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Impact of Mental Well-Being and Emotional Skills on Academic Performance among Higher Secondary Students: A Family-Centric Approach

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Abstract: *The present research aims to identify upper secondary school students' academic success, emotional intelligence, and mental health levels and their links. 600 students from Thanjavur's upper secondary schools are sampled. The mean emotional intelligence ratings of upper secondary school pupils vary by gender, school type, medium of instruction, and mother and father educational backgrounds. The study also reveals that emotional intelligence boosts upper secondary school pupils' academic performance. Academic success and emotional intelligence must be imprinted or developed for upper secondary school students to succeed.*

Keywords: Academic success, emotional intelligence, and mental health

I. INTRODUCTION

Emotional intelligence is increasingly discussed in social psychology. The ability to identify and control your own and others' emotions is called emotional intelligence. People commonly cite three talents: 1. Emotional awareness, including the ability to identify your own and others' emotions; 2. Learning to relate emotions to tasks like problem-solving and thinking; 3. Overcoming emotions, controlling them, and uplifting or soothing others. Emotional intelligence includes self-awareness, self-management, social awareness, and relationship management. The capacity to recognize one's own and others' emotions is called emotional intelligence.

1. Need and Significance

Real schooling influences a student's professional choice. Academic achievement is not only based on IQ. Sharing with individuals who can completely contribute to academic learning helps find the learning source, collect resources, clear up issues, prepare for examinations, and climb the academic performance ladder. School atmosphere promotes intellectual, social, and emotional development in children.

As they start school, youngsters must adjust to new situations and have emotional intelligence. Parents and teachers must also understand kids' emotional intelligence potential. No one is settled. The federal and state governments, charity groups, educators, and researchers should prioritize this stage to increase learning and emotional intelligence in the classroom.

Self-accepting high schoolers are known for their emotional intelligence, self-awareness, fair expectations, and low emotional stress. Similarly, well-adjusted, tolerant, and democratic students have good learning environments. Thus, the study was "Emotional Intelligence and Mental Health on Academic Achievement of Higher Secondary School Students with Special Reference to Family Related Variables"

2. Objectives of the Study

The following are the objectives of the study.

- To find out the levels of mental health, emotional intelligence and academic achievement of higher secondary school students.
- To find out the significant difference between the mental health and demographic variables of higher secondary school students.
- To find out the significant difference between the emotional intelligence and demographic variables of higher secondary school students.
- To find out the correlation between mental health and emotional intelligence; mental health and academic achievement; emotional intelligence and academic achievement of higher secondary school students.

3. Hypotheses of the Study

The following are the hypotheses of the study.

1. There is no significant difference in the mean scores of mental health between joint family and nuclear family of higher secondary school students.
2. There is no significant difference in the mean scores of emotional intelligence between joint family and nuclear family of higher secondary school students.
3. There is no significant difference in the mean scores of mental health among the various groups of higher secondary school students with regard to

- father's educational qualification
- mother's educational qualification
- father's occupation
- mother's occupation

4. There is no significant difference in the mean scores of emotional intelligences among the various groups of higher secondary school students with regard to

- father's educational qualification
- mother's educational qualification
- father's occupation
- mother's occupation

5. There is no significant correlation between mental health and emotional intelligence; mental health and academic achievement; emotional intelligence and academic achievement of higher secondary school students.

4. Limitation of the Study

Due to financial and temporal constraints, the researcher only included 600 pupils from 8 schools in the Thanjavur area, IX standard students, and randomly chosen schools.

II. RESEARCH METHODOLOGY

Study employed descriptive research method. Upper secondary school students' academic achievement and emotional intelligence are the focus of this study. To accomplish the study's aims, the researcher employed a survey. To ensure the study's sample is representative, the researcher took every measure. Study participants are 600 XI students at Thanjavur's upper secondary schools in 2019–2020. The study included Thanjavur students. 11th-graders in upper secondary school are farther isolated. The researcher collected data on all district schools to choose a sample. The researcher randomly picked eight Thanjavur schools.

Tools Used for the Study

Emotional intelligence tool

The 65-question Baron's Emotional Intelligence Questionnaire (1997), which covers the following five domains with particular abilities that are crucial to success, was utilized by the researcher for this study. 1. Personal, 2. Social, 3.

