
SOCIAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS WITH REFERANCE TO THEIR ACADEMIC ACHIEVEMENT

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importance to the academic achievement and the academic achievement is analyzed with the help of scores achieved by each individual in various evaluation processes. The evaluation may be via term end examination or through a continuous evaluation system.

Review of Literature

Bartwaland Raj (2014) investigated the relationship between academic stress and social intelligence. The result of the study show that there were no significant gender differences with regard to academic stress and social, intelligence among rural and urban adolescents male and female students experienced same amount of academic stress. A significant correlation was found between academic stress and social intelligence of rural and urban adolescents.

Abstract

In the Indian context, social intelligence is very much important while talking about the social values and norms. Academic achievement is the measurable outcome of education in the Indian scenario of education system. In this study, the investigator tried to correlate the Academic achievement with social intelligence of higher secondary school students using a Social intelligence test among 360 Higher Secondary school students in Palakkad district. The results shows that there is a moderate positive correlation between social intelligence and academic achievement.

Introduction

Education makes aware a child how to live in the society as being a social individual, by obeying the social norms and respecting social values. Education is not at all imparting knowledge to the individual but also guide the individual to take part in the active social activities through various processes. Being a social animal, human beings are highly demanded to act in various situations and various roles according to the social norms and the social situations. The same norms accepted by one society may not be acceptable by another as the social norms are different for every society. Hence the need of social intelligence of an individual arises.

The term Social Intelligence is highly relevant in the socialization of an individual. Social intelligence has been defined as the ability to establish relationship with others, intrapersonal knowledge, ability to judge about others' feelings, temperaments and incentives, effective social performance/function, ability to sympathize, and being skilled in decoding nonverbal signs (Shutte et al, 1998). The level of Social intelligence of an individual, especially that of a student reveals how effectively he can survive in an Indian Society where the social values and norms are more rigid and classic. The Indian education system always give more

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Lavania& Singh (2014) investigated the significance between social intelligence of male and female college students. For this purpose total 60 samples were selected. The result of the study shows that there was significant difference between the social intelligence of male and female college students.

Objectives of the Study

The Research Project was designed in response with following objectives to be kept in preview.

1. To find out the significance of difference, if any between the male and female students with reference to their Academic achievement and Social Intelligence.
2. To find out the significance of difference, if any between the rural and urban school students with reference to their Academic achievement and Social Intelligence.
3. To find out the significance of difference, if any between the government, aided and unaided school students with reference to their Academic achievement and Social Intelligence.
4. To find out the significance of association, if any among Academic achievement and Social Intelligence.

Hypotheses of the Study

The hypotheses of the present study are as follows

1. There is no significance of difference between the male and female students with reference to their Academic achievement and Social Intelligence.
2. There is no significance of difference between the rural and urban school students with reference to their Academic achievement and Social Intelligence.
3. There is no significance of difference between the government, aided and unaided school students with reference to their Academic achievement and Social Intelligence.
4. There is no significance of association among Academic achievement and Social Intelligence.

Methodology**Data Collection**

Survey Method is employed to collect the data from the respondents through structured inventory designed on the basis of objectives of the study and a Social Intelligence test. Secondary Data have been collected through various Journals, books & internet which are restricted to the conceptual framework of the paper only.

Sampling Design

The population has comprised of Higher Secondary School Students in Palakkad District. A convenient sampling size of 360 students of respondents has been selected using stratified random sampling.

Tools

The Social Intelligence score was obtained with the help of a Social intelligence test developed and standardised by Lekshmi S. and Minikkutty A. (2012). Academic achievement scores are collected from the continuous evaluation report of the students

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Data Analysis

The collected data is then edited, consolidated and subjected to suitable statistical test & the data is presented in form of tables.

Statistical Tool Used

't'- test and ANOVA have been used in the study for the purpose of differential analysis and correlation analysis to test degree of association.

Limitation of the Study

1. The data collection period was very small and that will be reflected in the studies.
2. Academic achievements of the students were selected from a single evaluation score.

