



**HOME ENVIRONMENT, EMOTIONAL INTELLIGENCE, AND SELF-CONCEPT
AMONG GOVERNMENT AND PRIVATE 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**

The school environment and family background play a vital role in shaping students' emotional and psychological development during adolescence. Among the various factors influencing academic and personal growth, home environment, emotional intelligence, and self-concept have emerged as significant determinants of students' adjustment and educational progress. The present study aimed to compare these three psychosocial variables among government and private secondary school students of Birbhum district, West Bengal. A descriptive survey method was employed for the study. The sample consisted of 400 students studying in classes IX and X, selected through stratified random sampling from 40 secondary schools, comprising 20 government/government-sponsored schools and 20 private schools. Standardized tools were used for data collection, namely Home Environment Inventory by Misra, Emotional Intelligence Scale by Singh and Narain, and Self-Concept Questionnaire by Saraswat. The collected data were analyzed using mean, standard deviation, and independent samples t-test. The findings revealed significant differences between government and private school students in home environment, emotional intelligence, and self-concept. Private school students scored comparatively higher in all three dimensions. The findings indicate that institutional and familial contexts contribute substantially to students' socio-emotional development.



KEYWORDS: *Home Environment, Emotional Intelligence, Self-Concept, Government School Students, Private School Students, Secondary Education.*

INTRODUCTION

Adolescence is a crucial stage of development during which students undergo significant emotional, social, and psychological changes. Among the various factors influencing their growth, home environment, emotional intelligence, and self-concept play important roles in shaping behaviour, adjustment, and academic progress.

The home environment is considered the primary setting where children develop attitudes, values, and emotional security. Bronfenbrenner (1979) emphasized that human development is deeply influenced by environmental systems, especially family interactions. A supportive family atmosphere contributes positively to personality development and learning behaviour.

Emotional intelligence has emerged as an important psychological construct in understanding students' emotional regulation and interpersonal adjustment. Goleman (1995) highlighted its role in personal and academic success, while Mayer, Salovey, and Caruso (2004) explained its significance in recognizing and managing emotions effectively.

Self-concept, which reflects an individual's perception of self, significantly influences confidence, motivation, and adjustment. Marsh and Craven (2006) reported that positive self-concept contributes to academic persistence and psychological well-being.

In the school context, students' psychosocial development is often shaped by institutional differences. Government and private schools differ in terms of academic environment, infrastructural support, and socio-economic background of students. These differences may influence students' home experiences, emotional development, and self-perception differently.

Therefore, the present study attempts to compare home environment, emotional intelligence, and self-concept among government and private secondary school students.

SIGNIFICANCE OF THE STUDY

The present study is significant because it attempts to examine three important psychosocial variables—home environment, emotional intelligence, and self-concept—among secondary school students. These variables are considered crucial in determining students' academic progress, emotional stability, behavioural adjustment, and overall personality development. During adolescence, students undergo rapid psychological and social changes, and the quality of their home and school environments plays a vital role in shaping their attitudes, emotions, and self-perceptions.

In the contemporary educational context, government and private schools differ considerably in terms of infrastructural facilities, academic atmosphere, parental involvement, and socio-economic background of students. Such differences may create variations in students' emotional development and self-concept. Therefore, the comparative study of these variables between government and private school students becomes important for understanding the influence of institutional and family settings on adolescent development.

The findings of the study may be useful for teachers in identifying students' emotional and psychological needs and adopting suitable teaching-learning strategies. It may also help parents understand the importance of maintaining a healthy and supportive home environment. Further, school administrators and educational planners may utilize the findings for designing counselling programmes, improving school climate, and reducing developmental disparities among students. The study may also contribute to the existing literature in educational psychology and serve as a reference for future researchers working in related areas.

STATEMENT OF THE PROBLEM

The present study is entitled as:

"Home Environment, Emotional Intelligence and Self-Concept among Government and Private 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.

Government School Students:

Students studying in government and government-sponsored secondary schools of Birbhum district are considered as government school students in the present study.

Private School Students:

Students studying in privately managed secondary schools of Birbhum district are considered as private school students in the present study.

Objectives of the Study

The present study was undertaken with the following objectives:

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

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

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

METHODOLOGY

The present study was conducted by following 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 students belonged to government/government-sponsored schools** and **200 students belonged to private schools**. The sample was drawn from **40 secondary schools**, including **20 government/government-sponsored schools** and **20 private schools**.

Sampling Technique

The **stratified random sampling technique** was used for selecting the sample. The students were divided into two strata on the basis of school type, namely government/government-sponsored and private schools, 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 government and private 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 government and private secondary school students in relation to home environment, emotional intelligence, and self-concept.

Comparison of Home Environment between Government and Private Secondary School Students

Table 1

Category	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	Interpretation
Government	200	217	61.49	5.31	15.07	398	0.05=1.97	H01 Rejected
Private	200	297	43.17				0.01=2.59	

Interpretation

The above table shows that the obtained t-value (15.07) 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 government and private secondary school students. The mean score of private school students is higher than that of government school students, indicating a comparatively more favourable home environment.

Comparison of Emotional Intelligence between Government and Private Secondary School Students

Table 2

Category	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	Interpretation
Government	200	16.6	2.79	0.32	6.18	398	0.05=1.97	H02 Rejected
Private	200	18.58	3.62				0.01=2.59	

Interpretation

The table reveals that the obtained t-value (6.18) is higher than the critical value at both 0.05 and 0.01 levels. Therefore, a significant difference exists between government and private secondary school students in emotional intelligence. The higher mean score of private school students indicates better emotional adjustment and emotional management.

Comparison of Self-Concept between Government and Private Secondary School Students**Table 3**

Category	N	Mean	SD	S _{ED}	t-test Value	df	Significance Level	Interpretation
Government	200	156.75	32.54	3.13	8.08	398	0.05=1.97	H03 Rejected
Private	200	182.05	30.15				0.01=2.59	

Interpretation

The obtained t-value (8.08) is greater than the critical value at both levels of significance, which indicates a significant difference in self-concept between government and private secondary school students. The higher mean score of private school students reflects a more positive self-concept in comparison to government 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 government and private secondary school students. Private school students were found to have a comparatively better home environment than government school students.
2. A significant difference was observed in the emotional intelligence of government and private secondary school students. The private school students obtained higher mean scores, indicating better emotional intelligence.
3. A significant difference was found in the self-concept of government and private secondary school students. The private school students showed a more positive self-concept than government school students.

CONCLUSION

The present study was undertaken to compare home environment, emotional intelligence, and self-concept among government and private secondary school students of Birbhum district, West Bengal. The findings of the study revealed significant differences in all the three variables. Private school students were found to have comparatively better home environment, higher emotional intelligence, and more positive self-concept than government school students.

The results indicate that both family and institutional factors play an important role in shaping the emotional and psychological development of adolescents. A favourable home environment and better educational support may contribute significantly to students' emotional maturity and self-perception. Therefore, it can be concluded that institutional background has considerable influence on the overall psychosocial development of secondary school students.

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 a healthy and supportive home environment in the overall development of students. Parents should provide emotional support, encouragement, and proper guidance to their children.
2. Since emotional intelligence plays a vital role in students' adjustment and academic success, schools should incorporate activities and programmes that help in the development of emotional skills.
3. Teachers should adopt student-friendly teaching strategies and maintain a positive classroom environment to strengthen students' self-concept and confidence.
4. Government schools may introduce counselling and guidance services to support students' emotional and psychological needs.

5. Educational planners and administrators should formulate effective policies to minimize the developmental gap between government and private school students and ensure equal opportunities for holistic growth.

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