

## **EMOTIONAL INTELLIGENCE IN RELATION TO HOME ENVIRONMENT AND PERSONALITY OF ADOLESCENTS**

**Assistant Professor Dr. Anju SHARMA  
Assistant Professor Dr. Madhu SAHNI  
Vaish College of Education, Rohtak, INDIA**

### **ABSTRACT**

The present investigation endeavored

- to assess the level of emotional intelligence of adolescents, and
- to study the influence of home environment, personality and their interaction on emotional intelligence of adolescents.

A sample of 300 adolescents was randomly selected from various secondary schools of state Haryana. Data analysis revealed

- level of emotional intelligence of adolescents was moderate;
- significant independent effect of home environment and personality on emotional intelligence; and
- significant two factor interactive effect of variables on emotional intelligence of adolescents.

**Keywords:** Emotional Intelligence, home environment, personality, adolescents.

### **INTRODUCTION**

In the last decade or so, science has discovered a tremendous amount about the role of emotions play in individual's life. Emotions are the root forces in the dynamics of human behaviour and personality. But it has been seen that within families, schools and society as a whole, this aspect has often been overlooked. Emotional intelligence is the efficiency of a person to deal with emotions effectively (Bhardwaj & Sharma, 1995). It helps the individual to perceive, understand regulate and harness emotions adaptively in interpersonal relationships (Fitness, 2001). Researchers have found that even more than IQ, our emotional awareness and ability to handle feelings will determine success and happiness in all walks of life, including family relationships (Goleman, 1995; Bar On 2001; Palmer, Walls, Bergess & Stough, 2002). Individuals with high emotional intelligence are more successful than counterparts. They are more socially adept, display better social skills and are able to build long term, satisfying relationships (Kulik & Mehler, 1993; Schwarzer & Leppin, 1989; Schutte et al. 2001) as cited in Arati and Prabha (2004).

Family life is child's first school for emotional learning (Goleman, 1997). In this intimate cauldron child learns how to feel about himself and how others will react to his feelings; how to think about these feelings and what choices he has in reacting; how to read and express hopes and fears.

Home is the primary and the most important socializing agency, which integrates and regulates the individual's behaviour as s/he strives to satisfy his/her basic needs. Home provides the basic environment for building the personality of the individual with its warm interpersonal relationship contributing to their feeling of security and belongingness.

Home environment has been conceptualized as the quality of human interactions, from the point of view of the child.

It includes those aspects which foster growth and development, such as family trust and confidence, sharing of ideas, making discussions, parental approval, affection and approval of peer activities.

Several studies (Walsey, 1982; Clark, 1983; Caldwell & Bradley, 1984; Walberg, 1984; Comer, 1988) have been conducted to see the effect of home environment and they also concluded that family environment has a significant effect on the child's development (cited in Kaushik & Rani, 2005).

The range and depth of emotions which parents display to their children builds up the psychological interior of their children (Baumarind, 1991; Dornbusch et. al., 1987).

Parents having strong bonding with their children, provide them with a secure atmosphere in which to perceive life as a series of challenges that build confidence, rather than as a progression of unsolvable problems that destroy self worth. When households are unmanaged emotionally, family relations jam up.

The result is an emotional disconnection. Dhoundlyal, (1984) examined the effect of home environment on the emotional disturbance among adolescents. The results revealed that poor home environment facilitated significant more frequent occurrence of emotional disturbance. By consciously practicing emotional balance and creating a loving environment, a parent can intuitively guide children in the development of emotional security.

Therefore, home environment plays a significant role in developing the emotional balance among the children.

Personality is also a cardinal factor which is responsible for the development of high emotional intelligence among the children. All experts agree that high quality parenting plays a crucial role in the development of child's personality. Researches show that there is significant difference in the emotional intelligence of extrovert and introvert.

Emotional stability is more in extrovert than introvert (H. S & Betsur, 2010). Again a correlation is found between extraversion and happiness.

More extraverted people tend to report higher level of happiness than introverts. Extraverts simply report experiencing more positive emotions, whereas introverts tend to be closer to neutral.

Luther, (2002) studied the relationship between emotional intelligence and personality. He concluded that emotional intelligence is mainly associated with personality traits (extraversion, agreeableness, conscientiousness, self-perceived creativity).

## **NEED OF THE STUDY**

Emotional intelligence plays a key part in the success of individuals. Working with emotional intelligence allows one to gain a whole new insight in oneself.

By working with emotional intelligence an individual will be able to make decisions that one can live with. Researches have revealed that successful individuals did not get to the top by disregarding their emotions.

