's students.
2. There is no significant impact of home environment on emotional intelligence of higher secondary girl's students.
3. There is no significant impact of home environment on emotional intelligence of higher secondary students.

Sampling:-

In this study, all the Class-XI students belong to Government and Private Higher Secondary Schools from Korba district and Bilaspur district of Chhattisgarh formed the population of the study. In order to collect the data for the present study 20 Higher Secondary Schools were selected through purposive sampling techniques. Out of 20 Higher Secondary Schools 10 are government and 10 are private schools. Again 400 Boys and 400 Girls total 800 Class-XI Students have taken randomly as the subjects of the present investigation from the selected Government and Private Higher Secondary Schools of Korba district and Bilaspur

district of Chhattisgarh. Purposive and Simple random sampling method has been used by the researcher for selecting the samples.

Tools used:-

The researcher has used the

1. Home Environment Inventory developed by Dr.Karuna Shankar Mishra..
2. Emotional Intelligence Inventory Dr.S.K Mangal and Mrs.Shubhra Mangal.

Statistical techniques used:-

With the help of statistical software package (SPSS 16.0) all the analysis were performed, Mean, Standard Deviation, t- test were calculated and interpretations were made. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

Findings:-

HO-1 There is no significant impact of home environment on emotional intelligence of higher secondary boy's students.

Table – 1

Model Summary ^b						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1		.309 ^a	0.095	0.093	5.822	1.484
a. Predictors: (Constant), HOMEENV						
b. Dependent Variable: EMOINT						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1421.143	1	1421.143	41.927	.000 ^b
	Residual	13490.454	398	33.896		
	Total	14911.598	399			
a. Dependent Variable: EMOINT						
b. Predictors: (Constant), HOMEENV						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.749	1.564		39.469	0.000
	HOMEENV	0.047	0.007	0.309	6.475	0.000
a. Dependent Variable: EMOINT						

Interpretation

A linear regression was run to determine the impact of home environment on emotional intelligence of higher secondary boys students. The Durbin-Watson statistic for data is 1.484 which indicates that there is no correlation between residuals and there is independence of errors. Result of ANOVA concludes that home environment could statistically significantly predict the emotional intelligence, $F(1, 398) = 41.927$, $P < 0.0005$ and the home environment accounted for 9.5 % of the explained variability in emotional intelligence. The regression equation is: Predicted emotional intelligence = $61.740 + 0.047 \times (\text{home environment})$. Thus the **HO-1** “There is no significant impact of home environment on emotional intelligence of higher secondary boy’s students” is **rejected**.

Result

It has been found that, there is significant impact of home environment on emotional intelligence of higher secondary boy’s students.

HO-2 There is no significant impact of home environment on emotional intelligence of higher secondary girl’s students.

Table – 2

Model Summary ^b						
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.563 ^a	0.317	0.316		4.587	1.674
a. Predictors: (Constant), HOMEENV						
b. Dependent Variable: EMOINT						

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3892.437	1	3892.437	184.962	.000 ^b
	Residual	8375.723	398	21.045		
	Total	12268.160	399			
a. Dependent Variable: EMOINT						
b. Predictors: (Constant), HOMEENV						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.679	1.647		31.985	0.000
	HOMEENV	0.102	0.008	0.563	13.600	0.000
a. Dependent Variable: EMOINT						

Interpretation

A linear regression was run to determine the impact of home environment on emotional intelligence of higher secondary students. The Durbin-Watson statistic for data is 1.674 which indicates that there is no correlation between residuals and there is independence of errors. Result of ANOVA concludes that home environment could statistically significantly predict the emotional intelligence, $F(1, 398) = 184.962$, $P < 0.0005$ and the home environment accounted for 31.7 % of the explained variability in emotional intelligence. The regression equation is: Predicted emotional intelligence = $52.679 + 0.102 \times (\text{home environment})$. Thus the **HO-2** “There is no significant impact of home environment on emotional intelligence of higher secondary girl’s students” is **rejected**.

Result

It has been found that, there is significant impact of home environment on emotional intelligence of higher secondary girl’s students.

HO-3 There is no significant impact of home environment on emotional intelligence of higher secondary students.

Table – 3

Model Summary ^b					
Model	R	R Square	Adjusted Square	Std. Error of the Estimate	Durbin-Watson
1	.412 ^a	0.170	0.169	5.509	1.470
a. Predictors: (Constant), HOMEENV					
b. Dependent Variable: EMOINT					

ANOVA ^a					
Model	Sum Squares	df	Mean Square	F	Sig.
1 Regression	4956.295	1	4956.295	163.317	.000 ^b
Residual	24217.424	798	30.348		
Total	29173.719	799			
a. Dependent Variable: EMOINT					
b. Predictors: (Constant), HOMEENV					

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	58.343	1.185		0.000
	HOMEENV	0.070	0.005	0.412	0.000
a. Dependent Variable: EMOINT					

Interpretation

A linear regression was run to determine the impact of home environment on emotional intelligence of higher secondary students. The Durbin-Watson statistic for data is 1.470 which indicates that there is no correlation between residuals and there is independence of errors. Result of ANOVA concludes that home environment could statistically significantly predict the emotional intelligence, $F(1, 798) = 163.317$, $P < 0.0005$ and the home environment accounted for 17.0 % of the explained variability in emotional intelligence. The regression equation is: Predicted emotional intelligence = $58.343 + 0.070 \times (\text{home environment})$. Thus the **HO-3** “There is no significant impact of home environment on emotional intelligence of higher secondary students” is **rejected**.

Result

It has been found that, there is significant impact of home environment on emotional intelligence of higher secondary students.

Conclusion:-

It is high time that the performance of parents and teachers are empirically tested, analyzed and explained. Doesn't matter the school is government or private, the students are boys or girls, parents and teachers are required to do their own duty at home and school for developing positive thought to channelize their emotion in a right direction. Lacks of proper home environment adolescence are in the line of stress, depression which not only effect their normal growth but also affect their academic growth. The finding of the study shows that there is a significant impact of home environment on emotional intelligence of higher secondary students. It means home environment influence the emotional intelligence of both boys and girls students of higher secondary schools. Home environment is one important factor in improving adolescent emotional intelligence. If the home environment is not good it has an adverse effect on the adolescent emotional intelligence. This study would help teachers, parents and students to be sensitive to the factors that enhance emotional intelligence and keep the home environment healthy. Hopefully this study can be used to help educators to take a critical look at the aspects of home environment and emotional intelligence of students and attempt to initiate change with fruitful success. Parents should teach their children about useful social skills and values of life and allow them to learn from the reality of social order. Through logical consequences children are offered choices and are encouraged to make responsible decisions rather than being forced to submit. Parents should accept responsibility for doing what they can to improve the situation other than making futile attempts to make children behave. Instead of ruling children, parents can create an atmosphere in which guiding and helping children is possible.

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