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Flexibility, 4. Stress reduction, and 5. Overall attitude. The statement from 1 -9 represents Self-regard, 10-16 portrays Interpersonal interaction, 17-21 depicts Impulse control, 22-. Problem solving is shown in number 27, emotional self-awareness is shown in numbers 28–33, flexibility is shown in numbers 34–41, reality testing is shown in numbers 42–47, stress tolerance is shown in numbers 48–55, assertiveness is shown in numbers 56–61, and empathy is shown in numbers 62–65. The affirmative statement received scores of 0, 1, 2, 3, and 4 from the following responses: Never, Seldom, Sometimes, Often, and Always. For replies ranging from Never to Always, the negative statement received scores of 4, 3, 2, 1, and 0. The sum of the scores for each of the 65 items is the individual score. The range of the score is 0 to 260. After providing the appropriate instructions, the researcher herself conducted the exam at the chosen schools using the translated Tamil version of the instrument to gather data from the kids.

Mental Health Inventory

Periasamy, R. (2018) created and standardized the Mental Health Inventory. Of the forty things in the inventory, ten are positive and thirty are negative. The tool is made up of individual statements that illustrate the many ways in which kids feel, think, and act in their everyday lives. The pupils are needed to pick either one of the two replies to reflect their capacity to respond to one's own social, occupational and environmental demands. The Odd-even technique was used to determine the tool's dependability. The Karl Pearson Product Moment method was used to compute the correlation, and the resultant coefficient of reliability was 0.753. It's an easy scoring key. A negative item with a score of "NO" and a positive item with a score of "YES" will get zero marks each, whereas a positive item with a score of "NO" and a negative item with a score of "YES" will receive one mark each.

Procedure of Data Collection

Students at upper secondary schools were given the tools by the researcher with the consent of the school leaders and the assistance of the pertinent instructors. The district of Thanjavur is the subject of the inquiry. The investigator made contact with the headmasters and principals of the institutions and obtained insurance for their cooperation. After outlining the goal of the research, students at upper secondary schools were given the emotional intelligence scale and a generic data sheet. Together with other pertinent information, the tool scores were computed and tallied. In order for the data to be used for computer data processing, it was inputted appropriately.

Analysis and Interpretation of Data

The data was analyzed and interpreted using various statistical techniques according to the authors' recommendations. The data was processed using software called the Statistical Package for the Social Sciences (SPSS) version 26.0, and all hypotheses were tested at the 0.05 and 0.01 levels of significance of the analysis.

Descriptive Statistics

Table-1: The mean, standard deviation values of emotional intelligence and academic achievement

S. No.	Variables	N	Minimum	Maximum	Mean	S.D.
1	Mental Health	600	5.00	33.00	20.7200	4.24637
2	Emotional Intelligence	600	89.00	231.00	165.9200	29.23362
3	Academic Achievement	600	135.00	485.00	304.0867	72.34562

According to the above data, the average scores for academic success, emotional intelligence, and mental health are 304.1, 165.92, and 20.72, respectively. It indicates that the variables' mean scores fall inside the average range. Students at upper secondary schools need to be at higher levels.

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Table-2: Test the level of mean scores of emotional intelligence and academic achievement of higher secondary school students

S. No.	Variables	N0.	Low		Average		High	
			No	%	No	%	No	%
1	Mental Health	600	140	23.3	350	58.3	110	18.3
2	Emotional Intelligence	600	116	19.3	378	63.0	106	17.7
3	Academic Achievement	600	110	18.3	378	63.0	112	18.7

The aforementioned table indicates that the mean scores for academic success, emotional intelligence, and mental health are all at an average level. It is obvious that families and schools should work to raise the mean scores for academic success, emotional intelligence, and mental health among upper secondary school kids.

