



Efectos diferenciales del estado socioeconómico y el entorno familiar de los adolescentes sobre su inteligencia emocional, estrés académico y logro académico

Differential effects of socio-economic status and family environment of adolescents on their emotional intelligence, academic stress and academic achievement

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RESUMEN.

En este trabajo, el investigador ha presentado los resultados de un estudio realizado para determinar si los adolescentes que pertenecen a diferentes niveles de situación socioeconómica y entorno familiar difieren en su inteligencia emocional, estrés académico y rendimiento académico. El estudio se realizó en una muestra de 858 adolescentes que estudian en varias escuelas secundarias del distrito de Aligarh en el estado de Uttar Pradesh, India. Se emplearon escalas estandarizadas para la recolección de datos. Se aplicó la técnica de Análisis de varianza múltiple (MANOVA) para observar el efecto. La homogeneidad de las matrices de covarianza se verificó utilizando el valor M de Box. Los resultados revelaron que el estado socioeconómico (SES) y el entorno familiar tienen un efecto significativo en todas las variables mencionadas. Los resultados del análisis post hoc (Prueba Tukey HSD) revelaron que existen diferencias con respecto a la Inteligencia Emocional, el Estrés Académico y el Logro Académico entre los grupos de adolescentes con diferentes niveles de Estado Socioeconómico y Ambiente Familiar.

PALABRAS CLAVE.

Estado socioeconómico, entorno familiar, rendimiento académico, estrés académico, inteligencia emocional.

ABSTRACT.

In this paper the researcher has presented the results of a study conducted to find out whether adolescents belonging to different levels of Socio-economic status and Family Environment differ in their Emotional Intelligence, Academic Stress and Academic Achievement. The study was conducted on a sample of 858 adolescents studying in various secondary schools of Aligarh district in Uttar Pradesh State, India. Standardized scales were employed for data collection. Multiple Analysis of variance technique (MANOVA) was applied to observe the effect. The homogeneity of the covariance matrices was verified using the Box's M value. Results revealed that Socio-economic Status (SES) and Family Environment have significant effect on all the said variables. Post hoc analysis (Tukey HSD Test) findings revealed that differences exist with regard to Emotional Intelligence, Academic Stress and Academic Achievement among adolescent groups with different levels of Socioeconomic Status and Family Environment.



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**KEY WORDS.**

Socio-economic Status, Family environment, Academic Achievement, Academic Stress, Emotional Intelligence.

1. Introduction.

The life of adolescents is affected by number of personal and social factors. School going adolescents especially at senior secondary level often face problems in and out of the classrooms which affect their personal lives and academic performances. Socio-economic Status (SES) of parents and the Family Environment (FE) are two such personal family related variables that affect the life of students in different ways. Socioeconomic status is associated with physical, social and cognitive development as well as required for emotional functioning in young children and adolescents (Duncan & Magnuson, 2003; Duncan & Brooks-Gunn, 1997). Socioeconomic status refers to “the position that an individual or family occupies with reference to the prevailing average standard of cultural possessions, effective income, material possessions and participation in group activity of the community” (Chapin, 1928) while Kulshreshta (1972) defined it as “any group of persons coming closer to each other on the continuum of occupation, income, education, and culture”. It is also proved through researches that SES play an important role in the life and academic performance of students. The psycho-social climate of a family is another widely researched aspect. It is dependent on the interpersonal relationships that persist among the members of the family. It also has a major bearing on the life of adolescents. Moos and Moos (1994) opined family environment as “the perception each member has of his/her family, i.e. the social-family atmosphere resulting from the relationships, personal growth, organization and control of the family system”. It is also the measure of quality and quantity of cognitive, emotional and social support that has been available to the child within the home (Mishra, 1986).

Nowadays the concept of Emotional Intelligence is gaining much importance in academic field as experts are of the view that intelligence is not the one and only factor to predict success of individuals. It is vital for immediate behavior of an individual required for adaptation and survival (Goleman, 1995). Emotional Intelligence is “a form of intelligence that involves the 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”. (Mayer and Salovey, 1990). On the other hand Bar-On (1997) viewed Emotional Intelligence as “An array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”.