Today's youth needs to cope with lots of factors in order to succeed in life. During the crucial period of physical and psychological maturation adolescents are expected to establish their own identity and prepare for adulthood by developing skills necessary for socially acceptable behaviour (Kopp, 1989; Thompson, 1994; Sroufe, 1996) as cited in Arati and Prabha (2004).

At this stage they suffer from swing moods and emotional instability. Therefore, it was essential to investigate level of emotional intelligence of adolescents.

The adolescent's transition from childhood to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive home environment.

Teaching adolescents about their emotions and how they deal with others as well as their own actions can be very helpful in their daily struggles and maintaining good relationships.

There are several reasons to understand emotional intelligence and personality together also. Emotional intelligence is a part of human personality, and personality provides the context in which emotional intelligence operates.

Despite the many reports on the relationships between home environments, personality to emotional intelligence, there is scarce if any documentation of the influence of home environment, personality and their interactive effect on emotional intelligence which will address differences in children based on home environment and personality.

Keeping this background in view the present study was taken up with following objectives:

## OBJECTIVES

- To assess the level of emotional intelligence of adolescents.
- To study the influence of home environment and personality and their interaction on emotional intelligence of adolescents.

## METHOD

### Research Design

For the purpose of the present investigation, factorial design based upon two independent variable viz.,

- Home Environment
- Personality was followed.

The independent variable Home Environment (A) varied in two ways- high value in home dimension ( $A_1$ ) and low value in home dimension ( $A_2$ ); the second independent variable Personality (B) varied in two ways-Extrovert( $B_1$ ) and Introvert ( $B_2$ ).

The extreme grouping of home environment was set by using the formula Mean  $\pm$ SD.

In order to analyze the data, two way ANOVA (2 X 2 factorial design) was applied to see the interaction effect of various dimensions of home environment and personality on the emotional intelligence of adolescents.

### Sample and Procedure

The respondents in this study were adolescents ranging from 14-16 years studying in class IX and X who were randomly selected from various secondary schools of state Haryana. The state Haryana was divided into four zones namely North, South, East and West. Out of each zone, one district was picked up by using the lottery technique.

A list of secondary schools located in these four districts was obtained from office of the concerned district education officer. Out of that list twelve schools (three from each district) were randomly selected for collection of data.

The investigators personally visited the selected schools one by one. After rapport formation investigators administered the tools to all students of class IX and X present on the day.

Initially 550 respondents were chosen. Out of this, the responses of only 300 students could be taken for analysis, as only extreme ends were taken into consideration in case of independent variables.

As per the requirement of 2x2 cells (40 in each cell of the paradigm) the sample of 160 adolescents was chosen.

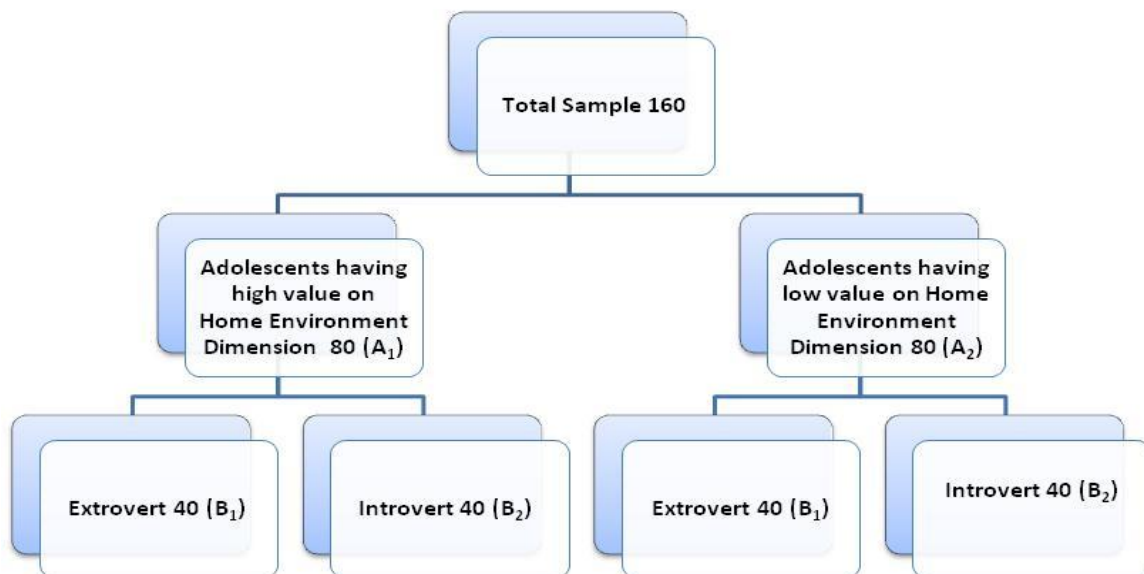


Figure: 1  
Layout of the sample

### Tools

The following tools were used in the present study to obtain reliable data:

- *Emotional Intelligence Inventory by Dr. S. K. Mangal & Dr. S. Mangal*
  - It consists of 100 items, 25 each from the four areas of emotional intelligence ie. Intra-Personal and Inter-Personal Awareness, Intra-Personal and Inter Personal Management. The split-half, K-R

formula(20) and test-retest reliability coefficient of the inventory was found to be .89, .90 and .92 respectively.

