

**EMOTIONAL INTELLIGENCE AMONG HIGHER SECONDARY
SCHOOL STUDENTS IN RELATION TO THEIR HOME
ENVIRONMENT**



A

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ABBREVIATIONS USED

ANOVA	Analysis of Variance
CBSE	Central Board of School Education
EI	Emotional Intelligence
EIS	Emotional Intelligence Scale
Govt.	Government
HE	Home Environment
HEI	Home Environment Inventory
Pvt.	Private
RB	Residential Background
S.D.	Standard Deviation
SIG.	Significance

ABSTRACT

The present study attempts to examine the Emotional Intelligence of higher secondary school students of Jammu district. The quantitative in nature and the sample consist of 240 students (100 males and 140 female) have been selected through stratified randomly selected 10 govt. and 10 private located in Jammu District. The main objective of the study is to find the significant difference in Emotional Intelligence and Home Environment based on gender and residential background. Also interaction between gender and residential background of higher secondary school students with emotional intelligence as dependent variables and home environment as independent variable. In this study two standardized tools namely Emotional Intelligence Scale (EIS) developed by Dr. Arun Kumar Singh and Shruti Narain (2014), Home Environment Inventory (HEI) developed by Dr. K.S Mishra (1989) have been used. Two-Way ANOVA and Pearson's Coefficient Correlation have been employed for analyzing the data. No significant gender and residential background differences in Emotional Intelligence among higher secondary school students were found. However, significant residential background difference was found in Home Environment of higher secondary school students. Higher secondary school students from urban residential background perceived their home environment better than higher secondary school students from rural areas. Combined effects of gender and residential background with Home Environment as dependent variable among higher secondary school students was found to be significant. There exists no significant relationship between Emotional Intelligence and Home Environment Higher Secondary School Students.

CHAPTER –I

INTRODUCTION

CHAPTER- I

INTRODUCTION

1.1 INTRODUCTION

Education is a large ocean through which the overall development of human being is possible. The home and family was the original social institutions from which all other institutions developed. The aim of school education is generally to prepare child for his future and the potential to live life successfully. 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. Emotional intelligence is very important not only for employees but employers too. It increases productivity. But if the teachers are not emotionally intelligent with their profession they cannot increase their performance and thus to contribute to education in the country.

Home gives to social training and vocational education. The home was the only educational agency. It was the basis of all the social life .children used to learn everything by initiating other people instance emotion, which is if not directed properly, would burst out and create destruction. Home is a place where we look forward these. Home gives vocational education and social training. For school going children the home environment is the most central portion of social and emotional environment. The child spend more time at home than in school. 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 problem showing. The abilities to manage emotions include the ability to regulate your own emotions and the ability to cheer up or calm down other person. Therefore, the researches attempt to provide information whether home environment is necessary for of right social and emotional among the students of higher secondary or not.

Family is the environment where the children learned to use their faculties and understand and cope with the physical world. It is a time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. They enjoy meeting them on family vacations and family reunions and exchanging Family reunion gifts with them. Healthy family relationships, Home coziness, and love of the dearest people, understanding and care... everybody needs in this life (Bhatia, 2012)

In the family we get education, learn lifetime values and obtain strength needed to become personalities. When we grow, we learn to respect people who live close to us. We observe our parents and then we either follow their example or choose our own path in life. Hence family relationships start showering their colors of family members. An ordinary family consists of two parents and a child or several kids. Meantime, there are many incomplete families with only one parent who combines work with the household chores and upbringing of children and has little

time for himself or herself. In spite of this, it is a good opportunity for children to learn something about life and to keep themselves from making the same mistakes in future. It's necessary for the today's society to understand the importance of having healthy family relationships. Neither successful career nor financial stability brings as much happiness as our closest people do. Moreover, it is easier to achieve professional success for those who are happy with their private life. The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. Emotional intelligence has much to do with knowing when and how to express emotion along with controlling it. Empathy particularly is an important aspect of emotional intelligence and this contributes to occupational success. The emotional intelligence helps in understanding the emotional information and in reasoning emotions. If taken a deep thought, nothing new about emotional intelligence will be found. In some ways or others, emotional intelligence is based on a long history of research and theory in personality, sociology as well as psychology. There has been an impressive and growing research panel that suggests that the abilities of emotional intelligence are important for success in many areas of life. Emotional intelligence is more useful for effective performance at work. (Bhatia, 2012)

1.2 EMOTIONAL INTELLIGENCE

1.2.1 Concept of Emotional Intelligence

Over the past years, the term emotional intelligence has received much attention as a factor that is useful in understanding and predicting individual's performance are work at home, at school etc. the concept of emotional intelligence was first introduced by Salovey and Mayer in 1990's and made by Daniel Goleman with publication of his book.

Emotional Intelligence (EI) is the ability to identify, assess and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Ability emotional intelligence is usually measured using maximum performance tests and has stronger relationships with the traditional intelligence whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. Criticism have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the big five personality dimensions.

The first use of the term "Emotional intelligence is usually attributed to Klayne Payne's doctoral thesis, a study of emotion: Developing emotional intelligence from 1985. However, prior to this, the term "emotional intelligence has appeared in Leunes (1966). Stanley Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995) the distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

Some of the definitions of emotional intelligence have been mentioned below;

According to Mayer and Salovey (1993)

“Emotional Intelligence is the ability to monitor one’s own and other feelings and emotions to discriminate among them and to use this information to guide ones thinking and actions”.

According to Goleman (1995)

“Emotional Intelligence consists of abilities such as being able to motivate one self and persist in face of frustration. To control impulse and delay gratification to regulate ones mood and keep distress from swamping ability to think to emphasize and to hope. Emotional intelligence has two significant components i.e. emotions and intelligence. Emotional intelligence has emotional stability that makes us more capable emotional intelligence is the capacity to create positive outcomes in relationship with others and oneself”.

According to Salovey and Mayer (1990)

“Emotional intelligence is a type of social intelligence that involves the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions”.

According to Peter Salovey and John Mayer (1990)

“Ability to monitor one’s own and other feeling and emotions, to discriminate among them and use this information to guide one’s thinking and actions”.

According to S.Hein (2007)

“Emotional Intelligence is the innate potential to feel, use, communication recognize, remember, describe, identify, learn from manage, understand and explain emotions”.

1.2.2 Characteristics of emotional intelligence

SELF AWARENESS

Self- awareness is a key stone of emotional intelligence. It means recognizing a feeling as it happens. The ability to monitor one’s feeling from movement to movement does crucial to psychological insight and self- understand whereas inability to notice our true feelings leaves us at their mercy.

MANAGING EMOTIONS

It is concerned with handling feelings and is based on self-awareness. A life without emotions would be a dull wasteland, cut off and isolated from the richness of life itself. What is wanted is appropriate emotions, feeling proportionate to circumstances. People who have poor ability to manage their emotions are in constant distress, whereas those who excel in it can bounce back for more quickly from life’s setbacks and upsets.

MOTIVATING ONESELF

It means marshalling emotions for the attainment of the goal is essential for paying attention, for self- motivation and mastery, and for creativity. Emotional self-control means delaying

gratification and stifling impulsiveness ---- underlies accomplishment of all sorts. Such people are highly productive and effective in whatever they undertake.

RECOGNIZING EMOTIONS IN OTHERS

Empathy is a fundamental 'people skill'. Empathy builds on self-awareness. The more open we are to our own emotions, the more skilled we will be in reaching feelings. The failure to register another's feelings is a major deficiency in emotional intelligence, and a tragic failing in what it means to be human. People who are empathetic are more attuned to the subtle social signals that indicate what others feel, need or want. They are more successful in caring professional, teaching, sales and management.

HANDLING RELATIONSHIPS

The art of relationship is, in large part, skill in managing emotions in others. These are the abilities that strengthen popularity, leadership and interpersonal effectiveness. People who excel in these skills do well in anything that relies on interacting smoothly with others; they are social stars.

1.3 HOME ENVIRONMENT

A home is a place where pupils live with their parents or guardian and it is the place where they are groomed. It is a place where pupils begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children. The home is the oldest and the most important of all the institutions that man has devised to regulate and integrate his behavior as he strives to satisfy his basic needs. The family is a unit in which parents and children live together. Its key positions rest on its multiple functions in relation to overall development of its members, their protection and overall wellbeing. Therefore, it would emerge not only the social and physically wellbeing of the individual is taken care of by the family but the psychologically wellbeing as well.

Home environment refers to the kind of conditions which prevail in family and which influenced that all round development of the individual, which works as a basis for whole life. It includes all sort of moral and ethical values and emotional, social and intellectual climate set up by family members to contribute to the wholesome development. Home environment is the complex of social and cultural conditions of its members the combinations of extrinsic physical conditions that effects and influence the growth and development of members of family, the most instinctive fundamental social unit which includes parents and children. The home environment is influenced by a number of factor like4 the nature of family constellation number of children in family, marital relationship between husband and wife socio-economic and religious background of the family.

“Home Environment is defined as the climate prevailing in one's home which varies from culture to culture, society to society and family to family depending upon various factors.”

Home is perhaps the most important place where a child first develops his feeling of being welcomed and accepted and his sense of security and personal adequacy. Warm family

relationships, and atmosphere of understanding and comparison all foster positive feeling in children, which serve as the basis for the social relationships formed, by the children later. Clarke Stewart (1973) has noted that parent-child relationship is undeniably important, but the settings in which they occur may be crucial factor determining their effect. The consequences of any single kind of action depend on what else is happening between parents and children and what they bring to their interaction.

Home environment is surroundings, where one live. According to G.U. Anene (Anene 2005) environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms. It is an influence an individual came in contact with after the heredity has been through the gene plasma. G.U. Anene explained that environment can be divided into physical, social and abstract environment. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents, siblings and peers (Anene, 2005). She also explained that the social environment is the social life, societies and club affecting the individual. Abstract environment is the reactions, feedback and the responses received on interactions with others. The author further explained the environment can also be classified as urban and rural environment. All the variables in the home that affect a person's existence, behaviour and performance constitute the home environmental factors. Home Environment influences adolescent's aspirations. The social upbringing of the child begins from home (family). It is the home that makes the child to identify himself with the society, culture, religion or social class. Thus, the home continues to exercise strong influence over the child's live and in the social orders. For instance, some have more prestige, money etc. while some have wider experience and knowledge of how to operate within the society or school environment.

Family forms a crucial part of the child's ecology. Family interactions serve as contributing factors in behaviors development of children. Optimal home environment, warm and nurturing family relationship have a positive effect on the child's behaviour disorders or desirable behaviour patterns depending on how they are children from poor quality home environment are likely to manifest problems such as uncommunicative behaviour, somatic complaints, social withdrawal, hyper activity and delinquency. A recent investigation by Koniak and Verzemnicks (1995) also noted that the factors related to fewer and less intense behaviour problem at 2 years included optimal home environment less restrictive mothers who are emotionally and verbally responsive to their child, and variety in stimulation at home. While these association enhance our understanding about behavioral pathology, these certainly can't be understood as direct influence. Influence if the environment is exerted via the child's perceptions and interpretations of the environment. None of the variables such as family income, employed mothers, size of family, absence of father etc. may be sufficient in itself to produce problems in behaviour in child. These could cause the behavioral problems in children only in complex interaction with each other and with factors such as parental discord, age, sex and temperamental characteristics of the child etc.

The family plays most important role in the education of the child. The child is born in a family and this is the first agency through which he gets education for sociability. Therefore, the

influence of the family upon the child is very great. Since the dawn of human civilization, the influence of the family on the child's personality has been realized in every society. In ancient India, it has been realized that long association with members of the family and imitation plays a great part in holding the character and personality of the children. Therefore, they attached a great importance to the family in their scheme of education. They held that the child begins to receive influence that moulds its character and determines its efficiency right from the time of its conception.

Home is a miniature community. The spirit of affection, helpfulness, unity that grows out of living for one another with one other is priceless and must be cultivated to full strength to make a home. Home begins as a shelter but unless it ends up by becoming a spiritual heaven of its family it is no home (Monroe, 1952).

According to Elizabeth Hurlock (1971), the child's attitude and behaviour are markedly influenced by the family into which he is born and in which he grows up. The home is a child's first environment; it sets the pattern for his attitude toward people, things and life in general. Home is the place where the child is born and reared and is the place where his innate characteristics are fostered and how they develop. In this task his parents, his home environment and social standing of the family in the community, his aim and objectives and, his interests, his intelligence all play a vital role in the child's achievement at the school (Angelo Patri, 1948).

The term "Home Environment" refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Different home environments vary in many aspects such as the parents, level of education, economic status, occupational status, religious background, attitudes, values, interests, parents' expectations for their children, and family size among others. Children coming from different home environments are affected differently by such variations.

The home and family outings are virtually treasure troves for such opportunities. Parental time spent on brain storming sessions with children after dinner could not only be of considerable entertainment value but also provide invaluable inputs for creative thinking. Parents without being entirely aware that they are fulfilling the very important role of counsellor or guide to their children. Most often do an excellent job. This is because they are readily available for guidance. Most schools today prefer children with educated parents to help them with their homework and other unfinished study.

The role of parental involvement in children's education has become a central issue in educational policy and research. Fuelled by concerns of how to improve student achievement and reduce educational inequities, parental involvement and family-school partnerships are considered among the most successful educational strategies. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the elementary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope (Singh, et al., 1995). Most of the existing research has been investigated parental

involvement in the primary and middle grades. Less is known about successful parental involvement in high school.

The psychological atmosphere of a home may fall into of the four quadrants, each of which presents one of the four general combinations; acceptance-autonomy, acceptance-control, rejection-autonomy and rejection-control (Johnson and Medinnus, 1969). Grebow (19730) reported that “nurturance-affection’ and ‘achievement expectations, demands and standards’ continue the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parental child rearing practices-permissiveness, willingness to devote time to the child, parental guidance, and parental aspiration for achievement, provisions for the child’s intellectual needs, affective reward, instrumental companionship, prescription, physical punishment, principled discipline, neglect, deprivation of privileges, dependence, emotional and verbal responsiveness, involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials etc.

