

A STUDY OF RELATIONSHIP OF EMOTIONAL INTELLIGENCE AND  
FAMILY CLIMATE OF ADOLESCENTS AT SECONDARY LEVEL

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Abstract

This study investigated the relationship between emotional intelligence and family climate of 200 (100 male and 100 female) secondary school students of Aligarh city. Family climate scale of Shah (2006) and emotional intelligence scale prepared by the Kumari and Sharma (2014) were used as tools for the study. Findings of the study reveals that 1) Family climate is significantly and positively related to emotional intelligence of secondary school students. 2) There was no significant difference between males and females in emotional intelligence of secondary school students. 3) There was no significant difference between males and females in family climate of secondary school students. 4) There was no significant difference between the male and female secondary school students belonging to favourable family climate group on the variable of emotional intelligence. 5) There was no significant difference between the male and female secondary school students belonging to unfavorable family climate group on the variable of emotional intelligence. 6) There was significant difference between the male secondary school students belonging to favorable family climate and unfavorable family climate group on the variable of emotional intelligence. 7) There was significant difference between the female secondary school students belonging to favorable family climate and unfavorable family climate group on the variable of emotional intelligence.

*Keywords:* emotional intelligence, family climate

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## Introduction

Every single culture has got some unique emotional structures acquired through social life and that members of every culture acquire the meaning of emotions through social interaction (Ozabaci, 2006). Emotion is a behavioural regulator and it is regulated developmentally. The emotional self-regulation strategies that the individuals use while adapting themselves to their emotions and the concept closely related to the intellectual control is called 'Emotional Intelligence'. It is accepted that on the basis of the concept of emotional intelligence there lies the opinion that there may be differences among people on their capabilities to control their emotional lives (Mayer et.al., 1993). When the emotions get merged with the intelligence then they make the will power of the person strong for e.g. when a child understands value of emotions like anger, love then they can use them in any situation wisely and it makes the situation more acceptable. Goleman (1998) defined "Emotional intelligence as the capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships". Family prepares and guides our emotions in such direction that we become able to encounter any kind of circumstances.

A child needs to have a sense of security not only physical but emotional. Parents with higher levels of education will have children who are better educated (Black, Devereux and Salvanes, 2003; Oreopolous, Page, and Stevens, 2003). Since family climate and parent involvement has been shown to be a very important positive force in a child's life (Eccles, 1999).

New Webster's Dictionary (2004) defines 'Family' as a group of persons, consisting of parents and their children. New Webster's Dictionary (2004) defines 'Climate' as the aggregate of all external and internal conditions affecting the existence, growth and welfare of organism.

## Review of Literature

Manuel (2002) has carried out a study on the effects of parents on emotional intelligence among 109 young people between the ages 11 and 15. Upon the assessment carried out by path analysis technique it has been determined that parent models with methods like encouraging, giving rewards and guiding have crucial effects on matters of emotional intelligence. Kaur and Jaswal (2005) found family climate is significantly and positively related to high performance level of strategic emotional intelligence. Aremu, Tella and Tella (2006) showed that both emotional intelligence and parental involvement could predict academic achievement. Mishra (2012) conducted a study on the effect of emotional intelligence on academic achievement of Jaipur senior secondary students. He found emotional intelligence of the students was positively correlated to the academic achievement on the whole but when we specifically measure the impact of gender on the relation of emotional intelligence with academic achievement then we realize that the emotional intelligence of boys is negatively related with their academic achievement whereas the emotional intelligence of girls is positively related with their academic achievement. Pegah (2009) shows that the family environment dimensions viz.

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relationship, personal growth (goal oriented), and system maintenance, are correlated with positive mental states viz. happiness, optimism and hope among the adolescents.

### **Objectives**

The objectives of the study are:

- a. To study the relationship between emotional intelligence and family climate of secondary school students.
- b. To study the difference between the emotional intelligence of male and female of secondary school students.
- c. To study the difference between the family climate of male and female of secondary school students.
- d. To investigate the difference between male and female secondary school students belonging to favourable family climate group on the variable of emotional intelligence.
- e. To investigate the difference between male and female secondary school students belonging to unfavourable family climate group on the variable of emotional intelligence.
- f. To examine the difference between the male secondary school students belonging to unfavorable family climate and favourable family climate group on variable of emotional intelligence.
- g. To investigate the difference between the female secondary school students belonging to unfavourable family climate and favourable family climate group on the variable of emotional intelligence.

