

1

**ACADEMIC ACHIEVEMENT IN RELATION TO EMOTIONAL INTELLIGENCE
AND HOME ENVIRONMENT OF HIGHER SECONDARY STUDENTS*****GEETHA, N.R****** Dr. G. PORGIO****ABSTRACT**

This study examined the academic achievement in relation to emotional intelligence and home environment of higher secondary students. Survey method was adopted for the present study. The sample consisted of 900 higher secondary students of Kanyakumari, Tirunelveli and Thoothukudi districts. Achievement Test (2013) constructed and validated by the investigators, Emotional Intelligence Scale (2002) validated by Anukool Hyde, Sanjyot Pethe and Upindher Dhar and Home Environment Scale (2013) constructed and validated by the investigators were the tools used. The data were analysed using t-test and regression analysis. The major findings of the study reveals a significant influence in emotional intelligence and home environment on academic achievement of higher secondary students

Key Words: Home Environment, Emotional Intelligence, Academic Achievement, Higher Secondary Students.

INTRODUCTION

Education is a character building process enhancing one's personality and making him/her rational, capable, responsive and intelligently independent. The education that is imparted today focuses much on the cognitive aspect and so no importance is given to the affective aspect. It has been accepted by all that education should help the individual to solve the challenges of life and make oneself successful. Emotional intelligence and character development will lead to reduced violence and aggression, higher academic achievement and improved performance in school and work situations.

The home or the family is an important informal but active agency of education. It was the original social institution from which all other institutions developed. The home is an agency of education as well as socialization, because it is the institution in which every individual is attached.

* Assistant Professor, Bethlahem College of Education, Karungal.

** Associate Professor(Rtd.), St. Xavier's College of Education (Autonomous), Palayamkottai.

It is one of the most significant primary groups- the group which first influences the individual and shapes attitude and behavior patterns. Thus family, being a primary group provides intimate face to face association and interaction. It satisfies most of the needs of the child and provides emotional experience which may stimulate or retard the learning activities of children. Academic achievement has become an index of a child's future in this highly competitive world. It is only a drop in the vast sea of education. A great many students seem not to get credit commensurate with their known or rated abilities. Many a time, students with average abilities excel. The baffling facts, which have come into lime light, are that in spite of having similar educational facilities, environment and even intelligence; academic achievement of students differs from one another. Therefore academic achievement has assumed a lot of significance in the modern educational system.

SIGNIFICANCE OF THE STUDY

The purpose of this study was to specify emotional intelligence and home environment on academic achievement of higher secondary students. Subramanyam and Rao (2008) found that there was no significant relation between academic achievement and emotional intelligence. Umadevi (2009) concluded that there was a positive relationship between emotional intelligence and academic achievement. Darsana (2007) revealed that there was a significant relationship between emotional intelligence and achievement motivation. Patil (2006) concluded that there was no significant relationship between the emotional intelligence and academic achievement of student teachers. Bini and Sadanandhan (2009) concluded that there was a significant relationship between home environment and achievement. Manoharan and Doss (2007) revealed that there was a significant relationship between home environment and adjustment.

Emotional Intelligence plays a big role in a person's success. Student's performance today has become the centre of concern, not only his reasoning capacities, but also his creativity, emotions and interpersonal skills. Psychologists who support the concept of

emotional intelligence, consider that parents at home are the best people to help their children develop it. In this way parents can raise and educate happy, healthy and productive children. Parents with a high emotional quotient guide their children without controlling them. They also explain their actions, allow their children to take part in important decisions, and lead their children towards independence, at the same time allocating those responsibilities within the home, at school and in the community. These behaviors promote self-esteem in children, independence, imagination, adaptability and congeniality which result in the development of a high emotional intelligence.

Home environment is an important factor in shaping the emotional development of an individual. The size of the family, order of birth, socio-economic status of the family, parental attitude are all deciding factors in the emotional makeup of a child. Success in life does not depend on one's intelligence only. One's emotional intelligence also plays a significant part in determining whether one's ventures are successful or not. Emotional development contributes significantly to the development of integrated, harmonious personality as well as the academic achievement of an individual. With this in view the investigators conducted a study on "Academic Achievement in relation to Emotional Intelligence and Home Environment of Higher Secondary Students"

OBJECTIVES

1. To find out whether there is any significant difference in the academic achievement of higher secondary students with regard to nature of family.
2. To find out whether there is any significant difference in the emotional intelligence of higher secondary students with regard to nature of family.
3. To find out whether there is any significant difference in the home environment of higher secondary students with regard to nature of family.
4. To find out the influence of emotional intelligence and home environment on academic achievement of higher secondary students.

