CHAPTER – I
INTRODUCTION AND
CONCEPTUAL FRAME WORK

OVERVIEW

This chapter deals with conceptual frame work consisting of family, parents, responsibilities of parents, qualities of parents, parent and child relationship, family influence, parental involvement in schools, role of parental involvement on education, parental influence on child, parental influence on adolescents, emotions, emotions and adolescents, intelligence, emotional intelligence, components of emotional intelligence, emotional intelligence frame work, four dimensions / domains of emotional intelligence, characteristics of emotional intelligence capacities, significance of emotional intelligence, education, functions of education, higher secondary education, objectives of higher secondary education, achievement, academic achievement, need for the study, scope of the study, significance of the study, statement of the problem, title, definition of the operational terms, general objectives, specific objectives, null hypotheses, and limitations of the study.

“A
Nation’s
wealth is its youth.
The youth of our country
which represents 50% of our
population, has challenging scientific
missions full of opportunities to make India
competitive in the globalized world. The youth should have
an aim in life, acquire knowledge and sweat and not be afraid of problems”

- (Abdul Kalam, 2008).
1.1 FAMILY

The family is the oldest, basic and fundamental unit of human society. It consists of the husband, wife, and children together with all the young and old dependents. They are related to one another in one way or the other. In some old societies even servants were included in the family. Thus family may be regarded as a small social group consisting of a few related persons. In our country the picture of a family is more or less the same. In the family the child develops his potentials and various abilities. “A family is a group of persons united by ties of marriage, blood or adoption, constituting a single household, interacting and intercommunication with each other in their respective social roles of husband and wife, mother and father, son and daughter, brother and sister creating a common culture”, (Burgess & Locke, 1953). “By family we mean a system of relationship existing between parents and children”, (Clark, 1983). “A virtual home is a university” is an old saying. “A child gets his first lesson in the family. The impression gained and the family environments are indelible and remain for the whole life. The first lesson and family environment can be well organized in a fruitful manner by parents”, (Swaroop Saxena & Shikha Chaturvedu, 1997).

1.2 PARENTS

“A parent is the primary helper, monitor, coordinator, observer, record keeper and decision maker for the child”, (James Whittaker, 1978). The first and foremost duty of parents is to look after their children in the best possible way to take interest in their welfare and to see their progress. Successful parenting entails both effective components - in terms of commitment, empathy and positive regard for children. “Parenting is a process that formally begins during or before pregnancy and continues through the balance of life span. Parenthood is central to childhood to child development and to society’s long term investment in children”, (Marc Bornstein, 1998).

Parents are the first and lifelong teachers and guides of every child. Parents are children’s primary advocates and their life long security. The principal and continuing task of parents in each generation is to prepare children of the next generation for the physical, economic and psycho-social situation in which those children must survive.
and thrive. Parenthood is the final common pathway to childhood oversight and care giving, development and stature, adjustment and success. Parenting has its own intrinsic pleasures, privileges and profits. Parents can find interest and can derive considerable and continuing pleasure in their relationships and activities with their children. Parents’ character, dedication, education, creativity, special concern and responsibility are the major factors of child development.

1.3 RESPONSIBILITIES OF PARENTS

From the start, parenthood is a 168 hour a week job (Marc Bornstein, 1995). Young human children are totally dependent on parents for survival. In the view of many social theorists (Freud, Bowlby), the child's first relationships with parents set the tone and style for all of the child's later social relationships.

1. **Nurturant caregiver:** Parents have to meet the biological, physical, and health requirements of children. Parents are responsible for promoting children's wellness and preventing their illness. Parents in virtually all higher species nurture their young, providing sustenance, routine care, protection, supervision, grooming, comfort, and the like. Nurturance is prerequisite to children's survival and well-being.

2. **Material caregiver:** Parents should provide, organize, and arrange the child's physical world, including home and local environments. Parents are responsible for the number and variety of inanimate objects (toys, books, tools) available to the child, the level of ambient stimulation, the limits on physical freedom, and the overall safety and physical dimensions of children's experiences. The amount of time children spend interacting with their inanimate surroundings rivals or exceeds the time children spend in direct social interaction with parents.

3. **Social caregiver:** Parents should use variety of visual, verbal, affective, and physical behaviors to engage children emotionally and manage their interpersonal exchanges. Rocking, kissing, tactile comforting, smiling, vocalizing, and play illustrate parent-child interpersonal interactions.
4. **Didactic caregiver**:Parents use to stimulate children to engage and understand the environment and to enter the world of learning. Didactics means introducing, mediating, and interpreting the external world; teaching, describing, and demonstrating; as well as provoking or providing opportunities to observe, to imitate, and to learn.

**1.4 QUALITIES OF PARENTS**

Concept of “Good” Parent: Elizabeth B. Hurlock (1978) listed the following good qualities:

i) Good parent does things for the child.

ii) Good parent can be depended on by the child.

iii) Good parent is reasonably permissive and giving.

iv) Good parent is fair in discipline.

v) Good parent respects the child’s individuality.

vi) Good parent inspires love.

vii) Good parent sets good example.

viii) Good parent is companionable and does things with the child.

ix) Good parent is good-natured most of the time.

x) Good parent shows the child affection.

xi) Good parent is sympathetic when the child is hurt or in trouble.

xii) Good parent encourages the child to bring friends home.

xiii) Good parent is interested in making a happy home.

xiv) Good parent grants independence appropriate for the child’s age.

xv) Good parent does not expect unreasonable achievements.

Good and positive type of parent gives training to the whole family members to establish a family culture.
1.5 PARENT AND CHILD RELATIONSHIP

The family is the oldest human group and the basic one for relationship. That is called “Blood relationship”. It is a permanent and powerful dynamic effect among the family members. Montessori training as children’s House based on mother-child relationship centered education system. The calm and clean residence with adequate light and air circulation, nutritious food, sufficient clothes and provide all types of learning home environment with positive healthy emotions of the parents are the strong foundation of the child development. An atmosphere of neatness, love and affection pervades in all these ‘Children’s Houses’. The opinion of Madam Montessori (1979) has clearly revealed the importance and the value of home or family in the education and development of the child.