### **Hypotheses**

Null hypotheses are framed which are as follows:

- a. There exists no significant relationship between emotional intelligence and family climate of secondary school students.
  - b. There exists no significant difference between emotional intelligence of male and female of secondary school students.
  - c. There exists no significant difference between family climate of male and female of secondary school students.
  - d. There is no significant difference in emotional intelligence of male and female secondary school students belonging to favourable family climate group.
  - e. There is no significant difference in emotional intelligence of male and female secondary school students belonging to unfavourable family climate group.
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- f. There is no significant difference in emotional intelligence of male secondary school students belonging to unfavourable family climate and favourable family climate group.
- g. There is no significant difference in emotional intelligence of female secondary school students belonging to unfavourable family climate and favourable family climate group.

### Methodology

In the present study 4 schools were selected with the help of simple random sampling and 200 secondary school students were selected through simple random sampling. The sample consisted of 100 boys and 100 girls. Family climate scale of Shah (2006) and emotional intelligence scale prepared by the Kumari and Sharma (2014) were used as tools for the study. Favourable and unfavourable family climate group were formulated on the basis of median.

### Analysis and interpretation and discussion of results

Mean and SD, t-ratio and Pearson's Product Moment Correlation Coefficient (r) were computed with the help of SPSS (Statistical Package for Social Sciences) version 16.0. The analysis and interpretation of data has been done objective wise.

Table 1  
Coefficient of Correlation between Emotional Intelligence and Family Climate of Secondary School Students

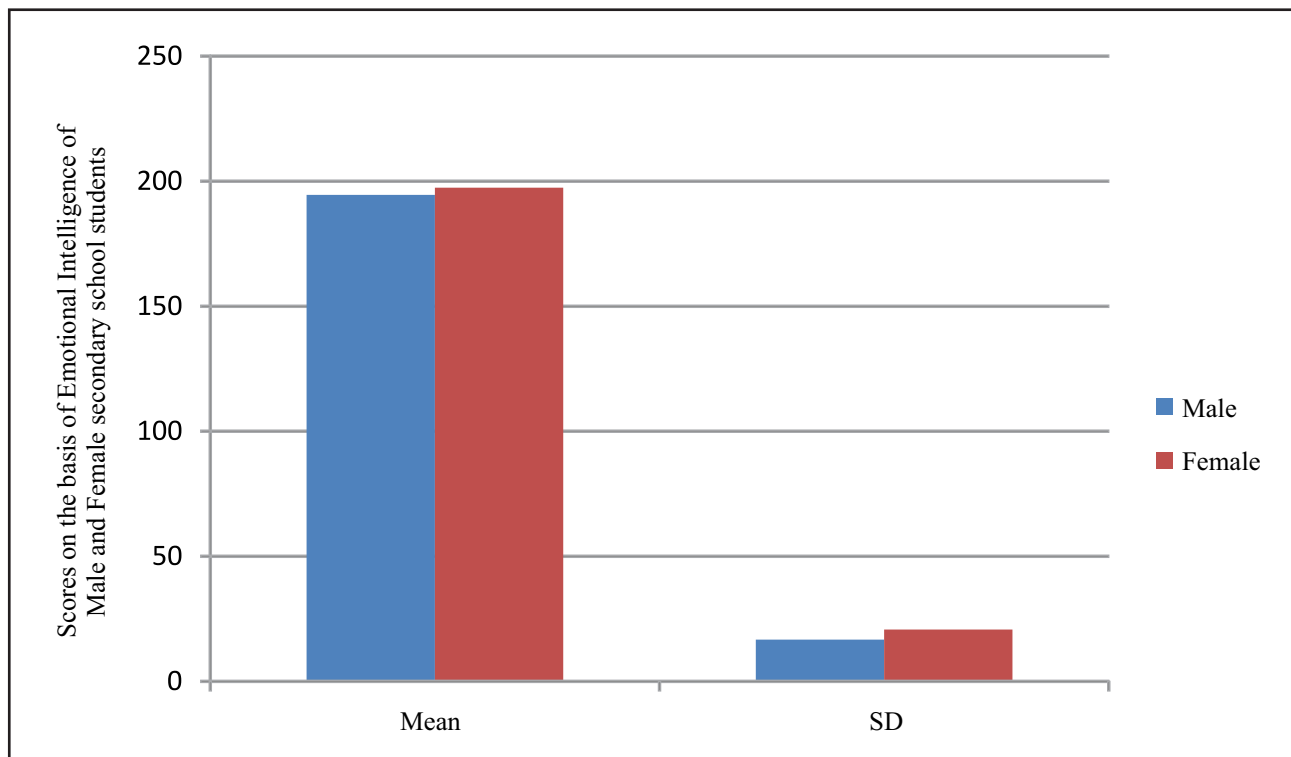
<u>Variables</u>	<u>N</u>	<u>df</u>	<u>Coefficient of Correlation(r)</u>	<u>Nature of Correlation</u>
Emotional Intelligence	200	198	.334	Positive and significant
Family Climate				

