THE IMPACT OF MENTAL HEALTH AND EMOTIONAL INTELLIGENCE ON THE ACADEMIC PERFORMANCE OF HIGH SCHOOL STUDENTS WITH REFERENCE ON FAMILY-RELATED FACTORS

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ABSTRACT

Finding out the levels of academic achievement, emotional intelligence, and mental health among higher secondary students is one of the main goals of this study. Other goals include determining the relationships between academic achievement, emotional intelligence, and mental health among these students. Three hundred students from various higher secondary school kinds in Moradabad district make up the sample. The findings show that there are notable differences in the mean emotional intelligence scores between and among the different groups of students enrolled in higher secondary schools based on factors such as gender, school type, father's and mother's educational backgrounds, and medium of instruction. The study also shows that academic achievement of upper secondary school students and emotional intelligence have a strong positive link. It is obvious that in order for higher secondary school students to obtain better academic accomplishment / performance, academic achievement and emotional intelligence need to be appropriately instilled or enhanced.

Keywords: Higher Secondary School Students, Academic Achievement, Emotional Intelligence, Mental Health.

1. INTRODUCTION

In social psychology, emotional intelligence is a topic that is increasingly being discussed. The capacity to identify, understand, and manage both your own and other people's emotions is known as emotional intelligence. Most people say it consists of three abilities: 1. Emotional awareness, including the capacity to identify your own feelings as well as those of others; 2. The capacity to link emotions to tasks like reasoning and problem-solving; 3. The capacity to successfully manage emotions, including the capacity to control your own emotions as well as the capacity to comfort or console others. The categories of self-awareness, self-management, social awareness, and relationship management, as well as the identification and control of emotions in oneself and social contexts,

are hallmarks of emotional intelligence abilities. The ability to identify one's own emotions as well as those of others is known as emotional intelligence.

1.1 NEED AND SIGNIFICANCE OF THE STUDY

A student's actual educational experience determines how they will support themselves. An individual's IQ is not the sole factor that determines their academic success. The ability to fully participate in academic learning with others is what makes academic success possible. It helps identify the source of learning, gather resources, clear up confusion, get ready for tests, and climb the academic ladder. One of the key factors promoting children' educational, social, and emotional development is the school environment. They are frequently required to adjust to new circumstances and a certain amount of expected emotional intelligence when they begin and continue their education. Additionally, it's critical to let parents and instructors know that students may possess emotional intelligence. Nobody is ever completely at ease. In order to provide students with a high-quality education and help them develop their emotional intelligence in the classroom, educators, researchers, and the federal and state governments should all place equal emphasis on this stage. Higher secondary school students who are comfortable with who they are are recognised for having traits including emotional intelligence, realistic expectations, lack of severe emotional stress, and self-awareness. In a similar vein, students who set up conducive learning environments are discovered to be well-adjusted, tolerant, and democratic.

2. OBJECTIVES OF THE STUDY

The study aims to achieve the following.

1. To ascertain the academic performance, emotional intelligence, and mental health of upper secondary school students.
2. To determine whether there is a statistically significant difference between the demographics and mental health of students in upper secondary schools.
3. To determine whether there is a discernible difference between the demographic characteristics and emotional intelligence of students in upper secondary schools.
4. To determine the relationship between students in higher secondary schools' mental health and academic achievement, emotional intelligence and academic achievement, and mental health and all three.

3. RESEARCH METHODOLOGY

The research for the project was done using the descriptive approach. The primary goal of this study is to look at the academic performance and emotional intelligence of students in higher secondary schools. In order to achieve the study's goals, the researcher has used the survey approach. The researcher has taken every precaution to guarantee that the study's sample is accurately representative. The 300 XI standard students enrolled in upper secondary education programmes in the Moradabad district make up the study's population. The students in Moradabad district have been designated as the study's population. Additionally, only students enrolled in higher secondary schools and studying in the eleventh standard are included in the population. The researcher gathered information on each school in this district in order to choose a sample. The researcher selected eight schools from the Moradabad district using a straightforward random process from the list of schools.