It is also observed that adolescents experience stress due to varied reasons. Recent researches indicate that academic Stress is emerging as the most important factor that bears negative impact in the life of adolescents due to which exhibits behavioral manifestations in the form of phobia, depressions, anxiety etc and even suicidal ideations (Deb et al., 2015; Wilbum & Smith, 2005). Academic Stress (AS) is defined as “anything that imposes an extra demand on a person’s ability to cope, often with something that is new and different in academics” (Firman, 1992). According to Wilks (2008) Academic Stress is “the product of a combination of academic-related demands that exceed the adaptive resources available to an individual”. Stress among adolescents is multi-faceted that may arise from academic or non-





academic factors. The academic pressure, self expectations, parental expectations and peer pressures are central to academic stress concerns (Murberg & Bru, 2004; De Anda et al., 2000; Olpin, 1996). Long term Academic stress has serious psychological effects in the form of fatigue, frustration, depression, nervousness, low self esteem, loneliness etc. Such students often lack concentration in studies, are poor in decision making, have mental blocks etc. which are its cognitive effects.

Attaining higher Academic achievement (ACH) by maintaining good academic record at secondary level is also vital for adolescents to pursue higher studies. Higher Academic achievement is often related with success. Pressey et al. (1959) defines Achievement as “the status or level of a person’s learning and his ability to apply what he has learned”. According to Steinberger(1993) “Achievement encompasses student’s ability and performance, it is multidimensional, it reflects the whole child, it is not related to a single instance but occurs across time and levels through a student’s life in school and in post secondary years and working life”. Academic achievement is also regarded as “a key mechanism through which adolescents learn about their talents, abilities and competencies which are important part of developing career aspirations” (Lent, Brown & Hackett 2000).

2. Review of Related studies.

The present study attempts to focus on the effect of personal variables of adolescents namely Socio-economic status and Family Environment on some of the important aspects like Emotional Intelligence, Academic Stress and Academic Achievement. Research studies indicate that Parental Socio-economic status and the home environment are related with Emotional Intelligence. Students belonging to High Socio-economic Status families are better in their emotional intelligence than low Socio-economic Status counterparts and the said groups differ on dimensions (Nadaf, 2019; Jamadar & Sindhu,2015; Khan, & Ahmad Dar, 2013,). Even the kind of environment in the family have great impact on emotional intelligence of adolescents and differences persist in emotional intelligence on the basis of gender, income of the family and course opted for study (Robert and Kadiravan ,2019;Uzzaman and Karim,2018).A similar study by Naghavi and Redzuan (2012) established that Family environment fosters emotional intelligence during early adolescence, father's with higher level of education contribute to moderate the relationship between family environment and emotional intelligence of early adolescents. Social disadvantage on the other hand is also associated with increased stress (Goodman et al., 2005). Familial variables like type of residence, status of living, marital status of parents, father’s educational status, class and type of school organization are also significantly related with Academic Stress of adolescents (Liu, 2017; Sonali , 2016a). It was also observed that school related Stress is connected with Socio-economic Status (Khan and Khan , 2013), mother’s education, size of the family and family type (Kadapatti & Khadi ,2006). Low SES students faces higher level of Academic Stress when compared to high SES students especially boys (Rathee and Sharma, 2018: Sonali 2016b). A similar kind of study conducted by Finkelstein et.al (2007) indicates that adolescents with low parental education are less optimistic in life when compares to the adolescents of well educated families. This may be one of the reasons of increase stress level during adolescence period. Moreover the kind of Family Environment also has its effect on Academic





Stress of students. Negative relationship exists between Family Environment and Academic Stress. Adolescents with better family relations experience low academic stress in relation to those with poor family relations (Kumar, 2018; Rao, 2018). In a similar kind of research, it was noticed that students living with disrupted families face higher academic stress than from non-disrupted families (Sonali, 2016a).