There exists a great overlapping in the kinds of behaviours which are in association with different characteristics as identified by Karuna Shankra Mishra (1989) are

- A. Control: It indicates “autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them”.
- B. Protectiveness: It implies “prevention of independent behaviour and prolongation of infantile care”.
- C. Punishment: It includes “physical as well as affective punishment to avoid the occurrence of undesirable behaviour”.
- D. Conformity; It indicates “parent’s directions, commands or orders with which child expected to comply by actions’. It refers to “demands to work according to parents’ desires and expectations”.
- E. Social Isolation: it indicates “use of isolation from beloved persons expects family members for negative sanctions”.
- F. Reward: It includes “material as well as symbolic rewards to strength or increase the probability of desired behaviour”.
- G. Deprivation of Privileges: It implies “controlling children’s behaviour by depriving them of their rights to seek love, respect and children from parents”.
- H. Nurturance: It indicates “existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child.
- I. Rejection: It implies “conditional love recognizing that the child has no rights as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual.”
- J. Permissiveness: It includes “provisions of opportunities to child to express his views freely and act according to his desires with no interference from parents”.

Home environment has been conceptualized as the quality of human interactions, from point of view of the child. It includes those aspects which foster growth and development, such s family

trust and confidence, sharing of ideas, parents support, parental approval, parenting, parental encouragement, care, affection and approval and support of siblings. Children living in rural or urban areas are exposed to different environment (Sunith and Khadi, 2007)

1.4 NEED AND SIGNIFICANCE OF THE STUDY

The priceless resource of any country is its human resources and youth are backbone 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 change as youth are not only the leader of tomorrow but also the partners of the today. So every nation demands a socially and emotionally intelligent youth having integrated personality that needs the future generation. But in the 21st century due to advancement of science, technology and educational system the life style of the individual change in greater extend which the youth became socially in adjustable and emotionally unstable.

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/ she has got frustrated and comes under stress. It also effects his emotions. 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 the children who come from home that provide supportive and enriched environment have better emotional and social relationship as compare to the children coming from poor home environment. The family nurtures the individual and prepares him for his role and functions in society. Consciously and unconsciously, the home environment moulds the behavior, personality, and attitude, level of aspiration, aptitude of the child. The development of emotional intelligence is also effected by environment. The modern era of globalization and liberalization has not only changed the economy of our nation but also a whole. These ongoing change in the society have not only affected the thinking of people but has also changed the perceptions of people, their lifestyles, so adolences which is considered an age of storm and strain is bound to have more pressure which affect bound their development of social and emotional intelligence. Hence the study will make sincere effort to verify and test the emotional intelligence among higher secondary school students in relation to their home environment.

1.5 STATEMENT OF THE PROBLEM

EMOTIONAL INTELLIGENCE AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT

1.6 OPERATIONAL DEFINITIONS OF THE KEY TERMS

Emotional Intelligence

Emotional intelligence is the ability to identify, assess and control emotions of oneself, of other and of group .In this study, it has been assessed by emotional intelligence scale by A.K Singh & Shruti Narain (2014)

Home Environment

Home environment refers to aspects of people's domestic lives that contributes to their living conditions. In this study, it has been assessed by home Environment Inventory developed by K.S Mishra (1986)

Higher Secondary School Students

In this study, higher secondary school students refer to those students who are studying in the 11th class private and government schools affiliated to CBSE/ JKBOSE

1.7 OBJECTIVES OF THE STUDY

- To study the main and combined effects of gender and residential background on emotional intelligence among higher secondary school students.
- To study the main and combined effects of gender and residential background on home environment among higher secondary school students.
- To study the relationship between emotional intelligence and home environment of higher secondary education school students.

1.8 HYPOTHESES OF THE STUDY

- There are no significant main and combined effects of gender and residential background on emotional intelligence among higher secondary school students.
- There is no significant main and combined effects of gender and residential background on home environment among higher secondary school students.
- There is no relationship between emotional intelligence and home environment of higher secondary school students.

1.9 DELIMITATION OF THE STUDY

A sample of 240 students study in eleventh class shall be selected randomly from 20 schools located in Jammu district.

CHAPTER –II

REVIEW OF RELATED LITERATURE

CHAPTER- II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The related studies in any field from the foundation upon which future work will depends. Review of related literature makes an investigator fully aware with the previous work that has been done. A careful review of research, journals, books, dissertation, thesis and other sources of information about the problem to be investigated is one of the important steps in the planning of any research studied. The review of related literature is an important part of the scientific approach and is carried out in all areas of scientific research whether in the physical, natural or social sciences. Such reviews are also the basis of most research in the field of education.

A review of related literature is must in research. The reason behind carrying out review are that it helps the researcher identify and define a research problem and justify the need for studying a problem. It prevents unnecessary duplication of a study and can act as a source of a theoretical basis for the study. It enables the researcher to learn how to conceptualize research problem and problem identify and operationally define to formulate and refine research instruments.

2.2 STUDIES ON EMOTIONAL INTELLIGENCE

Reiff, Hatzes, Bramel and Gibbon (2001) examined the relation of learning disabilities (LD) and gender with emotional intelligence in 128 college students. Fifty-four students with LD (32 men and 22 women) and 74 without LD (34 men and 40 women) attending two colleges and one university participated in the study. Emotional intelligence was assessed using the Emotional Quotient Inventory (EQ-i; BarOn, 1997), a self-report instrument designed to measure interpersonal and intrapersonal skills, stress management, adaptability, and general mood. A 2-way multivariate analysis of variance (MANOVA) was performed to examine the main effects of LD and gender and the interaction of the two main effects on the five composites of the EQ-i. Students with LD had fewer credits and lower scholastic aptitude test (SAT) scores, high school grade point averages (GPAs), and college GPAs than students without LD; women students were older and had higher college GPAs than men students. Results of the MANOVA indicated significant main effects of both LD and gender; no significant interaction occurred. Post hoc univariate analyses of the five composites revealed significant differences between students with LD and students without LD on stress management and adaptability, significant differences between men and women students on interpersonal skills, and significant differences of the interaction of LD and gender on interpersonal skills.

Guastello and Guastello (2003) examine the Androgyny, gender role behavior, and emotional intelligence was measured in 576 students and their parents to examine the extent to which these variables exhibited generational effects or consistencies within families. Chi-square analyses indicated that sons were more androgynous in personality than their fathers, but that there was no significant difference in androgyny between daughters and mothers. The men also showed an increase in androgynous behavior across generations, whereas the women showed an increase in masculine gender-typed behavior and a decrease in feminine gender-typed behavior. ANOVA

revealed that fathers scored significantly lower on emotional intelligence than mothers and students. Significant correlations on emotional intelligence for mothers and their respective students indicated a strong influence on this construct; no such relationship was found between students and fathers. The strongest correlations in masculine and feminine personality and behavior were obtained for mothers and daughters. It was also hypothesized that androgyny would predict higher emotional intelligence; multiple regressions supported this hypothesis for students, mothers, and fathers.

Mandell and Pherwani (2003) examined the predictive relationship between emotional intelligence and transformational leadership style. The researchers also wanted to determine gender differences in the relationship between emotional intelligence and transformational leadership style, as well as the gender differences in the emotional intelligence scores and transformational leadership style of managers. A significant predictive relationship ($p < .05$) was found between transformational leadership style and emotional intelligence. No significant interaction ($p < .05$) was found between gender and emotional intelligence while predicting transformational leadership style. A significant difference ($p < .05$) was found in the emotional intelligence of scores of male and female managers. Lastly, no significant difference ($p > .05$) was found in the transformational leadership scores of male and female managers.

Thayer, Rossy, Ruiz-Padial and Johnsen (2003) examined the emotional regulation as a possible factor in the gender difference in depressive symptom reporting. In a sample of young adults, we replicated the frequently reported finding of greater depressive symptom reporting in women. In addition, we found women to report greater attention to emotions. This is consistent with the idea that women tend to think more and ruminate more about their emotions. However, when the variance associated with this greater attention to emotions was statistically controlled, the gender difference in depressive symptoms was no longer significant. Subsequent analyses found that women with low depressive symptoms reported greater attention to emotions without evidencing greater depressive symptoms. However, women with high depressive symptoms exhibited greater attention to emotions, more impaired antirumination emotional repair strategies, and greater reports of depressive symptoms than men with high depressive symptoms. We close by speculating about the neural concomitants of these findings.

Loper, et al (2004) studied emotional intelligence and social interaction among a sample of 118 American college students. Higher scores on the managing emotions subscales of the *MSCEIT (The Mayer Salovey Caruso Emotional Intelligence)* Test were positively related to the quality of interaction with friends, educated separately by participants and two friends further in a diary study of social interaction with 103 German colleges students, managing emotions scores were positively related to the perceived quality of interaction with opposite sex individuals scores in the subscale were also positively related to perceived success in interaction with individuals of the opposite sex.

Cabello, Sorrel, Fernández-Pinto, Extremera, and Fernández-Berrocal (2016) examine the ability of emotional intelligence (EI) in a large cross-sectional sample of Spanish adults ($N = 12,198$; males, 56.56%) aged from 17 to 76 years ($M = 37.71$, $SD = 12.66$). Using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which measures ability EI

according to the 4 branches of the Mayer and Salovey EI model. The authors examined effects of gender on ability EI, as well as the linear and quadratic effects of age. Results suggest that gender affects the total ability EI score as well as scores on the 4 EI branches. Ability EI was greater in women than men. Ability EI varied with age according to an Inverted-U curve: Younger and older adults scored lower on ability EI than middle-aged adults, except for the branch of understanding emotions. These findings strongly support the idea that both gender and age significantly influence ability EI during aging.

Salavera, Usán and Jarie (2017) Self-efficacy affects our students' academic results, which may be related to people's social skills and emotional intelligence. This study included 1402 (50.71% males) Secondary Education Spanish students (12–17 years), and analyzed the relation of self-efficacy with emotional intelligence and social skills. It showed how these constructs were related, and how the self-efficacy perceived by students varied according to their social skills and emotional intelligence. Gender did not influence self-efficacy, social skills and emotional intelligence. These variables showed similar correlation indices in females and males. Self-efficacy was related with social skills and emotional intelligence in Secondary Education students, but this relation was not gender-sensitive. More studies and research are needed to study and describe these variables according to gender from other perspectives. One proposal is to investigate the association between gender identity and self-efficacy and social skills and emotional intelligence to better understand how these constructs participate in adolescent development.

Fischer, Kret, and Broekens (2018) conducted a meta-analysis on gender differences in emotion recognition have shown a small to moderate female advantage. However, inconsistent evidence from recent studies has raised questions regarding the implications of different methodologies, stimuli, and samples. In the present research based on a community sample of more than 5000 participants, the emotional sensitivity hypothesis, stating that women are more sensitive to perceive subtle, i.e. low intense or ambiguous, and emotion cues. In addition, it included a self-report emotional intelligence test in order to examine any discrepancy between self-perceptions and actual performance for both men and women. A wide range of stimuli and models, displaying six different emotions at two different intensity levels. It is found that there is no support for the emotional sensitivity account, as both genders rated the target emotions as similarly intense at both levels of stimulus intensity. Men, however, more strongly perceived non-target emotions to be present than women. In addition, it is also found that the lower scores of men in self-reported EI was not related to their actual perception of target emotions, but it was to the perception of non-target emotions.

Kauts (2018) examined the emotional intelligence in relation to stress on boys and girls at the secondary stage. In the order to conduct the study, six government secondary school of Jalandhar city. The sample of 380 students of the 11th class. The standardized tool namely the *Emotional Intelligence Scale* by Anukool Hyde, snjot battery of stress. The statistical techniques are used S.D's, t- values, and 2*2 ANOVA. The study reported is there is no significant difference between stress score of the students from higher emotional intelligence and low emotional intelligence groups.

Malinauskas, Dumciene, Sipaviciene and Malinauskiene (2018) investigated the role of gender as a potential predictor of health behavior and potential moderator of the relationship between emotional intelligence and health behavior. This cross-sectional study included 1214 students (597 males and 617 females). Data were collected using the Schutte Self-Report Inventory and the Health Behavior Checklist. Stepwise multiple regression analysis was executed with the components of health behavior as the dependent variables to examine the predictive value of the emotional intelligence indicators as the independent variables. Gender predicted all categories of health behaviors. Only one indicator of emotional intelligence, appraisal, predicted the Accident Control and Traffic Risk Taking categories. The emotional intelligence indicator of social skills emerged only as a predictor of Wellness Maintenance and Enhancement in university students. Gender moderates the relationship between all emotional intelligence indicators and health behavior components except the relationship between Appraisal and Substance Risk Taking and the relationship between Utilization and traffic risk taking.

Koleoso, Uwadiae and Nnakife (2019) this exploratory and cross-sectional study investigated emotional intelligence in relation to gender, family functioning and self-esteem among senior secondary students in Ibadan, Nigeria. Data were collected from 300 (129 male and 171 female) respondents recruited through the purposive sampling technique from three secondary schools within Ibadan. The sample consisted of students between 13 and 17 years of age. Data were presented in terms of percentages and means, independent samples t-test and multiple regressions. There were no significant differences in emotional intelligence of students as a result of gender and family functioning.

Martínez-Monteagudo, Delgado, Inglés, and García-Fernández (2019) analyzed the predictive capacity of environment and emotional intelligence with regard to cyberbullying in university students. The European Cyberbullying Intervention Project Questionnaire, the Social Climate in the Family Scale and the Trait Meta-Mood Scale-24 were administered to a sample of 1282 university students (594 men and 688 women) between the ages of 18 and 46 ($M=21.65$; $DT=4.25$). The results revealed that a deteriorated family environment increases the probability of being both a victim and an aggressor of cyber bullying, whereas a favorable family environment decreases this probability. Likewise, the dimensions of emotional intelligence were predictive variables of participation as victims or aggressors of cyberbullying. The conclusions of this study are of special relevance given that they do not only bring about a problem that has a little knowledge of the university setting, but because they also note that intervention programs should consider the influence of the family environment during the early adulthood period, as well as the relevance of emotional level of these university students.