In short, each member of a family has an important role to influence the personality of the child. The family activities and necessities to intercommunication make the child fit to equip himself / herself with a working vocabulary. He receives the first lesson of speech in the family. Gradually this vocabulary increases as the child grows and gets more and more education. The child starts learning from each and every activity of the family members.

1.6 FAMILY INFLUENCE

Rousseau believes that “Home education is the best education. Mother is the proper nurse and the father is the best teacher”, (V.R.Taneja, 1995).

Pestalozzi believes that “Home a centre of love and affection, is the best place for education and the first school of the child”, (B.P.Johri, & P.D. Pathak, 1964).

Mazzini has rightly said, “The Child learns the first lesson of citizenship between the mother’s kiss and of father’s care”, (Bhagirathi Sahu, 2004).

“In home, child learns the difference between generosity and meanness, considerateness and selfishness, justice and injustice, truth and falsehood, industry and idleness. It is there that his habitual learning of the one or the other of these is first determined”, (T. Raymont, 1904).
“The home is the child’s first school, and it is here that the foundation should be laid for a life of service. Its principles are to be taught not merely in theory. They are to shape the whole life training”, (Ellen G White, 1905).

Elizabeth B. Hurlock (1956) explained the children’s development from the stage of fetus. As per previous researches of child development from the stage of fetus begins its learning process before the birth itself. “The child learns from the different facial expressions of mother and observes all emotions and most intimate affection flourish in the family. The family environment is indelible and remains for the whole life”. Saiyidain (1970) says “The education of man depends on the home environments that he enjoys. If these environments are based on good customs and traditions of the family, they will spread beneficial influence on his ideas and development and his education will be useful not only to him but to the whole community.” The brain develops according to the quality and quantity of the stimuli it receives from their parents.

“There are eight natural pathways: touch, sight, taste, smell, temperature, pain and positioning”, Crow and Crow (1962). The child needs favourable stimulation to grow through the eight natural pathways for optimum brain development. Thus the child’s self-esteem, self-confidence, self-concept are the fundamental of all development. The brain develops most strongly when all pathways are being stimulated. The first five years of birth are critical periods of development during which children need adequate stimulation for optimum brain development. The impact of environment influences the developing self-concept in childhood.

1.7 FUNCTIONS OF THE FAMILY

i) Physical development: Parents are always careful about the health and well being of the child. For this purpose, useful physical experiences, exercises and other activities are provided to the child. They provide residence, food, clothes, playing tools and all the domestic stationary items, required for the physical development of the child.

ii) Mental development: Mental development of the child is the second important function of the family. By mental development we mean the development of mental
powers namely, thinking, feeling, reasoning, discrimination, judgement and memory. To develop these powers parents provide adequate opportunities and experiences to the child. In comparison with poor families, well-to-do families are able to provide better opportunities and experiences for their children to receive better education.

iii) Emotional development: The influence of family greatly affects the emotional development of the child. Home environment, its upkeep, sanitation and decoration all influence the emotional growth of the child. Amity and good fellow-feeling in the members of a family affect the emotional make up of the child and develop in him healthy and positive emotions namely sympathy, courage, affection and love etc., On the contrary, disunity and maladjustment in a broken home or family develop in the child negative emotions namely, fear, anger, jealousy and worry, etc.,

iv) Social development: Family is a micro unit of the society. However, it is the function of school to ensure the social development of the child, but we must not forget that family is also a miniature of society in which the child learns all the socially desirable values namely – sympathy, love, co-operation, tolerance, responsibility and justice by living democratically with all the other members of the family.

v) Religious development: Family is the only institution where religious development of the child can be ensured. In a secular state like India, it is the duty of the family alone to impart religious education to the child. In the religious environment of the family the child learns to follow the principles of a particular religion with the result that religious, moral and ethical values develop in him without any difficulty.

vi) Cultural development: As a matter of fact, each society has its own culture. That culture is still practiced in families. In schools, culture is taught whereas in families it is caught. It is why Hindu culture is alive in Hindu families and Muslim culture is fresh in Muslim families. In short, the child of particular family imbibes the culture of his family consciously or unconsciously.

vii) Language development: The child learns his mother tongue in a natural way in his family. Schools only reform it and add to the vocabulary. We observe that children belonging to educated and cultured families pronounce the words correctly in
comparison with those who come out from backward and illiterate families. Schools are able to reform very little in such cases.

viii) **Habits and Interests development:** Good or bad habits and interest of a child spring up and develop in the family in which he / she lives. These good or bad habits and interests form the character of the child. Therefore, parents should be ever vigilant to know the activities of their children otherwise their children and they themselves shall have to suffer in the long run. We observe that if parents are indifferent and careless about their children, the latter are getting more undisciplined, careless and mischievous in schools.

ix) **Morality and Character development:** A family develops moral and ethical values in the child. These values lead to the formation of habits and attitudes which build character, the backbone of life. A child learns these values through imitation. As he grows older, he learns the desired moral and social values through insight. In short, family is a cradle where character of the child takes roots up to the age of six years. Other institutions only develop it further.

x) **Innate tendencies development:** Congenial and conducive environment of the family brings out and develops the innate tendencies of the child. If these tendencies do not have a natural outlet, they turn into complexes and the child becomes maladjusted. Mention may here be made that the unfoldment of innate tendencies begins in the family and is evident during early childhood. Parents and other members of the family should be very careful about this and provide all facilities to the child for his self-assertion and proper development.

xi) **Individual development:** Other institutions are also responsible to see that the child develops his individuality on proper lines, yet this development starts in the family. The seeds of individuality begin to sprout out during early childhood in the environment of the family. The responsibility of parents is utmost here and for this they are ever vigilant and considerate in this respect.

xii) **Vocational Education development:** Attitudes to labour, hard work and practical work also develop in the family during early childhood. The child gets his first lesson
of further vocation in the family from those who are engaged in the family vocation. The child becomes a sort of apprentice and in future may adopt the family vocation.

In short parents influence the development of the child from conception to birth, growth, decay and death. The old saying, “So are the parents as is the child” holds good. The parents pass on the hereditary endowment through conception to birth and provide the facilities for the new born baby to develop into an individual of various talents. The child becomes the father/mother of man.

