

INFLUENCE OF SOCIAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Mr.J.Arul Magi Raj*, Dr.S.Komalavalli**

*Ph.D. Research Scholar, Lady Willingdon Institute of Advanced Studies in Education,
Chennai 600 005.

** Assistant Professor of Tamil Education, Lady Willingdon Institute of Advanced Studies in Education,
Chennai 600 005.

ABSTRACT

The main purpose of this paper was to find out the influence of social intelligence on academic achievement of high school students. Sample of the study comprised of 215 high school students in Chennai District. Normative survey method was adopted for data collection. Stratified Random sampling method was used to select the sample of the study. Social Intelligence Scale developed and standardized by Silvera, D.H., Martinussen, M., & Dahl, T.I. (2001) was used in the study. 't' test, F test and Pearson product moment correlation was used to analyse the collected data. Results revealed that there was significant relationship between social intelligence and academic achievement of high school students. Also, it was found that there was significant difference in social intelligence and academic achievement based on gender and type of institution. Girls excelled boys in social intelligence and academic achievement. But, while observing the type of institution, government school students were higher in social intelligence whereas private school students scored better in academic achievement.

Keywords: Social Intelligence, Academic Achievement, Government, Government Aided, Private, Gender.

Introduction

“Social intelligence shows itself abundantly in the nursery, on the playground, in barracks and factories and salesrooms, but it eludes the formal standardized conditions of the testing laboratory.” “Social intelligence” has become ripe for rethinking as neuroscience begins to map the brain areas that regulate interpersonal dynamics. Conventional ideas of social intelligence have too often focused on high-road talents like social knowledge, or the capacity for extracting the rules, protocols, and norms that guide appropriate behaviour in a given social setting. Many of these early studies focused on describing, defining and assessing socially competent behaviour (Chapin, 1942; Doll, 1935; Moss and Hunt, 1927; Moss et al., 1927; Thorndike, 1920). Scholars began to shift their attention from describing and assessing social intelligence to understanding the purpose of interpersonal behaviour and the role it plays in effective adaptability (Zirkel, 2000). As social intelligence plays an imperative role in the academic achievement of students, this has been taken as an independent variable of the study.

Review of Related Literature

Obilor and Ikpa (2020) investigated social intelligence and academic achievement of senior secondary school students. The correlational research design was adopted for the study. The population of the study was 800 respondents, while 30% of the population was used to obtain a sample size of 240 senior secondary school students. The simple random sampling technique was adopted for the study. A structured questionnaire titled “Social Intelligence and Academic Achievement” (SIAAA) with a four point rating scale was designed, and a reliability coefficient of 0.81 was obtained using Pearson’s Product Moment Correlation. Mean was used to answer the research questions while the null hypotheses were tested at 0.05 level of significance using Pearson’s Product Moment Correlation analysis. It was found that significant relationship exist between self-awareness and academic achievement of students; self-motivation and academic achievement of students; and empathy and academic achievement of students.

Mehta (2021) studied the social intelligence study in connection with respondents' academic successes. The original data was gathered from 103 Arts stream respondents in the Udaipur district. The researcher employed non-experimental quantitative surveys, organized questions, distributed questionnaires manually, and conducted direct interviews. A poll of 130 participants was conducted at first, but only 103 responses were useful. As a result, 27 responses were non-engaged. Count, percentage, mean, standard deviation, one-sample t-test, and correlation were utilized as tools and tests. The findings demonstrated that people who were socially intelligent were able to handle challenges better and perform better than those whose EQ was judged to be low.

Bhat and Khandai (2016) undertook a study on social intelligence, study habits and academic achievement of college students of district Pulwama, Jammu and Kashmir. The sample for the study was 410 including 193 male and 217 female college students by using random sampling technique. Chadha and Ganesan Social Intelligence Scale (1986), Palsane and Sharma's study habits inventory (PSSHI) were administered for the collection of data. The result of the study highlighted that the female college students have high social intelligence and academic achievement as compared to male college students. On the other hand, it has been found that 75% of the male and 72% of the female college students were having excellent study habits.

Need for the Study

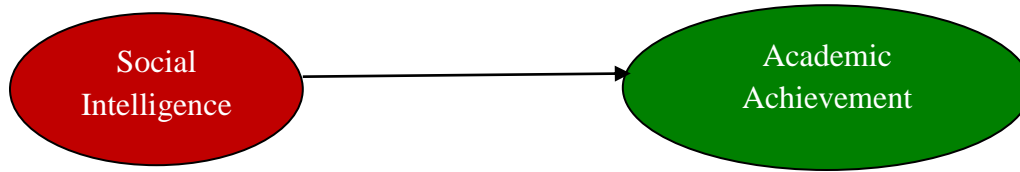
Nowadays, successful completion of any task depends upon on one's intelligence. Generally, intelligence means "ability to perform a task". To a layman, it conveys the meaning inherent capacity, something that the child inherits from his or her ancestors, which determines the mental growth, which he or she is capable of. At present, intelligence is viewed as a multi-dimensional concept with social Intelligence being an important facet of it. Social intelligence plays a crucial role in the lives of individuals. It helps the individual to understand other persons, characteristics and rationalize their motives and interpret their emotions and expressions. It is difficult to lead a successful life in a society without social Intelligence. Social Intelligence is very much useful in solving the problems in our social life; helpful in tackling various social tasks and to develop healthy co-operation with other people. It is the key element which makes people succeed in their life.

