c. 11.8 percent of the male students and 15.4 percent of the female students have high level in perception of parent and school relationship respectively.

d. 12.5 percent of the male students and 13.2 percent of the female students have high level in perception of parent and academic involvement.

e. 9.9 percent of the male students and 10.1 percent of the female students have high level in perception of parent and multi skill development.

1.3 There is no significant difference between male and female higher secondary students in their perception of parent and school relationship but there is significant difference between male and female higher secondary students in their perception of parenting, parent and academic involvement, parent and multi skill development and overall parental influence.

While comparing the mean scores of the male (mean = 48.85) and female (mean = 50.82) students, the female students have better perception of parenting than the male students.

While comparing the mean scores of the male (mean = 38.06) and female (mean = 39.30) students, the female students have better perception of parent and academic involvement than the male students.

While comparing the mean scores of the male (mean = 68.21) and female (mean = 69.76) students, the female students have better
perception of parent and multi skill development than the male students.

While comparing the mean scores of the male (mean = 205.41) and female (mean = 211.06) students, the female students have better perception of parental influence than the male students.

1.4 There is no significant difference between Tamil medium and English medium higher secondary students in their perception of parenting and parent and multi skill development but there is significant difference between Tamil medium and English medium higher secondary students in their perception of parent and school relationship, parent and academic involvement, and overall parental influence.

While comparing the mean scores of the Tamil medium (mean = 50.20) and English medium (mean = 51.68) students, the English medium students have better perception of parent and school relationship than the Tamil medium students.

While comparing the mean scores of the Tamil medium (mean = 37.97) and English medium (mean = 39.94) students, the English medium students have better perception of parent and academic involvement than the Tamil medium students.

While comparing the mean scores of the Tamil medium (mean = 206.20) and English medium (mean = 211.58) students, the English medium students have better perception of parental influence than the Tamil medium students.
1.5 There is no significant difference between rural and urban higher secondary students in their perception of parenting, parent and school relationship, parent and academic involvement, parent and multi skill development and overall parental influence.

1.6 There is no significant difference among science, arts and vocational group higher secondary students in their perception of parenting, parent and school relationship, parent and multi skill development and overall parental influence but there is significant difference among science, arts and vocational groups of higher secondary students in their perception of parent and academic involvement.

While comparing the mean scores of science (mean = 37.89), arts (mean = 69.40), and vocational group (mean = 38.70) students, arts group students have better perception of parent and academic involvement than science and vocational group higher secondary students.

1.7 There is no significant difference among government, aided and matriculation higher secondary students in their perception of parenting and parent and multi skill development but there is significant difference in their perception of parent and school relationship, parent and academic involvement, and overall parental influence.

While comparing the mean scores of government (mean = 50.00), aided (mean = 50.43), and matriculation school (mean = 51.70) students, matriculation school students have better perception of
parent and school relationship than government and aided school higher secondary students.

While comparing the mean scores of government (mean = 38.10), aided (mean = 38.10), and matriculation school (mean = 39.89) students, matriculation school students have better perception of parent and academic involvement than government and aided school higher secondary students.

While comparing the mean scores of government (mean = 206.13), aided (mean = 206.60), and matriculation school (mean = 211.51) students, matriculation school students have better perception of parental influence than government and aided school higher secondary students.

1.8 There is no significant difference among boys, girls and co-education school higher secondary students in their perception of parent and school relationship but there is significant difference in their perception of parenting, parent and academic involvement, parent and multi skill development and overall parental influence.

While comparing the mean scores of boys (mean = 47.44), girls (mean = 51.40), and co-education school (mean = 49.62) students, girls school students have better perception of parenting than boys and co-education school higher secondary students.

While comparing the mean scores of boys (mean = 37.39), girls (mean = 39.80), and co-education school (mean = 38.46) students, girls school students have better perception of parent and academic involvement than boys and co-education school higher secondary students.
While comparing the mean scores of boys (mean = 66.15), girls (mean = 70.74), and co-education school (mean = 68.80) students, girls school students have better perception of parent and multi skill development than boys and co-education school higher secondary students.