Table 1 reveals that the correlation of emotional intelligence and family climate of secondary school students was .334. The result shows that a positive and significant correlation between emotional intelligence and family climate. In the light of the above results the hypothesis that there exists no significant relationship between emotional intelligence and family climate of secondary school students stands rejected. Correlation of emotional intelligence and family climate of secondary school students indicates that family climate has a positive effect on the emotional intelligence of secondary school students. This finding is supported by the studies of (Kaur and Jaswal 2005; Ozabaci 2006; Bhatia 2012). Healthy family relationship greatly influences emotional intelligence of the adolescents. Family is the environment where the children learned to use their faculties and understand and cope with the physical world (Bhatia, 2012).

Table 2  
Mean , SD, t-ratio between Male and Female Secondary School Students on Emotional Intelligence

<u>Variable</u>	<u>Groups</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>SEM</u>	<u>t-ratio</u>	<u>df</u>	<u>Level of significance</u>
Emotional Intelligence	Male	100	194.5	16.73	1.67	1.236	198	NS
	emale	100	197.4	20.70	2.07			

Fig.1  
Graphical Representation of Scores on the Basis of Emotional Intelligence of Male and Female Secondary School Students

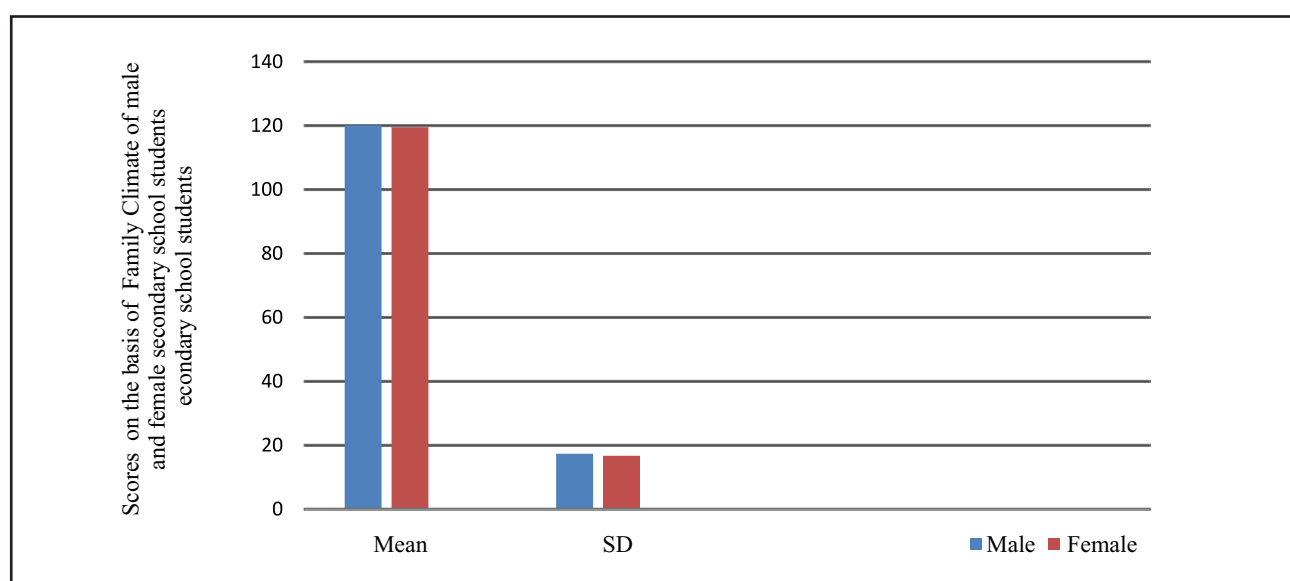