1.8 PARENTAL INVOLVEMENT IN SCHOOLS

Parental Involvement is defined as “a positive interaction between a parent and their child” (Alief, 1994). “The help and the support of parental involvement can also come from Older siblings, grand parents or any number of other influential adults. Therefore, parental involvement is sometimes called family involvement” (Wilson, 2002).

“The greatest impact on student achievement comes from family participation of well designed at home activities” (Jones, 2001). ‘Research indicates that parents who are involved in their child’s academic life have a profound effect on the child’s ability to learn and help instill in them an appreciation for learning that can last a lifetime” (Pape,1999). Communication between home and school is regular two way and meaningful even daily instructions of school are somewhat connected with parents. The opinions of all the above mentioned educationists clearly reveal the importance and value of home or family in the education and development of the child. The great men of India as well as of other countries, one and all learnt the early lessons of greatness from their mothers or from others in the family. Any achievement, greatness, remarkable factors are coming from the family culture and self concept. Every parent must have a framework of their main duties regarding their child’s education. In this busy world parents should give first priority to their child’s development.
1.9 ROLE OF PARENTAL INVOLVEMENT ON EDUCATION

According to William H.Nautt (1988) “The role of parents is to provide care, love, and training for the children. Children must have years of physical care including food, shelter and protection from harm, love and affection is also necessary to stimulate children to learn and grow.”

Ron Fry (2000) says, “The parents’ involvement is absolutely essential to a child’s eventual success. A parent can not even for a minute, underestimate the importance of his / her commitment to his child’s success.” In the parental involvement process, parents have responsibilities that are extremely important.

Parents are providing time and a quite place to study. Parents must teach education through home situational activities out of school hours. This is the foundation of school education. Parents are setting limits on TV watching, checking up on children when parents are not home and arranging for after-school activities with supervised care. The parents should have keen observation of his / her friendship, phone calls, playing hours and other involvements. Parents should have self-discipline and hard work is the first and quest to follow natural, family situational role models to the child. The parents should not expect any achievement just against the child’s ability and expectations. Parents are helping with homework, discussing the value of a good education and possible career options, staying in touch with teachers and school staff. Parents are reading, listening to children read and talking about what is being read. We read newspaper and discuss various current issues among family members. When elders speak young ones can observe the vast experienced and intelligent message and also learn how to express their ideas.

The above parental culture and ethics of educating the child in all is the situational learning. The Headmaster, Class teachers, subject teachers, clubs in-charge teachers, extra curricular activities in charge teachers, other non teaching staff have lots of possibilities to invite parents to school. Apart from the school for many society purposes parents can invite teachers. Parent volunteers are involved in school functions, rallies, awareness meetings, village camps, night study, sports, students’ achievements, donation trips and others. School teachers are respecting and honoring parents their role as first and life-long teachers. Parents are taking the initiative to seek
the best educational opportunities for their children. Parents can develop the self-esteem of the child by positive stocks, gifts, praising in common and tiny prizes regularly. If a child has self-confidence easily achieved higher goals. Parents can give constant practices to the child to develop the self-confidence. When he / she is grown up as an adolescent, the self-confidence will also develop as a resourceful factor. The parents must facilitate for all round development of the child according to the family environment. Giving food, clothe, shelter, education are not enough to the child holistic formation.

1.10 PARENTAL INFLUENCE ON ADOLESCENTS

The word adolescence comes from the Latin verb ‘adolescere’ which means ‘to grow’. So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of adolescence in India is from 13 to 19 among boys and from 11 to 17 among girls. “This is the adolescent period of one’s life when the personality and its components are growing, clashing, watching, imitating, demanding, giving, receiving and sharing. Perhaps more than any other period in life, it is at this period that character begins to be formed” (David Shaffer, 1990). During adolescence the growth and the function of all bones, muscles, inner and outer organs reaches to its maximum and almost all the glands become extremely active at this stage. Emotional development reaches its maximum during adolescence. Adolescent wants his personality should be recognized by the parents and elderly members of the family. Improper channelization of imagination and dissatisfied needs may turn an adolescent into day dreaming. Therefore the parents must very carefully guide them as a friend in each and every actions and reactions of their grown-up youth. “Parents who played an active role in monitoring and guiding their adolescences development were more likely to have adolescents with positive peer-relations and lower drug use than parents who had a less active role”, (Mount, 2002).
1.11 EMOTIONS

Naturally, learning is very essential component for every human being. Emotions are the primary source of human energy; Parents, teachers, relatives, friends all must be very careful about the child’s emotional regulation process. Etymologically the word emotion is derived from the Latin word ‘Emovere’ which means ‘to stir up’ to agitate or excite. All emotions are in essence, impulses to act. In its most literal sense, the Oxford English Dictionary (1990) defines emotion as “Any agitation or disturbance of mind, feeling, passion and any vehement or excited mental state”. “An emotion is an effective experience that accompanies generalized inner adjustment and mental physiological stirred up states in the individual and that shows in his overt behaviour” (Crow & Crow, 1963). According to Plato, “All learning has an emotional base”. Emotions are the primary source of human energy, aspiration and drive activating our innermost feelings and purpose in life and transforming them from things we think about to values we live. Emotions are life-lines to self–awareness and self–preservation that deeply connect us to ourselves and others to nature and the cosmos. Emotions like love, anger, fear etc play a great role in the development of a child’s personality. The proper understanding of emotions is the basic knowledge of child development. Positive emotions are joy, love, wonder, creativity, empathy, and interest. Acceptance will help the child to develop his / her personality as the same fear, anger, sadness, disgust, lust, elation, depression, anxiety, frustration; stress will disturb or damage the total personality.

1.12 EMOTIONS AND ADOLESCENTS

Emotions emerge from the stage of infancy and they are highlighted at the stage of adolescence. Negative emotions disturb or damage the total personality of an individual and the positive emotions are essential for total personality development. When the emotions are suppressed they may cause new symptoms of aggression, inattentiveness, shyness, withdrawal and hyperactivity which indicate emotional disturbance.
1.13 INTELLIGENCE

Intelligence derives from the Latin verb intellegere; per that rationale, “understanding” (intelligence) is different from being “smart” (capable of adapting to the environment). Scientists have proposed two major “consensus” definitions for intelligence:

(i) A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smart. Rather, it reflects a broader and deeper capability for comprehending our surroundings – “catching on”, “making sense” of things or “figuring out” what to do.