Piqueras, Mateu, Cejudo, and Pérez-González (2019) analyze the possible pathways into psychosocial adjustment in children by examining the combined effects of Trait EI and emotional and social problems. It also aimed to assess the possible mediating role of gender in this relationship. A total of 268 Spanish children participated in this study, ranging in age from 8

to 12 years (mean age = 10.09, $SD = 1.32$, 45.10% male). Selected measures were applied through a web-based survey called DetectaWeb. The regression and mediation/moderation analyses confirmed that psychosocial adjustment in children was determined by Trait EI directly and by emotional and social problems in an indirect way. Together, the three variables explained 46% of the variance in psychosocial adjustment, although Trait EI was the most powerful predictor (44%), demonstrating incremental validity over and above social and emotional problems. In addition, gender was shown to be a moderating variable between Trait EI and psychosocial adjustment; for girls specifically, lower Trait EI scores were a determinant of lower levels of psychosocial adjustment, regardless of emotional and social problems. It can be concluded that the identified pathways provide keys for emotional education interventions aimed at promoting psychosocial adjustment, well-being, and good mental health among children. Our findings support the buffer role of Trait EI against maladjustment risk in children, but more clearly in girls.

Owusu-Manu, Edwards, Kukah, Pärn, El-Gohary and Aigbavboa (2019) Built environment students graduate with good technical skills but often lack the rudiments of management and leadership skills. Other challenges they face, among others, include interpersonal skills, emotional skills, self-awareness and impulse control. This article presents a case study assessing the emotional intelligence (EI) attributes of built environment students. EI questionnaires (Emotional Quotient Inventory (EQ-i)) were distributed to fourth-year undergraduates studying construction-related courses at Kwame Nkrumah University of Science and Technology in Ghana. A total of 182 questionnaires were completed and retrieved from the fourth-year students. Analytical tools included descriptive statistics, mean score ranking, regression and correlation. Construction technology management students had the highest EI value, followed by civil engineering students, quantity surveying and construction economics students and lastly architecture students. There was no significant difference in the overall EQ-i scores of the students. Furthermore, there is insignificant correlation between the built environment programmes and the EI level of the students. The results illustrate that the EI level of the students is not statistically dependent on the programmes undertaken. From regression analysis, age is a significant predictor of EI. This study presents a methodology for assessing the EI levels of built environment students in developing countries and adds to the body of knowledge. The work concludes with directions for future research the development of their emotional intelligence.

Salavera, Usán and Teruel (2019) this study assessed 485 Secondary Education students (12–17 years) to analyze the relationship that links contextual problems, emotional intelligence and social skills. The results showed how these constructs were related, and how students' contextual problems varied according to their emotional intelligence and social skills. The results also indicated that just over one in every two males, and one in every four females, obtained high scores in contextual problems. Finally, gender influenced the way that contextual problems, emotional intelligence and social skills were related, and an inverse relation was presented between contextual problems and emotional intelligence ($r = -.63$) and social skills ($r = -.38$) for females, while this relationship was poorer for males. By way of conclusion, we state that contextual problems are related with emotional intelligence and social skills in Secondary Education students, but this relationship differs according to gender.

Teal, Downey, Lomas, Ford, Bunnett, and Stough (2019) examined the relationships between EI, dispositional mindfulness, and well-being in adolescent boys. It was hypothesized that EI would mediate the relationship between dispositional mindfulness and well-being. The sample consisted of 294 adolescent male school students aged 13–17 years ($M = 14.13$, $SD = 1.26$). Participants completed self-report questionnaires related to dispositional mindfulness (Mindfulness Attention Awareness Scale for Adolescents), EI (Adolescent Swinburne University Emotional Intelligence Scale), subjective happiness (Subjective Happiness Scale) and psychological distress (General Health Questionnaire). Two multiple mediation models were developed to assess the extent to which EI mediates the relationship between dispositional mindfulness and (1) subjective happiness and (2) psychological distress. The results indicated that three EI dimensions: Emotional Recognition and Expression (ERE), Emotional Management and Control (EMC), and Understanding the Emotions of Others (UEO), were significantly positively correlated with dispositional mindfulness ($p < 0.01$). In addition, two EI dimensions (ERE and EMC) partially mediated the relationship between dispositional mindfulness and subjective happiness. It was concluded that the development of programs incorporating aspects of dispositional mindfulness and EI could provide tangible benefits to the psychological well-being of adolescent males.

2.3 STUDIES ON HOME ENVIRONMENT

Nakao et al. (2000) have made a study about the effects of family environment on personal traits. In this study carried out with 150 children 13 characteristics relating to behaviors have been determined as follows: personal traits covering some characteristics as being active, talkativeness, being social, social skills, complying with the rules, aggressiveness, emotional control, anxiety, cognitive intelligence. Characteristics relating to the family have been determined as to include the participation of mother and parents in raising the children, styles of raising the children, relations between the spouses, number of the siblings, status in the course of birth and socioeconomic status. As a result, they have found out that introverted children with high level of cognitive intelligence are influenced more by the family environment compared to extroverted children with low intelligence.

Kumar (2013) conducted a study on relationship of academic anxiety among adolescents in relation to their home environment. The sample of 120 subject was randomly selected for the present study, out of which 60 students were from urban area and 60 from rural area. For the study home environment inventory by Mishra K.S and Academic anxiety scale (AASC) by Singh, A.K and Gupta, A (1984) were used for data collection. The result revealed that the academic anxiety and home environment scores of adolescent correlated significantly.

Parmar (2014) conducted a study of various dimensions of home environment among higher secondary school students in relation to gender. A sample of 100 males and 100 female's student were randomly selected from the various higher secondary schools of Ahmedabad city. For collection of data Home Environment Inventory tool by Mishra, K.S. was used. Statistical techniques used were mean, standard deviation and 't' Test. The result revealed that male's higher secondary school students differ significantly as compared to female higher secondary school

students on various dimensions i.e., control, protectiveness, punishment, conformity, isolation, Reward, deprivation of privilege, nurturance, rejection, permissiveness.

Kaur, Singh and Kaur (2015) examined relationship of family environment with mental health of adolescents of Sirsa District. Sixty adolescents including boys and girls were chosen from one school in urban areas and other from rural areas through random Sampling Techniques. The family environment of adolescents was assessed by using *Family Environment Scale* by Bhatia, Harpreet and Chadha, N.K (1993) and *Mental Health Checklist* by Kumar, Parmod (1992). The tabulated data was analyzed and interpreted by using statistical techniques which include mean, standard deviation, Correlation and t-ratio. The results revealed that there exists no significant relationship between mental health and family environment.

Kenchapanvar, Soubhgya and Avargerimath (2015) conducted study that makes an attempt to examine the influence of family environment on study involvement of Adolescent students. The influence of various dimensions consisting the family environment on study involvement is assessed using family environment scale and study involvement inventory. A sample of 110 students studying in the IX class were administered the above scales. The results indicated that many dimensions of family environment like Cohesion. Expressiveness Acceptance and caring have a significant positive relation with study involvement of adolescents whereas dimensions like conflicts had an inverse relationship with study involvement of adolescents. Multiple step-wise regressions indicted that cohesion has emerged as the strongest predictor of study involvement.

Lew (2015) examined the effect of home environment on adolescents' creativity. The sample taken was 510 students from middle and high school selected by random sampling Technique. Creativity Test was used to know about the creativity of the students and Home Environment Twist by Seung Kaufman, Lee and Kin (2012) was used for collected the data. Results depicted that creativity was significantly correlated to factors of home environment and adolescents from families that provides better environments had a higher creative ability than others from families with a poorest environment.

Anyan and Hjemdal (2018) conducted a study the relation of sociocultural prescriptions of gender role socializations to differences in stress at home and to anxiety and depressive symptoms for adolescent girls and boys, with family cohesion as a mediator. A total of 244 boys and 285 girls aged 13–17 years recruited from Accra, Ghana completed the Short Mood Feeling Questionnaire, Spielberger State Anxiety Inventory, Stress of Home Life and Family Cohesion self-report scales in April 2015. In each sample, two mediation analyses were conducted using Structural Equation Modelling. Exposure to stress at home that was perceived to result from sociocultural prescriptions of gender role norms largely accounted for anxiety and depressive symptoms among girls, whereas this relation was non-significant among boys. Significant indirect relations through low family cohesion to anxiety symptoms were observed for girls and boys but not to depressive symptoms for boys. These findings suggest that differences in gender role socializations at home may account for individual differences in associations between exposure to stress at home and anxiety and depressive symptoms as well as explain the differential indirect relations through low family cohesion. Improving family cohesion while

reducing stress at home may contribute to reducing stress and thus anxiety and depressive symptoms.

Bates, Buscemi, Nicholson, Cory, Jagpal and Bohnert (2018) Due to increasingly high rates of child overweight and obesity, it is important to identify risk and protective factors that may inform more effective prevention and intervention. The degree of organization in the family home environment is a studied, but not well-specified, factor that may impact child weight. Prior research on household organization has examined an array of constructs, including family routines, limit setting, household chaos, crowding and the broad home environment. This study systematically reviews literature on organization within the family home environment and weight among children ages 2–12. Six hundred thirty-seven studies were reviewed by four coders for eligibility, and 32 studies were included in the final synthesis. Overall, 84% of studies provided evidence for relations between at least one indicator of organization within the family home environment and child weight. Studies provided compelling evidence across several constructs, suggesting that the relevance of household organization to child weight extends beyond a single indicator. Directions for future work include (i) examining the mediating role of health behaviours, (ii) examining the moderating role of socioeconomic factors, (iii) broadening this evidence base across cultures and nationalities and (iv) integrating constructs to develop a comprehensive model of organization within the home environment.

Levy, Orion and Leshem (2018) this study focuses on understanding the factors that encourage adults' environmental behavior. This mixed approach methodology study used 10 Likert type questionnaires to collect data about nine cognitive and affective components that might influence environmental behavior. The qualitative data was collected through open questions and interviews. The main sample included 656 participants from amongst Israel's working population. The questionnaires were found both reliable and valid. Most of the explored cognitive and affective aspects appeared to act as predictors of environmental behavior. The study indicates that environmental behavior is driven by 'egoistic' concerns rather than by altruistic views and motivations.

Orth (2018) a better understanding is needed of the factors that shape the development of individual differences in self-esteem. Using a prospective longitudinal design, this research tested whether the family environment in early childhood predicts self-esteem in later developmental periods. Data came from a nationally representative U.S. sample of 8,711 participants, who reported on their self-esteem biannually from age 8 to 27 years. Moreover, during the participants' first 6 years of life, biannual assessments of their mothers provided information on the quality of the home environment (covering quality of parenting, cognitive stimulation, and physical home environment), quality of parental relationship, presence of father, maternal depression, and poverty status of the family. The analyses were conducted using nonlinear regression analyses of age-dependent correlation coefficients, which were controlled for the effects of child gender and ethnicity. The results suggested that the family environment in early childhood significantly predicted self-esteem as the children grew up. Although the effects became smaller with age, the effects were still present during young adulthood. The largest effects emerged for quality of home environment. Moreover, the results suggested that the effects

of home environment, presence of father, and poverty are enduring, as indicated by a nonzero asymptote in the time course of effects from age 8 to 27 years. Finally, quality of home environment partially accounted for the effects of the other predictors. The findings suggest that the home environment is a key factor in early childhood that influences the long-term development of self-esteem.

Padhair (2019) conducted a study on Academic Stress and Home Environment of Adolescents Studying in eighth class in school of Jammu District. A sample of 200 students (100 males and 100 females) of Jammu District was taken for the study. Data collection was done by using *Stress Inventory for School Students* (2008) by Academic Stress and *Home Environment Inventory* (1989). For calculation of data Statistical techniques Three- way ANOVA and Pearson's Coefficient of Correlation was used. Results indicates that there is no significant interaction between gender and residential background, gender and type of school, residential background and type of school and among gender, residential background and type of school with Academic Stress and there is a Significant relationship between the Academic Stress and Home Environment.

2.4 STUDIES ON RELATION OF EMOTIONAL INTELLIGENCE AND HOME ENVIRONMENT.

Ghanawat, Muke, Chaudhury, and Kiran (2016) assessed the relationship between family functioning and emotional intelligence among adolescents. This cross-sectional study included 52 adolescents studying in 11th and 12th standard selected by purposive sampling. All subjects gave informed consent. Socio-demographic characteristics were recorded on a specially designed proforma. “*Family Functioning Questionnaire*” and “*Mangal Emotional Intelligence Inventory*” were used to assess family functioning and emotional intelligence respectively. The data was analyzed using parametric and nonparametric statistics. There was a significant positive correlation between family functioning and emotional intelligence. Healthy family functioning plays a vital role in developing better emotional intelligence.

Pérez-Fuentes, Molero, Jurado, Barragánmartín, and Gázquez Linares (2019) analyzed the relationship between family functioning, emotional intelligence, and personal values for development with different types of aggression, as well as to establish profiles with these variables according to the aggression. The study was carried out with a sample of 317 high school students aged 13 to 18 years old. The study showed that stress management (emotional intelligence), positive adolescent development, and family functioning predominated in nonaggressive subjects with higher scores than aggressors did. There was also a negative relationship between the different types of aggression and emotional intelligence, positive values, and family functioning. In addition, two different profiles were found. The first profile had less family functioning, interpersonal emotional intelligence, stress management, and fewer personal and social values than the second profile.

2.5 CONCLUSION

From the literature of the related studies, it can be concluded that the mixed results have been reported by different authors. Kauts (2018) reported there is no significant difference between stress score of the student from higher emotional intelligence and low emotional intelligence group. Kaur, Singh and Kaur (2015) reported there is no significant relationship between mental health and family environment. Ghanawat, Muke, Chaudhury, Kiran (2016) reported there was also a significant positive correlation between family functioning and emotional intelligence. Perez- Fuentes, Molero Jurado, Barragan martin and Gázquez Linares (2019) reported there was also negative relationship between different types of aggression and emotional intelligence. Positive values and family functioning. The review of related literature helped in formulation of objectives hypothesis and guided the selection of tools and sampling procedure.

CHAPTER –III

RESEARCH METHODOLOGY

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RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomenon is called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim to give the work plan of research a logical direction. It is necessary for a researcher to design a research methodology for the chosen problem. It is important for the researcher to know not only the research tools necessary for the research under taken but also the methodology. Research methods are of utmost importance in research process. They indicate the various steps to be adopted for solving a research. It is, therefore, very important that researcher have a thorough understanding of diverse research methods, their strengths, limitations, application and appropriateness.