Hypotheses Testing Hypothesis – 1

Table-3: Test of significant difference in the mean scores of mental health between joint family and nuclear family of higher secondary school students

Background Variables		N	Mean	SD	t – value	Level of Significance
Type of Family	Nuclear Family	288	20.2292	4.29199	2.732	Significant
	Joint Family	312	21.1731	4.15946		

At the 0.05 level, the computed "t" value (2.655) from the preceding table is higher than the table value (1.96). It is evident that the mental health of higher secondary school children from nuclear and combined families differs significantly. The given null hypothesis is thus disproved. The mean mental health score of students from mixed families is greater than that of students from nuclear families.

Hypothesis – 2

Table-4: Test of significant difference in the mean scores of emotional intelligence between joint family and nuclear family of higher secondary school students

Background Variables		N	Mean	SD	t – value	Level of Significance
Type of Family	Nuclear Family	288	166.6944	27.87235	0.625	Not Significant
	Joint Family	312	165.2051	30.46346		

At the 0.05 level, the computed "t" value (0.625) from the preceding table is smaller than the table value (1.96). It is evident that there is no discernible difference in the emotional intelligence of higher secondary school children from nuclear and combined families. Therefore, the null hypothesis is accepted as stated. The mean emotional intelligence score of students from nuclear families is greater than that of students from joint families.

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Hypothesis – 3

Table-5: Test of significant difference in the mean scores of mental health among the various groups of higher secondary school students with regard to (a) father's educational qualification; (b) mother's educational qualification; (c) father's occupation; (d) mother's occupation

Variable	Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Father's Educational Qualification	Between Groups	63.830	3	21.277	1.181	Not Significant
	Within Groups	10737.130	596	18.015		
Mother's Educational Qualification	Between Groups	15.225	3	5.075	0.280	Not Significant
	Within Groups	10785.735	596	18.097		
Father's Occupation	Between Groups	429.243	4	107.311	6.156	Significant
	Within Groups	10371.717	595	17.431		
Mother's Occupation	Between Groups	555.736	4	138.934	8.069	Significant
	Within Groups	10245.224	595	17.219		
	Total	10800.960	599			

The table shows that the calculated "F" is 1.181, below the 0.05 critical value of 2.63. Dads of upper secondary school students with elementary, secondary, or postsecondary degrees have similar mental health. Therefore, the hypothesis is accepted. More educated parents of upper secondary school children had higher mental health scores than other groups.
The table shows that "F" is 0.280, below the 0.05 critical threshold of 2.63. Moms of upper secondary school students with elementary, secondary, or postsecondary degrees had similar mental health. Therefore, the hypothesis is accepted. Educated parents of upper secondary school kids had higher mental health scores than other groups.
The table shows that "F" is 6.156, greater above the 0.05 critical thresholds (2.40). The mental health of coolies, farmers, private workers, government employees, and self-employed higher secondary school fathers differs greatly. Thus, the idea fails. Secondary school kids' self-employed parents had greater mental health scores than other groups.
The table shows that the calculated "F" is 8.069, greater above the 0.05 threshold important value (2.40). The mental health of coolies, farmers, private workers, government employees, and self-employed higher secondary school fathers differs greatly. Thus, the idea fails. Secondary school kids' self-employed parents had greater mental health scores than other groups.

Hypothesis – 4

Table-6: Test of significant difference in the mean scores of emotional intelligences among the various groups of higher secondary school students with regard to (a) father's educational qualification; (b) mother's educational qualification; (c) father's occupation; (d) mother's occupation

Variable	Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Father's Educational Qualification	Between Groups	58231.495	3	19410.498	25.500	Significant
	Within Groups	453676.665	596	761.202		
Mother's Educational Qualification	Between Groups	58141.688	3	19380.563	25.455	Significant
	Within Groups	453766.472	596	761.353		

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Father's Occupation	Between Groups	59197.310	4	14799.327	19.451	Significant
	Within Groups	452710.850	595	760.859		
Mother's Occupation	Between Groups	67254.788	4	16813.697	22.499	Significant
	Within Groups	444653.372	595	747.317		
	Total	511908.160	599			

The table reveals the 'F' is 25.500, above the important barrier (2.63) at 0.05. The emotional intelligence of primary, secondary, higher secondary and higher education-qualified fathers of higher secondary school students vary greatly. Therefore, the hypothesis fails. Dads of higher secondary school students with greater education had higher emotional intelligence mean scores.