While comparing the mean scores of boys (mean = 200.67), girls (mean = 213.49), and co-education school (mean = 207.46) students, girls school students have better perception of parental influence than boys and co-education school higher secondary students.

1.9 There is no significant difference among SC/ST, MBC, BC and OC higher secondary students in their perception of parenting, parent and school relationship, parent and academic involvement, parent and multi skill development and overall parental influence.

1.10 There is no significant association between fathers’ education of the higher secondary students and their perception of parenting, parent and school relationship, parent and academic involvement, multi skill development and parent but there is significant association between fathers’ education and their perception of overall parental influence.

1.11 There is no significant association between mothers’ education of the higher secondary students and their perception of parenting but there is significant association between mothers’ education and their perception of parent and school relationship, parent and academic involvement, parent and multi skill development and overall parental influence.
1.12 There is no significant association between fathers’ occupation of the higher secondary students and their perception of parenting, parent and school relationship, parent and academic involvement, parent and multi skill development and overall parental influence.

1.13 There is no significant association between mothers’ occupation of the higher secondary students and their perception of parenting, parent and school relationship, parent and academic involvement, parent and multi skill development and overall parental influence.

1.14 There is no significant association between fathers’ income of the higher secondary students and their perception of parenting, parent and school relationship, parent and academic involvement, parent and multi skill development and overall parental influence.

1.15 There is no significant association between mothers’ income of the higher secondary students and their perception of parenting, parent and school relationship, parent and academic involvement, parent and multi skill development and overall parental influence.

II EMOTIONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS

2.1 a. 10.5 percent of higher secondary students have high level of emotional intelligence.

b. 10.9 percent of higher secondary students have high level of self-awareness.

c. 11.1 percent of higher secondary students have high level of self-management.
d. 10.7 percent of higher secondary students have high level of social awareness.

e. 13.5 percent of higher secondary students have high level of relationship management.

2.2 a. 8.9 percent of the male and 13.4 percent of the female higher secondary students have high level of emotional intelligence.

b. 10.6 percent of the male and 12.3 percent of the female higher secondary students have high level of self-awareness.

c. 11.6 percent of the male and 10.9 percent of the female higher secondary students have high level of self-management.

d. 10.2 percent of the male and 11.3 percent of the female higher secondary students have high level of social awareness.

e. 15.0 percent of the male and 13.6 percent of the female higher secondary students have high level of relationship management.

2.3 There is significant difference between male and female higher secondary students in their self-awareness, self-management, social awareness, relationship management and overall emotional intelligence.

While comparing the mean scores of the male (mean = 68.66) and female (mean = 72.27) students, the female students have better self-awareness than the male students.
While comparing the mean scores of the male (mean = 89.19) and female (mean = 93.58) students, the female students have better self-management than the male students.

While comparing the mean scores of the male (mean = 47.99) and female (mean = 50.91) students, the female students have better social awareness than the male students.

While comparing the mean scores of the male (mean = 111.47) and female (mean = 115.08) students, the female students have better relationship management than the male students.

While comparing the mean scores of the male (mean = 318.11) and female (mean = 330.97) students, the female students have better emotional intelligence than the male students.

2.4 There is no significant difference between Tamil medium and English medium higher secondary students in their self-awareness and social awareness but there is significant difference in their self-management, relationship management and overall emotional intelligence.

While comparing the mean scores of the Tamil medium (mean = 91.74) and English medium (mean = 90.13) students, Tamil medium students have better self-management than the English medium students.

While comparing the mean scores of the Tamil medium (mean = 114.39) and English medium (mean = 110.58) students, Tamil medium students have better relationship management than the English medium students.
While comparing the mean scores of the Tamil medium (mean = 326.01) and English medium (mean = 319.98) students, Tamil medium students have better emotional intelligence than the English medium students.

2.5 There is no significant difference between rural and urban higher secondary students in their self-awareness, self-management, social awareness and overall emotional intelligence but there is significant difference in their relationship management.

While comparing the mean scores of rural (mean = 111.76) and urban (mean = 114.39) students, rural students have better relationship management than the urban students.