The decision about methods or methods to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution. Whatever the methods to be employed, it is essential that it should be describable otherwise; it will lose its significance and effectiveness. Thus if the research methodology cannot be clearly described, chances are that the results of the study will be too vague and general.

The present chapter through light on the research methodology being adopted for the present research study. Here research objectives and designs of the study i.e. sample for the study and collection of the data and statistics for analyzing the data are also discussed.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and reaching valid conclusions.

3.2.1 METHOD

Descriptive survey method has been adopted for the present study.

3.2.2 Population and Sample

Population refers to any collection of specified group of human or non-human entities such as objects, educational institutions, time units and geographical areas. All the adolescents studying

in 11th class in private and government schools of Jammu district constituted the population of the present investigation.

In the present study a sample of 240 adolescents studying in higher secondary schools have been selected through stratified Random Sampling.

240



Figure 3.1: Distribution of Sample

The detailed of the sample selected from the 20 schools (private and government) affiliated to Jammu and Kashmir State Board of school education have been given in the Table 3.1 and 3.2

Table 3.1

Distribution of Sample for Rural Area

S.No.	Name of the Schools	No. of Students		Total
		Male	Female	
1	S.D Memorial Higher Secondary School (Karwanda)	6	6	12
2	Govt. Higher Secondary School (Bhalwal)	6	6	12
3	Govt. Higher Secondary School (Gharota)	6	6	12
4	Chenab valley School (Ranjan)	6	6	12
5	Sukrala Bhawani Hr. Sec. School(Dharm Khoo)	6	6	12

6	Raina Hr. Sec. School (Chak Seri)	6	6	12
7	Govt. Higher Secondary School (Domana)	6	6	12
8	Bright Future Hr. Sec. School (Domana)	6	6	12
9	Vidyarthi Shiksha kender (Mishriwala)	6	6	12
10	Govt. Hr. Sec. School (Pakhian)	6	6	12

Table 3.2

Distribution of Sample for Urban Area

S.No.	Name of the Students	No. of Students		Total
		Male	Female	
1	Nand Public School (Roop Nagar)	6	6	12
2	Evergreen Public School (Roop Nagar)	6	6	12
3	Coventry Scholars (Chinor)	6	6	12
4	Naveen Shiksha Kender (Nagbani)	6	6	12
5	St, Xavier Convent School (Barnai)	6	6	12
6	Anuradha Hr. Sec. School (Barnai)	6	6	12
7	Anuradha Mission (Bantalab)	6	6	12
8	Govt. Mixed Hr. Sec. School (Durga Nagar)	6	6	12
9	Army Public School (Barnai)	6	6	12
10	Luthra Academy (Talab Tillo)	6	6	12

3.2.3 Variables of the Study

The following Variables have been involved for studies in the present research:

- A) Independent Variables
 - o Gender: Boys and Girls
 - o Residential Background: Rural and Urban
 - o Type of School: Government and Private

- B) Dependent Variables
- o Emotional Intelligence
 - o Home Environment

3.3 TOOLS EMPLOYED AND THEIR DESCRIPTION

For the purpose of the accomplishment of objectives, the following tools of research have been used by the researcher

- *Emotional Intelligence Scale (EIS)* developed by Dr. Arun Kumar Singh and Dr. Shruti Narain(2014)
- *Home Environment Inventory (HEI)* developed by K.S Mishra (1989).

3.3.1 Emotional Intelligence Scale (EIS)

Emotional Intelligence Scale (EIS) was developed by Dr. Arun Kumar Singh and Dr. Shruti Narain (2014). Originally, 80 items were written and submitted to a group of language experts who made necessary corrections and modifications. Subsequently, they were submitted to a group of experts (college teachers) of psychology for expressing their judgment about the suitability of the contents of the items. Out of the 80 items, 52 reached common consensus. Then the scale was administered on 200 adolescents and scores were obtained. The response was to be given in either 'yes' or 'No'. A score of +1 and 0 was given. The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally were given a score of zero. The response of the subjects on each item was scored and a total score was obtained. Following it, item analysis was done by using point- biserial correlation (Singh, 2013). Out of the 52 items, only 31 items were retained for EI Scale. About 7-8 items were selected for each dimension.

Table 3.3

Division of Items

Sr. No.	Division of items	Serial wise Item No.	Total
1	Understanding emotions	5,15,18 and 28	4
2	Understanding motivation	3,7,9,12,16,19,20 and 21	8
3	Empathy	6,8,10,13,17,23,25,26,29and 31	10
4	Handling relations	1,2,4,11,14,22,24,27 and 30	9
		Total	31

Inter dimension correlations were also calculated, which were found to be sufficiently low and not significant.

Scoring:

The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally, they were given a score of zero. The scoring key is provided in Table 3.

Table 3.4

Scoring Table

Sr.No.	Dimensions	Items	Serial wise Items No.	Total	
I.	Understanding Emotions	Positive	5,15,18,28	4	4
		Negative	—	—	
II.	Understanding motivation	Positive	3,7,9,12,16,19,	6	8
		Negative	20,21	2	
III.	Empathy	Positive	6,8,10,23,25,26,29,31	8	10
		Negative	13,17	2	
IV.	Handling Relations	Positive	1,2,4,11,14,22,24,27,30	9	9
		Negative	—	—	
Positive 27 + Negative 4 = Total					31

Reliability

The test re-test reliability was calculated, by administrating the test on the same sample (N=100) with a gap of fortnight. It was found to be 0.86 alpha coefficients, which was significant at .01level.

Validity

The present scale was correlated against the Emotional Intelligence scale developed by Hyde, Pethe and Dhar (2001). The concurrent validity was found to be 0.86, which was significant at .01 level. For this purpose, both scales had been administered on the same sample (N=100).

Norms

Percentile norms for Emotional Intelligence Scale have been developed. For this purpose, the scale was administration on a larger sample of N=500 in which the subjects from both sexes participated. Percentile norms for both groups (male, N=230; Female=270 were developed separately as there t-ratios were found to be significant

Table 3.5

Percentiles of Males

Percentile	Score point	Integral Score
P₉₅	26.20	27
P ₉₀	24.86	25
P ₈₀	23.05	24
P ₇₀	21.46	22
P ₆₀	19.97	20
P₅₀	18.61	19
P ₄₀	17.31	18
P ₃₀	16.16	17
P ₂₀	15.27	16
P₁₀	14.38	15

Table 3.6

Percentiles of Females

Percentile	Score	Integral Score
P ₉₅	28.18	29
P ₉₀	27.35	28
P ₈₀	25.70	26
P ₇₀	24.65	25
P ₆₀	23.69	24
P ₅₀	22.72	23
P ₄₀	21.50	22
P ₃₀	20.19	21
P ₂₀	18.38	19

P ₁₀	15.98	16
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Qualitative Interpretation

The obtained final score on Emotional Intelligence Scale can also be qualitatively interpreted with the help of following table 3.7

Table 3.7

Qualitative Interpretation of Emotional Intelligence Scale Scores

Range of Score	Interpretation
27 and above	High Emotional Intelligence
21 to 26	Average Emotional Intelligence
20 or less	Low Emotional Intelligence

3.3.2 Home Environment Inventory

Home Environment Inventory (HEI) was developed by K.S Mishra in 1986. It is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI contains 100 items related to ten dimensions of home environment. The ten dimensions are (A) Control, (B) Protectiveness, (C) Punishment, (D) Conformity, (E) Social Isolation, (F) Reward, (G) Deprivation of privileges, (H) Nurturance, (I) Rejection, and (J) Permissiveness. Each dimension has ten items belonging to it.

Table 3.8

Distribution of Items for ten dimensions of Home Environment

S.No.	Dimensions	Items
1.	Control	10
2.	Protectiveness	10
3.	Punishment	10
4.	Conformity	10
5.	Social Isolation	10
6.	Reward	10
7.	Deprivation of Privileges	10
8.	Nurturance	10
9.	Rejection	10
10.	Permissiveness	10

	Total	100
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The instruments require pupils to tell the frequency with which a particular parent child interaction behavior has been observed by them in their homes, i.e., he/she is requested to tell whether a particular parental behavior Occurs- ‘Mostly’, ‘Often’, ‘Sometimes’, ‘Least’, and ‘Never’.

Scoring the Responses to HEI Items

There are five cells against every item of the inventory. Each cell indicates the frequency of occurrence of a particular behavior. The five cells belong to five responses namely ‘Mostly’, ‘Often’, ‘Sometimes’, ‘Least’, ‘Never’. The dimension to which a particular item belongs has been indicated by alphabets near the serial number of the item. Assign 4 marks to ‘mostly’, 3 marks to ‘often’, 2 marks to ‘sometimes’, 1 marks to ‘least’, and 0 marks to ‘never’ responses. The marks assigned to A, B, C, D, E, F, G, H, I, J Dimensions-statements on every page has been counted and then addition of the dimension-scores awarded to statements given on the five pages has been done so as to get the scores for ten dimensions of HEI.

Reliability

The ‘Home Environment Inventory’ was administered to 113 students (54 boys and 59 girls) studying in intermediate classes of five schools. Split half reliabilities were worked out separately for all the ten dimensions of home environment. The split-half reliabilities for various dimensions of home environment are as follows:

Table 3.9

Split-Half Reliability Coefficients for Ten Dimensions of Home Environment Inventory.

S.No.	Inventory Dimension	Reliability Coefficient
A	Control	.879
B	Protectiveness	.748
C	Punishment	.947
D	Conformity	.866
E	Social Isolation	.870
F	Reward	.875
G	Deprivation of privileges	.855
H	Nurturance	.901
I	Rejection	.841
J	Permissiveness	.726

Table 3.10

Percentile Norms for the Home Environment Inventory

S.No.	Dimensions Name	Percentile Scores				
		P ₉₀	P ₇₅	P ₅₀	P ₂₅	P ₁₀
A	Control	30.1* 27.3	24.7 23.5	20.5 19.1	16.1 14.3	12.7 13.9
B	Protectiveness	31.1 32.5	27.7 28.8	22.5 24.1	17.3 19.9	13.5 14.9
C	Punishment	33.7 31.3	27.9 27.3	24.5 22.7	20.1 18.1	19.1 13.7
D	Conformity	34.7 34.3	33.8 32.8	30.1 29.5	25.9 25.1	21.5 21.3
E	Social Isolation	24.7 21.1	19.9 17.7	13.9 10.1	8.5 4.1	4.1 1.5
F	Reward	36.9 36.9	32.3 33.3	26.5 29.4	21.7 24.3	16.9 18.1
G	Deprivation of privileges	22.9 18.5	17.3 14.9	11.7 8.7	6.1 4.9	2.9 2.5
H	Nurturance	30.7 31.1	25.9 27.1	21.9 22.3	16.9 17.5	9.5 12.1
I	Rejection	18.7 18.5	15.1 12.5	9.7 7.5	4.7 4.7	1.5 2.0
J	Permissiveness	25.1 26.3	22.1 20.1	17.1 16.9	11.7 12.9	8.5 10.3

Validity

Home Environment Inventory has been found to possess content validity as measured with the help of views expressed by judge's criterion related validity could not be established because of the lack of appropriate external criteria.

Norms

Percentile Norms for boys and girls. 10th, 25th, 50th, 75th and 90th percentile scores have been given.

Percentile Norms for the Home Environment Inventory

*Scores in bold face number are for boys and other are for girls.

Scores falling in the ranged of >P₉₀, P₇₅-P₉₀, P₅₀-P₇₅, P₂₅-P₅₀, P₁₀-P₂₅ and <P₁₀ should be interpreted as indices of very high, high, above average, average low and very low levels of a particular dimension of the home environment respectively.

Table 3.11

Levels of Home Environment for percentile Norms

Percentile	Level of Home Environment
P ₉₀ & Above	Very High Home Environment
P ₇₅ -P ₉₀	High Home Environment
P ₅₀ -P ₇₅	Above Average Home Environment
P ₂₅ -P ₅₀	Average Home Environment
P ₁₀ -P ₂₅	Low Home Environment
P ₁₀ & less	Very Low Levels Home Environment

3.4 ADMINISTRATION OF THE TOOLS

The investigator visited the schools personally for the collection of data. First of all, the investigator approached the heads of the institutions and the purpose of the data collection was explained to them. The school students were informed that their responses will be kept confidential and therefore they should be frank, honest, bold, and sincere while answering the questions. After providing the necessary instructions, the researcher distributed copies of both tools one by one to students. Every attempt was to remove their doubts and difficulties. The school students were directed to read statements one by one and tick mark the most suitable response for the respective items in the tools. After the responses, the copies of inventory were collected back. In this way, the test was administered in all the selected school students and thus data was collected.

3.5 STATISTICAL TECHNIQUES EMPLOYED

Data collected through the administration of tool have been tabulated and coded in excel. The obtained data has been analyzed with the help of SPSS software.

The following statistical techniques have been computed to accomplish the objectives of the study:

- Two-way ANOVA (Analysis of Variance)
- Pearson's coefficient of correlation

CHAPTER – IV
ANALYSIS AND INTERPRETATION OF DATA

CHAPTER – IV

ANALAYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of the data means studying the organized material in order to bring out information useful for decision- making. The purpose of analysis is to find out the relationship between variables, which leads to the verification of hypothesis. Analysis of the data is the process of bringing order, structure and meaning to the mass of collected data. Analysis of the data can be done in the light of the objectives of the study.

The analysis and interpretation of the data collected for the study is important to draw out significant conclusion. Data are meaningless without its analysis and interpretation. The most important step in any research project is analysis and interpretation of the data collected. Collection of the data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques.

In the study, data have been collected from twenty Higher Secondary Schools of Jammu District. Data has been collected by administering *Emotional Intelligence Scale (EIS)* developed by Dr. Arun Kumar Singh and Shruti Narain in 2014; *Home Environment Inventory (HIE)* developed by K.S Mishra in 1989. The analysis of the results and their interpretation has been given the following sections.