- **Home Environment Inventory by Dr. Karuna Shankar Mishra**
  - This inventory contains 100 items belonging to 10 dimensions of home environment ie. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection and Permissiveness. Each dimension has 10 items. The split-half reliability coefficient for various dimensions of home environment varied from .726 to .947.
- **Introversion- Extroversion Inventory by Dr. P. F. Aziz and Dr. Rekha Gupta**
  - The inventory consists of 60 items -30 pertaining to an introvert's characteristics and 30 to an extrovert's characteristics. The test-retest reliability coefficient of the inventory was found to be 0.95.

## ANALYSIS AND INTERPRETATION

In pursuance of the objectives data was analyzed and interpreted under the following heads (1-2):

### Level of Emotional Intelligence of Adolescents

300 adolescents were classified in to three groups according to their score value as given in following table 1:

**Table: 1**  
**Classification of subjects in to three groups**  
**on the basis of their scores in emotional intelligence inventory**

Sr No	Level of Emotional Intelligence	Range of Scores	N(%)
1	High	87 & above	70 (23.33%)
2	Moderate	51 to 86	136(45.33%)
3	Low	50 & below	94(31.33%)

Results in Table: 1 reveal that majority of adolescents ie. 45.33% had moderate level of emotional intelligence followed by low level ie. 31.33%. A small percentage of subjects ie. 23.33% fell in the category of high emotional intelligence.

### Influence of Home Environment and Personality and Their Interaction on Emotional Intelligence of Adolescents

**Table: 2**  
**Summary of 2x2 Factorial Design ANOVA of Emotional Intelligence of adolescents**

Home Environment Dimension	Group	N	Mean	S.D	t-ratio
Control	A <sub>1</sub>	80	60.69	13.72	7.13*
	A <sub>2</sub>	80	74.04	9.62	
Protectiveness	A <sub>1</sub>	80	75.91	10.41	6.86*
	A <sub>2</sub>	80	62.66	13.86	
Punishment	A <sub>1</sub>	80	62.56	14.68	7.91*
	A <sub>2</sub>	80	80.36	13.78	
Conformity	A <sub>1</sub>	80	69.83	11.74	1.71( NS)
	A <sub>2</sub>	80	73.68	16.26	
Social Isolation	A <sub>1</sub>	80	60.77	12.98	7.71*
	A <sub>2</sub>	80	77.43	14.33	

**Table 2**

Reward	A1	80	71.38	15.94	3.83*
	A2	80	62.26	14.19	
Deprivation of Privileges	A1	80	62.47	15.44	2.11**
	A2	80	76.23	10.98	
Nurturance	A1	80	82.1	13.83	14.60*
	A2	80	52.46	11.88	
Rejection	A1	80	52.31	10.63	17.63*
	A2	80	83.17	11.56	
Permissiveness	A1	80	81.76	11.50	10.39*
	A2	80	61.81	12.78	

df =(1,156),\*\*p<.05,\*p<.01, NS-not significant even at .05 level of significance

### Emotional Intelligence by Home Environment

From table 2 it can be seen that the F-values for each dimension of home environment is significant.

It means home environment had significantly independent effect upon emotional intelligence of adolescents.

In order to interpret this, t-test was applied. The results for the same have been given in Table 3.

**Table: 3**  
**Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Home Environment**

Home Environment Dimension	Group	N	Mean	S.D	t-ratio
Control	A <sub>1</sub>	80	60.69	13.72	7.13*
	A <sub>2</sub>	80	74.04	9.62	
Protectiveness	A <sub>1</sub>	80	75.91	10.41	6.86*
	A <sub>2</sub>	80	62.66	13.86	
Punishment	A <sub>1</sub>	80	62.56	14.68	7.91*
	A <sub>2</sub>	80	80.36	13.78	
Conformity	A <sub>1</sub>	80	69.83	11.74	1.71( NS)
	A <sub>2</sub>	80	73.68	16.26	
Social Isolation	A <sub>1</sub>	80	60.77	12.98	7.71*
	A <sub>2</sub>	80	77.43	14.33	
Reward	A1	80	71.38	15.94	3.83*
	A2	80	62.26	14.19	
Deprivation of Privileges	A1	80	62.47	15.44	2.11**
	A2	80	76.23	10.98	
Nurturance	A1	80	82.1	13.83	14.60*
	A2	80	52.46	11.88	
Rejection	A1	80	52.31	10.63	17.63*
	A2	80	83.17	11.56	
Permissiveness	A1	80	81.76	11.50	10.39*
	A2	80	61.81	12.78	

