



HOME ENVIRONMENT, EMOTIONAL INTELLIGENCE, AND SELF-CONCEPT AMONG BOYS AND GIRLS SECONDARY SCHOOL STUDENTS: A COMPARATIVE STUDY

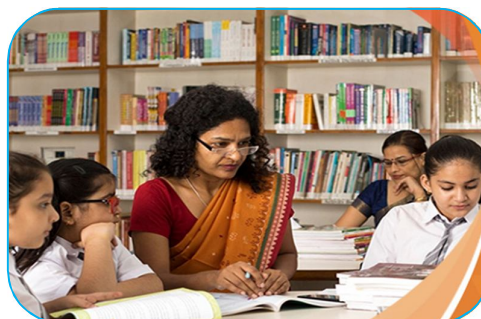
Amit Mazumder¹ and Prof. (Dr.) Pramod Kumar Naik²

¹Ph.D. Scholar, Department of Education, AISECT University, Hazaribagh, Jharkhand.

²Vice- Chancellor, AISECT University, Hazaribagh, Jharkhand.

ABSTRACT

Gender is considered an important factor influencing the emotional, social, and psychological development of students during adolescence. Among the various determinants of student development, home environment, emotional intelligence, and self-concept play a significant role in shaping personality, adjustment, and academic progress. The present study aimed to compare these three psychosocial variables among boys and girls secondary school students of Birbhum district, West Bengal. The study adopted the descriptive survey method. A total of 400 students studying in classes IX and X were selected through stratified random sampling from 40 secondary schools. The sample consisted of 200 boys and 200 girls. Standardized tools such as the Home Environment Inventory by Misra, Emotional Intelligence Scale by Singh and Narain, and Self-Concept Questionnaire by Saraswat were used for data collection. The collected data were analyzed by applying mean, standard deviation, and independent samples t-test. The findings revealed significant differences between boys and girls in home environment and emotional intelligence, whereas no significant difference was found in self-concept. The study highlights the role of gender in shaping certain psychosocial dimensions of adolescent students and provides useful implications for educational practices and parental guidance.



KEYWORDS: Home Environment, Emotional Intelligence, Self-Concept, Boys, Girls, Secondary School Students.

INTRODUCTION:

Adolescence is a crucial stage of human development characterized by rapid physical, emotional, and psychological changes. During this period, students develop attitudes, emotions, and self-perceptions that influence their future adjustment and personality formation. Among the various factors contributing to adolescent development, home environment, emotional intelligence, and self-concept are considered highly significant.

The home environment serves as the primary context of learning and socialization. Bronfenbrenner (1979) emphasized that family interaction plays an essential role in human development. A healthy and supportive home environment helps children develop emotional stability, confidence, and positive behavioural patterns.

Emotional intelligence has gained considerable importance in educational psychology because it helps students regulate emotions, manage relationships, and cope with stress. Goleman (1995) viewed emotional intelligence as an important determinant of personal and academic success. Mayer, Salovey,

and Caruso (2004) also highlighted its significance in understanding and managing emotional experiences.

Self-concept is another important psychological construct that influences students' confidence, motivation, and adjustment. Marsh and Craven (2006) reported that positive self-concept contributes significantly to academic and personal development.

Gender differences in psychosocial variables have been widely discussed in educational research. Boys and girls may differ in their emotional experiences, family interactions, and self-perceptions due to socialization patterns and societal expectations. Therefore, the present study attempts to compare home environment, emotional intelligence, and self-concept among boys and girls secondary school students.

SIGNIFICANCE OF THE STUDY

The present study is significant because it examines three important psychosocial variables—home environment, emotional intelligence, and self-concept—in relation to gender among secondary school students. These variables are crucial for understanding students' emotional development, social adjustment, and academic growth. During adolescence, boys and girls experience various psychological and social changes, and gender often influences the way they perceive themselves, regulate emotions, and respond to their surroundings.

Home environment plays a vital role in the development of emotional stability and behavioural adjustment. Similarly, emotional intelligence helps students manage interpersonal relationships, control emotions, and adapt to challenging situations. Self-concept influences students' confidence, motivation, and overall personality development. Studying these variables from a gender perspective helps in understanding whether boys and girls differ in these dimensions and to what extent.

