

A Study On The Impact Of Family Environment And Emotional Intelligence On The Academic Achievement Of Elementary School Students

Pooja Sharma¹, Raj Lakshmi Raina²

¹(Research Scholar, Amity Institute Of Behavioural And Allied Sciences, Amity University, Noida, Uttar Pradesh, India)

²(Assistant Professor, Amity Institute Of Behavioural And Allied Sciences, Amity University, Noida, Uttar Pradesh, India)

ABSTRACT

Background: The central aim of the present research was to examine the impact of Family Environment and Emotional Intelligence on the Academic Achievement of Elementary School Students. The specific objectives were to a) study the Family Environment, Emotional Intelligence and Academic Achievement of elementary school students; b) compare the Family Environment, Emotional Intelligence and Academic Achievement of elementary school students in respect to gender, type of school and type of family; c) study the relationship between Family Environment, Emotional Intelligence and Academic Achievement of elementary school students.

Materials And Methods: The present study used the descriptive survey method as it describes the research's present state. Random sampling technique was used for the selection of 120 elementary school students from Government and Private school. Emotional Intelligence Test (EIT) developed by Dr. Ekta Sharma and Family Environment Scale developed by the researcher based on the five-point Likert scale were employed as the tool of the present research. The data was analysed in the form of Descriptive Analysis, Differential Analysis by using t- test and Correlation Analysis by using Pearson's Product Moment Method.

Results And Conclusion: The study findings showed a positive and significant correlation between Family Environment and Academic Achievement. On the other hand, the study revealed a positive and significant correlation between Emotional Intelligence and Academic Achievement. After the applying of t-test, the result showed that most of the dimensions of Family Environment, Emotional Intelligence and Academic Achievement showed no significant difference between boys and girls, government and private school as well as joint and nuclear family.

Keywords: Family Environment, Emotional Intelligence, Academic Achievement

Date of Submission: 13-01-2024

Date of Acceptance: 23-01-2024

I. INTRODUCTION

Education is a vital tool which is incredibly useful in everyone's life. It certifies human beings to be strong, intelligent and prepares them to face the different challenges of their life effectively and systematically. It reduces the unwanted tendencies and develops new thoughts and ideas in human being. The primary agent of child's education is family. It provides a joyful and energetic growing environment to a child who is highly helpful and valuable for the education of a child. A family provides support and also participate in different educational activities of a child which helps them to feel more Positive and self-confident for their education. The family environment provides an emotional support and inspires their child to be a great learner and observe his or her surroundings.

A family is an entire effective unit which is known as one of the very important conceptions for the society. It is also known as the important source of individual development and its growth which helps in the emotional intelligence of a child. Emotional Intelligence helps the human being in decision making. It inculcates the capacity of understanding and perception of others and also maintains the relationships with lots of efforts. The family environment provides a strong impact on the complete growth and development of an individual. The family is the one which influence the behaviour of any individual continuously throughout their life from birth to death. All the conditions which are mentioned in a family affect the development and livelihood of any individual. The family environment includes many factors like family members, their values, their love, their

belongingness, their attitude, their nature, their management, their standard of living. It also includes the education of parents, their occupation, their economic status etc.

A high level of the Emotional Intelligence helps a person to build strong and good relationships, improve their status in society, involved in critical thinking, and avoid conflict. The Emotional Intelligence helps a person to think deeper about himself and react accordingly in difficult situations. It helps in achieving the goals including career and personal both. It also helps an individual to understand his or her feelings. It enables a person to interpret his or her own emotions in a positive manner and also understand and manage the emotions of another person. By practicing the emotional intelligence, the behaviour of an individual automatically change and understand emotions and feelings in a better way.

According to Goleman (1995), People who are emotionally intelligent are better able to control their emotional impulses than those who are not; they have self-awareness and the ability to think about and express their feelings; they have empathy for others feelings and insight into how others think; they can postpone gratification; they are optimistic and generally positive; and they have an easy time understanding the dynamics of relationships. Different models of emotional intelligence have resulted in the creation of numerous instruments for the assessment of the construct due to variations in definitions. Most researchers concur that these measures tap slightly different constructs, such as leadership, even though some of them may overlap.