Table reveals that 'F' is 25.455, above the important criterion (2.63) at 0.05. Primary, secondary, higher secondary and higher education-qualified parents of higher secondary school students have different emotional intelligences. Therefore, the hypothesis fails. Better-educated upper secondary school parents had better emotional intelligence mean scores.

Table reveals that 'F' is 19.451, above the important criterion (2.40) at 0.05. Emotional intelligence varies greatly among coolie, farmer, private employee, government employee, and self-employed upper secondary school parents. Therefore, the hypothesis fails. Self-employed upper secondary school fathers had higher emotional intelligence.

Table reveals that 'F' is 22.499, above the important criterion (2.40) at 0.05. Emotional intelligence varies greatly among coolie, farmer, private employee, government employee, and self-employed upper secondary school parents. Therefore, the hypothesis fails. Self-employed upper secondary school fathers had higher emotional intelligence.

Hypothesis – 5

Table-7: Test of significant correlation between mental health and emotional intelligence; mental health and academic achievement; emotional intelligence and academic achievement of higher secondary school students

Variables		Mental Health	Emotional Intelligence	Academic Achievement
Mental Health	Pearson Correlation	1	.030	.054
	Sig. (2-tailed)		.462	.190
	N	600	600	600
Emotional Intelligence	Pearson Correlation	.030	1	.276**
	Sig. (2-tailed)	.462		.000
	N	600	600	600
Academic Achievement	Pearson Correlation	.054	.276**	1
	Sig. (2-tailed)	.190	.000	
	N	600	600	600
**. Correlation is significant at the 0.01 level (2-tailed).				

The aforementioned table demonstrates that among students in upper secondary school, emotional intelligence and achievement are positively correlated. As a result, the theory is disproved.

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Major findings of the study

The following are the major findings of the study.

1. There is a significant difference in the mean scores of mental health between joint family and nuclear family of higher secondary school students.
2. There is no significant difference in the mean scores of emotional intelligence between joint family and nuclear family of higher secondary school students.
3. There is no significant difference in the mean scores of mental health among the various groups of higher secondary school students with regard to

- father's educational qualification
- mother's educational qualification

4. There is no significant difference in the mean scores of mental health among the various groups of higher secondary school students with regard to

- father's occupation
- mother's occupation

5. There is no significant difference in the mean scores of emotional intelligence among the various groups of higher secondary school students with regard to

- father's educational qualification
- mother's educational qualification
- father's occupation
- mother's occupation

6. There is a significant correlation between emotional intelligence and academic achievement of higher secondary school students.

Recommendations of the study

Based on the data, the researcher suggests:

Average academic achievement, emotional intelligence, and mental health for higher secondary students. Thus, parents and teachers must prepare to improve.

The present research found significant disparities in upper secondary school kids' mean mental health scores depending on mother and father jobs and family type. Positive family-school relations will improve students' mental health. To promote mental health, school administration should choose qualified teachers carefully. For mental health, higher secondary school students should have access to a balanced diet, frequent exercise, restful sleep, and sports, games, and physical activity.

This research found that the mean emotional intelligence ratings of upper secondary school pupils vary considerably by mother and father's jobs, educational backgrounds, and occupations. Students should be helped to increase their academic achievement to become more emotionally sophisticated. More opportunities and a more comfortable atmosphere for schools to communicate their views and wishes will help students transition.

Studies also demonstrate that emotional intelligence boosts academic achievement. This study suggests introducing students to emotional intelligence by include emotional intelligence topics in guidance and counseling programs. This is achieved by teaching youngsters to recognize, express, control, and utilize their own and others' emotions. This will improve their academic performance by increasing intrapersonal, interpersonal, and communication skills within and beyond the classroom.

III. CONCLUSION

The current study's researcher came to the conclusion that kids in upper secondary schools had average levels of academic success, emotional intelligence, and mental health. The results of the differential analysis showed that the sample chosen for the research differed significantly in terms of emotional intelligence and mental health. Additionally, the correlation study showed a strong positive relationship between academic success and emotional

intelligence. Therefore, it is obvious that in order for children in upper secondary schools to succeed academically and in life, their emotional intelligence and academic performance need to be appropriately enhanced.

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