It is evident from the above table 2 that the t-ratio between male and female secondary school students on emotional intelligence is 1.236 which is not significant at any level of significance. So in the above results the hypothesis that there is no significant difference between male and female secondary school students on emotional intelligence stands accepted, which indicates that the male and female students don't differ from each other on the variable emotional intelligence. Subramanyam (2011) findings supported our result as he found that there was no significant difference with regard to the impact of gender on emotional intelligence.

Table 3  
Mean, SD and t-ratio between Male and Female Secondary School Students on Family Climate

<u>Variable</u>	<u>Groups</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>SEM</u>	<u>t-ratio</u>	<u>df</u>	<u>Level of significance</u>
Family Climate	Male	100	120.1	17.37	1.73	.261	198	NS
	Female	100	119.5	16.74	1.67			

Fig. 2  
Graphical Representation of Scores on the Basis of Family Climate of Male and Female Secondary School Students



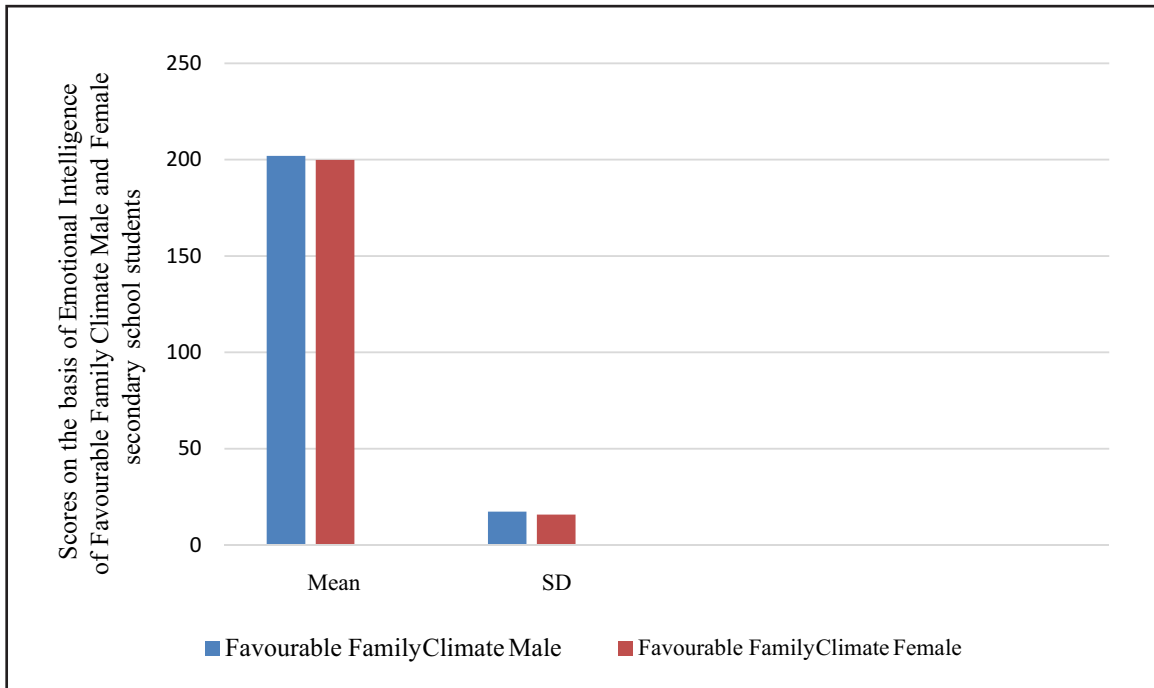
It is evident from the above table 3 that the t-ratio between male and female secondary school students on family climate is .261 which is not significant at any level of significance. So the above results show that the hypothesis that there is no significant difference between male and female secondary school students on family climate stands accepted, which indicates that the male and female students don't differ from each other on the variable family climate.