2.6 There is no significant difference among Science, Arts and Vocational group higher secondary students in their self-awareness, social awareness, relationship management and overall emotional intelligence but there is significant difference in their self-management.

While comparing the mean scores of science (mean = 90.76), arts (mean = 92.55), and vocational group (mean = 90.15) students, arts group students have better self-management than science and vocational group higher secondary students.

2.7 There is no significant difference among government, aided and matriculation higher secondary students in their social awareness but there is significant difference in their self-awareness, self-management, relationship management and overall emotional intelligence.
While comparing the mean scores of government (mean = 71.33), aided (mean = 69.97), and matriculation school (mean = 69.69) students, government school students have better self-awareness than aided and matriculation school higher secondary students.

While comparing the mean scores of government (mean = 93.51), aided (mean = 90.15), and matriculation school (mean = 90.12) students, government school students have better self-management than aided and matriculation school higher secondary students.

While comparing the mean scores of government (mean = 114.78), aided (mean = 114.18), and matriculation school (mean = 110.21) students, government school students have better self-management than aided and matriculation school higher secondary students.

While comparing the mean scores of government (mean = 329.00), aided (mean = 323.35), and matriculation school (mean = 319.67) students, government school students have better self-management than aided and matriculation school higher secondary students.

2.8 There is significant difference among boys, girls and co-education school higher secondary students in their self-awareness, self-management, social awareness, relationship management and overall emotional intelligence.

While comparing the mean scores of boys (mean = 65.11), girls (mean = 72.64), and co-education school (mean = 70.47) students, girls school students have better self-awareness than boys and co-education school higher secondary students.
While comparing the mean scores of boys (mean = 85.56), girls (mean = 94.18), and co-education school (mean = 91.21) students, girls school students have better self-management boys and co-education school higher secondary students.

While comparing the mean scores of boys (mean = 46.20), girls (mean = 50.80), and co-education school (mean = 48.90) students, girls school students have better social awareness than boys and co-education school higher secondary students.

While comparing the mean scores of boys (mean = 107.26), girls (mean = 117.15), and co-education school (mean = 112.82) students, girls school students have better relationship management than boys and co-education school higher secondary students.

While comparing the mean scores of boys (mean = 304.13), girls (mean = 334.77), and co-education school (mean = 323.95) students, girls school students have better emotional intelligence than boys and co-education school higher secondary students.

2.9 There is no significant difference among SC/ST, MBC, BC and OC higher secondary students in their self-awareness, self-management, social awareness and overall emotional intelligence but there is significant difference in their relationship management.

While comparing the mean scores of SC/ST (mean = 112.77), MBC (mean = 112.30), BC (mean = 115.21), and OC (mean = 115.86) students, OC students have better relationship management than SC/ST, MBC and BC higher secondary students.

2.10 There is no significant association between fathers’ education of the higher secondary students and their self-awareness, self-
management, social awareness, relationship management and overall emotional intelligence.

2.11 There is no significant association between mothers’ education of the higher secondary students and their self-awareness, self-management, social awareness, relationship management and overall emotional intelligence.

2.12 There is no significant association between father’s occupation of the higher secondary students and their self-awareness, social awareness, relationship management but there is significant association between father’s occupation of the higher secondary students and their self-management, and overall emotional intelligence.

2.13 There is no significant association between mothers’ occupation of the higher secondary students and their self-awareness, self-management, social awareness, relationship management and overall emotional intelligence.

2.14 There is no significant association between fathers’ income of the higher secondary students and their self-awareness, social awareness, relationship management but there is significant association between fathers’ income of the higher secondary students and their self-management, and overall emotional intelligence.

2.15 There is no significant association between mothers’ income of the higher secondary students and their self-awareness, self-
management, social awareness, relationship management and overall emotional intelligence.

III ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

3.1a. 13.2 percent of higher secondary students have high level of academic achievement.

3.1b. 15.9 percent of the male higher secondary students have high level of academic achievement.

3.1c. 14.6 percent of the female higher secondary students have high level of academic achievement.

3.1d. 14.6 percent of rural higher secondary students have high level of academic achievement.

3.1e. 17.0 percent of the urban higher secondary students have high level of academic achievement.

