A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIAL INTELLIGENCE

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ABSTRACT

Education is an engine for the growth and development of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. Besides to it social acceptance is also required sometime students are doing well in studies but at social front they are lacking and resulting in crimes. Keeping in this view a study of academic achievement of secondary school students in relation to their social intelligence was done on a sample of 220 secondary school students of C.B.S.E. affiliated schools situated at Rohtak district. Descriptive method of research has been used. It was found that academic achievement of secondary school students is associated with increase or decrease in social intelligence. Students having high social intelligence have high academic achievement either they are males or females.

Key Words : Academic Achievement, Social Intelligence and Secondary School Students.

INTRODUCTION

Education is one of the potential instruments of national development. It is regarded as the backbone of all national endeavours. A key role of education is to empower students with skills and attitudes that are essential to their success in our knowledge society future. Education is a light that shows the mankind the right direction to surge. The aim of education is not just making a student literate but adds rationale thinking, knowledge ability and self confidence.

ACADEMIC ACHIEVEMENT

Academic performance was defined " as the knowledge attained or skills developed in the school subjects, usually determined by the test scores or by marks assigned by teachers or both (Carter, 1959). Achievement means performance in school or college in a standardized series of educational tests. The term is used more generally to desirable performance in the subjects of curriculum (Tany and Thomas, 1977). Christian (1980) remarked that the word 'achievement' indicates the learning outcome of the students. As a result of learning different subjects, the behaviour pattern of the students changes. Learning affects three major areas of behaviour of students i.e. cognitive, affective and psycho-motor. He says that all these three levels are not affected in equal measures at a time. It means, a student may be at a higher level in one domain and lower in another. Although some students excel in examination, understand things quickly and easily while others remain as they are, even though teaching is the same for all in the class. The degree of variations with regard to achievement and excellence found among pupils is really a problem (Krishnan, 1983). The need for measuring academic achievement is based on two fundamental assumptions of psychology. First, there are differences within the individual from time to time known as behaviour oscillation, i.e. academic achievement of the same individual differs from time to time, from one class to another and from one educational level to another. Secondly, there are individual differences. Individuals of the same age group, of the same grade usually differ in their abilities and academic proficiency whether they are measured by standardized procedures or by teacher's grading or by marks obtained in class tests and examinations.

SOCIAL INTELLIGENCE

Social intelligence was formally introduced by John Dewey in 1909, the concept has been

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defined and repeatedly redefined by researchers. Tests such as the George Washington Test of Social Intelligence attempted to measure social intelligence, but ultimately received widespread criticism in its validity (Cronbach, 1960). Today, social intelligence is understood as a multidimensional construct that can be accurately measured, given the right instrument for the right population (Grieve & Mahar, 2013; Silvera et al., 2001). Thorndike's theory states that a socially intelligent person will be able to understand others and that he or she will be able to use this information to act wisely in human relations. Guilford (1967) created a model of general intellect. It outlines the basic concepts of cognition which can be generalized to any type of intelligence, even social intelligence. Guilford's model not only maps out the theoretical background of intellect but also the types of abilities an intelligent person would possess.

A study on different levels of intelligence was conducted by Umender Malik (2016), which revealed that there is significant difference in teaching aptitude between high intelligence and low intelligence.

Many researches have been conducted regarding these dependent and independent variables but no research has been conducted that involves all these variables simultaneously. So the researcher decided to choose the above problem.

OPERATIONAL DEFINITIONS OF THE TERMS USED
ACADEMIC ACHIEVEMENT
Academic achievement is knowledge acquired and skills developed in school subjects generally indicated by marks obtained in test. It is exposition of his/her present level of performance. Academic achievement here means total marks obtained by student in their previous class examination.

SOCIAL INTELLIGENCE
Social intelligence is ability understood his/her self and well with others. Judgment in social world and awareness of attention, action and perception.

VARIABLES IN THE STUDY
Dependent Variable
Academic Achievement
Independent Variables
Social Intelligence

OBJECTIVES OF THE STUDY
1. To study the relationship between academic achievement and social intelligence of secondary school students.
2. To compare the academic achievement of secondary school students having high and low social intelligence.
3. To compare the academic achievement of male secondary school students having high and low social intelligence.
4. To compare the academic achievement of female secondary school students having high and low social intelligence.

HYPOTHESES OF THE STUDY
Ho1 There exists no significant relationship between academic achievement and social intelligence of secondary school students.
Ho2 There exists no significant difference in the academic achievement of secondary school students having high and low social intelligence.
Ho3 There exists no significant difference in the academic achievement of male secondary school students having high and low social intelligence.
Ho4 There exists no significant difference in the academic achievement of female secondary school students having high and low social intelligence.

