



## Impact of home environment on social and emotional intelligence of adolescent: A study

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### Abstract

In the 21<sup>st</sup> 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 disturbed. Adolescence, itself is an unstable, unbalanced and unpredictable period in human life. Home environment has a very important role in making the person socially adjustable and 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 social and 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, Social Intelligence Scale by Dr. N.K. Chadha and Usha Ganesan 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 interactional effect of social and emotional intelligence of both boys and girls students of higher secondary schools.

**Keywords:** home environment, social intelligence, emotional intelligence, boys and girls students, government and private higher secondary schools

### Introduction

Education is a large ocean, through which the overall developments of human being is possible. The home and family was the original social institution from which all other institutions developed. The aim of school education is generally to prepare a child for his future and the potential to live life successfully. The home and family is the centre of social, emotional, moral education and values. No family would tolerate immoral deeds of any one of its members, since it bring slur to the name and prestige of the whole family. There was a time when no school existed. Then the home was the only educational agency. It was the basis of all the social life. Children used to learn everything by imitating other people and by getting instructions from them. Adolescence is a period instance emotion which is if not directed properly would burst out and create destruction. Home is a place where we look forward these. Adolescence is a period of developing social skills and career development. 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. Home gives social training and also vocational education. For school going children the home and family is the most central portion of social and emotional environment. The child spends more time at home than in school. Social intelligence can be defined as the human ability of decoding the happenings of the world and responding to it

likewise. This ability is exclusive to humans and distinguishes us from the rest of beings in the animal kingdom. Social Intelligence is the ability to understand and manage men and women, boys and girls, to act wisely in human relations; it is equivalent to interpersonal intelligence, it deals with knowledge of social situations and more properly called social cognition. 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 abilities to manage emotions, includes the ability to regulate your own emotions, and the ability to cheer up or calm down another person. We define emotional intelligence as the capacity to reason about emotions, and of emotions to enhance thinking. 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.

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. Social and emotional intelligence cannot only guide but inspire and motivate you and giving you energy and zest for living and for doing something meaningful. It is the need to pay attention to the inculcation of social and emotional intelligence in the students at all the stages of education. Therefore the researcher attempts to provide information whether home environment is necessary for inculcation of right social and

emotional intelligence among the students of higher secondary school or not.

### 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 socially and emotionally intelligent youth having integrated personality that leads the future generation. But in the 21<sup>st</sup> 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 socially adjustable and emotionally stable person. If an adolescent cannot adjust properly in 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 emotional and social relationships 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 social and 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 social and 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 social and 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 social and 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 Social and Emotional Intelligence of Adolescent - A Study".

### Operational definition:

- 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. Social Intelligence:** - Social intelligence can be defined as the human ability of decoding the happenings of the world and responding to it likewise. This ability is exclusive to humans and distinguishes us from the rest of beings in the animal kingdom. Social Intelligence is also the capability to act wisely while maintaining human relations.
- 3. 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 interactional effect of social and emotional intelligence of higher secondary boy's students.
2. To study the significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary girl's students.
3. To study the significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary students.

### Hypotheses of the study

1. There is no significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary boy's students.
2. There is no significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary girl's students.
3. There is no significant impact of home environment on interactional effect of social and 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 following tools for data collection.

1. Home Environment Inventory developed by Dr. Karuna Shankar Mishra.
2. Social Intelligence Scale by Dr. N.K. Chadha and Usha Ganesan.
3. 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 interactional effect of social and emotional intelligence of higher secondary boy’s students.

