



**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND FAMILY ENVIRONMENT
AMONG SENIOR SECONDARY STUDENTS: A STUDY**

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ABSTRACT

The present study is an attempt to study the relationship between emotional intelligence and family environment. Sample for the study consisted of 70 senior secondary students. Emotional Intelligence Inventory by S. K. Mangal and Shubhra Mangal and Family Environment Inventory developed by K. S. Misra were used as tools for the study. Product moment coefficients of correlation were computed for the analysis of the data. The finding of the study revealed that emotional intelligence is negatively related to compulsion and acculturation dimensions of family environment among senior secondary students; emotional intelligence is not related to warmth, humanistic thrust, hindrance, control, empathy, cohesiveness, friction, democratic orientation, spirit, insecurity, formality, apathy, tension, conformity, competition, hostility, reward and neglect dimensions of family environment.

Keywords: Emotional Intelligence, Family Environment, Senior Secondary Students.

INTRODUCTION:

In present time, the human mind added a new dimension which is now being held responsible for more success than intelligence. Emotion is a behavioural regulator and it is regulated developmentally. The emotional self regulation strategies that the individuals use while adopting themselves to their emotions and the concept is closely related to the intellectual control are called 'Emotional Intelligence'. It is accepted that on the basis of concept of emotional intelligence there lies the opinion that there may be differences among people on their capabilities to control their emotional lives (Mayer and Salovey, 1993). In recent years, emotional intelligence has attracted the interest of researchers like Bar-on (2006) and Goleman (1995). Being emotionally intelligent involves using and managing emotions effectively. Family environment is a setting where the child grows up and acquires information relating to life. Family is a miniature of the society. It is a social institution through which our social heritage is transmitted. So family environment stands for all those circumstances which asserts their influence on the child since conception to death. Family is the first unit with which the child has continuous contact and it is also the most powerful medium through which value systems develop (Bhardwaj, 2001). Studies have revealed that family environment influences the self – esteem of secondary school students

(Singh and Bhatia, 2012). Nakao et al (2000) reported that introverted children with high level of cognitive intelligence are influenced more by family environment compared to extroverted children with low intelligence. Deepshikha and Bhanot (2011) reveals that family environment play a significant role in socio-emotional and educational adjustment of adolescent girls.

Family environment also lays the foundation of emotional intelligence for students. Ghanawat, Muke, Chaudhury and Kiran (2016) also revealed positive correlation between family functioning and emotional intelligence among adolescents. Ozabaci (2006) found that there was a relationship between EQ and family co-operation. Barbar, Christensen and Barchard (2004) found that there is no relationship between family size and emotional intelligence. Chopra and Nangru (2013) revealed that parental concentration has no significant relationship with emotional intelligence. Kumar and Kaur (2011) and Devi and Rayal (2004) reported positive relationship between emotional intelligence and family environment. In the light of the above discussion, the present study is an attempt to investigate relationship between emotional intelligence and family environment.

Objectives:

The present study has been conducted to achieve the following objective:

- To study the relationship between emotional intelligence and family environment among senior secondary school students.*

Hypothesis:

To achieve the above mentioned objective, the following hypothesis were formulated and tested:

- There is no significant relationship between emotional intelligence and family environment among senior secondary school students. **

Methodology:

Descriptive method of research has been employed in the present study. Sample for the study consisted of 70 senior secondary school students of Allahabad city. Emotional Intelligence Inventory developed by S. K. Mangal and Shubhra Mangal and Family Environment Inventory developed by K. S. Misra were used as tools for the study. Product moment coefficients of correlation have been computed for the analysis of the data.

This objective will be achieved with reference to 20 dimensions of family environment i.e., Warmth, Humanistic thrust, Hindrance, Control, Empathy, Cohesiveness, Friction, Democratic orientation, Compulsion, Spirit, Insecurity, Formality, Apathy, Tension, Acculturation, Conformity, Competition, Hostility, Reward, Neglect.

This hypothesis will be tested with references to each of the 20 dimensions of family environment.

Result and discussion:**Table 1**

Values of coefficient of correlation between emotional intelligence and family environment among senior secondary school students.

S.No.	Dimensions of Family Environment Inventory	R
1.	Warmth	-0.004
2.	Humanistic thrust	0.063
3.	Hindrance	0.073
4.	Control	-0.047
5.	Empathy	-0.051
6.	Cohesiveness	-0.217
7.	Friction	0.058
8.	Democratic orientation	-0.148
9.	Compulsion	-0.334*
10.	Spirit	-0.138
11.	Insecurity	-0.161
12.	Formality	-0.161
13.	Apathy	-0.169
14.	Tension	0.033
15.	Acculturation	0.262*
16.	Conformity	0.013
17.	Competition	0.011
18.	Hostility	-0.098
19.	Reward	-0.061
20.	Neglect	-0.100

[*significant at .05 level]

Observation of table 1 reveals that the value of coefficient of correlation between emotional intelligence and compulsion dimension of family environment is -0.334 among senior secondary students. This value is significant at .01 level, so the corresponding null hypothesis is rejected, and it can be inferred that emotional intelligence is negatively related to compulsion dimension of family environment among senior secondary students. This means that tendency of parents to force children to do as they desire has a negative influence on emotional intelligence of students. However, Srivastava (2015) reported no relationship between emotional intelligence and compulsion dimension of family environment.

Table 1 also point out that the value of co-efficient of correlation between emotional intelligence and acculturation dimension of family environment is 0.262 among senior secondary students. This value is significant at .05 level, so the corresponding null hypothesis is rejected, and it can be inferred that emotional intelligence is positively related to acculturation dimension of family environment among senior secondary students. This means that demand of parents for cultural assimilation has a positive impact on emotional intelligence of their children. The present finding draws support from the finding of Srivastava (2015). She also reported positive relationship between emotional intelligence and acculturation in family environment.

Table 1 also reveals that the value of coefficient of correlation between emotional intelligence and various dimensions of family environment i.e. warmth (-0.004), humanistic thrust (-0.063), hindrance (0.073), control (-0.047), empathy (-0.051), cohesiveness (-0.161), friction (0.058), democratic orientation (-0.148), spirit (-0.138), insecurity (-0.161), formality (-0.161), apathy (-0.169), tension (0.033), conformity (0.013), competition (0.011), hostility (-0.098), reward (-0.061) and neglect (-0.100) are not significant at .05 level, so the corresponding null hypotheses can accepted and it can be inferred that emotional intelligence is not related to warmth, humanistic thrust, hindrance, control, empathy, cohesiveness, friction, democratic orientation, spirit, insecurity, formality, apathy, tension, conformity, competition, hostility, reward and neglect dimensions of family environment among senior secondary students. This means that emotional intelligence is not related to parents, the unconditional positive regard, absence of interest in the welfare of children, passionate interest in child behaviour as human being, tendency of imposing restrictions on children in order to discipline them, occurrence of difference of opinion leading to arguments and quarrelling, existence of courage, vigour, enthusiasm and liveliness in family. The present finding draws support from the findings of Srivastava (2015). She was reported no relationship between emotional intelligence and control, friction, formality, apathy, competition, hostility, reward and neglect dimensions of family environment.

On the basis of the findings of the study it can be concluded that emotional intelligence is negatively related to compulsion and positively related to acculturation dimensions of family environment. Thus, the findings of the study implies that in order to nurture emotional intelligence among children, parents should avoid forcing their children to do something of their own choice and at the same time parents should demand cultural assimilation from their children.

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