(ii) Intelligence is an umbrella term describing a property of the mind including related abilities, such as the capacities for abstract thought, reasoning, planning, problem solving, communication, and learning.

“Intelligence is an ability to carry on abstract thinking”, (Terman, 1921). “Intelligence means to apply one’s knowledge to noble situations or adjustment to noble situations”, (Alferd Binet, 1905). According to Wechsler (1958) “Intelligence is an aggregate or global capacity of the individual to act purposefully to think rationally and to deal effectively with his environment.” It is a kind of mental energy in the form of cognitive or mental ability. It is the ability to judge, comprehend and reason. “Intelligence is a vital factor for learning and adjustment in life”. Woodworth (1940) looks at intelligence as an innate capacity to solve problems in the light of past experience and knowledge. Summarizing all the definitions of various psychologists one can identify the following characteristics (i) adaptation to novel situation, (ii) abstract thinking, (iii) purposive behaviour, (iv) economy and efficiency of performance and (v) ability to retain and retrieve past knowledge.

1.14 EMOTIONAL INTELLIGENCE

Emotional intelligence is a universal and popular concept in all walks of life. In 1920’s Robert Thorndike coined the term ‘Social Intelligence’ which was the root for
emotional intelligence and multiple intelligence. “Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997). The topic of emotional intelligence has recently awakened great interest in researchers and mental health professionals. It grounded primarily in psychobiology and modern neuroscience.

“Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in us and in our relationship” (Daniel Goleman, 1995). Emotional intelligence is not the triumph of head over heart – it is the unique intersection of both. Think about the definition of emotion, intelligence and especially of the three parts of our mind- affect/emotion, cognitive/thinking, volition/ motivation. The ability to use your emotion to help you solve problems and live a more effective life. Emotional intelligence can play some sort of role in leadership, career development and our working life. Understanding and enhancing emotional intelligence may enhance certain management skills and styles.

“Ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Salovey, 1990).

1.15 COMPONENTS OF EMOTIONAL INTELLIGENCE

Based on over 20 years of research by Reuven Bar-on (2006) and tested on over 100000 individuals world-wide is the first measure of emotional intelligence to be reviewed in the Burose mental measurement year book. Bar on EQ-consists of 133 items and includes four validity indices and a sophisticated correction factor rendering scores for the following components.

i) Intrapersonal (self-regard, emotional self awareness, assertiveness, independence and self-actualization)

ii) Interpersonal (Empathy, Social responsibility and Interpersonal relationship)
iii) Stress Management (stress tolerance and impulse control)

iv) Adaptability (Reality testing, Flexibility and problem solving)

1.16 EMOTIONAL INTELLIGENCE FRAME WORK

Goleman along with his companions Boyatzis and Rhee (2000) presented a new model, refining the 1998 model which has the following emotional intelligence frame work. There are four dimensions / domains of EI and twenty emotional competencies. Parents and all the educationalists must concentrate on these twenty competencies and also identify many more skills and action plans to develop emotional intelligence among the students for the peaceful world.

A FRAMEWORK OF EMOTIONAL COMPETENCIES
(Cary Cherniss & Goleman, 2000)

Emotional Intelligence: “What it is and why it can matter more than IQ”

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1.17 FOUR DIMENSIONS / DOMAINS OF EMOTIONAL INTELLIGENCE

i. **Self-awareness**

Emotional self-awareness means knowing what one feels. It is a capacity for understanding one’s emotions, one’s strength and one’s weaknesses, knowing what we are feeling at that moment and using those preferences to guide our decision-making having a realistic assessment of our own abilities and a well-grounded sense of self-confidence. Identifying one’s state of mind and feeling becomes a very important skill that all of us have to master in order to lead a happy and fulfilling lives. It improves our ability to communicate and reduces the incidence of misunderstanding in relationships.

ii. **Self-management**

It is a capacity for effectively managing one’s motives and regulating one’s behaviour, handling our emotions so that they facilitate rather than interfere with the task. It is important to manage our emotions, but this does not mean masking or hiding them. It is less impulsive but more rational. It simply means being able to control the unhealthy expression of negative emotions, so that they are not harmful to our well-being or that of others. They understand the need to persevere and continue a task or goal until it is completed. They do not allow us to give up easily the undertaken tasks and keeps aside other less important activities until the primary goal is achieved. Thus, he is able to motivate himself to work according to priority. A person who is able to manage himself will be more responsible and is capable of planning and organizing himself and his daily routine activities, further is able to focus on tasks at hand and long term goals and achieves the set objective.

iii. **Social awareness**

It means the capacity for understanding what others are saying and feeling, and why they feel and act so. Social awareness is the ability to accurately read the emotions of others and understand their mood or the experiencing emotion. This skill is valuable in many social situations. If we identify the emotions of others, then our interpersonal relationships will grow. A person who recognizes and understands others
emotions will respect different view points, will be a good listener and will be more sensitive and can imagine himself in others’ shoes.

iv. Relationship management

It refers to the capacity for acting in such a way that one is able to get desired results from others and reach personal goals. It gives the capacity to handle emotions in relationship and social situations well and smoothly interact in the relationship networks. Using this skill, we can persuade and lead, negotiate and settle disputes, and win co-operation in team works. Some people seem to have a knack of getting along with others. These people become popular easily, and others feel like being around them. They have many friends and usually live an enthusiastic life.

1.18 CHARACTERISTICS OF EMOTIONAL INTELLIGENCE CAPACITIES

Confidence: A sense of control and mastery of one's body, behavior and the world; the child's sense that he is more likely than not to succeed at what he undertakes, and that adults will be helpful.

Curiosity: The sense that finding out about things is positive and leads to pleasure.

Intentionality: The wish and capacity to have an impact and to act upon that with persistence. This is related to a sense of competence, of being effective.

