

Research Paper

Impact of Emotional Intelligence and Home Environment on Self-concept of Adolescents

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ABSTRACT

The present study was conducted to ascertain the main and interactional effect of Emotional Intelligence, Home Environment and Sex on the Problem Solving Ability of Adolescents. A random sample of 1007 adolescents (502 male & 505 females) was selected from government and private higher secondary schools of Jammu City. Mangal Emotional Intelligence Inventory by S. K. Mangal & Shubra Mangal, Home Environment Inventory by Karuna Misra & Self-concept by S. P. Ahluwalia was used to collect the data. The data was analyzed by using three-way analysis of variance technique (ANOVA). The results revealed that Emotional Intelligence & Home Environment has a significant impact on Self-concept.

The adolescents having higher Emotional Intelligence & good Home Environment are better in Self-concept. However, no interaction effect of Emotional Intelligence & Sex, Home Environment and Sex, and triple interaction effects of Emotional Intelligence, Home Environment and Sex were found on the Self-concept of Adolescents.

KEY WORDS: Self-concept, Emotional Intelligence, Home Environment, Adolescents.

INTRODUCTION

Developmental theorists often note that adolescence is a time in which youths experience substantial changes in their physical, mental, and social identities (Graber, et al., 1996; McCandless, 1970; Santrock, 1986; Sprinthall and Collins, 1984). Among the many changes experienced during adolescence are shifting self-concepts (Santrock, 1986). Santrock (1986) notes that during adolescence there is an increase in self-consciousness, which leads to adolescents beginning to develop an understanding of themselves (i.e., their self-concept).

Self-concept is one of the most important variables within the motivational (Núñez, Pienda González-García, González-Pumariega, Rods, Alvarez and González Torre, 1998). As noted by Malo, Bataller, Houses, Gras and Gonzalez (2011), the self is a psychological construct studied from almost all areas of psychology (Baumeister, Campbell, Krueger and Vohs, 2003; Gergen, 1984, Palacios and Zabala, 2007, Stevens 1996).

Self-concept is defined generally as the way in which one perceives and evaluates oneself in specific domains (Byrne, 1986; Harter, 1999, 2006; Hattie, 1992; Marsh & Shavelson, 1986). Self-concept is shaped by others and the environment and reciprocally influences how one perceives the self, others, and the environment (Hattie, 1992). The domains of self-concept are often differentiated from global self-worth, self-esteem, and general self-concept, all of which refer to the evaluation of one's worth as a person (Harter, 2006).

Self-concept is the attitude of a person through which one identifies his roles and realizes his responsibilities (Zahra, Aasma-tuz- (2010). It is the mirror in which a student sees his face; he understands his feelings and emotions about the subjects, his class fellows and the teachers (Ayduk, Anett & Anna, 2009). Students with better Self-Concept (SC) had higher Academic Competence (AC) than the others (Barbara M. Byrne, 2011). Carl Rogers and Abraham Maslow are the main contributors of the concept of self-concept. Rogers was of opinion that almost all people strive to be prominent in their fields. Self-concept as the core of human personality refers to the sum total of people's perceptions about their physical, social and academic competence. It is the view that one has of oneself. It is the set of perceptions that the person has about himself, the set of characteristics, attributes, qualities and deficiencies, capacities and limits, values and relationships that the subject knows to be descriptive of him.

Researchers examined the self concept in three dimensions. These dimensions are examined under various headings such as social self, material self, spiritual self, professional self, real self, ideal self and academic self (Bacanli, 1997). Self-concept is formed through experiences with the environment and is influenced especially by home environment reinforcements and significant others (Shavelson et al., 1982)). Skaalvik (1997a) identified some key antecedents to self-concept in his recent review.

In recent years, emotional intelligence has attracted the interest of researchers (Bar-On, 2006, Goleman, 1995). As pointed out by Goleman (1995, 1998), emotional intelligence can understand the ability to recognize feelings in themselves

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and others, and have enough ability to handle satisfactorily. Therefore, being emotionally intelligent involves using and managing emotions effectively. In line with the tenets of Bar-On (1997), an emotionally intelligent person has a set of skills, non-cognitive skills and competencies essential for success in life, meet the demands and pressures of the environment. Furthermore, some authors, such as Schutte, Malouff, Simunek, McKenley & Hollander (2002), found a positive relationship between emotional intelligence and self-esteem.

