## Full Length Research Article

# A COMPARATIVE STUDY BETWEEN TWO GENDER GROUPS OF HOME ENVIRONMENT: EFFECT OF THEIR EMOTIONAL INTELLIGENCE OF MIDDLE INCOME GROUP SCHOOL STUDENTS

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## ABSTRACT

The sample consist of 600 students of 8th, 9th and 10th class selected from the co-educational English medium schools of Kolkata. Out of which 300 were boys and 300 were girls. The sample was collected by using multistage random sampling technique. Dr. Meenakshi (2004) developed the socio-economic status scale (SESS) was used to study the socio-demographic characteristics of respondents. Emotional intelligence of the respondents was assessed by using Mangal emotional intelligence inventory (MEII) developed by S.K. Mangal and Shubhra Mangal (2009). Perception of home environment was assessed by using Home Environment Inventory developed by K.S. Misra (2003). Factors affecting socio-economic status of secondary students of co-ed schools were affected by family and emotional intelligence

## INTRODUCTION

### Importance of the study

Adolescence is the bridge between childhood and adult life. It begins with turmoil in all aspects of development i.e., physical, cognitive, emotional. It is referred to as a period of storm and stress. The adolescents' socio-economic statuses usually influence their attributes and behaviors. For instance socio-economic status of adolescents has frequently emerged as an influencing factor of their perceived home environment. It has been opined by Mussen *et al*. (1990) that obedience and regard for authority are highly cherished by members of lower socio-economic status so adolescents belonging to this socio-economic status tend to view their parents as controlling, authoritarian and arbitrary. Similarly, socio-economic status also influences emotional intelligence of adolescents. Mussen *et al*. (1990) Point out that economic deprivation may lead to delinquency when it is associated with inequality in distribution of resources in a society.

### Review of Literature

Jenkins *et al*. (2002) found in an investigation that sons of more educated fathers reported greater intimate parental

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support than did sons of less educated fathers: Daughters showed the opposite pattern. Hoffman (2006) found that problem behaviors (indicating low emotional intelligence) are more common among adolescents living I impoverished communities. Gutman *et al*. (2005) reported that financial strain in the family adversely affected adolescents' adjustments. Kalil and Ziol-Guest (2005) found that adolescents with jobless mothers showed decline in mastery and self esteem. Wills *et al*. (2003) concluded that variables including parental education influenced self control among early adolescents.

### Purpose of the Study

Influence of gender on perception of home environment and emotional intelligence of middle socio-economic status background of secondary school students has been extensively studied by researchers in the west, investigations on the role of gender in the prediction of perception of home environment of adolescents on the basic of their emotional intelligence.

## MATERIALS AND METHODS

Normative survey method was used for the present study is based on co-relational method.

**Sample:** The study was conducted on a total sample of 600 students (300 boys and 300 girls) aged 12 to 15 years

belonging to middle socio-economic status families. The technique of stratified and multistage random sampling was followed.

**Tools:** The standardized tools were administrated to the students to assess their emotional intelligence. The following tools were used for the data collection of the required data

- Home environmental inventory was developed by S.K.Misra (2003).
- Mangal emotional intelligence inventory was developed by S.K.Mangal and Shubhra Mangal (2009).
- The socio-economic status scale developed by Dr. Meenakshi (2004).

**Statistical Analysis**

After data collection and scoring, mean, S.D., multiple regression analysis and one-way ANOVA were calculated.

## RESULT AND DISCUSSION

All the F values (Table 2) are non-significant at .05 level of significance except that for punishment. So it seems that the sampled boys and girls differ somewhat in the perception of extent of being punished by parents. Boys' mean value for punishment appears to be slightly more than that of girls (Table 1). This may be because of gender differentiated socialization practices which are more punitive towards boys as they tend to be more defiant (Stewart et al., 2000). It may also because boys tend to perceive being punished more often than girls who are socialized to be less assertive. The influences of gender on perceptions of dimensions of home environment, emotional intelligence of adolescents have been found to be largely non- significant. This may be because the sampled adolescents belonged to urban, middle socio-economic status families where gender- differentiated socialization is generally not pronounced. However, since significant influence of gender has been reported for the dimension of punishment so the correlations and regression will be computed separately for the gender-groups. Table 3 presents the results of multiple regression analyses for the entire sample with gender being included as a predictor alongside emotional intelligence this was done to test the significance of the gender differences in predictions of perceptions of dimensions of home environment of adolescents based on their emotional intelligence.

**Table 1. Mean and S.D. values of the variables**

| Variable | Entire Sample | | Gender Groups | | | |
| | N=600 | | Girls(N=300) | | Boys(N=300) | |
| | Mean | S.D. | Mean | S.D. | Mean | S.D. |
|---|---|---|---|---|---|---|
| Control | 21.57 | 5.26 | 21.43 | 5.48 | 21.72 | 5.04 |
| Protectiveness | 22.17 | 5.6 | 21.93 | 5.43 | 22.41 | 5.77 |
| Punishment | 21.51 | 5.68 | 21.04 | 5.7 | 21.98 | 5.62 |
| Conformity | 22.17 | 6.06 | 21.76 | 5.67 | 22.57 | 6.4 |
| Social Isolation | 19.18 | 5.19 | 19.35 | 5.38 | 19.01 | 5 |
| Reward | 21.73 | 5.99 | 21.59 | 5.74 | 21.87 | 6.23 |
| Deprivation Of Privileges | 19.3 | 5.41 | 19.28 | 5.4 | 19.31 | 5.43 |
| Nurturance | 20.33 | 5.4 | 19.99 | 5.23 | 20.67 | 5.55 |
| Rejection | 18.33 | 4.87 | 18.54 | 4.85 | 18.13 | 4.89 |
| Permissiveness | 20.18 | 4.72 | 20.01 | 4.71 | 20.35 | 4.72 |
| Emotional Intelligence | 45.37 | 11.31 | 45.64 | 11.23 | 45.11 | 11.4 |