There are research studies that claim that Socioeconomic Status play vital role in the academic growth and development of students. Well educated parents with better income can provide better facilities and academic environment to the children at home. On the other hand often Low SES of parents lead to negative parenting that lowers competence level and pay way for maladaptive behaviors among adolescents (Conger et al., 1992, 1997). SES is a significant correlate of Academic Achievement at secondary level (Li et al., 2020; Liu et al., 2020; Vyas and Choudhary, 2017; Abdu-Raheem, 2015; Ewumi, 2014; Shaheen and Gul, 2014). It was also observed that parents' education, occupation and income significantly predicts Academic Achievement (Dahie et al, 2016). In another study significant links were found between various aspects such as involvement in school, educational expectations of parents, adolescents' grades at high school and educational attainment (Benner et al., 2016) . Mother's education, family income, working mothers and higher social group emerged as significant predictors of academic performance (Chand and Sharma, 2012). SES has a significant and positive impact on Academic Achievement of adolescents (Dahie et al, 2016; Shaheen & Gul, 2014; Szocs, 2013; Shah et al, 2012; Yazici et al., 2011; Yinusa & Basil, 2008). Research was also conducted to find the solution for compensating the effect of poor socio-economic background of students. Positive favorable climate at school was found to lessen the negative contribution of poor SES background of students on their Academic Achievement (Berkowitz et al., 2017).

Few attempts were made in the past to analyse the impact of Family Environment on the Academic Achievement of adolescents. The results indicate Family Environment as one of the determining factors of Academic Achievement (Karla & Pyari, 2014; Singh, 2013; Rais, 2011; Parveen, 2007; Diaz, 2003). Peng and Wright (1994) were of the similar view who observed that better achievers have better Family environment. Some studies attempted to explore Family Environment as the correlate of Academic Achievement and observed that significant relationship exists between the two variables (Deswal, Rani & Ahlawat, 2014; Poornima, 2014; Borah, 2013. Daulta (2008) obtained similar results and concluded that good quality of environment existing in the family positively correlates with high academic achievement in males than among females.

3. Purpose of the study.

Adolescents from poor Socio-economic Status often suffer from financial constraints and poor health conditions that affect their personal life. Their emotions get disturbed often that also leads to increased stress levels and in turn affect the academic achievement, often such students fail to concentrate in studies. Both the social as well as economic aspects of SES have distinct effects. Similarly families from varied SES differ in creating different learning environment that have an effect on the Academic Achievement of their children. Adolescents with better family environment often experience congenial atmosphere at home. Healthy





family relations also contribute to emotional wellbeing of adolescents. Thus the kind of environment persisting within families where the children interact with parents and family members is vital to their personal growth and development. As Indian society is highly stratified, students entering the classroom vary highly in their parental SES and Family environment. Review of related studies specially indicate that there is dearth of research concerning the interactional effect of Socio-economic Status and Family Environment on the variables such as Emotional Intelligence, Academic Stress and Academic Achievement moreover large number of studies are confined largely to explore gender differences. Therefore a humble attempt has been made to explore the individual and interactional effects of Socio economic status and Family environment on the said dependent variables so that if there is any effect, then implications can be given to the stakeholders in this regard.

4. Research questions.

1. What is the relationship of Socio-economic status and Family environment with the selected dependent variables employed in the study?
2. What are the individual effects of Socio-economic Status and Family Environment on Emotional Intelligence, Academic Stress and Academic Achievement of adolescents?
3. Is there any interaction effect of Socio-economic Status and Family Environment on the selected dependent variables?
4. How do the adolescents belonging to different SES groups differ with regard to Emotional Intelligence, Academic Stress and Academic Achievement?
5. What are the differences in Emotional Intelligence, Academic Stress and Academic Achievement of different groups of adolescents based on family Environment?

4.1 Hypothesis.

Following null hypotheses were developed, synchronized with the above research questions.

1. There will be no significant relationship of Socio-economic status and family Environment with different dependent variables in the study.
2. There will be no significant individual effect of Socio-economic Status and Family Environment on Emotional Intelligence of adolescents.
3. There will be no significant individual effect of Socio-economic Status and Family Environment on Academic Stress of adolescents.
4. There will be no significant individual effect of Socio-economic Status and Family Environment on Academic Achievement of adolescents
5. There will be no significant interaction effect of Socio-economic Status and Family Environment on each of the dependent variables of the study.
6. Significant differences will not exist between different groups of adolescents (based on SES) on the measures of Emotional Intelligence, Academic Stress and Academic Achievement.
7. There will be no significant differences between different groups of adolescents (based on FE) on the measures of selected dependent variables.