4.2 RESULTS AND FINDINGS

The resulting data was analyzed by using the techniques namely Two-way- ANNOVA.

4.2.1 To study the main and combined effects of gender and residential background on emotional intelligence among higher secondary school students

Table 4.1

Summary of 2- way ANOVA for Emotional Intelligence as a Dependent Variable

Source	Sum of Squares	Df	Mean Square	F	Sig.
(A)Gender	2.280	1	20280	0.13	NS
(B) Residential Background	0.192	1	0.192	0.01	NS

Gender*Residential Background	9.272	1	9.272	0.54	NS
Error	4006.646	236	16.977		
Total	134637.000	240			
Corrected total	4016.996	239			

Not Significant at 0.05 level and 0.01 level

Summary of Conclusion: Main Effects

Gender (A): The computed value of F for the main effect of gender on emotional intelligence of higher secondary school students, irrespective of their type of school, has come out to be 0.13 for df 1 and 236 which is less than the table value of F (3.89) at 0.05 level and (6.76) at 0.01 level of significance. This result indicates that there is no significant gender difference in the emotional intelligence of higher secondary school students.

Residential Background (B): The obtained value of F for the main effect of residential background on emotional intelligence of higher secondary school students irrespective of their gender and type of school, has come out to be 0.01, for df 1 and 236, which is less than the table value of F (3.89) at 0.05 level and (6.76) at 0.01 level of significance. This result indicates that there exists no significant difference of residential background on emotional intelligence of higher secondary school students.

(Interaction A*B) Gender* Residential Background: The obtained value of F for the double interaction between variables gender and residential background with emotional intelligence as dependent variables is 0.54 which is less than the table value of F (3.89) at 0.05 level and (6.76) at 0.01 level of significance. This result indicates that no significant interaction exists between gender and residential background with home environment as the independent variables among higher secondary school students.

4.2.2 To study the main and combined effects of gender and residential background on home environment among higher secondary school students.

Table 4.2

Summary of 2- way ANOVA for Home Environment as a Dependent Variable

Source	Sum of Squares	Df	Mean Square	F	Sig.
(A)Gender	2733.159	1	2733.159	1.66	NS
(B) Residential Background	28015.166	1	28015.166	17.07	S
Gender*Residential Background	7585.908	1	7585.908	4.62	S

Error	387118.298	236	1640.332		
Total	15566230.00	240			
Corrected total	422889.183	239			

Gender (A): The computed value of F for the main effect of gender on home environment of higher secondary school students, irrespective of their type of school, has come out to be 1.66 for df 1 and 236 which is less than the table value of F (3.89) at 0.05 level and (6.76) at 0.01 level of significance. This result indicates that there is no significant gender difference in the home environment of higher secondary school students.

Residential Background (B): The obtained value of F for the main effect of residential background on home environment of higher secondary school students irrespective of their gender and type of school, has come out to be 17.07, for df 1 and 236, which is more than the table value of F (3.89) at 0.05 level and (6.76) at 0.01 level of significance. This result indicates that there is significant difference of residential background on home environment of higher secondary school students.

Table 4.3

Mean Values of higher secondary school students from Urban and Rural Residential Background

MEAN VALUES	RURAL	URBAN	TOTAL
MALE	262.22	228.78	249.40
FEMALE	257.64	247.09	252.98
TOTAL	260.04	238.59	249.31

(Interaction A*B) Gender* Residential Background: The obtained value of F for the double interaction between variables gender and residential background with home environment as independent variables is 4.62 which is more than the table value of F (3.89) at 0.05 level and less (6.76) at 0.01 level of significance. This result indicates that there is significant interaction exists between gender and residential background with emotional intelligence as the dependent variables among higher secondary school students.

Table 4.4

Values of N, Mean S.D., SE_M of mean for Male and Female Students in relation to their Residential Background

GENDER	RESIDENTIAL BACKGROUND	N	MEAN	S.D.	SE _M	df	t	Sig
MALE	Urban	74	262.22	41.92	7.92	118	4.22	S
	Rural	46	228.40	42.62	7.95			
FEMALE	Urban	67	257.64	41.07	7.12	118	1.48	NS
	Rural	53	247.09	35.53	7.00			

The results show that male higher secondary school students belonging to rural area have perceived their home environment better in comparison to male students studying in urban areas.

More over the table 4.4 shows that no significant difference emerged by female higher secondary school students belonging to rural and urban areas.

4.2.3 To study the relationship between emotional intelligence and home environment of higher secondary education school students.

Pearson's coefficient correlation has been computed to analyze the relationship between emotional intelligence and home environment of higher secondary school students. The value 'r' for emotional intelligence and home environment of higher secondary school students in 11th class has been given in the table 4.3

Table 4.5

Pearson's Coefficient correlation between the Emotional Intelligence and Home Environment

	N	Emotional Intelligence (r)	Significance
Home Environment	240	0.05	NS

Not Significant at 0.05 level and 0.01 level

The result of table 4.3 represents that the correlation ($r = 0.05$) between emotional intelligence and home environment of higher secondary school students studying in 11th class. Hence, it can be concluding that there is no significant relationship between emotional intelligence and home environment of higher secondary school students studying in 11th class.

Table 4.6

Correlation between dimensions of Emotional Intelligence and Home Environment

Emotional Intelligence				
N= 240	Male	Female	Rural	Urban

	(N = 120)	(N= 120)	(N= 141)	(N= 99)
Control	0.250**	0.095	0.207*	0.125
Protectiveness	0.149	-0.03	0.097	0.036
Punishment	0.112	-0.096	0.043	-0.050
Conformity	0.015	-0.046	-0.013	-0.018
Social isolation	0.122	-0.060	-0.018	0.075
Reward	0.045	-0.018	0.044	-0.011
Depression of privileges	0.185**	-0.120	-0.05	0.052
Nurturance	0.062	0.055	0.051	0.064
Rejection	0.064	-0.075	-0.116	0.102
Permissiveness	0.114	-0.021	0.015	0.065
Over all HI	0.178	-0.057	0.039	0.080

Table 4.4 shows that there is significant ($r = 0.25^{**}$) and positive correlation between control dimension of *HEI (Home Environment Inventory)* and overall EI on *EIS (Emotional Intelligence scale)* of male higher secondary school.

There is significant ($r = 0.20^{*}$) and positive correlation between control dimension of *HEI (Home Environment Inventory)* and overall EI on *EIS* of rural higher secondary school.

There is significant ($r = 0.185^{**}$) and positive correlation between Depression of privileges dimension of *HEI (Home Environment Inventory)* and overall EI on *EIS* of male higher secondary school.

Further table 4.4 shows that for other dimensions of *HEI (Home Environment Inventory)* and overall *EI (Emotional Intelligence)* coefficients of correlation have not been found to be significant.

CHAPTER –V
FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS
AND SUGGESTIONS FOR FURTHER RESEARCH

CHAPTER – V

FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and the interpreting the results in previous chapter, the findings have been delimited and discussed in present chapter. These findings can be generalized to the extent of representative of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the studies already conducted in the field. Keeping the major findings in view, the educational implication of the study have been worked out. But these findings and implications of the study have been worked out. But these findings and implications do not fit in all the concerns of study.

As such some suggestions has been given for the further research. This chapter is therefore devoted to focusing the findings, conclusions, discussions of results of the study and for indications, their implications and suggestions for further studies or research. These are presented below in the same sequence.

- Main Findings
- Conclusion
- Educational Implications
- Suggestions for Further Research

5.2 MAIN FINDING OF THE STUDY

The main findings of the present study are reported in the following subsections:

5.2.1 RESEARCH OBJECTIVE 1

To study the main and combined effects of gender and residential background on emotional intelligence among higher secondary school students.

In this study, results shows that there is no significant main and combined effects between gender and residential background with emotional intelligence as the dependent variable of higher secondary school students.

5.2.2 RESEARCH OBJECTIVE 2

To study the main and combined effects of gender and residential background on home environment among higher secondary school students.

In this study, results shows that there is significant main and combined effects among gender and residential background with home environment as the independent variable among higher secondary school students.

5.2.3 RESEARCH OBJECTIVE 3

To study the relationship between emotional intelligence and home environment of higher secondary education school students.

The result of the study indicates that there is no significant relationship between emotional intelligence and home environment of higher secondary school students.

5.3 CONCLUSION AND DISSCUSSION

On the basis of the interpretation of the results drawn in the present study the investigator lays down the following conclusion:

The results of the research can be summarized as under:

- The results indicated that there is no significant main and combined effects between gender and Residential Background with Emotional Intelligence as the Dependent Variable in Higher Secondary School Students of Jammu District.
- The results indicated that there is significant main and combined effects between Gender and Residential background with Home Environment as the Dependent Variable in Higher Secondary School Students of Jammu District.
- The Study revealed that there is a no significant relationship between Emotional Intelligence and Home Environment.
- The present study indicated that there was a significant positive correlation between family functioning and emotional intelligence. Healthy family functioning plays a vital role in developing better emotional intelligence. Study by Ghanawat, Muke, Chaudhury, and Kiran (2016).

5.4 EDUCATIONAL IMPLICATIONS

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education. The present study was concerned on emotional intelligence and home environment of higher secondary school students. From the present study, very important implications emerged and those are as under:

1. Mean score of male from rural area has been found to be higher than female from rural area with respect to home environment. This difference may be attributed due to the fact that female perceive more physical, social, emotional and psychological problems in comparison to male higher secondary school student. So it is recommended that there should be adequate provision of guidance and counseling to the female higher secondary school students.
2. Results indicates that there is no significant relationship between emotional intelligence and home environment. Healthy home environment enhances the emotional intelligence in higher secondary students. Home environment is one important factor in improving student's emotional intelligence. If home environment is not good it has an adverse effect on the emotional intelligence of the students. Unhealthy home there is lack of love, care, affection, communication among the members of family. Parents try to be warm and nurturing towards the child and allowing the child to explore more freely, thus having them make their own decisions based upon their own reasoning.
3. The result of the present study shows that Mean score of female from urban background possess better home environment in comparison to male from urban background. So, the study recommends creating positive home environment by educating the parents on the importance of productive home environment of the rural background too. Parents are to be informed that they can contribute through encouragement, better home environment and provision of students learning facilities and motivation which will improve their wards academic achievement.
4. Parents and all the significant others at home should make home environment to be learning stimulatory and study friendly for students.

5.4 SUGGESTIONS FOR FURTHER STUDIES

Research is an unending process and every research work provides clue for further investigation. The success in solving a problem stimulates to solve other unsolved problems through scientific probing. Every investigator, after completing the research, may free inspired to do more research. Therefore, the present study opens up certain avenues for further research. Following are the main educational implications of the present study.

- The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups.
- A sample of 240 higher secondary school students from different government and private schools located in Jammu district was taken in the present study. Same study can be conducted on a larger sample to study the Emotional Intelligence with relation to their Home Environment among Higher Secondary School Students.
- Similar study can be conducted on Higher Secondary School Students from rural and urban areas.
- Other than home environment any other variable like school environment, locality, peer group and physical environment can also be taken to study their relation or impact on emotional intelligence.
- A comparative study may be conducted on the students belonging to different professional backgrounds (Medical, Law, Engineering etc.)

- Since, the present study was conducted on Higher Secondary School students. It is suggested that a similar study can be conducted on Teacher Educators.

SUMMARY

SUMMARY

TITLE: EMOTIONAL INTELLIGENCE AMONG HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT

SUPERVISOR

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INVESTIGATOR

Seema Katal

A.THE PROBLEM

Home plays a vital role in the all-round development of a child. It is rightly said that the growth of a personality lies in the environment of the home. Home environment means the family background of students, this includes the entire human and material resources present at home that affects the student's education and living, such as parents level of education their occupation, socioeconomic status, home location, family size, peer group and socializing facilities in house. The home-environment is a most powerful informal learning situation in which the family, more specially parents, acts as an educator (Sharma & Vaid, 2005) states that, the family is a place in which, the whole ranges of human experiences take place. (Youniss & Smollar, 1985) also stated that, it is what parents do in the home that counts for learning development of children. It goes without saying that lack of encouragement, low quality of parental involvement and lack of stimulating activity in the home will reduce the home's effectiveness as a learning environment. Several researchers (McCullough, Ashbridge, & Pegg, 1994) have found relationships between home environment and academic achievement. Children, who have received good home environment and positive attitudes from parents, can academically perform well. What the child learns at home and how his/her family motivate him/her towards education contributes to child's success or failure at school. It stands to exert tremendous impact on the students' achievements as home is the primary agent of education for the child. Home environment varies in many aspects such as the parent's level of education, economic status, occupational status, religious background, attitudes, values, interests, parent's

expectation for their children and family size among others. Children coming from different home environments are affected differently by such variations.

Emotional Intelligence

Emotional Intelligence (EI) is the ability to identify, assess and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Ability emotional intelligence is usually measured using maximum performance tests and has stronger relationships with the traditional intelligence whereas trait EI is usually measured using self-report questionnaires and has stronger relationships with personality. Criticism have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the big five personality dimensions.

The first use of the term “Emotional intelligence is usually attributed to Klayne Payne’s doctoral thesis, a study of emotion: Developing emotional intelligence from 1985. However, prior to this, the term “Emotional Intelligence has appeared in leunes (1966). Stanley Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995) the distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

Home Environment

Home environment refers to the kind of conditions which prevail in family and which influenced that all round development of the individual which works as a basis for whole life. It includes all sort of moral and ethical values and emotional, social and intellectual climate set up by family members to contribute to the wholesome development. Home environment is the complex of social and cultural conditions of its members the combinations of extrinsic physical conditions that effects and influence the growth and development of members of family, the most instinctive fundamental social unit which includes parents and children. The home environment is influenced by a number of factor like4 the nature of family constellation number of children in family, marital relationship between husband and wife socio-economic and religious background of the family.