*A<sub>1</sub>-High on dimension, A<sub>2</sub>-Low on dimension, \*Significant at .01 level,\*\* Significant at .05 level,*

Table: 3 indicate that t-ratios of emotional intelligence of adolescents on all dimensions of home environment are significant except on conformity.

The mean scores indicate that adolescents with high scores of home environment on protectiveness, reward, nurturance, permissiveness are found to be higher on Emotional Intelligence as compared to adolescents with low scores of home environment on these dimensions.

Whereas, the mean scores indicate that adolescents with low scores of home environment on control, punishment, social isolation, deprivation of privileges and rejection are found to be higher on Emotional Intelligence as compared to adolescents with high scores of home environment on these dimensions.

### Emotional Intelligence by Personality

From table 2 it can be seen that the F-values for personality corresponding to dimensions of home environment viz. protectiveness, punishment, conformity, social isolation, reward and deprivation of privileges is significant. It means personality had significantly independent effect upon emotional intelligence of adolescents for these dimensions. In order to interpret these mean values, t-test was applied. The results for the same have been given in Table 4.

Table: 4  
Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Personality

HE Dimension	Group	N	Mean	S.D	t-ratio
Protectiveness	B <sub>1</sub>	80	76.75	10.95	8.02*
	B <sub>2</sub>	80	61.82	12.52	
Punishment	B <sub>1</sub>	80	82.22	11.90	10.6*
	B <sub>2</sub>	80	60.7	13.80	
Conformity	B <sub>1</sub>	80	80.48	11.60	9.74*
	B <sub>2</sub>	80	63.03	11.09	
Social Isolation	B <sub>1</sub>	80	78.97	12.39	9.91*
	B <sub>2</sub>	80	59.23	12.82	
Reward	B <sub>1</sub>	80	77.72	13.79	8.44*
	B <sub>2</sub>	80	55.92	18.57	
Deprivation of Privileges	B <sub>1</sub>	80	76.88	13.55	7.31*
	B <sub>2</sub>	80	61.82	12.52	

*B<sub>1</sub>-Extrovert, B<sub>2</sub>-Introvert, \*Significant at .01 level,\*\* Significant at .05 level,*

Table: 4 indicate that the t-ratios of emotional intelligence of adolescents on above mentioned dimensions of home environment in relation to personality are significant. The mean scores indicate that extroverts are found to be higher on emotional intelligence as compared to introverts.

### Emotional Intelligence by Home Environment and Personality

The F-values (vide table 2) for the double interaction between protectiveness and personality, conformity and personality, deprivation of privileges and personality,

permissiveness and personality are significant, leading to inference that the two variables interact with each other.

To investigate further the interaction, the t-ratios were computed.

The results for the same have been given in Tables 5, 6, 7 & 8.

### Emotional Intelligence by Protectiveness and Personality

**Table: 5**  
**Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Protectiveness and Personality (A x B)**

Groups	M	SD	t-ratio
A <sub>1</sub> B <sub>1</sub> vs A <sub>1</sub> B <sub>2</sub>	80.25 71.57	11.17 7.36	4.11*
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub>	80.25 73.25	11.17 9.52	3.01*
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	80.25 52.07	11.17 8.33	12.80*
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub>	71.57 73.25	7.36 9.52	.88 (NS)
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub>	71.57 52.07	7.36 8.33	11.14*
A <sub>2</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	73.25 52.07	9.52 8.33	10.64*

*A<sub>1</sub>. high on dimension, A<sub>2</sub>. low on dimension, B<sub>1</sub>. extrovert, B<sub>2</sub>. introvert, \*- significant at .01 level of significance, NS-not significant even at .05 level of significance*

Table: 5 shows that

- extrovert adolescents higher on 'protectiveness' are more emotionally intelligent(M=80.25) as compared to introvert adolescents higher on 'protectiveness'(M=71.57).
- extrovert adolescents higher on 'protectiveness' are more emotionally intelligent(M=80.25) as compared to extrovert adolescents lower on 'protectiveness'(M=73.25)
- extrovert adolescents higher on 'protectiveness' are more emotionally intelligent(M=80.25) as compared to introvert adolescents lower on 'protectiveness' (M=52.07)
- introvert adolescents higher on 'protectiveness' are less emotionally intelligent(M=71.57) as compared to extrovert adolescents lower on 'protectiveness' (M=73.25)
- introvert adolescents higher on 'protectiveness' are more emotionally intelligent(M=71.57) as compared to introvert adolescents lower on 'protectiveness' (M=52.07)
- extrovert adolescents lower on 'protectiveness' are more emotionally intelligent(M=73.25) as compared to introvert adolescents lower on 'protectiveness' (M=52.07).