Table 4

Mean, SD and t-ratio between Male and Female Secondary School Students belonging to Favourable Family Climate Group on the Variable of Emotional Intelligence

<u>Variable</u>	<u>Groups</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>SEM</u>	<u>t-ratio</u>	<u>df</u>	<u>Level of significance</u>
Emotional Intelligence	Favourable Family Climate Male	50	202	17.3	2.44	.636	97	NS
	Favourable Family Climate Female	49	199.9	15.82	2.26			

Fig. 3  
Graphical Representation of Scores on the basis of Emotional Intelligence of Favourable Family Climate Male and Female Secondary School Students



It is evident from the table 4 that the t- ratio between male and female secondary school students belonging to favourable family climate group on emotional intelligence is .636 which is not significant at any level of significance, therefore, the null hypothesis is accepted i.e. there is no significant difference between male and female secondary school students belonging to favourable family climate group whatever the difference is there it is due to sampling fluctuations and chance factor, only.

Table 5

Mean, SD and t-ratio between Male and Female Secondary School Students belonging to Unfavourable Family Climate group on the Variable of Emotional Intelligence

<u>Variable</u>	<u>Groups</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>SEM</u>	<u>-ratio</u>	<u>df</u>	<u>Level of significance</u>
Emotional Intelligence	Unfavourable Family Climate Male	50	192.8	22.87	3.23	1.083	99	NS
	Unfavourable Family Climate Female	51	188.6	15.81	2.21			

Fig. 4  
Graphical Representation of Scores on the basis of Emotional Intelligence of Unfavourable Family Climate of Male and Female Secondary School Students

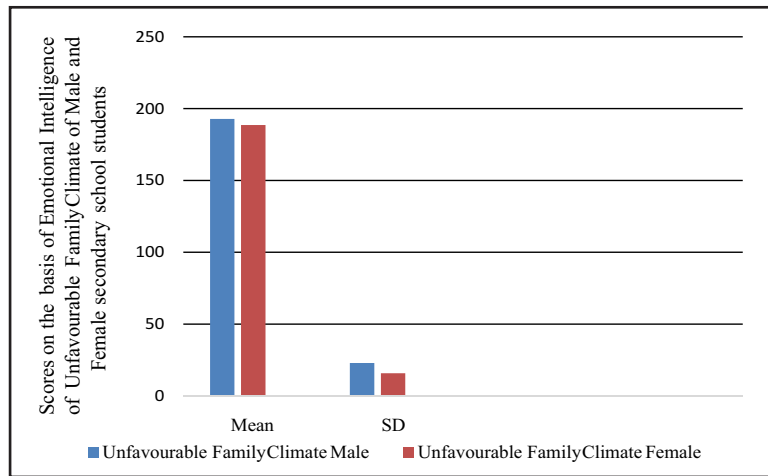


Table 5 reveals that Mean and SD of male secondary school students belonging to unfavourable family climate group on emotional intelligence are 192.8 and 22.870, respectively. The Mean and SD of female secondary school students belonging to unfavourable family climate group on emotional intelligence are 188.6 and 15.81. The t-ratio between male and female secondary school students belonging to unfavourable family climate group on emotional intelligence is 1.083, which is not significant at any level of significance. In the light of the above results the hypothesis that there exists no significant difference between the male and female secondary school students belonging to unfavourable family climate group on the variable of emotional intelligence stands accepted. i.e. there is no significant difference between male and female secondary school students belonging to unfavourable family climate group on the variable of emotional intelligence whatever the difference is there it is due to sampling fluctuations and chance factor only.