VARIABLES IN THE STUDY
Dependent Variable
Academic Achievement
Independent Variables
Social Intelligence

DESIGN OF THE STUDY
Descriptive method of research has been used.

POPULATION
A population is any group of individuals that have one or more characteristics in common that area

of the interest to the investigator. It may be all the individuals of a particular type or a restricted part of that group (Best, 1997). All the secondary school students studying in private schools affiliated to C.B.S.E. of Rohtak District (Haryana) constitute the target population for the present study.

SAMPLE

Measuring the entire population is impracticable though not entirely impossible be drawn for the purpose. Therefore, a sample from the concerned population may be drawn for the purpose of data collection. In the present study, random sampling technique was used to select the sample of 220 secondary school students.

TOOLS USED IN THE STUDY

1. Social Intelligence Scale (SIS) by Chadha and Ganesan (1986).
2. Academic Achievement – The score obtained by students in their 10th class was considered for academic achievement.

DELIMITATIONS OF THE STUDY

Due to paucity of time and resources and to make it more meaningful, the present study is delimited in the following aspects:
1. The study is delimited to 220 secondary school students only.
2. The study is delimited to only private schools affiliated to Central Board of School Education.
3. The study is delimited to Rohtak district of Haryana only.
4. The study is delimited to only one dependent variable i.e. academic achievement, and one independent variables i.e. social intelligence.

STATISTICAL TECHNIQUES

Mean, S.D. and t-test is used to study the effect of socio-economic status and social intelligence on academic achievement among secondary school students. Pearson co-efficient of correlation (r) is employed to study the relationship between the dependent variable i.e. academic achievement, and the independent variables i.e. social intelligence of secondary school students.

ANALYSIS AND INTERPRETATION

The collected data were analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

1. To Study the Relationship between Academic Achievement and Social Intelligence of School Students.

Ho1 There exists no significant relationship between academic achievement and social intelligence of school students.

Table-1
Coefficients of Correlation between Academic Achievement and Social Intelligence of Secondary School Students

Sr. No.	Variables	N	Coefficients of Correlation
1.	Academic Achievement	220	0.32**
2.	Social Intelligence	220	

**** Significant at 0.01 level**

It is palpable from the Table-1 that coefficient of correlation between academic achievement and social intelligence of school students is found 0.32 which is positive and significant at 0.01 level. So, the null hypothesis "There exists no significant relationship between academic achievement and social intelligence of school students" is rejected. In other words, it can be calculated that academic achievement of secondary school students is associated with increase or decrease in social intelligence. The present finding is in contrast to the finding of Sreeja and Nalinilatha (2017) who found that there is no significant relationship between social intelligence and academic achievement.

2. To Compare the Academic Achievement of School Students having High and Low Social Intelligence

Ho2 There exists no significant difference in the academic achievement of school students having high and low social intelligence.

To test the null hypothesis, mean, standard deviation and t-value, were calculated from the academic achievement scores with

respect to social intelligence. The results are represented in the Table-2.

Table-2
Comparison of Academic Achievement of Secondary School Students having High and Low Social Intelligence

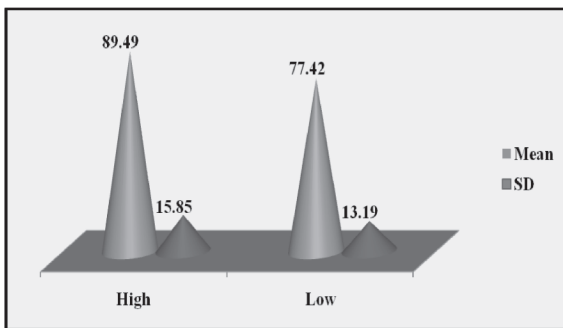| Social Intelligence	N	Mean	SD	't' value	Level of Significance
High	72	89.49	15.85		
Low	66	77.42	13.19	4.88**	Significant

** Significant at 0.01 level

Fig.1: Mean Academic Achievement Scores and SDs of Secondary School Students with respect to their Social Intelligence

From the Table-2 and Fig.1, it can be seen that the t-value (4.88) for academic achievement of secondary school students with respect to their social intelligence is found significant at 0.01 level leading to the inference that there is significant difference between academic achievement of secondary school students having high and low level of social intelligence. So, the null hypothesis "There exists no significant difference in the academic achievement of school students having high and low social intelligence" is rejected. In the context of mean scores, it can be observed that mean academic achievement score of secondary school students having high social intelligence (89.49) is greater than the mean academic achievement score of secondary school students having low social intelligence (77.42). Therefore, it can be concluded that secondary school students having high social intelligence have higher academic achievement in comparison to those students who have low level of social

intelligence. The present result is in congruence with the result of Saxena & Panigrahi (2009) who also revealed that higher achievers score more on social intelligence.