Self-control: The ability to modulate and control one's own actions in age-appropriate ways; a sense of inner control.

Relatedness: The ability to engage with others based on the sense of being understood by and understanding others.

Capacity to communicate: The wish and ability to verbally exchange ideas, feelings and concepts with others. This is related to a sense of trust in others and of pleasure in engaging with others, including adults.

Cooperativeness: The ability to balance one's own needs with those of others in group activity.
These seven key factors are the daily basic practices to become mature person. Heart and Head are the interdependent phenomena of the human development. John Goleman (2002).

1.19 SIGNIFICANCE OF EMOTIONAL INTELLIGENCE

Great spiritual teachers like Buddha and Jesus have touched their disciples’ hearts by speaking in the language of emotion, teaching in parables, fables and stories. Indeed religious symbols and rituals make little sense from the rational point of view; it touched in the vernacular of the heart. The logic of the heart of the emotional mind is well described by Freud in his concept of “primary process” though it is the logic of religion and poetry psychosis and children, dream and myth.

Social skills emerged as the most important component of emotional intelligence predicting the use of strategies of valuing peer acceptance and involvement in social activities. Children with high EQ are more confident, better learners, have higher self-esteem; have fewer behavioural problems, more optimistic and happier. “Across various job levels, emotional intelligence matters twice as much as technical and analytic skill combined”, (Dalip Singh, 2005). “Emotional Intelligence needs to be developed to be a truly effective teacher” (Mayer and Salovey, 1997). “Social intelligence is becoming an increasingly popular concept in the general culture and in the scientific literature. Social cognitive neuroscience is a new and emerging interdisciplinary field that attempts to understand the brain areas that are involved in social behaviours and the neural mechanism that give rise to social behaviours” (Ochsner & Lieberman, 2001). The emotional intelligence predicts 80% of a person’s success in life. In fact, this fact had been involved in each and every human development process in the world. Without emotional intelligence we cannot expect any type of human and social development.

1.20 EDUCATION

The word education is derived from the Latin word ‘Educare’ which means to nourish or to bring up. Schooling occurs when society or a group or an individual sets up a curriculum to educate people, usually the young. Education means ‘to draw out’ facilitating realization of self-potential and latent talents of an individual. It is an
application of pedagogy, a body of theoretical and applied research relating to teaching and learning and draws on many disciplines such as Psychology, Philosophy, Computer Science, Linguistics, Neuroscience, Sociology and Anthropology. Many educationists, eminent scholars and Social activists believe that only quality education can enable people to develop quality life and to achieve greater things in the world. Education is the study of the learning process and the theories, methods and techniques of imparting knowledge and skills to others. The report of the Education Commission begins with this historic sentence: “The destiny of India is being shaped in her class rooms. This, we believe is not mere rhetoric. The education develops character building to develop qualities like honesty, integrity, patriotism, dedication for the holistic development of the students and human empathy” (Kothari, 1964).

The Secondary Commission (1952-53) had the following as educational aims: Developing democratic citizenship for harmonious living, vocational efficiency for standard of living, training for leadership and development of personality. The Indian Education Commission also had a four-fold aims: Increasing productivity, achieving social and national integration, accelerating the process of modernization and lastly cultivating social, moral and spiritual values. Education is the study of the learning process. The aim of the education leads to harmonious living. The Indian Education Commission (1964) had a four fold aims but actually it has many dimensions.

1.21 FUNCTIONS OF EDUCATION

The enterprise of civil society depends on educating young people to become responsible, thoughtful and enterprising citizens. Progress in every practical field depends on having capacities that schooling can educate. Physical health and well-being, social competence, emotional maturity, language richness, general and cognitive skills are five areas of development by education. Education for sustainability is considerably broader and encompasses many aspects of these respected and established fields of study. Technology is an increasingly influential factor in education. Technology offers powerful learning tools that demand new skills and understandings of students including multimedia literacy and provides new ways to engage students such as power point and interactive white board is capturing the attention of students in the classroom. Education is an intricate, challenging task.
requiring deep understanding of ethical principles, moral values, political theory, aesthetics and economics not to mention an understanding of which children are, in themselves and in society. From the above, the functions of education could be summarized as follow: Harmonious development of personality, making of good citizens, preservation of culture and civilization, development of innate powers, vocational efficiency, development of qualities of leadership, national and emotional integration and promotion of social efficiency.

1.22 HIGHER SECONDARY EDUCATION

The Kothari Commission (1964-66) has introduced the new education pattern of 10 + 2 + 3. The higher secondary education is the threshold for university education and vocational education.

1.23 OBJECTIVES OF HIGHER SECONDARY EDUCATION

According to Kothari Commission (1964-66) the following are the objectives of higher education:

i) Higher Secondary Education is an integral part of school education and is characterized by the diversification into academic and vocational streams.

ii) It promotes deeper learning, higher maturity and development of better equipped citizens.

iii) It motivates the students in the world of work and helps them in preparing educational and vocational plans.

iv) It prepares students for personal and social adjustment.

v) It develops a realistic self-concept among the students.

vi) It contributes to the national development by imparting specialized knowledge and skills.

vii) It facilitates inter-regional mobility by providing equal access to everyone.
viii) It promotes values such as cultural heritage, egalitarianism, inculcation of scientific temper, democracy and secularism.

ix) It reflects the critical socio-economic, cultural, moral and spiritual issues facing humanity.

x) It aims at equality, personal integration and international cooperation.

1.24 ACHIEVEMENT

Individuals can set personal goals. A student may set a goal of high mark in an exam. Managing goals can give returns in all areas of personal life. Knowing precisely what one wants to achieve makes clear what to concentrate and improve on, and often subconsciously prioritizes that goal. Goal setting and planning promotes long-term vision and short-term motivation. It focuses intention, desire, acquisition of knowledge, and helps to organize resources. The measure of belief that people have in their ability to achieve a personal goal also affects that achievement. The higher the combination of intelligence and the motivation, the higher is the achievement. Therefore, the act of achieving or successful performing of a person regarding his higher values and objectives through scientific assessment with public acceptance is called achievement. In any type of sustainable development, there must be three sets of objectives – knowledge, skill and values. Achievement is possible for those who are concentrating on their objectives with total commitment and hard work. Indeed adolescents’ achievement is due to much more than their intellectual ability.