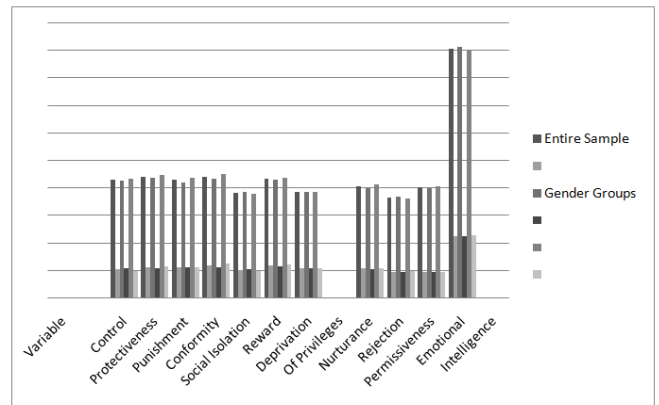**Fig. 1.**

**Table 2. Effect of Gender on Variables for Entire Sample (N=600): Summarized Results of One-Way ANOVA**

| Variable | df | F |
|---|---|---|
| Control | 1,598 | 0.46 |
| Protectiveness | 1,598 | 1.09 |
| Punishment | 1,598 | 4.14* |
| Conformity | 1,598 | 2.67 |
| Social Isolation | 1,598 | 0.66 |
| Reward | 1,598 | 0.33 |
| Deprivation Of Privileges | 1,598 | 0.01 |
| Nurturance | 1,598 | 2.39 |
| Rejection | 1,598 | 1.06 |
| Permissiveness | 1,598 | 0.78 |
| Emotional Intelligence | 1,598 | 0.34 |

*$p<.05$

**Table 3. Results of Regression Including Gender among Predictors: Dependent Variables Dimension Scores of Perception of Home Environment (N=600)**

| Dependent Variable | Gender | | Emotional Intelligence | | Intercept | R | $R^2$ | df | F |
| | Regression Coefficient | Std. Error | Regression Coefficient | Std. Error | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Control | 0.34 | 0.43 | 0.07 | 0.02 | 20.21 | 0.15** | 0.02 | 3,596 | 4.78** |
| Protectiveness | 0.54 | 0.45 | 0.11 | 0.02 | 17.41 | 0.22** | 0.05 | 3,596 | 9.90** |
| Punishment | 1.01 | 0.45 | 0.10 | 0.02 | 19.04 | 0.22** | 0.05 | 3,596 | 10.24** |
| Conformity | 0.90 | 0.48 | 0.15 | 0.02 | 19.48 | 0.28** | 0.08 | 3,596 | 16.79** |
| Social Isolation | -0.32 | 0.42 | 0.02 | 0.02 | 21.73 | 0.07 | 0.01 | 3,596 | 1.05 |
| Reward | 0.36 | 0.48 | 0.12 | 0.02 | 20.17 | 0.22** | 0.05 | 3,596 | 10.10** |
| Deprivation of Privileges | 0.06 | 0.44 | 0.02 | 0.02 | 24.21 | 0.09* | 0.01 | 3,596 | 1.78 |
| Nurturance | 0.72 | 0.43 | 0.08 | 0.02 | 14.95 | 0.19** | 0.04 | 3,596 | 7.18** |
| Rejection | -0.38 | 0.40 | 0.02 | 0.02 | 24.96 | 0.13** | 0.02 | 3,596 | 3.34* |
| Permissiveness | 0.38 | 0.38 | 0.5 | 0.02 | 20.78 | 0.14** | 0.02 | 3,596 | 3.97* |

*$p<.05$; **$p<.01$
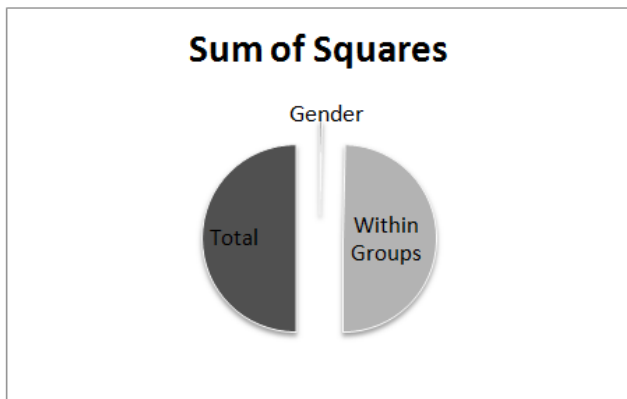
**Fig. 2. Partition of Total Variance: Effect of Gender on Perceived Punishment**

The over view of predictions are not radically different for two genders groups. So, the 2nd hypothesis regarding gender differences in predictions of perceptions of dimensions of home environment of adolescents based on their emotional intelligence is rejected. The present finding agrees with Jenkins et al. (2002).

**Conclusion**

Present study have noted that the between the two gender groups on perceptions of dimensions of home environment (except punishment), emotional intelligence of sampled adolescents have been found to be non-significant. This may be because the sampled adolescents belonged to urban, middle socio-economic status families and studied in reputed schools where egalitarian socialization (with respect to gender) is practiced as far as possible.

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