Table 6  
Mean,SD and t-ratio between Male Secondary School Students belonging to Unfavourable Family Climate and Favourable Family Climate Group on the Variable of Emotional Intelligence

<u>Groups</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>SEM</u>	<u>t-ratio</u>	<u>df</u>	<u>Level of significance</u>
Unfavourable Family Climate Male	50	192.8	22.87	3.23	2.26	98	Significant at 0.05 level
Favourable Family Climate Female	50	202.0	17.3	2.24			



**Fig. 5**  
**Graphical Representation of Scores on the Basis of Emotional Intelligence of Unfavourable Family Climate of Male and Favourable Family Climate Female Secondary School Students**

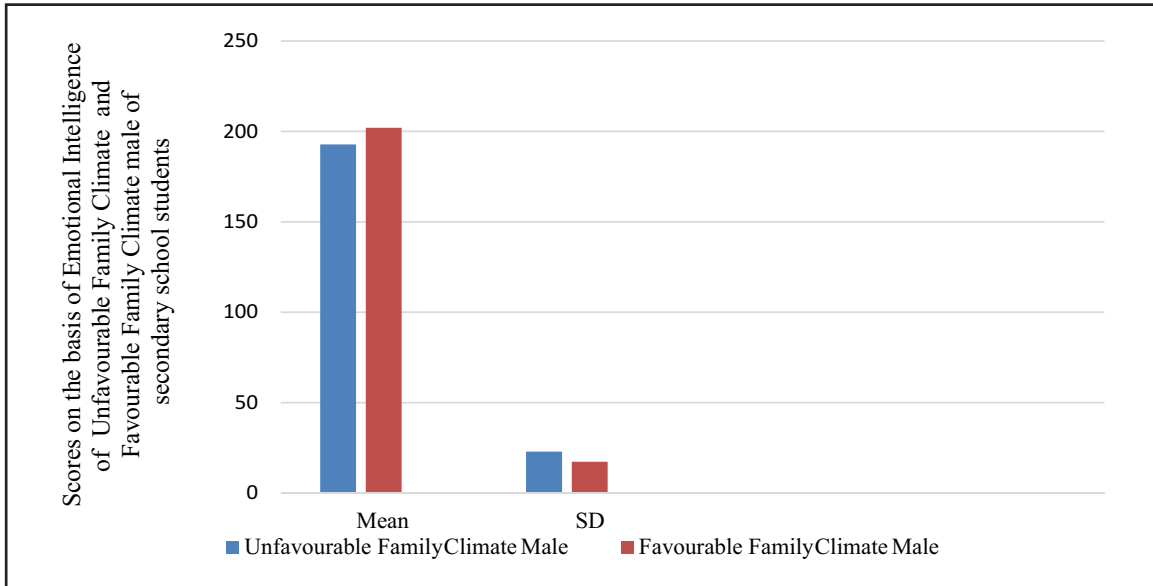


Table 6 reveals that Mean and SD of male secondary school students belonging to unfavourable family climate are 192.8 and 22.87, respectively. The mean and SD of male secondary school students belonging to favourable family climate are 202.0 and 17.30, respectively. The t-ratio between male secondary school students belonging to unfavourable family climate and favourable family climate group is 2.26 which is significant at 0.05 level. In the light of above results the hypothesis that there exists no significant difference between male secondary school students belonging to unfavourable family climate and favourable family climate group stands rejected. Family climate has an impact on the emotional intelligence of the male secondary school students.

**Table 7**  
**Mean, SD and t-values between Female Secondary School Students belonging to Unfavourable Family Climate Male and Favourable Family Climate Female Group**

<u>Groups</u>	<u>N</u>	<u>Mean</u>	<u>S.D.</u>	<u>SEM</u>	<u>t-ratio</u>	<u>df</u>	<u>Level of significance</u>
Unfavourable Family Climate Male	51	188.6	15.81	2.21	3.575	98	Significant at 0.0 level
Favourable Family Climate Female	49	199.9	15.82	2.26			

Fig. 5  
Graphical Representation of Scores on the Basis of Emotional Intelligence of Unfavourable Family Climate and Favourable Family Climate Female Secondary School Students