1.25 ACADEMIC ACHIEVEMENT

According to the dictionary of education Carter (1959), “Academic Achievement is the knowledge attained or skills developed in the school subjects usually determined by test scores or marks assigned by teacher or both”. Dictionary of psychology Chaplin, (1965) defined “Academic achievement as specified level of attainment or proficiency in academic work as evaluated by the student by standardized test or by a combination of both”. The world is becoming more and more competitive. The quality of performance has become the key factor for personal
progress. A lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours.

1.26 NEED FOR THE STUDY

Education is a plan and preparation of an individual for life. The child is born in the family where he is provided with facilities for development. The child enters the society and the school, acquires knowledge, skill, and attitude and becomes full pledged individual. For the development of the child the family and the school play dominant roles. The seed for development is sowed in the family and it grows and nurtured in the school and blossoms in the society. The psychologist Freud views that the behavior patterns of the individual are formed at the early child. Family is a powerful informal agency of education and development. The infant begins his life under the formal agency of education and development. The infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with his family. As he grows, he receives the first lessons of life in his family and tries to imbibe the habits, ideals and patterns of behaviour of his family members. In this way the family continues to influence him throughout his life. The family activities and necessities to intercommunication make the child fit to equip himself with a working vocabulary. He receives the first lesson of speech in the family. A congenial environment in a family develops his personality wholesomely.

Human capacity is the major source of human development. This capacity can be developed through education. This development has led to the establishment of various other institutions for the education and development of children belonging to different families. When schools and families work together to support learning, everyone benefits. Students do better school and in life, parents become empowered, teachers moral improve, schools get better in and communities grow stronger (NCPIE, 2002)”. “The six types of parent involvements are parenting, communicating, volunteering, learning at home, decision making and community involvement (Epstein, 2001)”.

Childhood and adolescence are critical windows of opportunity for setting down the essentials of emotional habits that govern their lives. Many adolescents today have problems and are getting into trouble. After all, there are a lot of pressures for kids to deal with among friends and family. For some youth, pressures
include poverty, violence, parental problems and gangs. Parents and their teenagers are struggling between the youths wanting independence while still needing parental guidance. Professionals such as therapists are there to help the adolescents and family gain understanding of the relationship dynamics and background issues that may be influencing the problem and come up with solutions. The need for acceptance, approval, and belonging is vital during the adolescent years. Parents can support positive peer relationship by giving teenagers their love, time, boundaries and encouragement to think for themselves. “When parents are showing cooperation, mutual respect, balanced communication and attunement to each other’s needs, these help children and adolescence to develop positive attitudes towards both male and female”, (Cabrera, 2001). Daniel (1988) discovered that at least 73 percent of the adolescents had a positive self-image. They were self-confident and optimistic about their future. Intrinsic and extrinsic motivation can be gained.

“Life is essentially a relationship between a living organism and its surroundings but it is permanently threatened and disturbed. Hence there is a need to bring intelligence to emotion”, (Mayer & Salovey, 1990). Emotions are considered as vital phenomena for providing useful information about how to solve daily problems. Parents should give awareness daily in four branches like perceiving emotions, facilitating thoughts, understanding emotions and managing emotions to their children. The emotional intelligence in terms of self-awareness, altruism, personal motivation, empathy and the ability to love and be loved by friends, partners and family members. People who possess high emotional intelligence are the people who truly succeed in work as well as play, building flourishing careers and lasting meaningful relationship. “Parents around the world are waking up to the need for a broader preparation for life than the traditional school curriculum has offered. The collaborative for social and emotional learning at the University of Illinois at Chicago reports that more than 150 different emotional literacy programs are being used today by thousands of American schools (Goleman, 1995)”.

Before six years of age there are critical periods of development during which children need adequate stimulation for optimum brain development. If these periods are missed, children are much more likely to develop learning, behavioural, emotional or health problems later in life. The care that children receive in the early years
influences later success in school. Readiness to learn in kindergarten is the best indicator that children will do well in school. The ‘readiness to learn’ measure is used to determine a child’s developmental level in five areas: physical health and well-being, social competence, emotional maturity, language richness, general knowledge and cognitive skills. Some of the way parents obstruct emotional development of the child are ignoring emotional displays for attention, punishing expression of emotions and needs and invalidating the child. Giving kids hugs, providing good discipline and building the child’s self esteem are indispensable aspects of good parenting. Parents should avoid corporal punishments, emotional abuses like rejecting, ignoring, terrorizing, isolated, corrupting and neglect like physical, educational, emotional and medical. Only part of our success in life is attributable to intellect. Other qualities like trust, integrity, authenticity, creativity, honesty, presence and resilience are collectively described as emotional intelligence.

A warm family environment and a good mental state of the child and supportive relationship can be provided only by parents for good achievement. “Families play a key supportive function in terms of social support, emotional support, social integration or network support, esteem support, information support and tangible assistance” (Schultheiss, Kress, Manzi & Glasscock, 2001). Supportive relationships prepare individuals to deal more effectively with stressful situations, such as those encountered in the course of post-school planning by promoting self-esteem, self-efficacy and minimizing anxiety. Eminent scholars and social activists believe that only quality education can enable people to develop quality life and to achieve greater things in the world. The investigator, a religious brother, had been working for 25 years among tribals, the blinds and dalits in Kerala, Jawathu Hills, and Susainagar to improve their socio-economic conditions, to increase their educational facilities and to help them to develop other aspects of life. Through students’ house visit, case study, remedial classes, free tuition, parents contact, giving prizes and financial help, he tried to provide quality education and free education up to the graduation level. He is also firmly convinced that only education could help the tribal, the blinds and dalits to improve their quality of life. The quality education is depending upon the high level of academic achievement. Hence the high level academic achievements of higher secondary students are depending upon the Parental Influence and Emotional Intelligence.
1.27 SCOPE OF THE STUDY

This study reveals that positive type of parental influence will have dynamic impact on every child’s development. Emotional intelligence is very essential in all walks of life. The multi-dimensional benefit of parental influence, emotional intelligence and academic achievement are inter-depended factors of harmonious enhancement of the human development.