NULL HYPOTHESES

1. There is no significant difference between higher secondary students from nuclear and joint families in their academic achievement.
2. There is no significant difference between higher secondary students from nuclear and joint families in their emotional intelligence.
3. There is no significant difference between higher secondary students from nuclear and joint families in their home environment.
4. There is no significant influence of emotional intelligence and home environment on academic achievement of higher secondary students.

METHODOLOGY

The method adopted by the investigators in the present study was normative survey method.

SAMPLE

The sample of the study consisted of 900 higher secondary students.

TOOLS USED

Achievement Test (2013) constructed and validated by the investigator , Emotional Intelligence Scale (2002) validated by Anukool Hyde, Sanjyot Pethe and Upindher Dhar and Home Environment Scale (2013) constructed and validated by the investigator were the tools used.

STATISTICS USED

The data were analysed using t-test and regression analysis. The collected data were analysed using percentage analysis and t-test.

Data Analysis

Hypothesis 1

There is no significant difference between higher secondary students from nuclear and joint families in their academic achievement.

TABLE 1
MEAN, STANDARD DEVIATION AND CALCULATED ‘P’ VALUE FOR
ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS FROM
JOINT AND NUCLEAR FAMILIES

Variable	Joint (N=297)		Nuclear (N=603)		Calculated ‘t’ value	p value	Remarks at 5% Level
	Mean	SD	Mean	SD			
Academic Achievement	23.63	9.397	24.92	10.417	1.856	0.064	NS

NS –Not Significant

The above table 1 shows that the calculated ‘p’ value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. And so it is concluded that there is no significant difference between higher secondary students from nuclear and joint families in their academic achievement.

Hypothesis 2

There is no significant difference between higher secondary students from nuclear and joint families in their emotional intelligence.

Table 2
MEAN, STANDARD DEVIATION AND CALCULATED 'P' VALUE FOR
EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS FROM
JOINT AND NUCLEAR FAMILIES

Dimensions of EI	Type of family	N	Mean	SD	Calculated 't' value	p value	Remarks at 5% level
Self-awareness	Joint	297	15.41	3.547	0.114	0.909	NS
	Nuclear	603	15.44	3.493			
Empathy	Joint	297	18.50	4.025	0.091	0.928	NS
	Nuclear	603	18.47	3.900			
Self-motivation	Joint	297	22.36	4.837	0.471	0.638	NS
	Nuclear	603	22.52	4.742			
Emotional Stability	Joint	297	14.64	3.496	0.444	0.657	NS
	Nuclear	603	14.75	3.480			
Managing Relations	Joint	297	15.02	3.292	0.870	0.385	NS
	Nuclear	603	15.22	3.327			
Integrity	Joint	297	11.91	2.687	1.993	0.047	S
	Nuclear	603	11.52	2.837			
Self-development	Joint	297	8.11	6.329	0.982	0.327	NS
	Nuclear	603	7.74	2.405			
Value orientation	Joint	297	7.65	2.225	0.896	0.370	NS
	Nuclear	603	7.51	2.108			
Commitment	Joint	297	8.33	2.838	1.727	0.085	NS
	Nuclear	603	8.00	2.379			
Altruistic Behavior	Joint	297	7.87	2.061	0.144	0.886	NS
	Nuclear	603	7.85	2.138			
Emotional Intelligence	Joint	297	129.81	21.889	0.509	0.611	NS
	Nuclear	603	129.04	20.455			

The above table 2 shows that the calculated 'p' value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted and so it is concluded that there is no significant difference between higher secondary students from nuclear and joint families in their self-awareness, empathy, self-motivation, emotional stability, managing relations, self-development, value orientation, commitment altruistic behaviour and emotional intelligence.

But the calculated 'p' value is less than 0.05 at 5% level of significance for integrity. Hence the null hypothesis is rejected and so it is concluded that there is no significant difference between higher secondary students from nuclear and joint families in their integrity. While comparing the mean scores, students from joint families are better than students from nuclear families in their integrity.

Hypothesis 3

There is no significant difference between higher secondary students from nuclear and joint families in their home environment.