Home environment is surroundings, where one live. According to G.U. Anene (Anene 2005) environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms. It is an influence an individual came in contact with after the heredity has been through the gene plasma. G.U. Anene explained that environment can be divided into physical, social and abstract environment. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents, siblings and peers (Anene, 2005). She also explained that the social environment is the social life, societies and club affecting the individual. Abstract environment is the reactions, feedback and the responses received on interactions with others. The author further explained the environment can also be classified as urban and rural environment. All the variables in the home that affect a person’s existence, behaviour and performance constitute the home environmental factors. Home Environment influences adolescent’s aspirations. The social upbringing of the

child begins from home (family). It is the home that makes the child to identify himself with the society, culture, religion or social class. Thus, the home continues to exercise strong influence over the child's life and in the social orders. For instance, some have more prestige, money etc. while some have wider experience and knowledge of how to operate within the society or school environment.

B. NEED AND SIGNIFICANCE OF THE STUDY

The priceless resources of any country are its human resources and youth are backbone 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 change as youth are not only the leader of tomorrow but also the partners of the today. So every nation demands a socially and emotionally intelligent youth having integrated personality that needs the future generation. But in the 21st century due to advancement of science, technology and educational system the life style of the individual change in greater extent which the youth became socially in adjustable and emotionally unstable.

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/ she has got frustrated and comes under stress. It also affects his emotions. 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 the children who come from home that provide supportive and enriched environment have better emotional and social relationship as compare to the children coming from poor home environment. The family nurtures the individual and prepares him for his role and functions in society. Consciously and 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 environment. The modern era of globalization and liberalization has not only changed the economy of our nation but also a whole. These ongoing change in the society have not only affected the thinking of people but has also changed the perceptions of people, their lifestyles, so adolescents which is considered an age of storm and strain is bound to have more pressure which affects their development of social and emotional intelligence. Hence, the study will make sincere effort to verify and test the emotional intelligence among higher secondary school students in relation to their home environment.

C. OBJECTIVES OF THE STUDY

- To study the main and combined effects of gender and residential background on emotional intelligence among higher secondary school students.
- To study the main and combined effects of gender and residential background on home environment among higher secondary school students.
- To study the relationship between emotional intelligence and home environment of higher secondary education school students.

D. HYPOTHESES OF THE STUDY

- There are no significant main and combined effects of gender and residential background on emotional intelligence among higher secondary school students.
- There is no significant main and combined effects of gender and residential background on home environment among higher secondary school students.
- There is no relationship between emotional intelligence and home environment of higher secondary school students.

E. SAMPLE

The present study a sample of 240 adolescents studying in higher secondary schools situated in Jammu district. The sample has been selected by using stratified Random Sampling.

F. TOOLS USED

The present study will employ the following two standardized tools.

- *Emotional Intelligence Scale (EIS)* develop by A.K Singh and Shruti Narain (2014). It consists of 4 items. I. understanding emotions II. Understanding motivation III. Empathy IV. Handling relations. It was standardized on higher secondary school students
- *Home Environment Inventory (HEI)* prepared by Mishra (1989). It consists of 100 items related to ten dimensions of home environment. I. Control, II. Protectiveness III. Punishment, IV. Conformity, V. Social Isolation, VI. Reward, VII. Deprivation of privileges, VIII. Nurturance, XI. Rejection and X. Permissiveness. It was standardized on students of higher secondary school students.

G. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results are given in following tables:

Table 1

Summary of 3-Way ANOVA for Academic Stress as the Dependent Variables

Source	Sum of Squares	Df	Mean Square	F	Sig.
(A)Gender	2.280	1	20280	0.13	NS
(B) Residential Background	0.192	1	0.192	0.01	NS
Gender*Residential Background	9.272	1	9.272	0.54	NS
Error	4006.646	236	16.977		
Total	134637.000	240			
Corrected total	4016.996	239			

Table 2

Summary of 3-Way ANOVA for Home Environment as the Dependent Variables

Source	Sum of Squares	Df	Mean Square	F	Sig.
(A)Gender	2733.159	1	2733.159	1.66	NS
(B) Residential Background	28015.166	1	28015.166	17.07	S
Gender*Residential Background	7585.908	1	7585.908	4.62	S
Error	387118.298	236	1640.332		
Total	15566230.00	240			
Corrected total	422889.183	239			

Table 3

Mean Values of higher secondary school students from Urban and Rural Residential Background

MEAN VALUES	RURAL	URBAN	TOTAL
MALE	262.22	228.78	249.40
FEMALE	257.64	247.09	252.98
TOTAL	260.04	238.59	249.31

Table 4

Values of N, Mean S.D., SE_M of mean for Male and Female Students in relation to their Residential Background

GENDER	RESIDENTIAL BACKGROUND	N	MEAN	S.D.	SE_M	df	t	Sig
MALE	Urban	74	262.22	41.92	7.92	118	4.22	S
	Rural	46	228.40	42.62	7.95			
FEMALE	Urban	67	257.64	41.07	7.12	118	1.48	NS
	Rural	53	247.09	35.53	7.00			

Table 5

Pearson's Coefficient correlation between the Emotional Intelligence and Home Environment

	N	Emotional Intelligence (r)	Significance
Home Environment	240	0.05	NS

H. FINDING OF THE STUDY

- In this study, results shows that there is no significant main and combined effects between gender and residential background with emotional intelligence as the dependent variable of higher secondary school students.
- In this study, results shows that there is significant main and combined effects among gender and residential background with home environment as the independent variable among higher secondary school students.
- The result of the study indicates that there is no significant relationship between emotional intelligence and home environment of higher secondary school students.

I. EDUCATIONAL IMPLICATION OF THE STUDY

In educational research, the selection of the problem is generally conditioned by the scope of improvement in the field of education. The present study was concerned on emotional intelligence and home environment of higher secondary school students. From the present study, very important implications emerged and those are as under:

1. Mean score of male from rural area has been found to be higher than female from rural area with respect to home environment. This difference may be attributed due to the fact that female perceive more physical, social, emotional and psychological problems in comparison to male higher secondary school student. So it is recommended that there should be adequate provision of guidance and counseling to the female higher secondary school students.
2. Results indicates that there is no significant relationship between emotional intelligence and home environment. Healthy home environment enhances the emotional intelligence in higher secondary students. Home environment is one important factor in improving student's emotional intelligence. If home environment is not good it has an adverse effect on the emotional intelligence of the students. Unhealthy home there is lack of love, care, affection, communication among the members of family. Parents try to be warm and nurturing towards the child and allowing the child to explore more freely, thus having them make their own decisions based upon their own reasoning.
3. The result of the present study shows that Mean score of female from urban background possess better home environment in comparison to male from urban background. So, the study recommends creating positive home environment by educating the parents on the importance of productive home environment of the rural background too. Parents are to

be informed that they can contribute through encouragement, better home environment and provision of students learning facilities and motivation which will improve their wards academic achievement.

4. Parents and all the significant others at home should make home environment to be learning stimulatory and study friendly for students.

K. SUGGESTIONS FOR FURTHER STUDIES

Research is an unending process and every research work provides clue for further investigation. The success in solving a problem stimulates to solve other unsolved problems through scientific probing. Every investigator, after completing the research, may free inspired to do more research. Therefore, the present study opens up certain avenues for further research. Following are the main educational implications of the present study.

- The present study cannot be called final and comprehensive. More work can be done on different samples of different age groups.
- A sample of 240 higher secondary school students from different government and private schools located in Jammu district was taken in the present study. Same study can be conducted on a larger sample to study the Emotional Intelligence with relation to their Home Environment among Higher Secondary School Students.
- Similar study can be conducted on Higher Secondary School Students from rural and urban areas
- A comparative study may be conducted on the students belonging to different professional backgrounds (Medical, Law, Engineering etc.)
- Since, the present study was conducted on Higher Secondary School students. It is suggested that a similar study can be conducted on Teacher Educators.

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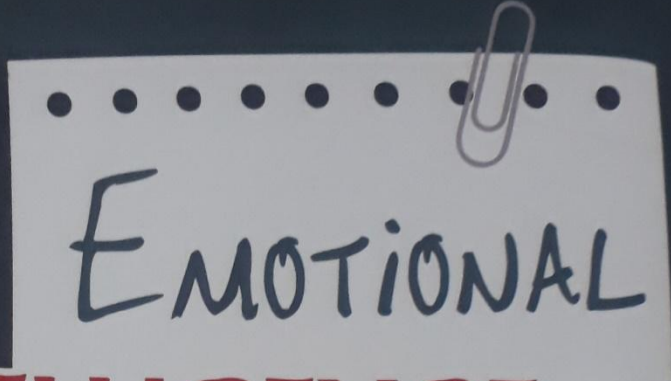
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APPENDICES

MANUAL FOR



EMOTIONAL INTELLIGENCE SCALE

EIS – SANS



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INTRODUCTION

Emotional intelligence refers to the mental processes involved in the recognition, use, understanding, and management of one's and others' emotional state required in solving problems and regulating behavior (Ciccarelli & Meyer, 2006). It is the ability to monitor one's own and others emotions, to discriminate among them and to use the information to guide one's thinking and actions (Mayer and Salovey, 1997; 1990). Emotional intelligence includes traits like self-awareness, social deftness, and the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others.

The term Emotional Intelligence appeared in a series of academic articles authored by Mayer and Salovey (1990, 1993, and 1995). Their first article presented the first model of emotional intelligence. As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it wasn't until the publication of Goleman's (1995) best seller "*Emotional Intelligence: Why It Can Matter More Than IQ*" that the term became widely popularized and entered the mainstream. He argues in his book that IQ contributes only about 20% to success in life, and other forces contribute to the rest.

After extensive review of literature, following four dimensions were finally included in constructing this scale. Their brief description is given below :

(a) Understanding emotions—An individual's capacity to identify emotions in one's and others' physical states, feelings, and thoughts.

(b) Understanding motivation—A high achievement drive together with the tendency to be optimistic and take initiative.

(c) Empathy—Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, leverage diversity, read the mood of a group, discern political realities and a tendency to take an interest in the lives of others.

(d) Handling relations—To be able to manage and handle relations with others in a better way.

This Emotional Intelligence Scale is meant for use from **12 years and above of age.**

Item Analysis :

Originally, 80 items were written and submitted to a group of language experts who made necessary corrections and modifications. Subsequently, they were submit-

 ted to a group of experts (college teachers) of psychology for expressing their judgment about the suitability of the contents of the items. Out of the 80 items, 52 reached common consensus. Then the scale was administered on 200 adolescents and scores were obtained. The response was to be given in either 'Yes' or 'No'. A score of +1 and 0 was given. The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally, they were given a score of zero. The response of the subjects on each item was scored and a total score was obtained. Following it, item analysis was done by using Point-biserial correlation (Singh, 2013). Out of the 52 items, only 31 items were found significant, some at .01 and others at .05 level. Finally a set of those 31 items were retained for EI Scale. About 7-8 items were selected for each dimension.

TABLE 1*Division of the items*

Sr. No.	Division of Items	Serialwise Item No.	Total
I.	Understanding emotions	5, 15, 18 and 28	4
II.	Understanding motivation	3, 7, 9, 12, 16, 19, 20 and 21	8
III.	Empathy	6, 8, 10, 13, 17, 23, 25, 26, 29 and 31	10
IV.	Handling relations	1, 2, 4, 11, 14, 22, 24, 27 and 30	9
Total			31

Inter-dimension correlations were also calculated, which were found to be sufficiently low and not significant.

Instructions

For smooth administration of EI scale clear instructions were printed at the top of the first page. The examinees read the instruction carefully and if there was any confusion, they were asked to clarify it by raising their hands. Each examinee was attended very carefully. There was no fixed time limit as such. However, it generally took about 10 to 15 minutes in its completion.

Scoring :

The answers of those items which tallied with the answers given in the scoring key were given a score of +1. If they didn't tally, they were given a score of zero. The scoring key is provided in Table 2.

TABLE 2

Scoring Table

Scoring Table

Sr. No.	Dimensions	Items	Serialwise Items No.	TOTAL	
I.	Understanding emotions	Positive	5, 15, 18, 28	4	4
		Negative	—	—	
II.	Understanding motivation	Positive	3, 7, 9, 12, 16, 19	6	8
		Negative	20, 21	2	
III.	Empathy	Positive	6, 8, 10, 23, 25, 26, 29, 31	8	10
		Negative	13, 17	2	
IV.	Handling relations	Positive	1, 2, 4, 11, 14, 22, 24, 27, 30	9	9
		Negative	—	—	
Positive 27 + Negative 4 =				Total	31

Reliability

The test re-test reliability was calculated, by administrating the test on the same sample (N = 100) with a gap of fortnight. It was found to be 0.86 alpha coefficients, which was significant at .01 level.

Validity :

The present scale was correlated against the Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2001). The concurrent validity was found to be 0.86, which was significant at .01 level. For this purpose, both scales had been administered on the same sample (N = 100).

Norms :

Percentile norms for Emotional Intelligence Scale have been developed. For this purpose, the scale was administered on a larger sample of N = 500 in which the subjects from both sexes participated. Percentile norms for both groups (Male, N = 230; Female, N = 270) were developed separately as there t-ratios were found to be significant (cf Table 3 and 4.)

TABLE 3

Percentile of Males

Percentile	Score Point	Integral Score
P₉₅	26.20	27
P ₉₀	24.86	25
P ₈₀	23.05	24
P ₇₀	21.46	22
P ₆₀	19.97	20
P₅₀	18.61	19
P ₄₀	17.31	18
P ₃₀	16.16	17
P ₂₀	15.27	16
P₁₀	14.38	15

TABLE 4
Percentile of Females

Percentile	Score Point	Integral Score
P₉₅	28.18	29
P ₉₀	27.35	28
P ₈₀	25.70	26
P ₇₀	24.65	25
P ₆₀	23.69	24
P₅₀	22.72	23
P ₄₀	21.50	22
P ₃₀	20.19	21
P ₂₀	18.38	19
P₁₀	15.98	16

Qualitative Interpretation

The obtained final score on Emotional Intelligence Scale can also be qualitatively interpreted with the help of following Table 5 :

TABLE 5

Qualitative Interpretation of Emotional Intelligence Scale Scores

Range of Score	Interpretation
27 and above	High Emotional Intelligence
21 to 26	Average Emotional Intelligence
20 or less	Low Emotional Intelligence

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Consumable Booklet
of

EIS-SANS
(English Version)

Please fill in the following informations : Date

Name

Age Sex : Male ☐ Female ☐

Name of School/College

Class

Present Residence : Town ☐ Village ☐

Mobile / Telephone No.