The development of a child's linguistic and social skills depends heavily on the first few years of life. These aspects of school readiness aid students in adjusting to scholastic expectations. The presence of physical exercise is another crucial factor that improves academic performance. Academic achievement in students of any age depends on their motivation in the classroom. The emergence of early motivation for learning has important implications for later educational endeavours because students create self-concepts, principles, and beliefs regarding their skills at their earliest stages. Academic achievement serves as a gauge of a student success or failure. High academic success fosters self-worth, self-assurance, and self-efficacy, which improves one's ability to function effectively in groups. In some cases, a child destiny can be predicted by their academic performance. Today, a strong scholastic performance is the only criterion for admission, employment, scholarships, and further education. No matter one's interests or attitude, one cannot undervalue the value of a strong scholastic record. Additionally, it aids the educator in determining the efficacy of their instructional strategies and aids in making the necessary corrections. Thus, scholastic achievement evaluations assist both pupils as well as educators in understanding where they stand.

II. REVIEW OF LITERATURE

Literature review enables researchers to comprehend the body of knowledge already available on their research subject better. Additionally, it assists them in identifying any study gaps and tailoring their investigation questions accordingly. Despite to popular perception, literature reviews only serve as an overview of the literature that is relevant to the study. Additionally, a lot of writers of manuscripts think that their works are merely summaries of the study that has been done on the subject at hand. Researchers can critically assess prior research on their subject and synthesize the results into an integrated whole by using the literature review. It helps them in better understanding and making sense of their study.

Kumara, A. and Tripathi, R. (2022) investigated a study on the Emotional Intelligence among School Students of the Jashpur District. The sample of 80 students was chosen for the current research from among the various government schools in the Jashpur region of Chhattisgarh. The Stratified Random Strategy was used to choose them. Religion (Hindu and Muslim), gender (boys and girls), and educational levels all played a role in the division. (Class 10 and 12). The results show that (i) the majority of school children possessed high emotional intelligence, (ii) the majority of Hindu and Muslim school children possessed high emotional intelligence, (iii) the majority of boy and girl 47 school children possessed high emotional intelligence, and (iv) the majority of class 10 and 12 students possessed high emotional intelligence.

Şengönül, T. (2022) examined the connection between parental participation, children's academic achievement and the part played by socioeconomic level of the family in this relationship. The present investigation depended on a total of 18 investigations with research samples varying from 82 to 20459 topics most of which were performed in the United States (15), Germany (1), Slovenia (1), and Greece (1). The review included research ranging from the comparatively larger Early Childhood Longitudinal Study-Kindergarten sample. The results showed that parental engagement and kids academic success were positively correlated. Parental participation both at home as well as school, such as parents studying to their kids at home, encouraging and supporting the development of their kids, and upholding high standards and expectations for their children's educational and academic success. Socio-economic status demonstrated a positive relationship between parental involvement and children's academic success. Parental involvement both at home and at school, such as parents teaching their children to study at home, fostering and supporting their growth, and maintaining high standards and goals for their kids scholastic and academic achievement.

Dash, L. and Bairiganjan, C. (2021) conducted a study on the Emotional Intelligence and the Academic Achievement Adolescent's Academic Achievement. The population of the current research is made up of all the adolescents enrolled in class ix within Kanas district in the Puri region. Nevertheless, it is impractical to study the complete population. This fact led to the selection of twenty (20) students, boys as well as girls, from each of the chosen institutions. Finally, in the current research, a sample of eighty (80) students—40 boys and 40 girls—were chosen from four government secondary schools based on the cluster by way of random sampling. The statistics were examined using the product moment correlation method. The findings showed a positive connection between academic success and emotional intelligence that is satisfactory.

Park, H. and lee, K.S. (2020) conducted a study on the association of the family structure with mental health, health behaviour and the academic achievement among adolescents. The analysis was done by the researcher on the data from the 2018 Korean Young Risk Behaviour Online Survey. In the research, 59,096 teenagers made up the sample. The relationship between family structure and health practices, mental health, and academic success was investigated using logistic regression, t-tests, along with an analysis of variance of a complicated general linear model. The cut-off for significance was fixed at P 0.05. The results revealed that in comparison to intact families, non-intact families (single-mother families, and single-father families, and reorganized family members) had a significantly greater chance of using the internet, engaging in physical activity, having sex, smoking, consuming alcohol, and experiencing depressive disorders, thoughts of suicide, as well as mental health problems like these. (Two-parent families). Additionally, compared to those with intact families, non-intact families considerably had lower reported academic achievement.