Table: 5 also shows that extrovert adolescents higher on 'protectiveness' have maximum emotional intelligence scores (M=80.25), while introvert adolescents lower on 'protectiveness' have minimum emotional intelligence scores (M=52.07).

### Emotional Intelligence by Conformity and Personality (AxB)

**Table: 6**  
Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Conformity and Personality (A x B)

Groups	M	SD	t-ratio
A <sub>1</sub> B <sub>1</sub> vs A <sub>1</sub> B <sub>2</sub>	75.52 64.15	10.31 10.24	4.96*
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub>	75.52 85.45	10.31 10.66	4.24*
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	75.52 61.92	10.31 11.77	5.50*
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub>	64.15 85.45	10.24 10.66	9.14*
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub>	64.15 61.92	10.24 11.77	.90 (NS)
A <sub>2</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	85.45 61.92	10.66 11.77	9.37*

*A<sub>1</sub>. high on dimension, A<sub>2</sub>. low on dimension, B<sub>1</sub>. extrovert, B<sub>2</sub>. introvert, \*- significant at .01 level of significance, NS-not significant even at .05 level of significance*

Table: 6 shows that

- extrovert adolescents higher on 'conformity' are more emotionally intelligent(M=75.52) as compared to introvert adolescents higher on 'conformity' (M=64.15)
- extrovert adolescents higher on 'conformity' are less emotionally intelligent(M=75.52) as compared to extrovert adolescents lower on 'conformity' (M=85.45)
- extrovert adolescents higher on 'conformity' are more emotionally intelligent(M=75.52) as compared to introvert adolescents lower on 'conformity' (M=61.92)
- introvert adolescents higher on 'conformity' are less emotionally intelligent(M=64.15) as compared to extrovert adolescents lower on 'conformity' (M=85.45)
- introvert adolescents higher on 'conformity' are more emotionally intelligent(M=64.15) as compared to introvert adolescents lower on 'conformity' (M=61.92)
- extrovert adolescents lower on 'conformity' are more emotionally intelligent(M=85.45) as compared to introvert adolescents lower on 'conformity' (M=61.92).

Table: 6 also shows that extrovert adolescents lower on conformity have maximum emotional intelligence scores (M=85.45), while introvert adolescents lower on conformity have minimum emotional intelligence scores (M=61.92).

### Emotional Intelligence by Deprivation of Privileges and Personality

**Table: 7**  
**Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Deprivation of Privileges and Personality (A x B)**

Groups	M	SD	t-ratio
A <sub>1</sub> B <sub>1</sub> vs A <sub>1</sub> B <sub>2</sub>	72.87 52.07	13.83 8.33	8.15*
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub>	72.87 80.9	13.83 11.98	2.77*
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	72.87 71.57	13.83 7.36	.52 NS
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub>	52.07 80.9	8.33 11.98	12.53*
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub>	52.07 71.57	8.33 7.36	11.14*
A <sub>2</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	80.9 71.57	11.98 7.36	4.20*

*A<sub>1</sub>. high on dimension, A<sub>2</sub>. low on dimension, B<sub>1</sub>. extrovert, B<sub>2</sub>. introvert, \*-significant at .01 level of significance, NS-not significant even at .05 level of significance*

Table: 7 shows that

- extrovert adolescents higher on 'deprivation of privileges' are more emotionally intelligent(M=72.87) as compared to introvert adolescents higher on 'deprivation of privileges' (M=52.07)
- extrovert adolescents higher on 'deprivation of privileges' are less emotionally intelligent(M=72.87) as compared to extrovert adolescents lower on 'deprivation of privileges' (M=80.9)
- extrovert adolescents higher on 'deprivation of privileges' are more emotionally intelligent(M=72.87) as compared to low value on DP and introvert adolescents lower on 'deprivation of privileges' (M=71.57)
- introvert adolescents higher on 'deprivation of privileges' are less emotionally intelligent(M=52.07) as compared to extrovert adolescents lower on 'deprivation of privileges' (M=80.9)
- introvert adolescents higher on 'deprivation of privileges' are less emotionally intelligent(M=52.07) as compared to introvert adolescents lower on 'deprivation of privileges' (M=71.57)
- extrovert adolescents lower on 'deprivation of privileges' are more emotionally intelligent(M=80.9) as compared to introvert adolescents lower on 'deprivation of privileges' (M=71.57)

Table: 7 also shows that extrovert adolescents lower on 'deprivation of privileges' have maximum emotional intelligence scores (M=80.9), while introvert adolescents higher on 'deprivation of privileges' have minimum emotional intelligence scores (M=52.07).

