



## **A study of cognitive achievement of school students in relation to home environment and emotional intelligence**

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### **Abstract**

In this paper results related to the study of cognitive achievement in relation to home environment and emotional intelligence are presented. Every individual is born with some potential. Each individual is affected by heredity and environment. and social environment affect the cognitive achievement of learner. Like other traits an individual also differs in emotional intelligence. Emotional intelligence also affects cognitive achievement. In this paper results related to comparison of home environment, emotional intelligence, cognitive achievement of male and female students is also presented.

**KEY words:** Heredity, Home environment, Emotional intelligence, Cognitive Achievement

### **Introduction**

Every individual is born with some potentialities. The growth and development of an individual is affected by heredity and environment. Some traits are due to heredity but our environment also plays an important role in growth and development of an individual. The environment is physical and social which affect the individual. The children learn a lot of things from their parents, brothers-sisters, and other members of family. Similarly when the child goes to school, they interact with their classmates, teachers, and others personnel of school and community. These factors help them in their development. Both school and home environment share influential space in child's life. These help the child in their socialisation. Family provides basic environment for the developing their personality. Home environment is essential nurturing support system. Next to home, school environment also is very important. The academic achievement is the one of the important objectives of schooling. Cognitive achievement is affected by various factor like intelligence, creativity, interest, motivation, home and school environment, emotional intelligence and other curriculum and methodological aspect. Emotional intelligence is also very important aspect of one's personality. Emotional intelligence means understanding the own and other feelings or emotions. Salavey and Mayor (1990) defined emotional intelligence as a type of social intelligence that involves the ability to monitor one's own and other emotions, to discriminate among them and use the information to guide one's own thinking and actions.

### **Justification of the Study**

Cognitive achievement is affected by various individual and social factors. Home environment and emotional intelligence is important out of them. Home is the place, where a child starts



his life and spent maximum time. There is vital contribution of home environment on students' cognitive achievement. The home environment for boys and girls are also differ in our society so it was also important to study this. Since the home environment has positive impact on cognitive achievement as revealed by some studies. Similarly emotional intelligence is one of the important factors which affect performance of an individual. Our success or failure is also affected by our emotional intelligence also. The person who are emotionally more intelligent can adjust in their life more effectively as pointed out in some studies. Thus, the investigator decided to study the relationship between emotional intelligence, home environment with cognitive achievement of school students. Similarly, to compare these variables of male and female students was also an important objective of the present study. The finding of the study will add knowledge in this area.

**Statement of the Problem:** The study in hand was stated as under:

“A study of Cognitive Achievement of School Students in relation to Home Environment and Emotional Intelligence”.

### **Operational Definitions of Key Terms Used**

**Cognitive achievement** means the achievement of students in the terms of Knowledge and understanding of subject. In the present study the cognitive achievement was measured by marks obtained by student in their 10th board examination.

**Emotional Intelligence:** It is the ability to monitor own and other feelings and emotions. In the present study emotional intelligence means the scores obtained by students as measured by Mangal's Emotional Intelligence Inventory.

**Home Environment:** It is defined as the climate for prevailing in one's own home, which varies from culture to culture, family to family. This was measured by scores obtained on Home Environment Inventory by Dr. Karuna Shankar Mishra

### **Objectives the Study**

The main objective of the present study was:

- To study the emotional intelligence of senior secondary school students.
- To study the cognitive achievement of senior secondary school students.
- To study the home environment of senior secondary school students.
- To study the relationship between cognitive achievement and emotional intelligence of senior secondary school students.
- To study the relationship between cognitive achievement and home environment of senior secondary school students.
- To compare the cognitive achievement s and home environment of male and female senior secondary school students.

### **Hypotheses:**

To achieve the above-mentioned objectives, following hypotheses were formulated.



- There is no significant relationship between cognitive achievement and emotional intelligence of senior secondary school students.
- There is no significant relationship between cognitive achievement and home environment of senior secondary school students.
- There is no significant difference in cognitive achievement of male and female senior secondary school students.
- There is no significant difference in emotional intelligence of male and female senior secondary school students.
- There is no significant difference in home environment of male and female senior secondary school students.

#### **Delimitation of the Study:**

Due to time constrains and limited resources the study was delimited as under.

- The study was delimited to 100 students of 10+1 class only.
- The study was delimited to school situated in Pataudi block of Gurugram district.
- The study was delimited to three variables only.

#### **Method employed:**

Design of the study is very important part of research. As it provides the picture of the work to be done. It is the blueprint of the research. There are different methods of research. Keeping the nature and objectives of the study, descriptive survey method was employed.

#### **Variables in the study:**

Variables are mainly of three types in research i.e., independent, dependent and intervening. In the present study the cognitive achievement was depended variable and home environment and emotional intelligence were taken as independent variables whose effect was studied.