MacCan, C. et.al, (2020) investigated that Emotional Intelligence predicts the Academic Performance. The study investigated the relationship between student EI and academic achievement. Using the variance estimation, the researcher discovered a total impact of .20. Compared to self-rated or mixed EI, the association for ability EI is significantly greater. EI is the third most significant indicator for each of the streams, behind intellect and dedication, according to a relative importance analysis. The three EI sources each had different moderators of the impact. In comparison to science, ability EI was a better predictor of success in the humanities. Self-rated EI was a better indicator of grades than results from standardised tests.

III. STATEMENT OF THE PROBLEM

“A study on the impact of Family Environment and Emotional Intelligence on the Academic Achievement of Elementary School Students”

Objectives

The specific objectives were studied in the present study:

1. To study the Family Environment of elementary school students.
2. To study the Emotional Intelligence of elementary school students.
3. To study the Academic Achievement of elementary school students.
4. To compare the Family Environment of elementary school students in respect to gender, type of school and type of family.
5. To compare the Emotional Intelligence of elementary school students in respect to gender, type of school and type of family.
6. To compare the Academic Achievement of elementary school students in respect to gender, type of school and type of family.
7. To study the relationship between family environment and emotional intelligence of elementary school students.
8. To study the relationship between family environment and academic achievement of elementary school students.
9. To study the relationship between emotional intelligence and academic achievement of elementary school students.

IV. METHODOLOGY

Research Methodology is the process that must be chosen and adopted first before beginning research. The type of data needed to solve the problem at present as well as the scope of the problem under consideration both affect the strategy that should be used.

The present study used the descriptive survey method as it describes the research's present state and serve as the foundation for more basic research. The random sampling technique was used for the selection of 120 elementary school students from Government and Private school in South-West Delhi, India. Emotional Intelligence Test (EIT) developed by Dr. Ekta Sharma and Family Environment Scale developed by the researcher based on the five-point Likert scale were employed as the tool of the present research. The data was

analysed in the form of Descriptive Analysis, Differential Analysis by using t- test and Correlation Analysis by using Pearson’s Product Moment Method.

V. ANALYSIS OF THE DATA

The data has been analysed by the researcher in the form of Descriptive Analysis, Differential Analysis by using t- test and Correlation Analysis by using Pearson’s Product Moment Method in the present research.

Table 1: Mean and Standard Deviation of Family Environment of Elementary School Students

Dimensions	N	Mean	SD
Interpersonal Relationship	120	41.43	2.743
Conflict	120	37.84	2.936

According to table 1, the mean value for interpersonal relationships is 41.43, having a standard deviation as 2.743, while the mean value for conflict is 37.84, having a standard deviation as 2.936. Therefore, the mean value of Interpersonal Relationship is greater than the mean value of conflict. It means that the level of Interpersonal Relationship of elementary school students is more than the level of conflict in their Family Environment.

Table 2: Mean and Standard Deviation of Emotional Intelligence of Elementary School Students

Dimensions	N	Mean	SD
Self-Awareness	120	36.11	0.328
Managing Emotions	120	49.44	0.307
Motivating Oneself	120	35.75	0.355
Empathy	120	20.00	0.178
Handling Relationship	120	52.01	0.380

According to table 2, the mean value of Self-Awareness is 36.11, with a 0.328 standard deviation. Managing Emotions has a mean value of 49.44 and a standard deviation that is 0.307. An additional mean score for the variable "motivating oneself" is 35.75, having a standard deviation as 0.355. The data also reveals that the mean scores for handling relationships and empathy are respectively 52.01 and 20.00, having a standard deviation as 0.380 and 0.178, respectively. It means the level of Handling Relationship and Managing Emotions of elementary school students is higher than the mean value of other dimensions of Emotional Intelligence. The level of Self-Awareness and Motivating Oneself of elementary school students is moderate than the other dimensions of Emotional Intelligence whereas the level of Empathy of elementary school students is lower than the other dimensions of the Emotional Intelligence.

Table 3: Mean and Standard Deviation of Academic Achievement of Elementary School Students

Variable	N	Mean	SD
Academic Achievement	120	260.67	111.407

According to table 3, the mean score of Academic Achievement is 260.67 with the standard deviation of 111.407.

Table 4: Comparison of Family Environment between Boys and Girls

Dimensions	Gender	N	Mean	SD	df	t-value	Level of significance
Interpersonal Relationship	Boys	60	4.19	0.267	118	2.232	Not Significant
	Girls	60	4.08	0.272			
Conflict	Boys	60	3.79	0.258	118	0.422	Not Significant
	Girls	60	3.77	0.301			

According to table 4, the t- values for the dimensions of the family environment are 2.232 and 0.422. The Conflict and interpersonal relationship dimensions of family environment are lower than the table's value at 0.05, which doesn't prove statistically significant at the 5% level. As a result, the formulated null hypothesis is completely accepted which indicates that there is not a significant difference in Family Environment between boys and girls of elementary school students. It means that the Family Environment includes Interpersonal Relationship and conflict of boys and girls are not significantly different at elementary level.