### Emotional Intelligence by Permissiveness and Personality

**Table: 8**  
**Mean, SD and t-value of Emotional Intelligence of adolescents in relation to Permissiveness and Personality (A x B).**

Groups	M	SD	t-ratio
A <sub>1</sub> B <sub>1</sub> vs A <sub>1</sub> B <sub>2</sub>	88 75.52	8.97 10.31	5.77*
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub>	88 59.47	8.97 16.14	9.80*
A <sub>1</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	88 64.15	8.97 10.24	11.09*
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub>	75.52 59.47	10.31 16.14	5.31*
A <sub>1</sub> B <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub>	75.52 64.15	10.31 10.24	4.96*
A <sub>2</sub> B <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub>	59.47 64.15	16.14 10.24	1.54 NS

*A<sub>1</sub>- high on dimension, A<sub>2</sub>- low on dimension, B<sub>1</sub>- extrovert, B<sub>2</sub>- introvert, \*-significant at .01 level of significance, NS-not significant even at .05 level of significance*

Table: 8 shows that

- extrovert adolescents higher on 'permissiveness' are more emotionally intelligent(M=88) as compared to introvert adolescents higher on 'permissiveness' (M=75.52)
- extrovert adolescents higher on 'permissiveness' are more emotionally intelligent(M=88) as compared to low extrovert adolescents lower on 'permissiveness' (M=59.47)
- extrovert adolescents higher on 'permissiveness' are more emotionally intelligent(M=88) as compared to introvert adolescents lower on 'permissiveness' (M=64.15)
- introvert adolescents higher on 'permissiveness' are more emotionally intelligent(M=75.52) as compared to extrovert adolescents lower on 'permissiveness' (M=59.47)
- introvert adolescents higher on 'permissiveness' are more emotionally intelligent(M=75.52) as compared to introvert adolescents lower on 'permissiveness' (M=64.15)
- extrovert adolescents lower on 'permissiveness' are less emotionally intelligent(M=59.47) as compared to introvert adolescents lower on 'permissiveness' (M=64.15).

Table: 8 also shows that extrovert adolescents higher on 'permissiveness' have maximum emotional intelligence scores (M=88), while extrovert adolescents lower on 'permissiveness' have minimum emotional intelligence scores (M=59.47).

## DISCUSSION AND CONCLUSION

### Emotional intelligence and Home environment

Results of the present study reveal that adolescents who are lower on dimensions-control, punishment, conformity, social isolation, deprivation of privileges, rejection-are more emotionally intelligent as compared to their counterparts.

This can be attributed to the prevalence of poor home environment wherein there is autocratic atmosphere, restrictions, physical as well as affective punishment, or the child is deprived of his right for love and expression of feelings.

A home atmosphere comprising of rejection, neglecting the child and indifferent parent-child relationship affect the expression of child thus, causing poor development of emotional intelligence in child.

The parents who guide their children rather than controlling them, let their children take part in the decision-making process in the family and they, at the same time, provide their children with explanations for their own actions.

These parents appreciate their children's independence; however, they also expect them to have responsibility for the family, peers and society. They value their children and try to understand them through empathy.

Children of such democratic parents are generally observed to be sensitive to themselves and to the environment, have high social skills, high self-esteem; that is, have high emotional intelligence (Caldwell & Bradley, 1984; Navaro, 1992).

Thus, poor home environment facilitates more frequent occurrences of emotional disturbances in adolescents (Ravi,1997) as cited in Arati &Prabha (2004). Again the findings of Dhoundlyal (1984) also support the result.

Findings further reveal that adolescents who are higher on dimensions- Reward, Nurturance, Permissiveness, Protectiveness are more emotionally intelligent as compared to their counterparts.

Characteristics of home environment such as rewarding, love for the child and providing opportunities to child to express his views freely may lead to development of emotional intelligence in the child. The reason for this may be loving and accepting parents enhance positive characteristics in the children.

They help them in fostering a feeling of mutual understanding with their siblings, which in turn helps adolescents to become emotionally competent (Hurlock, 1973). So conducive home environment leads to high emotional intelligence among the adolescents and high emotional intelligence leads adolescents to happy and successful life in future.