5. Method.

The researcher followed quantitative approach; the data collected was analyzed with statistical techniques. Descriptive method involving school survey was employed depending on the problem of research as this is most widely used in the field of education and helps the researcher to study and interpret the conditions that exists at present.

5.1 Research Sample.

In the present study the population comprises of all the adolescents studying in class XI of various Inter-colleges(class XI &XII) and Senior Secondary schools affiliated to different Boards of Education, located in Aligarh, Uttar Pradesh, India. Data has been collected from a sample of 858 students of eleventh grade selected randomly from 24 Senior Secondary schools of Aligarh district. Simple random sampling was employed to choose the schools. Out of the total sample of 858 adolescents 443 are male adolescents and 415 are female adolescents.

5.2 Research Instrument and Procedures.

After obtaining permission from school Principals/heads, the investigator personally met the students in the class and collected the data using different standardized tools namely Socio Economic Status Scale, Family Environment Scale, Emotional Intelligence Inventory as well as Academic Stress Questionnaire. The data was collected in two phases. In the first phase data was collected regarding Socio Economic Status and Family Environment of students. In the second phase data regarding Emotional Intelligence and Academic Stress was collected from the same students. Students' class 10th CGPA grades of final public examination obtained from the school records has been regarded as their Academic Achievement in this study. The detailed description of different scales are given as follows:

Socio Economic Status Scale.

The Scale standardized by Kalia and Sahu (2012) in Indian context that has 40 items was used for the present study, it. The items have been spread along 5 dimensions related to Socio-cultural, economic, possession of goods and services, health and educational aspects. According to the scale constructors, Reliability was established by split half method (0.68) as well as test-retest method (0.86). Principal component analysis (PCA) along with varimax rotation and Kaiser Normalization (to restrict the items into five factors) were applied for establishing Factorial validity.

Family Environment Scale

There are 69 items in the Family Environment Scale standardized by Bhatia and Chadha (2010) that falls under 3 broad dimensions based on 'Relationship dimension, Personal Growth dimension and System Maintenance dimension'. According to the manual, the test constructors has assessed reliability through Split Half Method. Spearman-brown Prophecy formula has been applied to find the reliability coefficient. The total Reliability Coefficient was found to be 0.95.





Emotional Intelligence Inventory.

The Inventory standardized by Mangal and Mangal (2012) for Indian school going adolescents was employed for the present study. It has items related to ‘Intra-personal and Inter-personal Awareness of emotions; Intra-Personal and Inter-Personal Management of emotions’. Out of 100 items in the scale, 25 items measure each of the above said aspects. Responses are in the form of forced choice type indicating whether they completely agree or disagree with the statements in the scale. Authors have examined the reliability of the scale through Split half method by applying K-R formula (20), Spearman-Brown prophecy formula and Test-retest method. The reliability coefficients derived through these tests are 0.90, 0.89 and 0.92 respectively. The validity coefficients obtained through the Product Moment correlation of the Inventory with Emotional Maturity Scale and Adjustment Inventory was found to be -0.613 and -0.662 respectively.

Academic Stress Questionnaire.

There are 36 items in the Academic Stress Questionnaire employed in this study, standardized by Akram, Khan and Baby (2013). The instrument measures some important aspects of Academic Stress like inadequate academic environment persisting in the institutions, adjustment problems, poor administration, apprehensiveness about future and worries. As per the manual, Cronbach’s alpha coefficient value is 0.829. The factorial validity of ASQ revealed high loadings for each item. The factorial validity of the tool ranges from 0.41 to 0.88.

6. Data analysis and Interpretation.

Data analysis was carried out using SPSS 22 version. Pearson Product Moment Correlation, Multiple Analysis of Variance technique (MANOVA) and Post-hoc analysis (Tukey HSD) have been employed for data analysis.

6.1 Correlation among different variables used in the study.

The first objective was to find out the relationship among the variables employed in the study. Pearson correlation analysis was used .