There is considerable theoretical and conceptual support for the notion that self-concept can be temporarily altered (Heatheron et al., 1991). During the period of adolescence, self-concept is particularly vulnerable (Wigfield et al., 1991) and is easily influenced by feedback from the environment. However, the most important factors that influence students' self-concept are parents (Burns, 1982). According to Stott (1939), teenagers coming from homes where there was acceptance, mutual confidence and compatibility between parents and children, were better adjusted, more independent, thought more positively about them and having positive self-concept. A study done by Gibson & Jefferson (2006) also revealed that parental involvement has an influence on children self-concept. In relating the family environment to adolescent development, most of the previous studies have focused on the relationship dimension of the family and on the self-concept aspect of development. It has been found that good perceived parent-child relationship is related to positive general self-concept and personality development of the adolescents (Lau & Cheung, 1987; Lau & Leung, 1992).

Purkey (1988) claimed that self-concept "is learned, organized and dynamic individuals have within themselves relatively boundless potential for developing a positive and realistic self-concept" Grolnick et al.(1994) define the environment in which the family lives as a setting of learning which has vital effects on the child. The child is affected by the sources of the family environment to a great degree while gaining experiences relating to life. Furthermore, consistent with developmental theories of self-esteem, strong family relationships often have a positive effect on self-esteem over time (Roberts and Bengtson, 1996; Yabiku et al., 1999).

OBJECTIVES OF THE STUDY:

- 1.To find significant differences in problem self-concept among hr. secondary school students with high and low emotional intelligence.
- 2.To find significant differences in self-concept among hr.secondary school students with good and poor home environment.
- 3.To find significant sex differences in self-concept among hr.secondary school students.
- 4.To find significant interaction between Emotional Intelligence and Home Environment among hr. secondary school students with self-concept as the dependent variable.
- 5.To find significant interaction between Emotional Intelligence and Sex among hr.secondary school students with self-concept as the dependent variable.
- 6.To find significant interaction between home environment and sex among hr. secondary school students with self-concept as the dependent variable.
- 7.To find significant interaction between Emotional Intelligence, Home Environment and Sex among hr. secondary school students with self-concept as the dependent variable.

HYPOTHESIS OF THE STUDY

The following hypotheses will be formulated in the present study.

1. There will be no significant differences in self-concept among hr. secondary school students with high and low emotional intelligence.
2. There will be no significant differences in self-concept among hr. secondary school students with good and poor home environment.
3. There will be no significant sex differences in self-concept among hr. secondary school students.
4. There will be no significant interaction between Emotional Intelligence and Home Environment among hr. secondary school students with self-concept as the dependent variable.
5. There will be no significant interaction between Emotional Intelligence and Sex among hr. secondary school students with self-concept as the dependent variable.
6. There will be no significant interaction between home environment and sex among hr. secondary school students with self-concept as dependent variable.
7. There will be no significant interaction among Emotional Intelligence, Home Environment and Sex among hr. secondary school students with self-concept as the dependent variable.

METHOD

POPULATION

In the present study the students studying in class XII of higher secondary schools located in the Jammu City constitute the population and a representative sample from this population has been selected by the investigator. The sample of the present investigation was drawn from higher secondary schools located in Jammu city. The total sample of the students in the present research is 1007 consisting of 502 boys and 505 girls.

TOOLS EMPLOYED

Mangal Emotional Intelligence Inventory: The investigator has employed English version of Mangal Emotional Intelligence Inventory developed by S.K Mangal and Mrs. Shubra Mangal. These are responded by the student either in (Yes) or (No) .A score of one is awarded to each "Yes" response, which is indicative of emotional intelligence and Zero to "No". The higher score in the test indicates the higher level of emotional intelligence and low score reveal low emotional intelligence. The possible range of score on the test is 0 to 100. Reliability of this inventory was examined through three

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different methods, namely (i) Split half method using Spearman-Brown prophecy formula. (ii) K-R formula (20). (iii) Test-retest method (after a period of 4 weeks). The validity for the inventory has been established by adopting two different approaches, namely factorial and criterion approach.