The findings of the study may help teachers understand gender-based emotional and psychological differences among students and adopt suitable teaching-learning strategies. It may also assist parents in creating a supportive home atmosphere for their children. Further, educational planners and counsellors may use the findings for designing gender-sensitive educational programmes and interventions. The study may also contribute to the existing body of knowledge and provide direction for future research in educational psychology.

STATEMENT OF THE PROBLEM

The present study is entitled as:

"Home Environment, Emotional Intelligence, and Self-Concept among Boys and Girls Secondary School Students: A Comparative Study."

OPERATIONAL DEFINITIONS

Home Environment:

In the present study, home environment refers to the psychological, emotional, social, and educational conditions available to students within their family setting, as measured by the Home Environment Inventory (HEI-MK) developed by Karuna Shankar Misra.

Emotional Intelligence:

Emotional intelligence refers to the ability of an individual to perceive, understand, regulate, and utilize emotions effectively in personal and social situations. In this study, it is measured through the Emotional Intelligence Scale (EIS-SANS) developed by Arun Kumar Singh and Shruti Narain.

Self-Concept:

Self-concept refers to an individual's perception, evaluation, and understanding of oneself in relation to personal abilities, behaviour, and social identity. In the present study, it is measured by the Self-Concept Questionnaire (SCQ-S) developed by Raj Kumar Saraswat.

Boys:

Male students studying in classes IX and X in selected secondary schools of Birbhum district are considered as boys in the present study.

Girls:

Female students studying in classes IX and X in selected secondary schools of Birbhum district are considered as girls in the present study.

Objectives of the Study

The present study was undertaken with the following objectives:

1. To compare the home environment of boys and girls secondary school students.
2. To compare the emotional intelligence of boys and girls secondary school students.
3. To compare the self-concept of boys and girls secondary school students.

Hypotheses of the Study

The following null hypotheses were formulated for the present study:

H01: There is no significant difference in home environment between boys and girls secondary school students.

H02: There is no significant difference in emotional intelligence between boys and girls secondary school students.

H03: There is no significant difference in self-concept between boys and girls secondary school students.

METHODOLOGY

The present study adopted the **descriptive survey method**, as it was considered suitable for examining and comparing the selected psychosocial variables among secondary school students.

Population of the Study

The population of the study comprised all secondary school students studying in classes IX and X in Birbhum district of West Bengal.

Sample of the Study

A total of **400 secondary school students** were selected as the sample for the present study. Out of them, **200 were boys** and **200 were girls**. The sample was drawn from **40 secondary schools** of Birbhum district, West Bengal.

Sampling Technique

The **stratified random sampling technique** was used for selecting the sample. The students were divided into two strata on the basis of gender, namely boys and girls, and equal representation was ensured from both categories.

Tools Used for Data Collection

The following standardized tools were used for collecting data:

1. **Home Environment Inventory (HEI-MK)** developed by **Dr. Karuna Shankar Misra** to measure the home environment of students.
2. **Emotional Intelligence Scale (EIS-SANS)** developed by **Dr. Arun Kumar Singh and Dr. Shruti Narain** to assess emotional intelligence.
3. **Self-Concept Questionnaire (SCQ-S)** developed by **Dr. Raj Kumar Saraswat** to measure self-concept.

The Home Environment Inventory consists of **100 items** covering ten dimensions of home environment. The Emotional Intelligence Scale contains **31 items** and has a test-retest reliability

coefficient of **0.86**. The Self-Concept Questionnaire consists of **48 items** covering different aspects of self-concept.

Statistical Techniques Used

For analyzing the collected data, the researcher employed **Mean, Standard Deviation (SD)**, and **Independent Samples t-test** to determine the significance of differences between boys and girls secondary school students in relation to home environment, emotional intelligence, and self-concept.

Analysis and Interpretation of Data

The collected data were analyzed by using appropriate statistical techniques such as Mean, Standard Deviation, and independent samples t-test in order to examine the differences between boys and girls secondary school students in relation to home environment, emotional intelligence, and self-concept.

Comparison of Home Environment between Boys and Girls Secondary School Students

Table 1

Category	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	Interpretation
Boys	200	247	73.8	6.57	3.04	398	0.05=1.97	H01 Rejected
Girls	200	267	56.55				0.01=2.59	

Interpretation:

The above table reveals that the obtained t-value (3.04) is greater than the critical value at both 0.05 and 0.01 levels of significance. This indicates that there exists a significant difference in home environment between boys and girls secondary school students. The mean score of girls is higher than that of boys, indicating a comparatively more favourable home environment among girls.