Table 1: Correlation Matrix

Variable	SES	FE	EI	AS	ACH
SES	1	0.190**	0.216**	-0.202**	0.350**
FE		1	0.167**	-0.234**	0.363**
EI			1	-0.154**	0.440**
AS				1	-0.409**
ACH					1

** Correlation is significant at 0.01 level (2-tailed).

It is clear from table 1 that Socio-economic Status is positively correlated with Family Environment (0.190), Emotional Intelligence (0.216) and Academic Achievement (0.350) but negatively correlated with Academic Stress (-0.202). Similarly Family Environment exhibited





positive correlation with Emotional Intelligence (0.167) and Academic Achievement (0.363). Family environment showed negative correlation with Academic Stress (-0.234). Emotional Intelligence also exhibited negative correlation with Academic Stress (-0.154) but positive and moderate correlation was shown with Academic Achievement (0.440). Academic Stress showed negative and moderate correlation with Academic achievement (-0.409).

6.2 Effect of Socio-economic Status and Family Environment on the selected dependent variables.

Prior to the application of MANOVA, the assumption of MANOVA was verified. Both univariate and multivariate normality was checked. The normality of the data was checked using mean, median, SD, skewness and kurtosis.

Table 2: Descriptive Statistics

Variable	Mean	Median	SD	Skewness	Kurtosis
Socio Economic Status	66.44	66	15.61	0.341	0.099
Family Environment	227.44	228	36.72	-0.124	0.198
Emotional Intelligence	64.62	64	8.42	0.161	0.064
Academic Stress	53.73	52	20.45	0.369	0.730
Academic Achievement	74.71	74.1	12.71	0.012	-1.12

It is evident from the table that mean and median values for all the variables in this study are pretty close to each other. Similarly the values of skewness is closer to 0 (Bulmer, 1979) and values of kurtosis lie between ± 2.0 indicating that the data is normally distributed.

Table 3: Box's Test of Equality of Covariance Matrices^a

Box's M	42.172
F ₁	1.897
df ₁	30
df ₂	1873476.982
Sig.	0.056

a. Design: Intercept + SES + FE + SES * FE

The homogeneity of the covariance matrices was verified with the help of Box's M test. The value obtained as shown in the table is statistically insignificant ($p > 0.001$). The observed covariance matrices of the dependent variables do not differ across groups. Therefore, this assumption is met.





Table 4: Levene's Test of Equality of Error Variances^a

	F	df ₁	df ₂	Sig.
EI	1.901	8	849	0.062
AS	1.912	8	849	0.054
AA	2.113	8	849	0.059

a. Design: Intercept + SES + FE + SES * FE

It is evident from table 4 that Levene's test is not significant for Emotional Intelligence ($F(8, 849) = 1.901, p = 0.062$), Academic Stress ($F(8, 849) = 1.912, p = 0.054$) and for Academic Achievement ($F(8, 849) = 2.113, p = 0.059$), The p value is statistically not significant. This indicates that the variances are equal for the different groups. If the results of the Levene's test are insignificant, then the assumption of homogeneity of variance is met (Pallant, 2001). Hence it was decided that MANOVA can be safely applied. The results of the same are presented as follows.

Table 5 Multivariate Tests^a

Effect	Wilks' Lambda	F	Hypothesis df	Error df	Sig.	Partial η^2	Observed Power
Intercept	0.013	21037.001 ^b	3	847.000	0.000	0.987	1.000
SES	0.908	13.925 ^b	6	1694.000	0.000	0.047	1.000
FE	0.914	12.929 ^b	6	1694.000	0.000	0.044	1.000
SES*FE	0.985	1.085	12	2241.243	0.368	0.005	0.575

a. Design: Intercept + SES + FE + SES * FE

b. Exact statistic

The results show a statistically significant effect of SES on all the variables namely Emotional Intelligence, Academic Stress and Academic Achievement (Wilks' Lambda = 0.908, $F(6, 1694) = 13.925, p = 0.000, \eta^2 = 0.047$). The partial η^2 value (0.047) shows that 4.7% of the variance in the dependent variables is due to SES. There is also a significant effect of Family Environment on the dependent variables (Wilks' Lambda = 0.914, $F(6, 1694) = 12.929, p = 0.000, \eta^2 = 0.044$). The partial η^2 value of 0.044 indicates that 4.4% of the variance can be explained by FE. The table further point out that the interactional effect of SES and FE is not significant ($F = 1.085$).