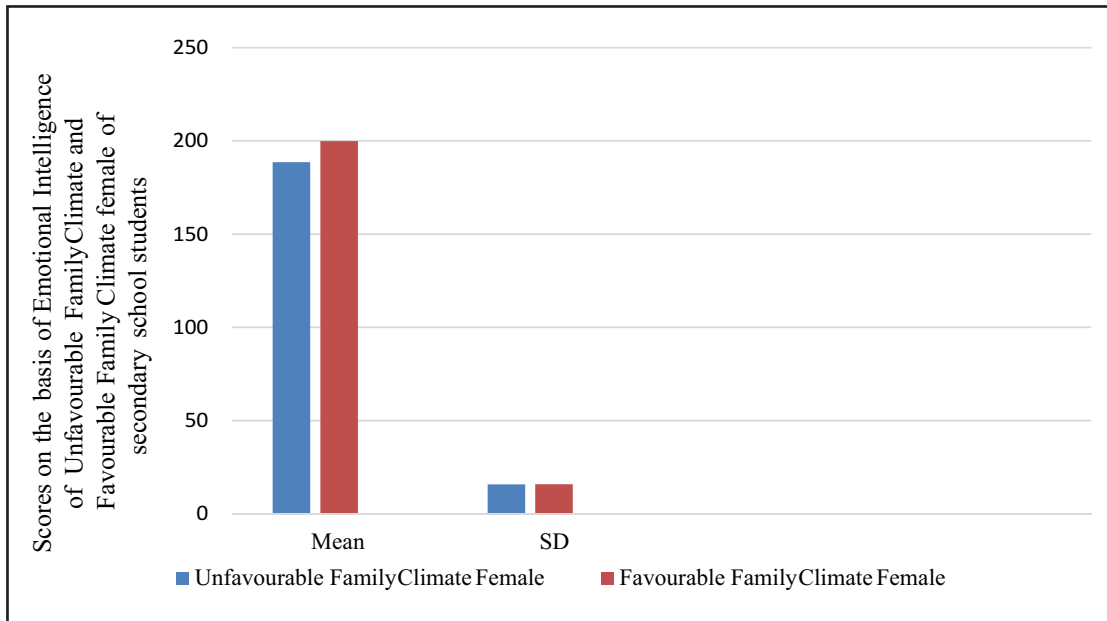


Table 7 reveals that Mean and SD of female secondary school students belonging to unfavourable family climate are 188.6 and 15.81, respectively. The mean and SD of female secondary school students belonging to favourable family climate are 199.9 and 15.82, respectively. The t-ratio between female secondary school students belonging to unfavourable family climate and favourable family climate group is 3.575 which is significant at 0.01 level. In the light of above results the hypothesis that there exists no significant difference between female secondary school students belonging to unfavourable family climate and favourable family climate group stands rejected. Family climate has an impact on the Emotional Intelligence of female secondary school students.

### Conclusion

- Family climate was significantly and positively related to emotional intelligence of secondary school students.
- There was no significant difference between males and females in emotional intelligence of secondary school students. This shows that gender does not create differences in emotional intelligence among secondary school students.
- There was no significant difference between males and females in family climate of secondary school students. This shows that gender does not create differences in family climate among secondary school students.

- d. There was no significant difference between the male and female secondary school students belonging to favourable family climate group on the variable of emotional intelligence. This shows that favourable family climate does not have an impact on the emotional intelligence of secondary school students.
- e. There was no significant difference between the male and female secondary school students belonging to unfavourable family climate group on variable of emotional intelligence. This shows that unfavourable family climate does not have an impact on the emotional intelligence of secondary school students.
- f. There was significant difference between the male secondary school students belonging to favourable family climate and unfavourable family climate group on variable of emotional intelligence. This shows that that family climate has impact on the emotional intelligence of male secondary school students.
- g. There was significant difference between the female secondary school students belonging to favourable family climate and unfavourable family climate group on variable of emotional intelligence. This shows that that family climate have an impact on the emotional intelligence of female secondary school students.

#### **Educational Implications**

- a. Students should be able to recognize their emotional strengths and weaknesses and utilize it in those ways which help them to lead a successful life.
- b. Family climate has a positive impact on the emotional intelligence of the secondary school students and the healthy environment of the home is a precursor of their healthy mind.
- c. After knowing their emotional distress that may be because of the family climate the teacher can help a student to come out of that situation and performs well in the field of education.

#### **Suggestions for Further Research**

Some of the research problems related to this area are given below which may be taken in the future.

- a. This study is confined to only Aligarh city, its finding cannot be applied to all the classes, so the study will be performed after taking sample from the another city or bifurcating the sample on the basis of location, caste, community etc.
  - b. A comparative study will be conducted between government and private secondary school students.
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