3.1f. 22.0 percent of the Tamil medium higher secondary students have high level of academic achievement.

3.1g. 25.8 percent of the English medium higher secondary students have high level of academic achievement.

3.1h. 27.3 percent of science group higher secondary students have high level of academic achievement.

3.1i. 24.2 percent of arts group higher secondary students have high level of academic achievement.
3.1j. 16.6 percent of vocational group higher secondary students have high level of academic achievement

3.2 14.4 percent of government school, 28.0 percent of aided school and 26.5 percent of matriculation school higher secondary students have high level of academic achievement.

3.3 8.7 percent of boys school, 23.4 percent of girls school and 25.8 percent of co-education school higher secondary students have high level of academic achievement.

3.4 15.1 percent of SC/ST, 27.9 percent of MBC, 24.3 percent of BC and 26.8 percent of OC higher secondary students have high level of academic achievement.

3.5 There is significant difference between male and female higher secondary students in their academic achievement. That is, the female higher secondary students (mean = 66.55) are better than male (mean = 61.99) higher secondary students.

3.6 There is no significant difference between Tamil medium and English medium higher secondary students in their academic achievement.

3.7 There is significant difference between urban and rural higher secondary students in their academic achievement. That is, the urban higher secondary students (mean = 66.68) are better than rural (mean = 61.28) higher secondary students.

3.8 There is significant difference among higher secondary students of different groups of study in their academic achievement. That is, the
higher secondary students of science group (mean = 66.19) have better academic achievement than higher secondary students of arts (mean = 65.91) and vocational (mean = 58.94) groups.

3.9 There is significant difference among government, aided and matriculation school higher secondary students in their academic achievement. That is, the higher secondary students of aided school (mean = 66.13) have better academic achievement than higher secondary students of government (mean = 61.68) and matriculation (mean = 64.06) school.

3.10 There is significant difference among boys, girls and co-education school higher secondary students in their academic achievement. That is, the higher secondary students of girls school (mean = 65.50) have better academic achievement than higher secondary students of boys (mean = 58.22) and co-education (mean = 64.65) school.

3.11 There is significant difference among SC/ST, MBC, BC and OC higher secondary students in their academic achievement. That is, MBC higher secondary students (mean = 65.21) have better academic achievement than SC/ST higher secondary students (mean = 61.31), BC higher secondary students (mean = 63.55), and OC higher secondary students (mean = 64.45).

3.12 There is no significant association between the academic achievement of higher secondary students and mothers’ education. But there is significant association between the academic achievement of higher secondary students and (i) fathers’ education
(ii) fathers’ occupation (iii) mothers’ occupation (iv) fathers’ income and (v) mothers’ income.

IV a RELATIONSHIP BETWEEN PARENTAL INFLUENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

4.a.1 There is significant relationship between academic achievement of the higher secondary students and their perception of parenting and parent and academic involvement but there is no significant relationship between academic achievement of the higher secondary students and their perception of parent and school relationship, parent and multi skill development and overall parental influence.

4. a.2 There is no significant relationship between academic achievement of the male higher secondary students and their perception of parenting, parent and school relationship, parent and academic involvement, parent and multi skill development and overall parental influence.

4. a.3 There is no significant relationship between academic achievement and parental influence of the female higher secondary students and their perception of parenting, parent and school relationship, parent and academic involvement, parent and multi skill development, and overall parental influence.

4. a.4 There is no significant relationship between academic achievement and parental influence of the rural higher secondary students and their perception of parenting, parent and school relationship, parent
and academic involvement, parent and multi skill development and overall parental influence.

4. a.5 There is significant relationship between academic achievement of the urban higher secondary students and their perception of parenting, parent and school relationship, parent and academic involvement and overall parental influence, but there is no significant relationship between academic achievement of the urban higher secondary students and their perception of parent and multi skill development.

IV b RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

4.b.1 There is no significant relationship between academic achievement of the higher secondary students and their self-awareness, self-management, social awareness, relationship management and overall emotional intelligence.

4.b.2 There is no significant relationship between academic achievement of the male higher secondary students and their self-awareness, self-management, social awareness, relationship management and overall emotional intelligence.