Table 6: Tests of Between Subjects Effects

Source	DV	Type III sum of squares	Df	Mean Square	F	Sig.
Corrected model	EI	1942.773 ^a	8	242.847	3.501	.001
	AS	22681.434 ^b	8	2835.179	7.169	.000
	AA	27854.527 ^c	8	3481.816	26.628	.000
Intercept	EI	2666950.982	1	2666950.982	38445.000	.000
	AS	1787338.622	1	1787338.622	4519.601	.000
	AA	3568829.220	1	3568829.220	27293.273	.000
SES	EI	208.375	2	104.187	5.502	.009
	AS	4124.362	2	2062.181	5.215	.006
	AA	10533.944	2	5266.972	40.280	.000
FE	EI	1084.654	2	542.327	7.818	.000
	AS	10799.885	2	5399.943	13.655	.000
	AA	9383.112	2	4691.556	35.880	.000
SES*FE	EI	254.827	4	63.707	0.918	.453
	AS	1812.616	4	453.154	1.146	.334
	AA	344.316	4	86.079	0.658	.621
Error	EI	58895.601	849	69.371		
	AS	335748.748	849	395.464		
	AA	111014.021	849	130.759		
Total	EI	3643503.000	858			
	AS	2835150.000	858			
	AA	4930355.871	858			
Corrected Total	EI	60838.374	857			
	AS	358430.182	857			
	AA	138868.547	857			

a. R Squared = .032 (Adjusted R Squared = .023).

b. R Squared = .063 (Adjusted R Squared = .054).

c. R Squared = .201 (Adjusted R Squared = .193).

The results presented in table 6 indicate that SES have significant effect on EI of Adolescents (F=5.502). SES also has an effect on Academic Stress (F=5.215). Similar result was obtained for the effect of SES on Academic Achievement (F=40.280). The Table indicates that Family Environment of adolescents have significant effect on all the dependent variables. FE has an effect on EI (F=7.818), Academic Stress (F=13.655) as well as Academic Achievement (F=35.880).





The table further indicates that there is no significant interaction effect of SES and FE on any of the dependent variables in the study. This is an indication that the Socio-economic status when interacts with the family environment of adolescents and vice versa, its effect is insignificant on their Emotional Intelligence($F=0.918$), Academic stress($F=1.146$) and Academic Achievement Achievement ($F=0.658$).

6.3 Differences in the selected variables across different levels of Socio-economic Status.

Table 7: Post-hoc analysis (Tukey HSD) for analyzing differences in the dependent variables across different levels of Socio-economic Status

Dependent variable	Level of SES	Mean difference	Standard error	Significance
EI	High/Middle	1.86	0.691	0.020*
	High /Low	2.25	0.781	0.011*
	Middle/Low	0.39	0.698	0.842
AS	High/Middle	-7.05	1.662	0.000*
	High/Low	-8.93	1.879	0.000*
	Middle/Low	-1.88	1.678	0.500
AA	High/Middle	8.6161	0.98429	0.000*
	High/Low	11.4089	1.11261	0.000*
	Middle/Low	2.7928	.95152	0.010*

Based on observed means.

The error term is Mean Square (Error) = 130.759.

* The mean difference is significant at 0.05 level.

The above table indicates the significance of difference in Emotional Intelligence, Academic Stress and Academic Achievement between the various groups based on Socio-economic Status and Family Environment. Mean difference in the EI scores of High SES and Middle SES students is significant and mean EI score of High SES students was higher than Middle SES students by 1.86 score points.

Similarly EI scores of High and Low SES students is also significant and the mean EI score of High SES students was higher than low SES students by 2.25 score points. On the other hand it can also be seen that there is no significant difference between EI of Middle SES and Low SES students as the mean difference of 0.39 is insignificant.

Significant difference in the Mean Academic Stress Scores of High SES and Middle SES is noticed (mean difference= -7.05). The mean Academic Stress score of High SES students is lower indicating that Middle SES students have higher Academic Stress When compared to High SES students. In line with this finding significant difference is seen in the Academic





Stress of High SES and Low SES students.(Mean difference =-8.93).This shows that Low SES students have higher Academic Stress Mean score when compared to High SES students. However Insignificant differences can be noticed from the table between Middle SES and Low SES students with respect to Academic Stress (mean difference=-1.88).