Table 5: Comparison of Family Environment between Government and Private school

Dimensions	Type of Family	N	Mean	SD	Df	t-value	Level of Significance
Interpersonal Relationship	Government	60	4.02	0.249	118	3.903	Significant
	Private	60	4.24	0.349			
Conflict	Government	60	4.01	0.256	118	5.877	Significant
	Private	60	4.27	0.227			

According to table 5, the t- values for the dimensions of the family environment are 3.903 and 5.877. The Conflict and interpersonal relationship dimensions of family environment are more than the table’s value at 0.05 which prove statistically significant at 5% level. As a result, the formulated null hypothesis is completely rejected which indicates that there is not a significant difference in Family Environment between government and private school of elementary school students. It means that the Family Environment includes Interpersonal Relationship and conflict of government and private schools are significantly different at elementary level.

Table 6: Comparison of Family Environment between Joint and Nuclear Family

Dimensions	Type of Family	N	Mean	SD	Df	t-value	Level of Significance
Interpersonal Relationship	Joint	60	4.14	0.284	118	0.166	Not Significant
	Nuclear	60	4.13	0.264			
Conflict	Joint	60	3.77	0.270	118	0.464	Not Significant
	Nuclear	60	3.79	0.317			

According to table 6, the t- values for the dimensions of the family environment are 0.166 and 0.464. The Conflict and interpersonal relationship dimensions of family environment are lower than the table's value at 0.05, which doesn't prove statistically significant at the 5% level. As a result, the formulated null hypothesis is completely accepted which indicates that there is not a significant difference in Family Environment between joint and nuclear family of elementary school students. It means that the Family Environment includes Interpersonal Relationship and conflict of joint and nuclear family is not significantly different at elementary level.

Table 7: Comparison of Emotional Intelligence between Boys and Girls

Dimensions	Gender	N	Mean	SD	Df	t-value	Level of Significance
Self-Awareness	Boys	60	3.39	0.299	118	0.267	Not Significant
	Girls	60	3.40	0.291			
Managing emotions	Boys	60	3.55	0.236	118	1.278	Not Significant
	Girls	60	3.56	0.242			
Motivating oneself	Boys	60	3.49	0.259	118	2.268	Not Significant
	Girls	60	3.65	0.480			
Empathy	Boys	60	3.45	0.300	118	4.671	Significant
	Girls	60	3.20	0.299			
Handling relationship	Boys	60	3.15	0.283	118	0.253	Not Significant
	Girls	60	3.13	0.270			

According to Table 7, the t-values for the dimensions of Emotional Intelligence, comprising 0.267, 1.278, 2.268, 4.671, and 0.253. According to the table, the areas of Self-Awareness, Managing Emotions, Motivating Oneself, and Handling Relationships have t-values that are lower than the table's value at 0.05, which doesn't prove statistically significant at the 5% level. While the area of Empathy has a t-value that is greater than the table value at 0.05 and is significant at the 5% level. As a result, the formulated null hypothesis is completely accepted consists of boys and girls in case of Self-Awareness, Managing emotions, Motivating oneself and Handling relationship but rejected in case of Empathy.

Table 8: Comparison of Emotional Intelligence between Government and Private school

Dimensions	Type of school	N	Mean	SD	Df	t-value	Level of Significance
Self-Awareness	Government	60	3.37	0.252	118	0.498	Not Significant
	Private	60	3.39	0.375			
Managing emotions	Government	60	3.56	0.400	118	2.339	Not Significant
	Private	60	3.41	0.295			
Motivating oneself	Government	60	3.56	0.579	118	0.722	Not Significant
	Private	60	3.50	0.342			
Empathy	Government	60	3.22	0.383	118	2.206	Not Significant
	Private	60	3.37	0.409			
Handling relationship	Government	60	3.03	0.339	118	2.761	Significant

According to Table 8, the t- values for the dimensions of Emotional Intelligence, comprising 0.498, 2.339, 0.722, 2.206 and 2.761. According to the table, the areas of Self-Awareness, Managing emotions, Motivating oneself and Empathy have t-values that are lower than the table's value at 0.05, which doesn't prove statistically significant at the 5% level. While the area of Handling Relationship has a t- value that is greater than the table value at 0.05 and is significant at the 5% level. As a result, the formulated null hypothesis is completely accepted consists of Government and private school in case of Self-Awareness, Managing emotions, Motivating oneself and Empathy but rejected in case of Handling Relationship.