3. To Compare the Academic Achievement of Male School Students having High and Low Social Intelligence

Ho3 There exists no significant difference in the academic achievement of male school students having high and low social intelligence.

To test the null hypothesis, mean, standard deviation and t-value, were calculated from the academic achievement scores with respect to social intelligence. The results are depicted in the Table-3.

Table-3
Comparison of Academic Achievement of Male Secondary School Students having High and Low Social Intelligence

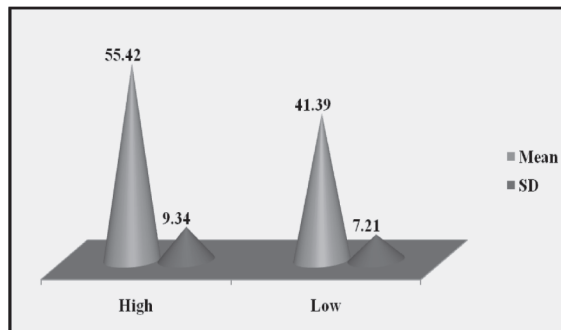| Social Intelligence	N	Mean	SD	't' value	Level of Significance
High	30	55.42	9.34		
Low	32	41.39	7.21	6.61**	Significant

** Significant at 0.01 level

Fig.2: Mean Academic Achievement Scores and SDs of Male Secondary School Students with respect to their Social Intelligence

From the Table-3 and Fig.2, it can be observed that the t-value (6.61) for academic achievement of male secondary school students with respect to their social intelligence is found significant at 0.01 level leading to the conclusion that there is significant difference between academic

achievement of male secondary school students having high and low level of social intelligence. Thus, the null hypothesis "There exists no significant difference in the academic achievement of male school students having high and low social intelligence" is rejected. From the comparison of mean scores, it can be observed that mean academic achievement score of male secondary school students having high social intelligence (55.42) is greater than the mean academic achievement score of male secondary school students having low social intelligence (41.39). Therefore, it can be concluded that male secondary school students having high social intelligence have higher academic achievement than male students who have low level of social intelligence. The reason behind poor academic achievement of male students with low social intelligence may be their extremely poor social and interpersonal skills.

4. To Compare the Academic Achievement of Female School Students having High and Low Social Intelligence

Ho4 There exists no significant difference in the academic achievement of female school students having high and low social intelligence.

To test the null hypothesis, mean, standard deviation and t-value, were calculated from the academic achievement scores with respect to social intelligence. The results are presented in the Table-4.

Table-4
Comparison of Academic Achievement of Female Secondary School Students having High and Low Social Intelligence

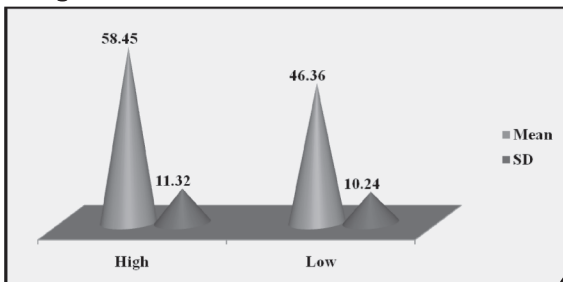| Social Intelligence	N	Mean	SD	't' value	Level of Significance
High	41	58.45	11.32		
Low	35	46.36	10.24	4.89**	Significant

** Significant at 0.01 level

Fig. 3: Mean Academic Achievement Scores and SDs of Female Secondary School Students with respect to their Social Intelligence

It is apparent from the Table-4 and Fig. 3 that the t-value (4.89) for academic achievement of female secondary school students with respect to their social intelligence is found significant at 0.01 level leading to the conclusion that there is significant difference between academic achievement of female secondary school students having high and low level of social intelligence. So, the null hypothesis "There exists no significant difference in the academic achievement of female school students having high and low social intelligence" is rejected. In the context of mean score, it can be seen that mean academic achievement score of female secondary school students having high social intelligence (58.45) is greater than the mean academic achievement score of female secondary school students who have low social intelligence (46.36). Therefore, it can be concluded that female secondary school students having high social intelligence have higher academic achievement than female students who have low level of social intelligence.

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