The table also reveals that mean difference in Academic Achievement scores (8.616) of High and Middle SES students is significant and the mean AA score of High SES students was higher than Middle SES students. Further the mean difference score of 11.4089 on Academic Achievement of High and Low SES students is also significant and the mean Academic Achievement score of High SES students was higher than low SES students. Very much similar to the above results, a Tukey’s test score of 2.7928 on AA of Middle SES and Low SES students is significant and the mean Academic Achievement score of Middle SES students was higher than low SES students.

6.4 Differences in the selected variables across different levels of Family Environment.

Table 8. Post-hoc analysis (Tukey HSD) for analyzing differences in the dependent variables across different levels of Family Environment

Dependent variable	Level of FE	Mean difference	Standard error	Significance
EI	High/Average	2.52*	.744	0.002
	Average/ Poor	1.13	.693	0.236
	High/ Poor	3.64*	.864	0.000
AS	High/Average	-6.27*	1.777	0.001
	Average/ Poor	-5.98*	1.655	0.001
AA	High/ Poor	-12.25*	2.064	0.000
	High/Average	6.6416*	1.02198	0.000
	Average/ Poor	6.3266*	.95156	0.000
	High/ Poor	12.9683*	1.18679	0.000

Based on observed means.

The error term is Mean Square (Error) = 130.759.

* The mean difference is significant at 0.05 level.

The Tukey HSD results indicate that students with High FE have significantly higher EI in comparison to students with Average FE with a mean difference of 2.52. Dissimilar to the said finding , Average FE and Poor FE groups do not differ in their EI as their mean difference of 1.13 is insignificant. However the mean difference of 3.64 is significant at 0.05level as High FE students have higher Emotional intelligence in comparison to Poor FE counterparts.





Significant differences can also be noticed from the table between High FE and Average FE students with respect to Academic Stress (mean difference= -6.27) indicating that Average FE students have higher Academic stress than their High FE counterparts.

Significant difference in the Mean Academic Stress Scores of Average FE groups and Poor Fe groups are also noticed (mean difference =-5.98). The mean Academic Stress score of Poor FE students is higher indicating that Poor FE students have higher Academic Stress when compared to Average FE students. In line with this finding significant difference is seen in the Academic Stress of High FE and Poor FE students (Mean difference =-12.25). This shows that Poor FE students have higher Academic Stress when compared to High FE students.

When we look into the Academic Achievement of different groups based on Family Environment, it is evident that Group with High FE have higher mean score on Achievement in relation to Average FE group with the mean difference of 6.64. It is also clear that mean difference in the Academic Achievement (6.33) of Average FE students and Poor Fe students is significant and the mean Academic Achievement score of Poor FE students is lower than Average students. Similarly there exist significant differences between groups of High FE and Poor FE with respect to Academic Achievement (mean difference=12.97). Poor FE group have lower mean score on Academic Achievement in comparison to High FE group.

7. Discussion.

The study revealed that Socio-economic Status of the parents and the kind of Family Environment have significant effect on adolescents' Emotional Intelligence similar to the prior findings of Khan and Ahmad Dar, 2013; Naghavi and Redzuan 2012 most probably because Emotional Intelligence depends on factors like self awareness, empathy, self motivation, management of emotions of others etc which can be provided by parents with better SES and favorable family environment. The kind of relationship that exists within the family also plays an important role in this regard. The study further indicates that SES and Family Environment have significant negative effect on Academic Stress level of adolescents in line with the findings of Liu, 2017; Sonali, 2016b; Khan and Khan, 2013). It was also observed that school related Stress is connected with Socio-economic Status.

It is also clear that significant effect has been brought by SES on adolescents' Academic Achievement in line with the findings of Li et al., 2020; Soharwardi et al, 2020; Dahie et al, 2016; Shaheen & Gul, 2014; Szocs, 2013; Shah et al, 2012; Yazici, Seyis & Altun, 2011; Yinusa & Basil, 2008. Family Environment of adolescents also matters as it has its vital effect on Academic Achievement. If the Family Environment is better than one can expect higher Academic Achievement of adolescents similar with the findings of Karla & Pyari, 2014; Singh, 2013; Rais, 2011; Parveen, 2007; Diaz, 2003; Peng & Wright, 1994) but contradicts with the findings of Yunus et al., (2014) who noticed that family environment did not have its effect on Academic Achievement. The study also points that there is no interaction effect of SES and FE on the dependent variables used in the study. This is a sign that different levels of socio-economic status are not contingent upon the levels of Family environment and vice versa for its effect on all the three important variables.