3.1 PROCEDURE OF DATA COLLECTION

The instruments were given to upper secondary school students by the investigator with consent from school administrators and assistance from the involved teachers. The district of Moradabad is the subject of the inquiry. The investigator made contact with the headmasters and principals of the respective institutions to secure their cooperation. After outlining the goal of the study, upper secondary school students were given the emotional intelligence scale and a generic data sheet. The tool scores were computed and combined with other pertinent information in a table. In order for computer data processing to be possible, the data had to be entered appropriately.

4. ANALYSIS AND INTERPRETATION OF DATA

The Statistical Package for the Social Sciences (SPSS) version 26.0 software was used to process and analyse the data, and all hypotheses were tested at the 0.05 and 0.01 levels of significance. The analysis and interpretation of the data were conducted using various statistical techniques, following the guidelines provided by the authors.

4.1 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	300	5.00	31.00	20.7000	4.24635
2	Emotional Intelligence	300	89.00	233.00	165.9000	29.23360
3	Academic Achievement	300	135.00	48300	304.0865	72.34560

The aforementioned table displays the mean scores for academic success, emotional intelligence, and mental health, which are, respectively, 20.70, 165.90, and 304.1. It demonstrates that the variable mean scores are at an average level. The upper secondary school students should have greater levels.

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	300	140	23.1	350	58.1	110	18.1
2	Emotional Intelligence	300	116	19.1	378	63.0	106	17.5
3	Academic Achievement	300	110	18.1	378	63.0	112	18.5

The aforementioned table indicates that the mean ratings for academic achievement, emotional intelligence, and mental health are all average. It is abundantly evident that families, schools, and higher secondary school students should work together to improve the mental well-being, emotional intelligence, and academic accomplishment mean scores of these students.

4.2 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	144	20.2290	4.29197	2.730	Significant
	Joint Family	156	21.1730	4.15943		

The derived "t" value (2.655) from the preceding table is higher at the 0.05 level than the table value (1.96). It is evident that higher secondary school students from nuclear families have significantly different mental health than students from joint families. As a result, the null hypothesis is not accepted. In comparison to students from nuclear families, the mixed family had a higher mean score for mental health.

4.3 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	144	166.6942	27.87233	0.623	Not Significant
	Joint Family	156	165.2050	30.46343		

The "t" value (0.623) derived from the preceding table is, at the 0.05 level, smaller than the table value (1.96). It is evident that children in higher secondary schools from nuclear families and joint families do not significantly differ in terms of emotional intelligence. As a result, 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.

4.4 HYPOTHESIS – 3

TABLE-5: TEST OF SIGNIFICANT DIFFERENCE IN THE MEAN SCORES OF MENTAL HEALTH AMONG THE VARIOUS GROUPS OF HIGHER SECONDARY SCHOOL STUDENTS

Variable	Source of	Sum of	DF	Mean of	F ratio	Level of

	Variation	squares		sum squares		Significance
Father's Educational Qualification	Between Groups	63.810	3	21.275	1.180	Not Significant
	Within Groups	10737.110	593	18.013		
Mother's Educational Qualification	Between Groups	15.223	3	5.073	0.240	Not Significant
	Within Groups	10785.733	593	18.095		
Father's Occupation	Between Groups	429.241	4	107.310	6.153	Significant
	Within Groups	10371.715	594	17.430		
Mother's Occupation	Between Groups	555.733	4	138.932	8.067	Significant
	Within Groups	10245.222	594	17.217		
	Total	10800.930	597			

The table shows that the computed "F" is 1.180, which is below the 0.05 level critical value of 2.40. The conclusion is that there is no discernible difference in the mental health of dads of higher secondary school students who have completed their elementary, secondary, or higher education from those who have not. Thus, the proposed theory is agreed upon. The mean mental health ratings of fathers of secondary school students with higher academic qualifications are higher than those of other groups.

(b) The table shows that the obtained "F" is 0.240, which is below the 0.05 level critical value (2.63). The findings indicate that there is no statistically significant difference in the mental health of mothers of higher secondary school children who have completed primary, secondary, or higher education compared to those who have not. Thus, the proposed theory is agreed upon. Compared to other groups, mothers of secondary school students with higher academic qualifications have mean scores on mental health.