Table 9: Comparison of Emotional Intelligence between Joint and Nuclear Family

Dimensions	Type of Family	N	Mean	SD	Df	t-value	Level of Significance
Self-Awareness	Joint	60	3.33	0.261	118	0.319	Not Significant
	Nuclear	60	3.39	0.375			
Managing emotions	Joint	60	3.49	0.411	118	0.402	Not Significant
	Nuclear	60	3.46	0.328			
Motivating oneself	Joint	60	3.53	0.427	118	0.018	Not Significant
	Nuclear	60	3.53	0.541			
Empathy	Joint	60	3.33	0.345	118	0.492	Not Significant
	Nuclear	60	3.30	0.329			
Handling relationship	Joint	60	3.13	0.323	118	0.817	Not Significant
	Nuclear	60	3.17	0.256			

According to table 9, the t- values for the dimensions of Emotional Intelligence, comprising 0.319, 0.402, 0.018, 0.492 and 0.817. According to the table, the areas of Self-Awareness, Managing emotions, Motivating oneself, Empathy and Handling Relationship have t-values that are lower than the table value at 0.05, which does not prove statistically significant at the 5% level. As a result, the formulated null hypothesis is completely accepted consists of Joint and Nuclear family in case of Self-Awareness, Managing emotions, Motivating oneself, Empathy and Handling Relationship

Table 10: Comparison of Academic Achievement between Boys and Girls

Variable	Gender	N	Mean	SD	df	t-value	Level of Significance
Academic Achievement	Boys	60	238.01	14.684	118	0.647	Not Significant
	Girls	60	240.36	23.919			

According to table 10, the t-value for Academic Achievement is 0.647, which is not statistically significant at the 5% level and is therefore lower than the table's statistic of 0.05. As a result, the formulated null hypothesis is completely accepted in case of Academic Achievement of boys and girls.

Table 11: Comparison of Academic Achievement between Government and Private School

Dimension	Type of School	N	Mean	SD	Df	t-value	Level of Significance
Academic Achievement	Government	60	228.68	111.16	118	3.271	Significant
	Private	60	292.66	102.92			

According to table 11, the t-value for Academic Achievement is 3.271, which is statistically significant at the 5% level and is therefore more than the table's statistic of 0.05. As a result, the formulated null hypothesis is completely rejected in case of Academic Achievement of government and private school.

Table 12: Comparison of Academic Achievement between Joint and Nuclear Family

Dimension	Type of Family	N	Mean	SD	df	t-value	Level of Significance
Academic Achievement	Joint	60	247.14	111.238	118	0.887	Not Significant
	Nuclear	60	265.70	119.456			

According to table 12, the t-value for Academic Achievement is 0.887, which is not statistically significant at the 5% level and is therefore lower than the table's statistic of 0.05. As a result, the formulated null hypothesis is completely accepted in case of Academic Achievement of joint and nuclear family.

Table 13: Relationship between Family Environment and Emotional Intelligence

Variable	N	r	Level of Significance
Family Environment and Emotional Intelligence	240	0.125	Significant

According to table 13, the 'r' value for Family Environment and Emotional Intelligence is 0.125, and it is considerable at the 0.01 level. This indicates a positive correlation between elementary school student's Family Environment and Emotional Intelligence. As a result, the formulated null hypothesis is completely rejected. It may be inferred that higher the Family Environment results in higher the Emotional Intelligence of Elementary School Students.

Table 14: Relationship between Family Environment and Academic Achievement

Variable	N	r	Level of Significance
Family Environment and Academic Achievement	240	0.117	Significant

According to table 14, the 'r' value for Family Environment and Academic Achievement is 0.117 and it is considerable at the 0.01 level. This indicates a positive correlation between elementary school student's Family Environment and Academic Achievement. As a result, the formulated null hypothesis is completely rejected. It may be inferred that higher the Family Environment results in higher the Academic Achievement of Elementary School Students.