1.28 SIGNIFICANCE OF THE STUDY

Parental influence is the fundamental factor for any achieving child. The brain develops according to the quality and quantity of the stimuli the child receives from the family members. The favourable environment and positive outlook of each and every member of the family help the child to study well. They help it to acquire strong personal qualities. Most of the parents are fully involved in the child’s physical need according to their capacity. At the same time they must think about their children’s intellectual, emotional, spiritual development also. Our rural and uneducated poor parents should be trained by the schools and government about all round development of the child. The parental influence and responsibilities are extremely important for the development of the child.

1.29 STATEMENT OF THE PROBLEM

Parental influence and emotional intelligence enhance the students’ academic achievement. So the investigator attempts to find out whether parental influence has any effect on the emotional intelligence of the higher secondary students, whether parental influence has any effect on the academic achievement of the higher secondary students and whether emotional intelligence has any effect on the academic achievement of the higher secondary students and if so to what extent?

1.30 TITLE

ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR PARENTAL INFLUENCE AND EMOTIONAL INTELLIGENCE.
1.31 DEFINITION OF THE OPERATIONAL TERMS

1.31.1 ACADEMIC ACHIEVEMENT

Academic achievement refers to the level of educational attainment of an individual over a period of study determined by the score of an achievement test or the process of achieving something in certain period of time. Here, it refers to the total marks scored in the public examination by the plus one higher secondary students during the academic year 2009-2010.

1.31.2 HIGHER SECONDARY STUDENTS

By higher secondary students, the investigator means the students studying XI standard in higher secondary schools under State Board of Higher Secondary Education.

1.31.3 RELATION

It is the relationship of parental influence and emotional intelligence with the academic achievement of the higher secondary students.

1.31.4 PARENTAL INFLUENCE

In the study, parental influence includes parenting, parent and school relationship, parent and academic involvement and parent and multi skill development. Parental influence means the scores achieved by the higher secondary students in the parental influence rating scale administered by the investigator.

1.31.5 EMOTIONAL INTELLIGENCE

Emotional Intelligence is the skill to identify emotions, to understand them, to regulate them and to use them in handling relationships. It includes self-awareness, self-management, social awareness and relationship management of the individuals. In this study emotional intelligence means the scores achieved by the higher secondary students in the emotional intelligence inventory administered by the investigator.
1.32 GENERAL OBJECTIVES

1. To find out the level of perception of parental influence, emotional intelligence, and academic achievement of the higher secondary students.

2. To find out the relationship among parental influence, emotional intelligence and academic achievement of the higher secondary students.

3. To find out the effect of parental influence and emotional intelligence on academic achievement of the higher secondary students.

4. To find out the significant factors with positive loading of the variables namely parental influence and emotional intelligence on academic achievement of the higher secondary students.

1.33 SPECIFIC OBJECTIVES

1.33.1. PARENTAL INFLUENCE OF THE HIGHER SECONDARY STUDENTS

1.1 To find out whether there is any significant difference between male and female higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.2 To find out whether there is any significant difference between Tamil and English medium higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.3 To find out whether there is any significant difference between rural and urban higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.
1.4 To find out whether there is any significant difference among Science, Arts and Vocational group higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.5 To find out whether there is any significant difference among government, aided and matriculation higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.6 To find out whether there is any significant difference among boys, girls and co-education school higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.7 To find out whether there is any significant difference among SC/ST, MBC, BC and OC higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.8 To find out whether there is any significant association between fathers’ education of higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.9 To find out whether there is any significant association between mothers’ education of higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.10 To find out whether there is any significant association between fathers’ occupation of higher secondary students and their perception of overall
To find out whether there is any significant association between mothers’ occupation of higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

To find out whether there is any significant association between fathers’ income of higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

To find out whether there is any significant association between mothers’ income of higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.3.3.2 EMOTIONAL INTELLIGENCE OF THE HIGHER SECONDARY STUDENTS

To find out whether there is any significant difference between male and female higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

To find out whether there is any significant difference between Tamil and English medium higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

To find out whether there is any significant difference between rural and urban higher secondary students in their overall emotional intelligence and its
dimensions: self-awareness, self-management, social awareness and relationship management.

2.4 To find out whether there is any significant difference among Science, Arts and Vocational group higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.5 To find out whether there is any significant difference among government, aided and matriculation higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.6 To find out whether there is any significant difference among boys, girls and co-education school higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.7 To find out whether there is any significant difference among SC/ST, MBC, BC and OC higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.8 To find out whether there is any significant association between fathers’ education of higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.9 To find out whether there is any significant association between mothers’ education of higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.10 To find out whether there is any significant association between fathers’ occupation of higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.
intelligence and dimensions: self-awareness, self-management, social awareness and relationship management.

2.11 To find out whether there is any significant association between mothers’ occupation of higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.12 To find out whether there is any significant association between fathers’ income of higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.13 To find out whether there is any significant association between mothers’ income of higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

1.33.3 ACADEMIC ACHIEVEMENT OF THE HIGHER SECONDARY STUDENTS.

3.1 To find out whether there is any significant difference between male and female higher secondary students in their academic achievement.

3.2 To find out whether there is any significant difference between Tamil and English medium higher secondary students in their academic achievement.

3.3 To find out whether there is any significant difference between rural and urban higher secondary students in their academic achievement.

3.4 To find out whether there is any significant difference among Science, Arts and Vocational group higher secondary students in their academic achievement.

3.5 To find out whether there is any significant difference among government, aided and matriculation higher secondary students in their academic achievement.
3.6 To find out whether there is any significant difference among boys, girls and co-education school higher secondary students in their academic achievement.

3.7 To find out whether there is any significant difference among SC/ST, MBC, BC and OC higher secondary students in their academic achievement.

3.8 To find out whether there is any significant association between fathers’ education of higher secondary students and their academic achievement.

3.9 To find out whether there is any significant association between mothers’ education of higher secondary students and their academic achievement.