Home Environment Inventory developed and validated by Karuna Shankar Misra Prof. & head, department of Education. Allahabad University, Allahabad was used in the present study. The Home Environment Inventory is an instrument designed to measure the psychosocial 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. The ten dimensions are (A) control, (B) Protective (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. 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 behavior (as mentioned in an item) occurs- 'Mostly', 'often', 'sometimes', 'least', and 'never'. There are five cells belong to five responses. Assign 4 marks to 'mostly', 3 marks to 'often', 2 marks to 'sometimes', 1 mark to 'least', and 0 mark to 'never' responses. Count the marks assigned to A,B,C,D,E,F,G,H,I and J dimension. There is no time limit for this tool, but on an average participant took 30 minutes to complete the tool.

TABLE 1: SUMMARY OF THREE-WAY ANOVA FOR (2×2×2 FACTORIAL DESIGN) FOR SELF-CONCEPT SCORES.

Sources of Variation	SS	df	Ms	F	Significance
Emotional Intelligence	6643.01	1	6643.01	62.57	Sig. at .01 level
Home Environment	2300.51	1	2300.51	21.66	Sig. at .01 level
Sex	70.32	1	70.32	0.662	Insig.
Emotional Intelligence × Home Environment	27.48	1	27.48	0.25	Insig.
Emotional Intelligence × Sex	189.12	1	189.11	1.78	Insig.
Home Environment × Sex	19.12	1	19.12	0.085	Insig.
Emotional Intelligence × Home Environment × Sex	243.83	1	243.83	2.29	Sig. at .01 level
Within	7644.1	72	106.16		
		79			

TABLE 2: COMBINED MEAN VALUES OF SELF CONCEPT OF ADOLESCENTS BELONGING TO HIGH AND LOW LEVEL OF EMOTIONAL INTELLIGENCE WITH N= 20 IN EACH CELL.

	High Emotional Intelligence	Low Emotional Intelligence	Combined Mean
Boys	59.85	38.55	49.2
Girls	58.65	43.5	51.07
Combined mean	59.25	41.025	50.25

TABLE 3: COMBINED MEAN VALUES OF SELF CONCEPT OF ADOLESCENTS BELONGING TO HIGH AND LOW LEVEL OF HOME ENVIRONMENT WITH N= 20 IN EACH CELL.

	High Home Environment	Low Home Environment	Combined Mean
Boys	54.9	43.5	49.2
Girls	56.1	46.05	51.07
Combined mean	55.5	44.77	50.13

IV. INTERPRETATION OF DATA

Perusal of Table 1 reveals that the value of F for the main effect of emotional intelligence is 62.57 which is significant at .01 level of significance for df 1 and 72. It can thus, be inferred that there are significant differences in self-concept among adolescents belonging to high and low levels of emotional intelligence.

Furthermore, Table 2 shows that the mean values of self-concept among students from high and low emotional

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intelligence groups are 59.25 and 41.05 respectively. It can thus be said, in that the students with high emotional intelligence have higher level of self-concept in comparison to the one's having low emotional intelligence, their mean values of self-concept being 59.25 and 41.05 respectively. The findings of study are in line with Bhosle (1999), King et al., (1999), Sutarso (1999), Wing & Love (2001), Sandhu & Mehrotra (1999), Chubet al., (1997) and; Schutte, Malouff, Simunek, McKenley Hollander (2002), found a positive relationship between emotional intelligence and self-esteem. Also, this study confirms the findings obtained by Salvador (2012), who shows that emotional intelligence influences the self-concept. In a sense, considering the cited work, and also bearing in mind these findings could say that there is probably a feedback process between self-concept and emotional domain. Therefore, if we are to fully analyze any of the two terms would be studied simultaneously. It would therefore not to neglect any of them to ensure successful interventions. Hence, the hypothesis that there will be no significant differences in the self-concept among adolescents belonging to high and low emotional intelligence groups was rejected.