(c) The table shows that, at the 0.05 level, the obtained "F" is 6.153, which is higher than the critical value of 2.40. The study concludes that the mental health of fathers of higher secondary school kids varies significantly depending on whether they are coolies, farmers, private employees, government employees, or self-employed. Thus, the put forth hypothesis is disproved. Compared to other groups, the self-employed fathers of higher secondary school kids had mean scores on mental health.

(d) The table shows that, at the 0.05 level, the obtained "F" is 8.067, which is higher than the critical value of 2.40. The study concludes that the mental health of fathers of higher secondary school kids varies significantly depending on whether they are coolies, farmers, private employees, government employees, or self-employed. Thus, the put forth hypothesis is disproved. Compared to other groups, the self-employed fathers of higher secondary school kids had mean scores on mental health.

4.5 Hypothesis – 4

TABLE-6: TEST OF SIGNIFICANT DIFFERENCE IN THE MEAN SCORES OF EMOTIONAL INTELLIGENCE AMONG THE VARIOUS GROUPS OF HIGHER SECONDARY SCHOOL

Variable	Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Father's Educational Qualification	Between Groups	58231.493	3	19410.494	25.300	Significant
	Within Groups	453676.663	293	761.200		
Mother's Educational Qualification	Between Groups	58141.684	3	19380.561	25.453	Significant
	Within Groups	453766.470	293	761.351		
Father's Occupation	Between Groups	59197.313	4	14799.325	19.450	Significant
	Within Groups	452710.830	294	760.857		
Mother's Occupation	Between Groups	67254.784	4	16813.695	22.497	Significant
	Within Groups	444653.370	294	747.315		
	Total	511908.130	297			

(a) The table shows that, at the 0.05 level, the obtained "F" is bigger than the critical value (2.63), at 25.300. The study concludes that there exists a noteworthy variation in emotional intelligence among dads of higher secondary school students who have completed their elementary, secondary, or higher education, as well as among those who have completed their higher education. Thus, the put forth hypothesis is disproved. The mean

emotional intelligence scores of fathers of secondary school children with higher education qualifications are greater than those of other groups.

(b) The table shows that, at the 0.05 level, the obtained "F" is 25.453, which is higher than the crucial value (2.63). The study concludes that there is a noteworthy difference in emotional intelligence between moms of higher secondary school kids who have completed their primary, secondary, and higher education and who are qualified to do so. Thus, the put forth hypothesis is disproved. Compared to other groups, mothers of secondary school students pursuing further education have higher mean emotional intelligence ratings.

(c) The table shows that the calculated "F" is 19.450, above the crucial value of 2.40 at the 0.05 level. The study concludes that dads of higher secondary school children who are coolies, farmers, private employees, government employees, or self-employed differ significantly in terms of their emotional intelligence. Thus, the put forth hypothesis is disproved. The mean emotional intelligence ratings of fathers who work for themselves are higher than those of other groups of secondary school students.

(d) The table shows that, at the 0.05 level, the obtained "F" is 22.497, which is higher than the critical value of 2.40. The study concludes that dads of higher secondary school children who are coolies, farmers, private employees, government employees, or self-employed differ significantly in terms of their emotional intelligence. Thus, the put forth hypothesis is disproved. The mean emotional intelligence ratings of fathers who work for themselves are higher than those of other groups of secondary school students.

4.6 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	.052
	Sig. (2-tailed)		.462	.190
	N	300	300	300

Emotional Intelligence	Pearson Correlation	.030	1	.273**
	Sig. (2-tailed)	.460		.000
	N	300	600	300
Academic Achievement	Pearson Correlation	.052	.273**	1
	Sig. (2-tailed)	.190	.000	
	N	300	300	300
**. Correlation is significant at the 0.01 level (2-tailed).				

The aforementioned table demonstrates that among students in higher secondary schools, emotional intelligence and achievement are positively correlated. Thus, the put forth hypothesis is disproved.

CONCLUSION

The current study's investigator came to the conclusion that kids in higher secondary schools have average levels of academic success, emotional intelligence, and mental health. The results of the differential analysis showed that the study sample's emotional intelligence and mental health varied significantly. Additionally, the correlation research showed that academic success and emotional intelligence had a strong positive link. It is so obvious that raising kids' academic achievement and emotional intelligence in higher secondary school is necessary to help them succeed in both their academic and personal lives.

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