3.10 To find out whether there is any significant association between fathers’ occupation of higher secondary students and their academic achievement.

3.11 To find out whether there is any significant association between mothers’ occupation of higher secondary students and their academic achievement.

3.12 To find out whether there is any significant association between fathers’ income of higher secondary students and their academic achievement.

3.13 To find out whether there is any significant association between mothers’ income of higher secondary students and their academic achievement.

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

4.a.1 To find out whether there is any significant relationship between academic achievement of higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

4.a.2 To find out whether there is any significant relationship between academic achievement of male higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school
relationship, parent and academic involvement, and parent and multi skill development.

4.a.3 To find out whether there is any significant relationship between academic achievement of female higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

4.a.4 To find out whether there is any significant relationship between academic achievement of rural higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

4.a.5 To find out whether there is any significant relationship between academic achievement of urban higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

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

4.b.1 To find out whether there is any significant relationship between academic achievement of male higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

4.b.2 To find out whether there is any significant relationship between academic achievement of male higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.
4.b.3 To find out whether there is any significant relationship between academic achievement of female higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

4.b.4 To find out whether there is any significant relationship between academic achievement of rural higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

4.b.5 To find out whether there is any significant relationship between academic achievement of urban higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

1.33.5 EFFECT OF PARENTAL INFLUENCE AND EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

5.1 To find out whether there is any significant influence of parental influence and emotional intelligence on academic achievement of higher secondary students.

5.2 To find out whether there is any significant influence of parental influence and emotional intelligence on academic achievement of male higher secondary students.

5.3 To find out whether there is any significant influence of parental influence and emotional intelligence on academic achievement of female higher secondary students.

5.4 To find out whether there is any significant influence of parental influence and emotional intelligence on academic achievement of rural higher secondary students.
5.5 To find out whether there is any significant influence of parental influence and emotional intelligence on academic achievement of urban higher secondary students.

1.3.6. FACTOR ANALYSIS OF VARIABLES

To find out whether there is any significant factor with positive loading of the three variables, namely parental influence, emotional intelligence and Academic achievement.

1.34 NULL HYPOTHESES

1.34.1. PARENTAL INFLUENCE OF THE HIGHER SECONDARY STUDENTS

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

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

1.3 There is no significant difference between rural and urban higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.4 There is no significant difference among science, arts and vocational group higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.
1.5 There is no significant difference among government, aided and matriculation higher secondary students in their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

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

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

1.8 There is no significant association between fathers’ education of higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.9 There is no significant association between mothers’ education of higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

1.10 There is no significant association between fathers’ occupation of higher secondary students and their perception of overall parental influence and its dimensions: parenting, parent and school relationship, parent and academic involvement, and parent and multi skill development.

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

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

1.34.2. EMOTIONAL INTELLIGENCE OF THE HIGHER SECONDARY STUDENTS

2.1 There is no significant difference between male and female higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.2 There is no significant difference between Tamil and English medium higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.3 There is no significant difference between rural and urban higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.4 There is no significant difference among science, arts and vocational group higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

2.5 There is no significant difference among government, aided and matriculation higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.
2.6 There is no significant difference among boys, girls and co-education school higher secondary students in their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

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

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

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

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

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

2.12 There is no significant association between fathers’ income of higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.
There is no significant association between mothers’ income of higher secondary students and their overall emotional intelligence and its dimensions: self-awareness, self-management, social awareness and relationship management.

1.34.3 ACADEMIC ACHIEVEMENT OF THE HIGHER SECONDARY STUDENTS.

3.1 There is no significant difference between male and female higher secondary students in their academic achievement.

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

3.3 There is no significant difference between rural and urban higher secondary students in their academic achievement.

3.4 There is no significant difference among Science, Arts and Vocational group higher secondary students in their academic achievement.

3.5 There is no significant difference among government, aided and matriculation higher secondary students in their academic achievement.

3.6 There is no significant difference among boys, girls and co-education school higher secondary students in their academic achievement.

3.7 There is no significant difference among SC/ST, MBC, BC and OC higher secondary students in their academic achievement.

3.8 There is no significant association between fathers’ education of higher secondary students and their academic achievement.

3.9 There is no significant association between mothers’ education of higher secondary students and their academic achievement.

3.10 There is no significant association between fathers’ occupation of higher secondary students and their academic achievement.
3.11 There is no significant association between mothers’ occupation of higher secondary students and their academic achievement.

3.12 There is no significant association between fathers’ income of higher secondary students and their academic achievement.

3.13 There is no significant association between mothers’ income of higher secondary students and their academic achievement.

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

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

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

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

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

**1.34.4.b. RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS**

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

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

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

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

1.34.5. EFFECT OF PARENTAL INFLUENCE AND EMOTIONAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

5.1 There is no significant influence of overall parental influence and emotional intelligence on academic achievement of higher secondary students.

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

5.3 There is no significant influence of overall parental influence and emotional intelligence on academic achievement of female higher secondary students.

5.4 There is no significant influence of overall parental influence and emotional intelligence on academic achievement of rural higher secondary students.

5.5 There is no significant influence of overall parental influence and emotional intelligence on academic achievement of urban higher secondary students.

1.34.6. FACTOR ANALYSIS OF VARIABLES

There is no significant factor with positive loading of the three variables, namely parental influence, emotional intelligence and academic achievement.
1.35 DELIMITATIONS OF THE STUDY

1. This study is limited to higher secondary students studying in schools of Tirunelveli and Thoothukudi revenue districts only. (Tenkasi, Cheranmahadevi, Thoothukudi, and Kovilpatti Educational districts only)

2. Higher secondary students refers to students studying plus one in higher secondary schools.

3. In studying the parental influence of higher secondary students, the investigator has used parental Influence questionnaire having four dimensions: parenting, parent and school relationship, parent and academic involvement, multi skill development and parent.

4. In studying the emotional intelligence of higher secondary students, the investigator has used emotional intelligence inventory having four dimensions: self-awareness, self-management, social awareness and relationship management.

5. Academic achievement is measured in terms of the marks obtained by the plus one students in the public examination during the year 2009 - 2010 only.