Table 3
MEAN, STANDARD DEVIATION AND CALCULATED 'P' VALUE FOR HOME ENVIRONMENT OF HIGHER SECONDARY STUDENTS FROM JOINT AND NUCLEAR FAMILIES

Dimensions of Home Environment	Joint (N=297)		Nuclear (N=603)		Cal. 't' value	p value	Remarks at 5% level
	Mean	SD	Mean	SD			
Parental encouragement in studies	26.43	3.323	26.41	3.233	0.077	0.938	NS
Parental involvement	32.36	5.604	31.56	5.385	2.035	0.042	S
Family climate	40.29	5.312	40.16	4.951	0.340	0.734	NS
Parental encouragement in extracurricular Activities	37.33	5.648	36.70	5.529	1.589	0.113	NS
Home Environment	136.41	15.773	134.84	14.731	1.438	0.151	NS

The above table 2 shows that the calculated 'p' value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted and so it is concluded that there is no significant difference between higher secondary students from nuclear and joint families in their parental encouragement in studies, family climate, parental encouragement in extra-curricular activities and home environment.

But the calculated 'p' value is less than 0.05 at 5% level of significance for parental involvement. Hence the null hypothesis is rejected and so it is concluded that there is no significant difference between higher secondary students from nuclear and joint families in their parental involvement. While comparing the mean scores, students from joint families are better than students from nuclear families in their parental involvement.

Hypothesis 4

There is no significant influence of emotional intelligence and home environment on academic achievement of higher secondary students.

Table 4
CALCULATED R, F AND P VALUE FOR THE VARIABLES EMOTIONAL INTELLIGENCE, HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Variables	Emotional Intelligence	Home Environment	Academic Achievement	Multiple Correlation	Calculated 'F' value	P value	Remarks at 5% level
Emotional Intelligence	1.000	0.381	0.140	0.143	9.307	0.000	S
Home Environment	0.381	1.000	0.029				
Academic Achievement	0.140	0.029	1.000				

S - Significant

The above table 4 shows that the calculated 'p' value is less than 0.05 at 5% level of significance. Hence the null hypothesis is rejected and so it is concluded that there is significant influence of emotional intelligence and home environment on academic achievement of higher secondary students.

FINDINGS AND DISCUSSION

- No significant difference is revealed between higher secondary students from joint and nuclear families in their academic achievement. This may be due to the fact that parents of both the families may encourage their children to be competitive and intellectually alert. Children reared in this environment where the cognitive and creative encouragement is good, nurtured, considerate to others and emotionally stable can achieve more.
- A significant difference is observed between students from nuclear and joint families in their integrity. In this students from joint families are better than students from nuclear families in their integrity. This may be due to the fact that the guidance from their grandparents and the family members makes them to develop their social skills.
- A significant difference is noticed between students from nuclear and joint families in their parental involvement. In this students from joint families are better than students from nuclear families in their parental involvement. This may be due to the fact that right type of morality is provided by their elders and parents and they try to impart right type of education for the betterment of the society.
- A significant influence is revealed on the academic achievement by the emotional intelligence and home environment of higher secondary students. This may be due to the fact that if proper education, opportunities and efforts are made for the training and development of emotional intelligence potential among the children right from their childhood, then it will help in bringing empathy accompanied with right actions and behaviour on the part of the individual for leading a better life and achieve more.

REFERENCE

- Annaraja, P., & Tirkey, C.G. (2015). Home environment and moral values of higher secondary school students. *Xavier Journal of Research Abstracts*, 2(2), 5-7.
- Babu, R., & Mummorthy, (2012). The problems of higher secondary students in relation to family environment. *Edutracks*, 11(6), 16-19.
- Bhatia, K.K., & Narang, C.L. (2008). *Philosophical and sociological bases of education*. Ludhiana: Tandon Publications.

- Bini, C.L., & Sadananthan, M. (2009). Home environment and academic achievement among higher secondary students. *International Educator*, 21(2), 43-46.
- Murthy, S.K. *Teacher and education in Indian society*. Ludhiana: Tandon Publications.
- Nandra, I.S. *Teacher in emerging Indian society*. Ludhiana: Tandon Publications.
- Pachauri, G. (2012). *Education in emerging India*. Meerut: Lall Book Depot.
- Safaya, Shaida, & Shukla (2011). *Teacher in emerging Indian society*. New Delhi: Dhanpat Rai Publishing Company.
- Subramanyan, K. (2014). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Tyagi, S.K. (2004). Emotional intelligence of secondary -teachers in relation to gender and age. *Indian Education Abstracts*, 5(1&2), 63-64.