The result is also supported by the findings of Mohsin,1960; Nalanda &Chawla, 2000; Arati& Prabha, 2004; Sharma, 2009; Chaturvedi & Meghna,2010; Jadhav, 2010.

### **Emotional intelligence and personality**

It is apparent from the results that emotional intelligence is significantly more in case of extrovert adolescents as compared to introvert adolescents.

The study supports the findings of H. S. and Betsur (2010) that extroverts are more emotionally intelligent. It may be because of their continuous interaction allows them to understand the feelings of others and they respond to it frequently.

### **Interactional effect of home environment and personality on emotional intelligence**

Regarding interactional effect, the joint effect of factors protectiveness and personality, conformity and personality, deprivation of privileges and personality, permissiveness and personality is found significant on emotional intelligence.

The probable reason for significant interaction effect may be due to the two different ways in which each factor is varying.

### **Educational Implications**

- **Since emotionally intelligent individuals are more likely to succeed in life, efforts should be made to develop in adolescents the appropriate level of emotional intelligence.**

**In this context special attention should be given to those having low level of emotional intelligence. Emotional intelligence may be developed through emotional competences (Goleman 1998; Steiner 1997; Höpfl and Linstead 1997; Cooper and Sawaf 1997; Martinez 1997). Thus high quality programmes can bear significant influence on the development of emotional competences in the desired direction.**

- **Since home environment has produced independent significant contribution to emotional intelligence, so efforts should be made by parents to provide conducive home environment to build emotional competence in children, so that they can better fulfil their various roles in life. Negative and unfavourable home environment attributes lower emotional intelligence. Thus it is important to find ways to provide favourable home environment to adolescents. It, thus, has implications for counselling adolescents as well as their parents. As the effect of parents in the development of emotional intelligence levels of individuals are highly emphasized, some programs supporting emotional intelligence may take place in parent education. It would be beneficial to design some social emotional learning programs, which can help the parents in reinforcing the above mentioned aspects for better emotional development of children.**
- **Extrovert adolescents are more emotionally intelligent as compared to introverts. Therefore, we can attain optimum success in training needed emotional competences if we take into consideration the personality type (introvert/extrovert) of adolescents.**

**BIODATA and CONTACT ADDRESSES of the AUTHORS**

Anju SHARMA is Assistant Professor at Vaish College of Education, Rohtak (Haryana, India). She is M.A. in English & Sociology, M.Ed and PhD in Education. She has more than 15 years teaching experience of which 10 years teaching senior secondary students and for the past 5 years has been teaching B.Ed and M.Ed courses. She is also a counselor at Indira Gandhi National Open University, Delhi for B.Ed course. She has supervised a number of research projects for master's degree and has published numerous research papers for national and international journals.

**Assistant Professor Dr. Anju SHARMA**  
Vaish College of Education, Rohtak, INDIA  
Address: H.N-224, Sector-14, Rohtak, Pin-124001, Haryana, India.  
Mobile No: 09729686855  
Email: [anjusharma224@yahoo.com](mailto:anjusharma224@yahoo.com)



Madhu SAHNI, is working as Assistant Professor of Teaching of Mathematics at Vaish College of Education, Rohtak (Haryana, India). She has 8 years experience of teaching B.Ed. and M.Ed. courses. Her areas of interests are Teaching of Mathematics, Research Methodology and Statistics, Educational Technology and, Measurement and Evaluation. She has many research articles and papers to her credit and has presented papers at National and International seminars. She has supervised a number of dissertations for Master's and M.Phil Degrees. She is member of AIAER, AIATE and AITEA.

**Assistant Professor Dr. Madhu SAHNI**  
Vaish College of Education, Rohtak, INDIA.  
Address: 493/23, D.L.F.Colony, Rohtak-124001(Haryana, India)  
Mobile No: 09416915690, 09968187314  
Email: [madhu\\_sahni2006@yahoo.com](mailto:madhu_sahni2006@yahoo.com)

**REFERENCES**

Arati, C., & Prabha, R. C. (2004). Influence of family environment on emotional competence of adolescents. *Journal of Community Guidance & Research*. Vol. 21 No 2, pp 213-222.

Aziz, P. F. & Gupta, R. (2002). *Introversion Extroversion Inventory*. National Psychological Corporation, Agra.

Bar-On, R. (2001). Emotional Intelligence and self-actualization. In J. Ciarrochi, J. P. Forgas & J. D. Mayer. (Eds.), *Emotional intelligence in everyday life: A scientific inquiry*. (pp. 82-97). Philadelphia: PA: Taylor & Francis.

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.