Delimitation of the Study

1. The study has been conducted on Higher secondary school students in Palakkad district only
2. This study is limited to four selected independent variables only, namely Gender, Locality of school and Management of school.
3. The sample size is limited to 360 students.

Differential Analysis

Table1. Significance of Difference between Mean Scores of Academic Achievement and Social Intelligence of HSS Students with Respect to their Gender

Dependent Variables	Gender	N	Mean	S.D.	't' Value
Academic Achievement	Male	180	63.58	16.89	0.113**
	Female	180	63.37	17.64	
Social Intelligence	Male	180	143.39	48.86	1.558**
	Female	180	150.98	43.36	

** - not significant at 0.05 level

df = 358

H_0 - There is no significance of difference between the male and female students with reference to their Academic achievement and Social Intelligence.

Table 1 shows that the 't' value for the Academic achievement (0.113) and Social Intelligence (1.558) are lower than the table value 1.96. Hence, it is concluded that there is no significant difference between the mean scores of male and female students when consider their Academic achievement and Social Intelligence. Thus the framed null hypothesis is accepted.

Table 2. Significance of Difference between Mean Scores of Academic Achievement and Social Intelligence of HSS Students with Respect to their Locality of School

Dependent Variables	Locality	N	Mean	S.D.	't' Value
Academic Achievement	Rural	180	65.65	16.89	1.948**
	Urban	180	62.65	17.42	
Social Intelligence	Rural	180	149.14	45.78	0.803**
	Urban	180	145.22	46.83	

** - not significant at 0.05 level

df = 358

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H_0 - There is no significance of difference between the rural and urban school students with reference to their Academic achievement and Social Intelligence.

Table 2 shows that the 't' value for the Academic achievement (1.948) and Academic Achievement (0.803) are lower than the table value 1.96. Hence, it can be concluded that there is no significant difference between the mean scores of Higher Secondary school Students who are studying in Rural Higher Secondary schools and Urban Higher Secondary Schools with respect to their Academic achievement and Social Intelligence. Thus the framed null hypothesis is accepted.

Table 3 - Significance of Difference between Mean Scores of Academic Achievement and Social Intelligence of HSS Students with Respect to their Management of School

Dependent Variables	Management	Sum of Squares	df	Mean Square	F Ratio
Academic Achievement	Between Groups	33.24	59	0.591	0.865 **
	Within Group	206.76	300	0.684	
	Total	240.00	359		
Social Intelligence	Between Groups	87.60	109	0.804	1.318**
	Within Group	152.40	250	0.610	
	Total	240.00	359		

** - not significant at 0.05 level

H_0 - There is no significance of difference between the government, aided and unaided school students with reference to their Academic achievement and Social Intelligence.

Table 3 shows that the F ratio for the Academic achievement (0.865) and Social Intelligence (1.318) are lower than the table values. Hence, it is concluded that there is no significant difference between the mean scores of students from Government, Aided and Un-aided schools when we consider their Academic achievement and Social Intelligence. Hence the null hypothesis is accepted in this case.

Correlation Analysis

Table 4 - Correlation between Scores of Academic Achievement and Social Intelligence of HSS Students

Variables	N	'r'
Academic Achievement & Social Intelligence	360	0.677

H_0 - There is no significance of association among Academic achievement and Social Intelligence.

From the table 4, it is clear that Academic achievement and Social Intelligence ($r = 0.677$) moderately correlated in the positive side. Thus the null hypothesis is rejected.

Suggestions and Conclusion

From the study the investigator found that Social Intelligence has a moderate positive correlation with Academic achievement. The study accepted first three stated null hypotheses

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and it reveals that there is no significant difference between boys and girls, rural and urban school students, government, aided and un-aided school students. The elders are very much afraid about the Academic achievement of the adolescent. The study shows that their Social Intelligence affects the Academic achievement. So the development of social intelligence will help the students to achieve more in academic activities. The various socialization processes can be enhanced by the society to develop the children in to a society having higher social intelligence.

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