Review of Table 1 also reveals that value of F for the variable of home environment is 21.66 which is also significant at .01 level of significance for df 1 and 72. It can thus be said, that there are significant differences in self concept among adolescents belonging to high and low levels of home environment. The results of this investigation are in conformity with

Roberts and Bengtson, 1996; Yabiku et al., 1999; Kaur et al. (2009) have observed significantly positive relationship of home environment with self-concept.

Furthermore, Table 3 shows that the mean values of self-concept among students from high and low home environment are 55.5 and 44.77 respectively. It can thus be said, in that the students with high home environment have higher level of self-concept in comparison to the one's having low home environment, their mean values of self-concept being 55.5 and 44.77 respectively.

Hence, the hypothesis that there will be no significant differences in the self-concept among adolescents belonging to high and low home environment was rejected.

Review of Table 1 also reveals that value of F for the variable of sex is 0.662 which is not significant even at .05 level of significance for df 1 and 72. It can thus be said, that there are insignificant sex differences in self concept among adolescents. The results of this study are in contradiction to Block and Robins, 1993; Bolognini et al., 1996; Chubb et al., 1997; Harper and Marshall, 1991; Simmons and Rosenberg, 1975; Zimmerman et al., (1997) found that males have a higher self-esteem than females, particularly during adolescence. A recent meta-analysis of self-esteem studies has supported these studies. Moreover, females tend to be criticized in school on an intellectual basis whereas males are criticized on a motivational basis, which potentially hampers female self-esteem (Dweck et al., 1978). Block and Robins (1993) suggested that "females are socialized to get along in society and males are socialized to get ahead." Specifically, this analysis showed a modest, yet significant difference between male and female self-esteem.

Hence the hypothesis that there will be no significant sex differences in self-concept among adolescents was accepted.

Review of Table 1 also shows that the values of F for the interaction between emotional intelligence and home environment with self-concept as the dependent variable is not significant even at .05 level of significance ($F=0.25$). Thus, it means the variable of emotional intelligence and home environment are independent of each other with self concept as the dependent variable among adolescents.

Hence, the hypothesis that there will be no significant interaction between emotional intelligence and home environment among adolescents with self-concept as dependent variable was accepted.

Review of Table 1 further shows that the value of F for the interaction between emotional intelligence and sex is not significant at .05 level of significance. It means the variable of emotional intelligence and sexes are independent of each other with self-concept as the dependent variable among adolescents.

Hence, the hypothesis that there will be no significant interaction between emotional intelligence and sex among adolescents with self-concept as dependent variable was accepted

Table 1 also shows that the value of F for the interaction between home environment and sex self-concept as the dependent variable is 0.085, which is insignificant even at .05 level of significance for df 1 and 72. Thus, the variable of home environment and sex are independent of each other with self-concept as the dependent variable among adolescents.

Hence the hypothesis that there will be no significant interaction between home environment and sex among adolescents with self-concept as the dependent variable was accepted.

Review of Table 1 further shows that the value of F for the interaction between emotional intelligence, home environment and sex with self-concept as the dependent variable is 2.29 which is significant at .05 level significance i.e. for df 1 and 72. Warhol, 1998; Denham et al., 2000; Laible & Thompson, 1998; Ontai & Thompson, 2002; Raikes & Thomspson, 2006; Suess, Grossmann & Sroufe, 1992; Shapiro, 2000, Eisenberg, et al., 2003, Alegre, 2011

Hence, it can be said that the variables of emotional intelligence, home environment and sex are dependent of each other with self-concept as the dependent variable among adolescents.

Hence, the hypothesis that there will be no significant interaction between emotional intelligence, home environment and sex among adolescents with self-concept as the dependent variable was rejected.

CONCLUSION:

The main objective of this work was to study the influence of emotional intelligence, Home Environment in the self-concept. The data seem to indicate that emotional intelligence & home environment is essential in building the self-concept. These findings tend to confirm the arguments of Schutte et al. (2002), who found a relationship between emotional intelligence and self-concept. In our case, our data represent a further step as they reflect how emotional intelligence influences self-concept.

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