Bharadwaj, R. & Sharma, A. (1995). Emotional competence among handicapped and non-handicapped children. *Psychological Reviews*. 44(9-10); 1-6.

- Caldwell, B. M., & Bradley R. H. (1984). *Home observation for measurement of the environment*. Revised edition. Little Rock: University of Arkansas at Little Rock.
- Chaturvedi, M. & Meghna, T. (2010). Family Environment and Emotional Intelligence. *Indian Journal of Social Science Researches Vol.7, No 2, 56-64*.
- Clark, R. (1983). *Family life and school achievement: Why poor black children succeed and fail*. Chicago, IL: The University of Chicago Press.
- Cooper, R. K., & A. Sawaf. (1997). *Executive EQ: Emotional intelligence in leadership and organisations*. New York: Gosset and Putnam.
- Dhoundyal, V. (1984). Home environment and emotional disturbance among adolescents. *Indian Journal of Psychology 59 (1&2): 19-27*.
- Dornbusch, S. M., Ritter, P. L., Leiderman, P. H., Roberts, D. F. & Fraligh, M. J. (1987). The relation of parenting style to adolescents school performance. *Child Development, 58, 1244-1257*.
- Fitness, J. (2001). Emotional Intelligence and intimate relationship. In J. Ciarrochi, J. P. Forgas, & J. D. Mayer (Eds) *Emotional intelligence in everyday life: A scientific inquiry*. (pp. 98-112). Philadelphia: Psychology Press.
- Goleman, D. (1995). *Emotional intelligence, why it can matter more than IQ*, New York Bantam Books.
- Goleman, D. (1997). *Emotional Intelligence*. New York, Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*, New York: Bantam.
- Hurlock, E. B. (1973). *Adolescents Development*, 4<sup>th</sup> edition Mc. Graw Hill, Inc. New York, pp. 22-40.
- H. S., S & Betsur, N. C. (2010). Emotional Intelligence in relation to personality. *Psycho. Lingua 40 (1 & 2); 93-96*.
- Höpfl, H., and Linstead, S. (1997). Learning to feel and feeling to learn: Emotion and learning in organizations. *Management Learning, 28 (1), 5-12*.
- Jadhav, N. S. (2010). Relationship between home environment and emotional maturity of college going students of Belgaum District. *International Research Journal, Vol.1 issue 13*.
- Kaushik, N. & Rani, S. (2005). A comparative study of achievement motivation, home environment and parent child relationship of adolescents. *Journal of Psychological Researches. Vol.49, No. 2, 89-94*.
- Kopp, C. B. (1989). Regulation of distress and negative emotions: A developmental view. *Developmental Psychology, 25: 343-354*
- Lamborn, S. Mounts, N., Steinberg, L., Dornbusch, S. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, neglectful homes. *Child Development, 62, 1049-1065*.
- Luther, M. (2002). Self perceived emotional intelligence and creative personality.

*Imagination, Cognition & Personality*. 21, 293-309.

Mangal, S. K., & Mangal, S. (2004). *Mangal Emotional Intelligence Inventory*. National Psychological Corporation, Agra.

Martinez, M. N. (1997). The smarts that count. *HR Magazine*, 42 (11): 72–8.

Mayer, J. D., Caruso, D. & Salovey, P. (1999). Emotional intelligence meets traditional standards for intelligence. *Intelligence*, 27, 262-298.

Mishra, K.S. (1989). *Home Environment inventory*. Ankur psychological Agency, Lucknow.

Mohsin,S.M. (1960). A measure of emotional maturity. *Psychological Studies*. 5 (2) 78-83.

Navaro, L. (1992). *How to communicate with child*. (Ana-Baba Okulu). p. 129, Istanbul: Remzi Pub.

Nalanda, R. K. & Chawla. (2000). Does emotional intelligence meet traditional standard for an intelligence? Some new data and conclusions. *Emotion*, 1196-1231.

Palmer, B., Walls, M., Bergess, Z. & Stough, C. (2002). Emotional intelligence and effective leadership. *Leadership & Organization Development Journal*, 22, 5-11. ).

Sharma,S. (2009). A comparative study of Emotional Intelligence of senior secondary school boys and girls in relation to their Home Environment in Sirsa Distt. M. Ed. Dissertation, M. D. University Rohtak, India.

Sroufe,L.A. (1996) *Emotional development: The organization of emotional life in the early years*. Cambridge University press; New York.

Steinberg, L., Elmen, J. & Mounts, N. (1989). Authoritative Parenting, Psychosocial maturity and academic success among adolescents. *Child Development*. 60, 1424-1436.

Steiner, C. (1997). *Achieving Emotional Literacy*. London: Bloomsbury.