#### **Population and Sample:**

The students studying in 10 +1 class of government and private schools affiliated to B.S.E Haryana, Bhiwani and CBSE Delhi was the population. In order to conduct the study one block i.e., Pataudi was selected randomly. Five schools were selected randomly from Pataudi block. Total 100 students (50 boys and 50 girls) were selected for data collection.

#### **Tools used:**

In order to collect the data following tools were used.

- Mangal Emotional Intelligence Inventory
- Home Environment Inventory by Dr. Karuna Shankar Mishra
- The marks obtained in 10th board examination were taken as cognitive achievement.



### **Procedure of Data Collection:**

The investigator visited the sampled schools and met the head and told about the purpose of the study and requested to grant permission to collect data. After the permission, the researcher met the 10th class students and give detail about the purpose of the study and the type of information required. The instruction related to the home environment inventory and emotional intelligence inventory were given separately and the data related to these variables were collected on separate days. After instructions, the inventories were administered and the filled questionnaires were collected by investigator. The data was scored according to the instructions given in respective manuals. The collected data was analysed by using statistical techniques.

### **Statistical Techniques Used**

For analysis of the collective data appropriate techniques were used. To compare the home environment, cognitive achievement and emotional intelligence of boys and girls test was used. Similarly, to see the relationship between cognitive achievement, emotional intelligence and home environment, coefficient of correlation was calculated and interpretation was done accordingly.

### **Data Analysis and Interpretation**

The data related to cognitive achievement, emotional intelligence and home environment was analysed. Only 5.35 % school students' emotional intelligence score was between 31-47 and 23.15% students fall in the range of 48-61. The score of fifty percent senior secondary students on emotional intelligence was between 62-65. Twenty one percent students have emotional intelligence score between 76 – 88 and only 0.5 % students' score lies between 89 – 100. It is concluded that 52% student falling in the range of 62 – 75 are average

The Analysis of data related to home environment showed that 20% senior secondary school students home environment score was between 150 to160 range. Home environment score of 5.67 senior secondary school students lies in the range of 131 to 140 and only 0.5 senior secondary school students had score between 291-300.

The coefficient of correlation between cognitive achievement and emotional intelligence was rejected. It may therefore, concluded that cognitive achievement and emotional intelligence are significantly correlated. Similarly, the coefficient of correlation and ' t ' value was also calculated using the data related to cognitive achievement and home environment. The coefficient of correlation was 0.119 and ' t ' value was 3.59. The calculated ' t ' value is higher than table value. Therefore, the null hypothesis, "There is no significant relationship between cognitive achievement and home environment." was rejected. Therefore, it was concluded that cognitive achievement is significantly correlated to home environment.

The data related to cognitive achievement, emotional intelligence and home environment of male and female senior secondary school students was analysed by using ' t ' test. The calculated ' t ' value of cognitive achievement was 5.46, which was higher than table value and the null hypothesis," There is no significant difference in cognitive achievement of male and



female senior secondary school students.” was rejected. It was concluded that cognitive achievement of male and female students differs significantly in favour of girls’ students. Similarly, 't' was also calculated to compare emotional intelligence of male and female senior secondary school students and it comes out 6.29, which was higher than table value. This shows that null hypothesis “There is no significant difference in emotional intelligence of male and female senior secondary school students” was rejected. The mean score of emotional intelligence of girls was 68.31, which is higher than that of male students whose mean score was 63.8. Thus, it can be concluded that female students are emotionally more intelligent than male students. The 't' test for home environment was 10.38, which is higher than table value at 0.01 level. Therefore, the null hypothesis was rejected. The mean score of male students is 181.36, which is more than mean score of home environment (163.89) of female students. This shows that home environment of male students is more favourable than that of female students.

### **Education implications:**

The present study examined the relationship between cognitive achievement, home environment and emotional intelligence of senior secondary school students. The study also compared these variables in relation to gender. Teaching can be made effective by using emotional and social Skill effectively. The emotion, feelings and values play important role in cognitive achievement of students. Thus, good environment should be provided to enhance the cognitive achievement of students. Similarly, the home environment provides positive impact of students’ achievement. Conducive family environment is very essential for students to be more emotionally intelligent and good cognitive achievement. The family members should try to provide interaction with their children so that they can grow and develop in all aspect of their life and get success. The finding of study will also help for policy makers and educationist to provide better provision and opportunities. The study will also help the curriculum designer to modify the curriculum and make it more activity centred. The awareness among parents can also be created to provide more conducive environment which will help to grow their children more effectively.

### **Suggestions for further research:**

- Further studies can be conducted on a larger sample.
- Further studies can be conducted to compare these variable of rural and urban school students.
- Further studies can be conducted on non -cognitive achievement of students in relation to these variables.
- Further studies can be conducted by involving more variable like academic motivation, creativity and self- concept.
- Further studies can be conducted to compare these variables of government and public schools’ students.
- Further studies can be conducted on students of degree and other professional colleges.



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