INSTRUCTION

Following are some statements related to a persons daily life. For each statement, there are two answer option given i.e., "Yes" or "No". Read each statement carefully and from the given two options, tick ☒ mark only that option which is most appropriate and true in your case. There is no limit as such but it is expected from you to complete it in approximately 15-20 minutes.

Your answers will always be kept confidential.

Scoring Table

	Raw Score			Interpretation
Page	2	3	4	
Score				
Total Score				

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Sr. No.	STATEMENTS	YES	NO	Score
1.	Do you have a good relationship with your brother/ sister ?	☐	☐	
2.	Do you like talking to people ?	☐	☐	
3.	Are you liked by others ?	☐	☐	
4.	Do you take competition with your friends easily ?	☐	☐	
5.	Are you usually aware about the reasons for your happiness or sadness ?	☐	☐	
6.	Do you care for others happiness or sorrow ?	☐	☐	
7.	Are you able to resolve the problems of others easily ?	☐	☐	
8.	Do your family members care about your feelings ?	☐	☐	
9.	Are you extremely disciplined ?	☐	☐	
10.	Do you have many friends ?	☐	☐	
11.	Do others often approach you for help ?	☐	☐	

Total Score Page No. 2

Sr. No.	STATEMENTS	YES	NO	Score
12.	Are you usually happy ?	☐	☐	
13.	Do you often have to ask for help from others to finish your work ?	☐	☐	
14.	Are you able to recognise people's intentions easily ?	☐	☐	
15.	Are you able to react normally to your criticism by others ?	☐	☐	
16.	Are you easily able to get over your failures and learn from your mistakes ?	☐	☐	
17.	Are you often troubled by the fear of being rejected by friends ?	☐	☐	
18.	Do others trust you ?	☐	☐	
19.	Are you quickly able to take decisions ?	☐	☐	
20.	Do you reject/disapprove of even the right thoughts of people whom you happen to dislike personally ?	☐	☐	
21.	Do you often fall in love and get out of it as quickly ?	☐	☐	

Total Score Page No. 3

Sr. No.	STATEMENTS	YES	NO	Score
22.	Are you able to take jokes of others normally ?	☐	☐	
23.	Do you like helping others ?	☐	☐	
24.	Are you easily able to motivate others ?	☐	☐	
25.	Do you find others sorrows as your own ?	☐	☐	
26.	Do you find people with whom you often interact trustworthy ?	☐	☐	
27.	Are you able to trust others ?	☐	☐	
28.	Are others able to react normally to your jokes ?	☐	☐	
29.	Are you able to achieve mercy and help of others easily ?	☐	☐	
30.	Do you find yourself a responsible person ?	☐	☐	
31.	Are you able to easily calm down anger of others ?	☐	☐	

Total Score Page No. 4



Manual For

HOME ENVIRONMENT INVENTORY

HEI-MK

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MANUAL FOR HOME ENVIRONMENT INVENTORY (HEI)

INTRODUCTION

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognise facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child's life. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. The psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations : acceptance-autonomy, acceptance-control, rejection-autonomy and rejection-control (**Johnson & Medinnus, 1969**). **Grebrow (1973)** reported that 'nurturance-affection' and 'achievement expectations, demands and standards' constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment or parental child rearing practices-permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provisions for the child's intellectual needs, affective reward, instrumental companionship, prescription, physical punishment, principled discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, dependence, emotional and verbal responsiveness, involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials,

etc. There exists a great overlapping in the kinds of behaviours which are in association with different characteristics.

The present Home Environment Inventory (HEI) is an instrument designed to measure the psycho-social climate of home as perceived by children. It provides a measure of the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home. HEI has 100 items belonging to ten dimensions of home environment. Operational definitions of these dimensions are as follows—

(A) Control : It indicates "autocratic atmosphere in which many restrictions are imposed on children by the parents in order to discipline them".

(B) Protectiveness : It implies "Prevention of independent behaviour and prolongation of infantile care".

(C) Punishment : It includes "Physical as well as affective punishment to avoid the occurrence of undesirable behaviour".

(D) Conformity : It indicates "Parent's directions, commands, or orders with which child is expected to comply by action". It refers to "Demands to work according to parent's desires and expectations".

(E) Social Isolation : It indicates "Use of isolation from beloved persons except family members for negative sanctions".

(F) Reward : It includes "Material as well as symbolic rewards to strengthen or increase the probability of desired behaviour."

(G) Deprivation of Privileges : It implies "Controlling children's behaviour by depriving them or their rights to seek love, respect and childcare from parents".

(H) Nurturance : It indicates "Existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child".

(I) Rejection : It implies "Conditional love recognizing that the child has no rights as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual".

(J) Permissiveness : It includes "Provision of opportunities to child to express his views freely and act according to his desires with no interference from parents."

Description of the Inventory

HEI Contains 100 items related to ten dimensions of home environment. The ten dimensions are—(A) Control, (B) Protectiveness, (C) Punishment, (D) Conformity, (E) Social Isolation, (F) Reward, (G) Deprivation of Privileges, (H) Nurturance, (I) Rejection, and (J) Permissiveness. Each dimension has ten items belonging to it.

Sr. No.	Dimensions	Items
1.	Control	10
2.	Protectiveness	10
3.	Punishment	10
4.	Conformity	10
5.	Social Isolation	10
6.	Reward	10
7.	Deprivation of Privileges	10
8.	Nurturance	10
9.	Rejection	10
10.	Permissiveness	10
	Total	100

The instrument requires pupils to tell the frequency with which a particular parent-child interaction behaviour has been observed by them in their homes, i.e., he/she is requested to tell whether a particular parental behaviour (as mentioned in an item) Occurs—'Mostly', (बहुधा) 'Often', (आयः) 'Sometimes', (कभी-कभी) 'Least', (बहुत कम) and 'Never'. (कभी नहीं) ।

There is no time-limit for this tool.

Administration of the Inventory

Home Environment Inventory can be administered in individual or group settings. To start with, students should be made familiar with the nature and

purpose of measurement of home environment. Later, the procedure for marking the responses on the booklet should be explained to them. They should be asked to put 'x' mark on any cell indicating their perception of the frequency with which a particular behaviour has been exhibited by their parents.

Students should feel assured about the confidential nature of their responses. At the time of administration in group setting, the space between individuals should be adequate so that other students may not guess about the response made by another student against a particular item. Students should be allowed to omit items which they find difficult or impossible to respond. This should be treated as a symbol of individual's tendency to give socially desirable responses. For research purposes, the scores of such students should not be used unless interviewing or any other technique is used to ensure the validity of their responses.

Scoring the Responses to HEI Items

The responses are to be given on the booklet itself. There are five cells against every item of the inventory. Each cell indicates the frequency of occurrence of a particular behaviour. The five cells belong to five responses namely, 'Mostly', (बहुधा) 'often', (प्रायः) 'sometimes', (कभी-कभी) 'least', (बहुत कम) and 'never', (कभी नहीं). The dimension to which a particular item belongs has been indicated by alphabets near the serial number of the items. Assign 4 marks to 'mostly', 3 marks to 'often', 2 marks to 'sometimes', 1 mark to 'least', and 0 marks to 'never' responses. Count the marks assigned to A, B, C, D, E, F, G, H, I and J dimension-Statements on every page and then add the dimension-scores awarded to statements given on the five pages so as to get ten scores for the ten dimensions of HEI.

Development of the Inventory

To begin with 20-25 items were written initially to measure the predetermined ten dimensions of home environment the items were subjected to evaluation by the tool constructor, experts, pre-tryout and tryout resulting finally in the selection of 100 statements for inclusion in the final form of the HEI. Before

tryout the language and the content of various items were evaluated on many occasions in order to judge their relevance and suitability. 't-values' for the selected items along with the dimension to which they belong are shown in Table 1.

TABLE 1

*t-value for items selected for inclusion under the ten
Dimensions of Home Environment in HEI*

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Dimension	A	B	C	D	E	F	G	H	I	J	A	B
t-value	3.35	6.79	12.50	2.89	6.25	4.67	5.96	3.50	11.01	3.32	3.91	4.90
Item No.	13	14	15	16	17	18	19	20	21	22	23	24
Dimension	C	D	E	F	G	H	I	J	A	B	C	D
t-value	7.36	5.77	3.32	4.63	3.33	3.77	3.33	3.33	3.83	5.50	7.41	4.07
Item No.	25	26	27	28	29	30	31	32	33	34	35	36
Dimension	E	F	G	H	I	J	A	B	C	D	E	F
t-value	4.89	10.64	3.41	4.25	2.95	5.11	4.48	4.24	5.11	5.41	4.83	8.33
Item No.	37	38	39	40	41	42	43	44	45	46	47	48
Dimension	G	H	I	J	A	B	C	D	E	F	G	H
t-value	6.02	2.81	5.82	7.36	3.13	5.25	5.62	3.12	5.00	3.62	3.65	3.53
Item No.	49	50	51	52	53	54	55	56	57	58	59	60
Dimension	I	J	A	B	C	D	E	F	G	H	I	J
t-value	3.05	5.20	3.51	5.09	2.69	4.71	5.44	6.29	2.08	5.53	4.48	5.93
Item No.	61	62	63	64	65	66	67	68	69	70	71	72
Dimension	A	B	C	D	E	F	G	H	I	J	A	B
t-value	3.61	5.55	5.07	5.12	5.16	9.57	6.92	6.09	4.35	4.44	2.41	4.05
Item No.	73	74	75	76	77	78	79	80	81	82	83	84
Dimension	C	D	E	F	G	H	I	J	A	B	C	D
t-value	4.59	3.20	5.08	5.50	5.22	8.52	4.23	4.69	4.08	3.69	6.56	2.50
Item No.	85	86	87	88	89	90	91	92	93	94	95	96
Dimension	E	F	G	H	I	J	A	B	C	D	E	F
t-value	6.36	8.86	4.11	4.37	7.57	3.00	4.10	3.59	4.85	3.50	4.28	7.69
Item No.	97	98	99	100								
Dimension	G	H	I	J								
t-value	9.05	2.41	2.61	5.00								

Dimensions of Home Environment—A : Control, B : Protectiveness, C : Punishment, D : Conformity, E : Social Isolation, F : Reward, G : Deprivation Privileges, H : Nurturance, I : Rejection, J : Permissiveness.

Table shows that ten items were selected for inclusion under every dimension. The sequence in which various items appear in the final form was determined through random selection. Items numbered 1, 11, 21, 31, 41, 51, 61, 71, 81 and 91 belong to the 'Control' dimension; items no. 2, 12, 22, 32, 42, 52, 62, 72, 82, and 92 belong to 'Protectiveness' dimension; items 3, 13, 23, 33, 43, 53, 63, 73, 83 and 93 belong to 'Punishment' dimension; items 4, 14, 24, 34, 44, 54, 64, 74, 84 and 94 belong to the 'Conformity' dimensions; items 5, 15, 25, 35, 45, 55, 65, 75, 85 and 95 belong to the 'Social Isolation' dimension; items no. 6, 16, 26, 36, 46, 56, 66, 76, 86 and 96 belong to the 'Reward' dimension; items no. 7, 17, 27, 37, 47, 57, 67, 77, 87 and 97 belong 'Deprivation of Privileges' dimension; 'Nurturance' is to be measured through items no. 8, 18, 28, 38, 48, 58, 68, 78, 88 and 98; items no. 9, 19, 29, 39, 49, 59, 69, 79, 89 and 99 belong to the 'Rejection' dimension while items no. 10, 20, 30, 40, 50, 60, 70, 80, 90 and 100, belong to the 'Permissiveness' dimension.

Sr. No.	Dimensions	Items Presentation
1.	Control	1, 11, 21, 31, 41, 51, 61, 71, 81 91
2.	Protectiveness	2, 12, 22, 32, 42, 52, 62, 72, 82, 92
3.	Punishment	3, 13, 23, 33, 43, 53, 63, 73, 83 93
4.	Conformity	4, 14, 24, 34, 44, 54, 64, 74, 84 94
5.	Social Isolation	5, 15, 25, 35, 45, 55, 65, 75, 85 95
6.	Reward	6, 16, 26, 36, 46, 56, 66, 76, 86 96
7.	Deprivation of Privileges	7, 17, 27, 37, 47, 57, 67, 77, 87 97
8.	Nurturance	8, 18, 28, 38, 48, 58, 68, 78, 88 98
9.	Rejection	9, 19, 29, 39, 49, 59, 69, 79, 89 99
10.	Permissiveness	10, 20, 30, 40, 50, 60, 70, 80, 90 100

Reliability

The 'Home Environment Inventory' was administered to 113 students (54 boys and 59 girls) studying in intermediate classes of five schools. Split half reliabilities were worked out separately for all the ten dimensions of home environment. The split-half reliabilities (Corrected for length) for various dimensions of home environment are as follows :

TABLE 2

*Split half reliability coefficients for ten dimensions of
Home Environment as measured by HEI*

Sr. No.	Inventory Dimension	Reliability Coefficient
A	Control	.879
B	Protectiveness	.748
C	Punishment	.947
D	Conformity	.866
E	Social Isolation	.870
F	Reward	.875
G	Deprivation of Privileges	.855
H	Nurturance	.901
I	Rejection	.841
J	Permissiveness	.726

Intercorrelations Among Scales

Intercorrelations among the ten scale scores on HEI are shown in table 3.

TABLE 3

Intercorrelations Among HEI Scales

Sr. No.	Inventory Scale	Correlations								
		A	B	C	D	E	F	G	H	I
A	Control	—								
B	Protectiveness	.34	—							
C	Punishment	.37	.51	—						
D	Conformity	.37	.36	.51	—					
E	Social Isolation	.59	-.08	.04	.11	—				
F	Reward	.31	.31	.48	.48	.88	—			
G	Deprivation of Privileges	.28	-.19	.48	.05	-.04	-.23	—		
H	Nurturance	.26	.34	.19	.06	-.04	.71	-.11	—	
I	Rejection	.23	.32	.08	-.09	.38	-.19	.34	.33	—
J	Permissiveness	.03	.21	-.28	.13	-.12	.24	.14	.39	.03

Observation of table 3 shows that eight coefficients of correlation are moderate/high. However, the scale scores may be treated independently in analyses. No effort should be made to get a composite score.