Table 15: Relationship between Emotional Intelligence and Academic Achievement

Variable	N	r	Level of Significance
Emotional Intelligence and Academic Achievement	240	0.179	Significant

According to table 15, the 'r' value for Emotional Intelligence and Academic Achievement is 0.179 and it is considerable at the 0.01 level. This indicates a positive correlation between elementary school student's Emotional Intelligence and Academic Achievement. As a result, the formulated null hypothesis is completely rejected. It may be inferred that higher the Emotional Intelligence results in higher the Academic Achievement of Elementary School Students.

VI. DISCUSSION OF THE RESULT

The following interpretation has been made from the present study after the analysis of the data.

Family Environment

In the present study, it has been found that the Family Environment has a positive and significant correlation with the Academic Achievement of Elementary School Students. This can be happened due to the good family environment, proper healthy diet, good moral values etc. The study has also found that there was no significant difference in Family Environment between Boys and Girls and their Joint and Nuclear Family in respect to the dimensions include Interpersonal Relationship and Conflict of elementary school students but there was a significant difference in the Family Environment of Government and Private School in respect to the dimensions which include Interpersonal Relationship and Conflict of elementary school students.

Emotional Intelligence

In the present study, it has been found that there has been a positive and significant correlation between Emotional Intelligence and Academic Achievement of Elementary School Students. This can be happened due to their self-motivation, healthy lifestyle, less distraction etc. The study has also found that there was no significant difference in Emotional Intelligence between boys and girls of elementary school students in case of Self-Awareness, Managing emotions, Motivating oneself and Handling relationship but contradicted in case of Empathy.

The findings of the study also inferred that there was no significant difference in Emotional Intelligence between Government and Private schools of elementary school students in case of Self-Awareness, Managing emotions, Motivating oneself and Empathy but contradicted in case of Handling Relationship. The another finding include that there was no significant difference in Emotional Intelligence between Joint and Nuclear Family of elementary school students in case of Self-Awareness, Managing emotions, Motivating oneself, Empathy and Handling Relationship.

Academic Achievement

In the present study, it has been found that there has been a positive and significant correlation between Family Environment and Emotional Intelligence of Elementary School Students. The study has also found that there was no significant difference in Academic Achievement between Boys and Girls of elementary school

students and their Joint and Nuclear Family. But there was a significant difference in the Academic Achievement between Government and Private School of elementary school students.

VII. CONCLUSION

The present study focused on the impact of Family Environment and Emotional Intelligence on the Academic Achievement of Elementary School Students. The present study helps the students to develop good interpersonal relationship among family members and resolve the area of conflict with them for the better academic achievement. The internal drive to accomplish and enhance the responsibility to our objective is Emotional Intelligence. To advance in their educational careers, students must cultivate positive Emotional Intelligence.

REFERENCES

- [1]. Dash, L., & Bairiganjan, C. (2020). Emotional Intelligence And Academic Achievement Of Adolescents. *International Advanced Research Journal In Science, Engineering And Technology*, Vol. 8, Issue 8, August 2021.
- [2]. Heidary, E. (2012). A Study Of The Relationships Between The Family Performance And Ego Identity Status With Academic Achievement In Students. *J. Basic. Appl. Sci. Res* , Textroad Publication, 2(8)7421-7427, 2012 © 2012,.
- [3]. Kumari, A., & Tripathi, R. (2022). A Study Of Emotional Intelligence Among School Students Of Jashpur District. *The International Journal Of Indian Psychology* , Volume 10, Issue 1.
- [4]. Maccann, C. E. (2020). Emotional Intelligence Predicts Academic Performance: A Meta-Analysis. *Psychological Bulletin* , Vol. 146, No. 2, 150 –186.
- [5]. Park, H., & Lee, K. (2020). The Association Of Family Structure With Health Behavior, Mental Health, And Perceived Academic Achievement Among Adolescents. *Bmc Public Health* , Volume 20, Article Number: 510 (2020).
- [6]. Şengönül, T. (2022). A Review Of The Relationship Between Parental Involvement And Children's Academic Achievement And The Role Of Family Socioeconomic Status In This Relationship. *Pegem Journal Of Education And Instruction*, 12(2), 32–57.
- [7]. Seni, P. A., & Onyango, D. (2021). The Roles Of Parents In Enhancing Academic Performance Among Public. *East African Journal Of Education And Social Sciences* .
- [8]. Vijayalatha, R. (2019). Emotional Intelligence And Academic Achievement: A Study At +2 Level. *Educational Quest. An Int. J. Of Education And Applied Social Science*., Vol. 9, No. 1, Pp. 149-161, April 2018.