Comparison of Emotional Intelligence between Boys and Girls Secondary School Students

Table 2

Category	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	Interpretation
Boys	200	16.85	3.58	0.32	4.62	398	0.05=1.97	H02 Rejected
Girls	200	18.33	2.98				0.01=2.59	

Interpretation:

The obtained t-value (4.62) is greater than the critical value at both 0.05 and 0.01 levels of significance. Therefore, a significant difference exists between boys and girls secondary school students in emotional intelligence. The higher mean score of girls indicates better emotional understanding, emotional regulation, and interpersonal adjustment.

Comparison of Self-Concept between Boys and Girls Secondary School Students

Table 3

Category	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	Interpretation
Boys	200	168.25	30.27	3.38	0.68	398	0.05=1.97	H03 Accepted
Girls	200	170.55	36.99				0.01=2.59	

Interpretation:

The obtained t-value (0.68) is less than the critical value at both 0.05 and 0.01 levels of significance. This indicates that there is no significant difference in self-concept between boys and girls secondary school students.

MAJOR FINDINGS OF THE STUDY

The major findings of the present study are as follows:

1. A significant difference was found in the home environment of boys and girls secondary school students. Girls were found to have a comparatively better home environment than boys.
2. A significant difference was observed in the emotional intelligence of boys and girls secondary school students. The girls obtained higher mean scores, indicating better emotional intelligence.
3. No significant difference was found in the self-concept of boys and girls secondary school students. Although girls obtained slightly higher mean scores, the difference was not statistically significant.

CONCLUSION

The present study was undertaken to compare home environment, emotional intelligence, and self-concept among boys and girls secondary school students of Birbhum district, West Bengal. The findings of the study revealed significant differences in home environment and emotional intelligence between boys and girls. Girls were found to have comparatively better home environment and higher emotional intelligence than boys. However, no significant difference was observed in self-concept between the two groups.

The findings indicate that gender plays an important role in influencing certain psychosocial dimensions of adolescent students. The comparatively favourable home environment and better emotional regulation among girls may contribute positively to their emotional adjustment and personality development. At the same time, the similarity in self-concept suggests that both boys and girls may possess comparable perceptions of self during adolescence. Therefore, it can be concluded that gender influences some aspects of students' emotional and social development, though not all psychological dimensions are equally affected.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The findings of the present study have important educational implications for teachers, parents, school administrators, and educational planners.

1. The study highlights the importance of providing a healthy and supportive home environment for both boys and girls to ensure proper emotional and psychological development.
2. Since emotional intelligence was found to differ significantly between boys and girls, schools should organize activities, counselling programmes, and emotional skill development sessions to strengthen students' emotional competencies.
3. Teachers should adopt gender-sensitive teaching strategies and create a classroom environment that promotes emotional security, confidence, and positive adjustment among students.
4. Parents should be made aware of the importance of balanced family interaction, encouragement, and emotional support in the development of their children.
5. Educational planners and administrators may use the findings to design programmes that address gender-specific emotional and psychological needs and promote holistic development among students.

REFERENCES

1. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
2. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.
3. Marsh, H. W., & Craven, R. G. (2006). Reciprocal effects of self-concept and performance from a multidimensional perspective. *Perspectives on Psychological Science*, 1(2), 133–163. <https://doi.org/10.1111/j.1745-6916.2006.00010.x>
4. Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 15(3), 197–215. https://doi.org/10.1207/s15327965pli1503_02

5. Parker, J. D. A., Summerfeldt, L. J., Hogan, M. J., & Majeski, S. A. (2004). Emotional intelligence and academic success: Examining the transition from high school to university. *Personality and Individual Differences*, 36(1), 163–172. [https://doi.org/10.1016/S0191-8869\(03\)00076-X](https://doi.org/10.1016/S0191-8869(03)00076-X)
6. Misra, K. S. (n.d.). *Manual for home environment inventory (HEI-MK)*. Agra: National Psychological Corporation.
7. Saraswat, R. K. (n.d.). *Manual for self-concept questionnaire (SCQ-S)*. Agra: National Psychological Corporation.
8. Singh, A. K., & Narain, S. (n.d.). *Manual for emotional intelligence scale (EIS-SANS)*. Agra: National Psychological Corporation.



Amit Mazumder

¹Ph.D. Scholar, Department of Education, AISECT University, Hazaribagh, Jharkhand.