Post hoc analysis also indicates that differences exist in Emotional Intelligence, Academic Stress and Academic Achievement of adolescents with different levels of SES. Better the SES of Students higher is their Emotional Intelligence. Prior studies indicate that Socioeconomic status of adolescents is linked with their emotional Intelligence and therefore better SES adolescents have higher EI than their Poor SES counterparts (Jamadar & Sindhu, 2015; Khan, & Ahmad Dar, 2013). In line with the said findings, it came into light that High SES students are more emotionally intelligent in comparison to Middle SES students and Low SES students. However Middle SES students and Low SES students do not differ in their EI. Similar results were obtained with regard to Academic Achievement of adolescents where the High SES adolescents have higher academic achievement in comparison to Middle SES and Poor SES counterparts. Even the Middle SES Adolescents proved better academic achievers when compared to Low SES Adolescents. However Inverse relation was found between SES levels and Academic Stress levels of students. Academic Stress of Low SES Adolescents was higher in comparison to Middle SES and High SES students similarly Middle SES students are at higher Academic Stress level in comparison to High SES counterparts supported with findings of Rathee and Sharma, 2018; Sonali 2016b.

The study further reveals that better the Family Environment of the adolescents better are their Emotional Intelligence and Academic Achievement. These are same as the findings of Ngussa, 2019; Robert and Kadiravan, 2019; Uzzaman and Karim, 2018; Deswal, Rani & Ahlawat, 2014; Poornima, 2014; Naghavi and Redzuan, 2012; Borah, 2013; Daulta, 2008; Peng and Wright 1994, except in the case of Average and Poor FE students where no differences were observed in their EI.

On the other hand, level of family environment shows inverse effect on the academic stress of students. Students with High and Average Family environment tend to have lower Academic Stress in comparison to poor Family Environment students similarly High FE students have Low Academic Stress than students belonging to Average Family environment. There are few limitations of the present research. The study was limited to adolescents of 15-17 years age studying in standard XI at secondary school level. Moreover the study was focused on students studying in Urban area. The study could be carried out on adolescents of rural area also on a larger sample size comprising of different districts.

8. Conclusion.

The main purpose of the present study is to observe the impact of Socio-economic Status and Family environment on some of the important variables namely Emotional Intelligence, Academic Stress and Academic Achievement of adolescents. The study brought into light that both of the independent variables have immense potential to bring positive changes in the life of adolescents by having individual effects on some of the most important aspects of student's life such as Emotional Intelligence, Academic Stress and Academic Achievement. Moreover adolescents belonging to different SES and Family environment groups also vary in their EI, school related Stress and Academic Achievement going in the favour of higher groups. Therefore these aspects need to be taken care off while curriculum planning and conducting guidance and counseling sessions at schools. The present research has some study implications. Research indicate that many of the poor SES students lack facilities and





academic environment at home, this can be compensated by creating a congenial school environment, affable attitude of teachers and by providing enough facilities as it is paramount to improve the academic achievement of students. This will have a positive impact on the emotional aspects of students and also reduce their stress levels. Varieties of Government and Private schools are functioning in India where Quality of education differs. The government needs to raise the standard of schools and also the concept of 'common school system' need to be strengthened. Adequate scholarships and proper health care services need to be provided at schools to help the adolescents from poor family background. It is also a source of motivation and causal factor for better academic performance. As the study also found that family environment has its effect on Emotional Intelligence, Academic Stress as well as Academic achievement of adolescents, it becomes important that parents should ensure to provide congenial environment at home to their wards. Strengthening home-school relation can find solution to number of such problems. Regular Parent Teacher meetings may help both the parents and teachers to understand the emotions and stress level of students better. Often parents belonging to Low SES lack motivation regarding the education of their wards. Such parents need to be encouraged during parent teacher meetings to create better home environment and also to help their wards in their studies. Awareness programmes can be held in schools at regular intervals to educate parents focusing on some important topics like the importance of congenial family environment, social environment, stress management techniques etc.

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