4.b.3 There is no significant relationship between academic achievement of the female higher secondary students and their self-awareness, self-management, social awareness, relationship management and overall emotional intelligence.
4.b.4 There is no significant relationship between academic achievement of the rural higher secondary students and their self-awareness, self-management, social awareness, relationship management and overall emotional intelligence.

4.b.5 There is no significant relationship between academic achievement of the urban higher secondary students and their self-awareness, self-management, social awareness, relationship management and overall emotional intelligence.

V INFLUENCE OF PARENTAL INFLUENCE, EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

5.1 There is significant influence of parental influence, emotional intelligence on academic achievement of higher secondary students.

5.2 There is no significant influence of parental influence, emotional intelligence on academic achievement of the male higher secondary students.

5.3 There is significant influence of parental influence, emotional intelligence on academic achievement of the female higher secondary students.

5.4 There is no significant influence of parental influence, emotional intelligence on academic achievement of rural higher secondary students.
5.5 There is significant influence of parental influence, emotional intelligence on academic achievement of the urban higher secondary students.

VI FACTOR ANALYSIS

There is significant factor with positive loading of the three variables, namely parental influence, emotional intelligence and academic achievement. The factor for the sample has been identified as “Emotional Wellness”.

INTERPRETATIONS

I. Parental influence of higher secondary students:-

The t-test result reveals that the female higher secondary students have better perception of parental influence than the male higher secondary students. This may be due to the fact that the female higher secondary students are more dependent on their parents for every thing. Further, they are not matured enough to take decision in adjusting to the new environment or any given situation, whereas male higher secondary students are independent in decision making and adjusting with situations.

The t-test result reveals that the English medium higher secondary students have better perception of parental influence than Tamil medium higher secondary students. This may be due to the fact that the English medium higher secondary students are children of most educated and rich parents. The parents always care for the holistic personality of their children. Moreover, they are exposed to the latest development in science and technology and in various fields. Further, they always keep in touch with the faculty members of the educational institutions. Where as Tamil
medium higher secondary students’ parents are mostly uneducated and rural farmers. They have no previous training and experience in the field of education.

The ANOVA test result shows that the matriculation school students have better perception of parental influence than government and aided school students. This may be due to the fact that the matriculation school students are free to express their opinions and they express creatively. Their parents want their children to become scientists, doctors, engineers and administrators so they encourage their children in their studies.

II. Emotional intelligence of higher secondary students:-

The t-test result shows that the female higher secondary students have better self-awareness, self-management, social awareness, relationship management and emotional intelligence. This may be due to the fact that the female students have a positive self-image about them and are depended with their parents’ proper guidance.
The t-test result shows that the Tamil medium students have better self-management, relationship management and emotional intelligence than the English medium higher secondary students. This may be due to the fact that the Tamil medium higher secondary students are interested in carrying out a task efficiently in a new or a given environmental life situation when they are exposed to free books, free bus and better coaching. They systematically proceed to achieve their goal.

The ANOVA test result shows that the arts group students have better self-management than science and vocational group students. This may be due to the fact that the science and vocational group students are spending more time in their practical work and record work instead the arts group students have enough time, experience, and guidance and attend many awareness programmes.

The ANOVA test result shows that the government school students have better self-awareness, self-management, relationship management and emotional intelligence than matriculation and aided school students. This may be due to the fact that the different types of teachers, their ways of training the students and the different kinds of experiences provided to the students.

The ANOVA test result shows that the girls’ school students have better self-awareness, self-management, social awareness, relationship management and emotional intelligence than boys and co-education school students. This may be due to the fact that the natural tendencies of men who, with the available freedom, resources and knowledge evaluate and analyze each event of the society and generalize it, where as women take the events for granted.
III  Academic achievement of higher secondary students

The 't' test result reveals that the female higher secondary students (mean = 66.55) have better academic achievement than the male (mean = 61.99) higher secondary students. This may be due to the fact that female students concentrate more in their studies without being much disturbed by the external phenomena unlike the boys. The submissive and obedient nature of female students, the committed guidance of the women teachers and the conduciveness created in the school climate that encompass the campus make the female students to do better in studies and to be in the forefront of academic achievement.