Validity

Home Environment Inventory has been found to possess content validity as measured with the help of views expressed by judges criterion related validity could not be established because of the lack of appropriate external criteria.

Norms

Table 4 shows percentile norms for boys and girls. 10th, 25th, 50th, 75th and 90th percentile scores have been given.

TABLE 4
Percentile Norms for the Home Environment Inventory

Sr. No.	Dimension Name	Percentile Scores				
		P ₉₀	P ₇₅	P ₅₀	P ₂₅	P ₁₀
A	Control	30.1*	24.7	20.5	16.1	12.7
		27.3	23.5	19.1	14.3	13.9
B	Protectiveness	31.1	27.7	22.5	17.3	13.5
		32.5	28.8	24.1	19.9	14.9
C	Punishment	33.7	27.9	24.5	20.1	19.1
		31.3	27.3	22.7	18.1	13.7
D	Conformity	34.7	33.8	30.1	25.9	21.5
		34.3	32.8	29.5	25.1	21.3
E	Social Isolation	24.7	19.9	13.9	8.5	4.1
		21.1	17.7	10.1	4.1	1.5
F	Reward	36.9	32.3	26.5	21.7	16.9
		36.9	33.3	29.4	24.3	18.1
G	Deprivation of Privileges	22.9	17.3	11.7	6.1	2.9
		18.5	14.9	8.7	4.9	2.5
H	Nurturance	30.7	25.9	21.9	16.9	9.5
		31.1	27.1	22.3	17.5	12.1
I	Rejection	18.7	15.1	9.7	4.7	1.5
		18.5	12.5	7.5	4.1	2.0
J	Permissiveness	25.1	22.1	17.1	11.7	8.5
		26.3	20.1	16.9	12.9	10.3

* Scores printed in bold face numbers are for boys and others are for girls.

Scores falling in the range of $> P_{90}$, $P_{75}-P_{90}$, $P_{50}-P_{75}$, $P_{25}-P_{50}$, $P_{10}-P_{25}$ and $< P_{10}$ should be interpreted as indices of very high, high, above average, average, low and very low levels of a particular dimension of the home environment respectively.

Percentile		Level of Home Environment
P_{90} & Above	—	Very High Home Environment
$P_{75}-P_{90}$	—	High Home Environment
$P_{50}-P_{75}$	—	Above Average Home Environment
$P_{25}-P_{50}$	—	Average Home Environment
$P_{10}-P_{25}$	—	Low Home Environment
P_{10} & Less	—	Very Low Levels Home Environment

Uses of Home Environment Inventory

Home Environment Inventory can be used to measure children's perception of parental child rearing behaviour i.e. home environment. This tool has been standardized on students of intermediate classes and has been successfully used for students of VIII to X classes.



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Dr. Karuna Shanker Mishra (Allahabad)

Consumable Booklet
of

H E I-MK

(English Version)

Please up the following informations :

Date

--	--	--	--	--	--	--	--	--	--

Name _____

Age

--	--	--	--	--	--	--	--

Class _____

School / College _____

INSTRUCTIONS

Incidences given on the following pages describe the atmosphere of your house. These incidences are related with you and your parents behaviour. Your parents, till today, might have done these behaviours '**Mostly**, **Usually**, **Seldom**, **Very less** or **Never**'. Read every behaviour statement carefully and think how many times your parents have used this. Give your answer by Tick mark ☒ in the box given under '**Mostly**', '**Usually**', '**Seldom**', '**Very less**' or '**Never**' against each statement.

Answer quickly. Ask, If there is any doubt. Pass on to the next if you are unable to answer anywhere.

Scoring Table

Area	A	B	C	D	E	F	G	H	I	J
Raw Score										
Home Environment Level										

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Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
1.	My parents allow me to play for a definite time.	☐	☐	☐	☐	☐	
2.	My parents become too much anxious when I weep.	☐	☐	☐	☐	☐	
3.	My parents get angry against me when I do any work carelessly.	☐	☐	☐	☐	☐	
4.	My parents say me to obey some particular persons.	☐	☐	☐	☐	☐	
5.	My parents do not allow me to go for a walk with my colleagues when I submit my idea different to their idea.	☐	☐	☐	☐	☐	
6.	My parents feel very happy when I solve my problem successfully.	☐	☐	☐	☐	☐	
7.	My parents do not talk with me when I ask them many questions regarding anything.	☐	☐	☐	☐	☐	
8.	My parents teach me only that behaviour which I like to learn.	☐	☐	☐	☐	☐	
9.	My parents criticize my ideas too much.	☐	☐	☐	☐	☐	
10.	My parents give me an opportunity to do the work by self.	☐	☐	☐	☐	☐	
11.	My parents decide my reading time.	☐	☐	☐	☐	☐	
12.	Whenever I am too much sad, my parents make me understand with great affection.	☐	☐	☐	☐	☐	
13.	When I make too much of noise in my house, my parents give me corporal punishment (slapping, beating with stick etc.).	☐	☐	☐	☐	☐	
14.	My parents have this desire that I may do every work better comparatively to other children.	☐	☐	☐	☐	☐	

A		B		C		D		E	F	G	H	I	J
1	11	2	12	3	13	4	14	5	6	7	8	9	10

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
--------	------------	--------	---------	--------	-----------	-------	-------

15. My parents remove me away from them when I express my opinion different to them. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
16. My parents get very happy when I express my ideas to the incoming guests. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
17. My parents do not take me with them when I insist to go with them to the market. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
18. My parents go with me for walking. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
19. My parents make fun of me when I weep on being scolded. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
20. I can purchase any magazine without obtaining prior permission. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
21. My parents keep strict discipline in home. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
22. My parents accompany me to ascertain all the facilities whenever I go to any place for the first time. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
23. My parents pull my ears when I do not keep anything at the proper place. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
24. My parents desire that I should make special efforts to present every work. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
25. When I become angry with my parents then they become separate from me. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
26. My parents feel happy when I ask different questions regarding anything after seeing it. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
27. When I am on studies and my parents call me and I do not go to them, they remove my books kept in front of me. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
28. When my parents go to meet any of their friend, they take me with them. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never
29. My parents prefer to stay away with me. ☐ Mostly ☐ Usually ☐ Seldom ☐ Very less ☐ Never

A		B		C		D		E		F		G		H		I		J	
21	22	23	24	15	25	16	26	17	27	18	28	19	29	20					

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
30.	I can hear the radio for the time I like.	☐	☐	☐	☐	☐	
31.	I do not go to see movie without the permission of my parents.	☐	☐	☐	☐	☐	
32.	My parents worry for me too much when I suffer from severe fever.	☐	☐	☐	☐	☐	
33.	On telling a lie my parents scold me.	☐	☐	☐	☐	☐	
34.	My parents desire that I should do all the works like them.	☐	☐	☐	☐	☐	
35.	My parents do not let me play with my friends when I tell a lie.	☐	☐	☐	☐	☐	
36.	After solving any problem in different ways, when I tell my parents, then they praise my ability.	☐	☐	☐	☐	☐	
37.	I do not get breakfast on the day I wake up late.	☐	☐	☐	☐	☐	
38.	My parents go to school to leave me there.	☐	☐	☐	☐	☐	
39.	My parents do not worry for my future.	☐	☐	☐	☐	☐	
40.	I read only when I wish.	☐	☐	☐	☐	☐	
41.	I do not go to the house of any of my relatives without the permission of my parent.	☐	☐	☐	☐	☐	
42.	When I do not reach home from school in time my parents go to school to take me.	☐	☐	☐	☐	☐	
43.	My parents become sad when I misbehave.	☐	☐	☐	☐	☐	
44.	My parents desire that every teacher may praise me.	☐	☐	☐	☐	☐	
45.	When my parents become angry with me as a result of any of my behaviour, they donot allow me to go to play.	☐	☐	☐	☐	☐	

A		B		C		D		E		F	G	H	I	J	
31	41	32	42	33	43	34	44	35	45	36	37	38	39	30	40

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
46.	My parents reward me when I make anything new from the waste things available in the house.	☐	☐	☐	☐	☐	
47.	My parents ask me to do more work in the form of punishment.	☐	☐	☐	☐	☐	
48.	My parents help me in doing home work of school.	☐	☐	☐	☐	☐	
49.	My parents leave me alone when I am sad.	☐	☐	☐	☐	☐	
50.	I can talk of every kind with my parents.	☐	☐	☐	☐	☐	
51.	My parents do not allow me to wake in night after a certain time.	☐	☐	☐	☐	☐	
52.	My parents do not let me go at a distance from them in crowd.	☐	☐	☐	☐	☐	
53.	My parents feel frustration due to my undesirable works.	☐	☐	☐	☐	☐	
54.	My parents desire that I should help them in the household works.	☐	☐	☐	☐	☐	
55.	My parents lock me in a room when I do not accede to their good suggestion knowingly.	☐	☐	☐	☐	☐	
56.	My parents love me too much when I do any work honestly.	☐	☐	☐	☐	☐	
57.	When I do anything wrong, my parents do not let me do those works in which I get enjoyment.	☐	☐	☐	☐	☐	
58.	My parents ask for bringing monthly magazine of my choice for me for reading.	☐	☐	☐	☐	☐	
59.	When my parents do not like to fulfil my desire, then they do not pay any attention to my talks.	☐	☐	☐	☐	☐	

A	B	C	D	E	F		G		H		I		J
51	52	53	54	55	46	56	47	57	48	58	49	59	50

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Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
60.	My parents let me sleep till I want to sleep.	☐	☐	☐	☐	☐	☐
61.	My parents have fixed the time of taking my food.	☐	☐	☐	☐	☐	☐
62.	My parents do not let me go alone for travelling out of fear of accident.	☐	☐	☐	☐	☐	☐
63.	I am punished corporally when I insult my elders.	☐	☐	☐	☐	☐	☐
64.	My parents like that I should do all the works according to my family traditions.	☐	☐	☐	☐	☐	☐
65.	Whenever I do any work wrong, then all the family persons stop talking with me.	☐	☐	☐	☐	☐	☐
66.	My parents while talking with other persons refer to my qualities.	☐	☐	☐	☐	☐	☐
67.	The day I play much and read less, that day my parents give me food late.	☐	☐	☐	☐	☐	☐
68.	My parents feel pleasure in talking with me.	☐	☐	☐	☐	☐	☐
69.	When I am unable to solve my problem then my parents ridicule of my ability.	☐	☐	☐	☐	☐	☐
70.	I can call my friends at the house.	☐	☐	☐	☐	☐	☐
71.	My parents do not let me talk with any girl / boy.	☐	☐	☐	☐	☐	☐
72.	My parents do not let me go to places full of danger.	☐	☐	☐	☐	☐	☐
73.	My parents become angry with me on playing for a long time.	☐	☐	☐	☐	☐	☐
74.	My parents desire to see me in the list of best students of the class.	☐	☐	☐	☐	☐	☐
75.	After hearing radio for a long time my parents say me not to hear radio and I do not obey them then they do not let me meet with the guests.	☐	☐	☐	☐	☐	☐

A		B		C		D		E		F	G	H	I	J	
61	71	62	72	63	73	64	74	65	75	66	67	68	69	60	70

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
76.	When inquisitiveness develops in me after seeing anything, then my parents tell me about it.	☐	☐	☐	☐	☐	☐
77.	When I do not go to bid good-bye any guest then my parents stop talking with me.	☐	☐	☐	☐	☐	☐
78.	My parents help me in doing works of my hobbies.	☐	☐	☐	☐	☐	☐
79.	My parents do not have any worry when I obtain less marks in any subject.	☐	☐	☐	☐	☐	☐
80.	When my parents ask me to do any work in the presence of guests, then do it only if I desire.	☐	☐	☐	☐	☐	☐
81.	My parents do not let me make noise in the house.	☐	☐	☐	☐	☐	☐
82.	My parents arrange for my lodging and boarding in advance when I go out of the house.	☐	☐	☐	☐	☐	☐
83.	My parents get very sad when I do not obey them in the presence of some guest.	☐	☐	☐	☐	☐	☐
84.	My parents give example of any particular person to make me learn some behaviour.	☐	☐	☐	☐	☐	☐
85.	When I do some improper work they my parents expel me from the house.	☐	☐	☐	☐	☐	☐
86.	My parents become happy when I express any new idea.	☐	☐	☐	☐	☐	☐
87.	When I quarrel with my brother and sister, good eatables brought are not given to me for eating.	☐	☐	☐	☐	☐	☐

A	B	C	D	E	F		G		H	I	J
81	82	83	84	85	76	86	77	87	78	79	80

Sr.No.	STATEMENTS	Mostly	Usually	Seldom	Very less	Never	SCORE
88.	When my parents take food with any guest I sit alongwith him.	☐	☐	☐	☐	☐	
89.	My parents do not have any worry about my health.	☐	☐	☐	☐	☐	
90.	My parents allow me to play with every kind of children.	☐	☐	☐	☐	☐	
91.	I am compelled to obey my parents when I disobey them before guests.	☐	☐	☐	☐	☐	
92.	My parents do not let me touch electrical implements.	☐	☐	☐	☐	☐	
93.	When I break the family traditions then I am rebuked.	☐	☐	☐	☐	☐	
94.	My parents think that I should not oppose their conversation.	☐	☐	☐	☐	☐	
95.	When I insult any guest then my parents do not let me go outside of the house.	☐	☐	☐	☐	☐	
96.	When I obtain more marks in examination then my parents congratulate me after calling me near them.	☐	☐	☐	☐	☐	
97.	My parents put my things distant from me as a consequence of punishment.	☐	☐	☐	☐	☐	
98.	Whenever I feel troubled my parents try to remove my trouble.	☐	☐	☐	☐	☐	
99.	My parents cut jokes of my ideas.	☐	☐	☐	☐	☐	
100.	When my parents ask me to do any work in front of relatives then I do not do that work not being desirous.	☐	☐	☐	☐	☐	

A	B	C	D	E	F	G	H	I	J
91	92	93	64	95	96	97	88 98	89 99	90 100