**Table 1**

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.350 <sup>a</sup>	0.123	0.121	992.12135	1.656

a. Predictors: (Constant), HOMEENV

b. Dependent Variable: SOEM

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	54860962.645	1	54860962.645	55.736	.000 <sup>b</sup>
	Residual	391753300.792	398	984304.776		
	Total	446614263.437	399			

a. Dependent Variable: SOEM

b. Predictors: (Constant), HOMEENV

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5941.724	266.604		22.287	0.000
	HOMEENV	9.207	1.233	0.350	7.466	0.000

a. Dependent Variable: SOEM

**Interpretation:** A linear regression was run to determine the impact of home environment on interactional effect of social and emotional intelligence of higher secondary boy’s students. The Durbin-Watson statistic for data is 1.656 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 interaction of Social and Emotional intelligence,  $F(1, 398) = 55.736$ ,  $P < 0.0005$  and the home environment accounted for 12.3 % of the explained variability in interaction of social and emotional intelligence. The regression equation is: Predicted (social \* emotional) intelligence =  $5941.724 + 9.207 \times$  (home

environment). Thus the HO-1 “There is no significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary boy’s students” is rejected.

**Result:** It has been found that, there is significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary boy’s students.

**HO-2:** There is no significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary girl’s students.

**Table 2**

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.744 <sup>a</sup>	0.554	0.553	767.22978	1.564

a. Predictors: (Constant), HOMEENV

b. Dependent Variable: SOEM

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	291284924.126	1	291284924.126	494.843	.000 <sup>b</sup>
	Residual	234279332.234	398	588641.538		
	Total	525564256.360	399			

a. Dependent Variable: SOEM

b. Predictors: (Constant), HOMEENV

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2101.962	275.453		7.631	0.000
	HOMEENV	27.976	1.258	0.744	22.245	0.000

a. Dependent Variable: SOEM

**Interpretation:** A linear regression was run to determine the impact of home environment on interactional effect of social and emotional intelligence of higher secondary girls students. The Durbin-Watson statistic for data is 1.564 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 interaction of Social and Emotional intelligence,  $F(1, 398) = 494.843$ ,  $P < 0.0005$  and the home environment accounted for 55.4 % of the explained variability in interaction of social and emotional intelligence. The regression equation is: Predicted (social \* emotional) intelligence =  $2101.962 + 27.976 \times (\text{home}$

environment). Thus the HO-2 “There is no significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary girl’s students” is rejected.

**Result:** It has been found that, there is significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary girl’s students.

**HO-3:** There is no significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary students.

Table 3

Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.523 <sup>a</sup>	0.273	0.272	948.07137	1.600

a. Predictors: (Constant), HOMEENV

b. Dependent Variable: SOEM

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	269742088.910	1	269742088.910	300.100	.000 <sup>b</sup>
	Residual	717273786.639	798	898839.332		
	Total	987015875.549	799			

a. Dependent Variable: SOEM

b. Predictors: (Constant), HOMEENV

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4548.684	203.937		22.304	0.000
	HOMEENV	16.235	0.937	0.523	17.323	0.000

a. Dependent Variable: SOEM

**Interpretation:** A linear regression was run to determine the impact of home environment on interactional effect of social and emotional intelligence of higher secondary students (both boys and girls). The Durbin-Watson statistic for data is 1.6 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 interaction of Social and Emotional intelligence,  $F(1, 798) = 300.1$ ,  $P < 0.0005$  and the home environment accounted for 27.3 % of the explained variability in interaction of social and emotional intelligence. The regression equation is: Predicted (social \* emotional) intelligence =  $4548.684 + 16.235 \times (\text{home environment})$ . Thus the HO-3 “There is no significant impact of home environment on interactional effect of social and emotional intelligence of higher secondary students” is rejected.

**Result**

It has been found that, there is significant impact of home

environment on interactional effect of social and 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 interactional effect of social and emotional intelligence of higher secondary students. It means home environment influence the social and emotional intelligence of both boys and girls students of higher secondary schools. Home environment is one important factor in improving adolescent social and emotional

intelligence. If the home environment is not good it has an adverse effect on the adolescent social and emotional intelligence. This study would help teachers, parents and students to be sensitive to the factors that enhance social and 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 on social 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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