The 't' test result reveals that the urban higher secondary students (mean = 66.68) have better academic achievement than the rural (mean = 61.28) higher secondary students. This may be due to the fact that in the rural schools, students, parents, study environments and other facilities are not favourable for learning.

The ANOVA test result shows that the higher secondary students of science group (mean = 66.19) have better academic achievement than higher secondary students of arts (mean = 65.91) and vocational (mean = 58.94) groups. This may be due to the fact that the arts and vocational group students have no laboratory, practical work, record work, special concentration and special motivation. The below average students are compelled to take this group.

The ANOVA test result shows that the higher secondary students of aided school (mean = 66.13) have better academic achievement than higher secondary students of government (mean=61.68) and matriculation (mean = 64.06) schools. This may be due to the fact that the management forces the teachers to produce good results. So the teachers work hard and
do their best to make their students excel in academic achievement. Moreover, the special coaching in the most of the aided schools and the teachers, parents, students and the management cooperation lead to high achievement. The academic achievement is a survival problem of every aided school.

The ANOVA test result shows that the higher secondary students of girls schools (mean = 65.50) have better academic achievement than higher secondary students of boys (mean = 58.22) and co-education (mean = 64.65) schools. This may be due to the fact that the natural tendency of the boys regarding seriousness in study is not mostly appreciable. Moreover, cinema, cricket, friends, internet and politics are some other interesting matters to them.

The ANOVA test result shows that MBC higher secondary students (mean = 65.21) have better academic achievement than SC/ST higher secondary students (mean = 61.31), BC higher secondary students (mean = 63.55), and OC higher secondary students (mean = 64.45). This may be due to the fact that their family culture and life style affects their study. Further, the government helped them for their education in the form of scholarships and free hostels.

The chi-square test result reveals that the fathers’ education, fathers’ occupation, mothers’ occupation, fathers’ income and mothers’ income are influencing the academic achievement of the students. This may be due to the fact that the home and the school environment of the students of highly educated, better earned and higher income group is indeed far better than the low-earned. The better educated and well earned parents’ children would be no doubt better because of the facilities provided by their parents that lead to better academic achievement. The
study by Vamadevapa (2005) supportively revealed that there was a positive and significant relationship between parental involvement and academic achievement. Another study Saini (2005) also revealed that the academic achievement of the adolescent children of working mothers were much better than the non-working mothers.

IV. Relationship among parental influence, emotional intelligence and academic achievement of higher secondary students:-

The perception of parenting of the higher secondary students is influencing the academic achievement of the students. This may be due to the fact that the parents those who are concerned for the wards are providing better possibility for their studies. Further, these parents help their wards in their academic pursuits.

The perception of parent and academic involvement of the higher secondary students is influencing their academic achievement. This may be due to the fact that if the parents are helping their wards in the academic matters then the wards can do better in their academic subjects. Further, the students will their subjects with high motivation.

Most of the schools have parent teachers association of the parents are regularly attending the PTA meetings then they know how to guide their wards for learning. The teachers and the parents can also joined together for helping the students in their academic matters. In urban areas the parents are giving importance for PTA meetings.

In general, the parental influence is helping the urban students for having better academic achievement. This may be due to the fact that the parents in urban areas are providing better facilities for their wards in education. The parents are very particulars about the academic progress of their wards.
V. **Influence of Parental influence, Emotional Intelligence on Academic Achievement of higher secondary students**

Multiple correlation analysis reveals that there is significant influence of parental influence and emotional intelligence on academic achievement of higher secondary students. This may be due to the fact that the students who are cared and nourished by their parents and who are emotionally balanced would be good at reasoning and objective in approaching towards their studies and they perform higher academic achievement.

Multiple correlation analysis reveals that there is significant influence of parental influence and emotional intelligence on academic achievement of female higher secondary students. This may be due to the fact that normally the girls have less social free movement based leisure activities than boys. When compared to the boys their friendship circle is narrow and this keeps them to be on the higher levels of emotional intelligence. Spending more time on their studies would certainly heighten the academic achievement owing to their diligent reflectiveness. The less distracted environment in which the girls are brought up helps them retain the learnt concept for longer duration and retrieve while presenting or applying them in the examination. The parents controlled and guided upbringing of the girls pave way for managing themselves during their developmental stages.

Multiple correlation analysis reveals that there is significant influence of parental influence and emotional intelligence on academic achievement of urban higher secondary students. This may be due to the fact that the urban students are exposed to immediate reach of resources
and resource persons and availability to a better opportunity and better communication in the fast growing world.

**Factor Analysis**

The factor analysis of the correlation matrix yielded a single factor, with very high loadings. The factor for the sample has been identified as “Emotional Wellness”. This factor may be explained in terms of parental influence, emotional intelligence and academic achievement.

**RECOMMENDATIONS**

**SUGGESTIONS TO EDUCATIONAL ADMINISTRATORS**

On the basis of the findings the researcher has given the following suggestions to the educational administrators.

1. The higher secondary students must be given training on personality development.

2. The higher secondary girls must be given wide opportunity to show their talents.

3. In the school communal harmony day must be celebrated.

4. Adult education should be given to the parents.

5. The students studying from poor families must be given adequate facilities in the school for their night studies.

6. The PTA can arrange for social functions, Science exhibitions and other career guidance courses to the students.
7. The school should maintain a cordial relationship between the PTA members and the teachers in carrying out the teaching learning process.

8. The school should organize seminar on guidance and counseling.

9. The students must be given training in self-awareness.

10. A student counselor can be appointed in the schools.

11. The Tamil medium and government schools should have free extra coaching for higher achievement.

12. Yoga and guided meditation of continuous practice should be given up to the college level.

13. The educational experts should incorporate the new element of emotional intelligence in the curriculum along with activities.

14. Optimistic tendency and self-confidence can be developed.

15. To eliminate the terrorism in the nation the education department should have the compulsory training to the students regarding emotional intelligence.

SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the findings the investigator has given the following suggestions for the further research study.

1. A study of influence of environment on parental influence of higher secondary students.
2. A study of influence of co-curricular activities in the school on emotional intelligence of higher secondary students.

3. A study of parental influence, emotional intelligence and academic achievement of college students.

4. A study of influence of intrinsic and extrinsic motivation on academic achievement of higher secondary students.

5. A comparative study of boys and girls with regard to parental influence, emotional intelligence and academic achievement of higher secondary students.

6. A study of parental influence, spiritual guidance and academic Excellency of higher secondary students.

7. A study of influence of emotional intelligence and ICT awareness on academic achievement of higher secondary students.

CONCLUSION

In this knowledge era a fast changing world, day by day the scientific technology is developing, information and communication technology also changing at every moment. It shows that human resource is the unique and fundamental for any development. India has 50% youth - immeasurable power and asset of the whole universe. Achievement is the ladder of progress or development Academic achievement and self-esteem is bidirectional that influence each other towards progress and development at any sort. Successful academic performance enhances self-esteem (Bills, 1959). The present study shows that positive parental influence and emotional intelligence leads to human enhancement.
Terrorists, suiciders, child labours, drunkards, sexual abusers, murderers, aimless wanderers, illiterates, cyber crimes most of the above criminals are youth. The sole reason is lack of parental influence and emotional intelligence. “People who feel worthy, able and competent are more likely to achieve their goals than those who feel worthless, unimportant and incompetent”, (Mark R. Leary. Ranjit Singh Malhi, 1998). It is rightly emphasized by international commission on education (1966): “Learning to live together, by developing the understanding of others and their history, traditions and spiritual values, and on the basis, creating a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future would induce people to manage the inevitable conflicts in an intelligent and peaceful way”. It is the term ‘social intelligence’, (Thorndike, 1920) which gave birth to emotional intelligence. Emotional intelligence is a type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them and to use the information to guide one’s thinking and actions (Mayer and Salvey, 1993). As mentioned in the beginning. Therefore, it is an absolute need to improve the parental influence and emotional intelligence in the nation through the education departments and also leading to sound academic achievement. The recommendations given by the investigator in this regard will be of use to guide all the students.