Academic achievement has become an index of a child's future in this highly competitive world. Due to individual differences among students, in spite of having similar educational facilities, environment, aspirations and even intelligence, academic achievement of students differ from one another. Therefore, academic achievement has assumed a lot of significance in the present educational system. The present study is intended to find out whether social intelligence has any significant relationship with respect to academic achievement among high school students.

Conceptual Framework of the Study

"Social intelligence" has become ripe for rethinking as neuroscience begins to map the brain areas that regulate interpersonal dynamics. Conventional ideas of social intelligence have too often focused on high-road talents like social knowledge, or the capacity for extracting the rules, protocols, and norms that guide appropriate behaviour in a given social setting. Many of these early studies focused on describing, defining and assessing socially competent behaviour (Chapin, 1942; Doll, 1935; Moss and Hunt, 1927; Moss et al., 1927; Thorndike, 1920). Scholars began to shift their attention from describing and assessing social intelligence to understanding the purpose of interpersonal behaviour and the role it plays in effective adaptability (Zirkel, 2000).

Academic achievement of students refers to the knowledge attained and skills developed in various school subjects. So, academic achievement means the achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on pupil's performance. Sinha (1970) explains it as "students whose academic performance is superior in character in the form of high percentage of marks are taken as successful candidates. Considering the relationship between social intelligence and academic achievement of students, the conceptual framework has been presented below.



Statement of the Problem

Many studies over the past 20 years, particularly in business settings have proven that social intelligence can help individuals to identify with effective skills and relate positively with others (Othman, Abdullah & Ahmed, 2008). They further claimed that within organizations, social intelligence traits are just as important as cognitive intelligence measures and experiences to find and grow the capacity of future leaders. Despite the importance of social intelligence, it has been one of the factors that seem abandoned and neglected in the context of students' academic achievement (Rozzel, Pettijohn, & Parker (2006). Therefore, the problem of this study is to investigate the relationship between social intelligence and academic achievement of high school students studying in Chennai District. The problem can be stated as **“INFLUENCE OF SOCIAL INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS.”**

Operational Definition of variables

Social Intelligence

Social intelligence is the ability of the individual to be sensitive about attributes. It includes an awareness of situations and social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others.

In this context, social intelligence refers to the ability of the high school students in adjusting with the people in the society and knowledge of interaction styles to deal with others.

Academic Achievement

According to Chaplin, Academic achievement is defined as “the specified level of attainment or proficiency in academic work as evaluated by the teachers or standardized tests or combination of both.”

High School Students

It refers to the students studying in standards VI, VII, VIII, IX and X in high schools in Chennai, Tamil Nadu.

Research Questions

The following research questions were raised to guide the study:

(1) Is there any significant relationship between social intelligence and academic achievement of high school students?

(2) Is there any significant difference between boys and girls in social intelligence and academic achievement of high school students?

(3) Is there any significant difference in social intelligence and academic achievement of high school students with respect to type of institution?

Methodology

Normative survey method is used for the study. The subjects for the study were 215 high school students in Chennai District. Random sampling technique was used for data collection.

Instrumentation

The Social Intelligence scale was constructed and standardized by Silvera, D.H. Martinuessen M., & Dahl, T.I. (2001). This scale consists of 21 statements and has a range of five responses. They are never, hardly ever, sometimes, often, and very often. The respondents are required to put a tick mark in each of the relevant column against each statement. There are three areas of social intelligence namely, social information processing, social skills and social awareness. Thus, the social intelligence scale consisted of 21 statements where 7 items for each dimension. There are 12 positive and 9 negative statements. For a positive statement, the scores assigned were 0, 1, 2, 3 and 4, and for negative statements, the scores assigned were 4, 3, 2, 1 and 0. The reliability of Social Intelligence Scale was calculated using Cronbach's Alpha Co-efficient method. The reliability and the validity of the tool is 0.764 and 0.842 respectively which showed that the tool is highly reliable.

Data Analysis and Interpretation

Data collected from the respondents were subjected to appropriate statistical analysis to draw up inferences from it. Pearson product moment correlation and 't' test was used for data analyses.

Research Question 1: Is there any relationship between social intelligence and academic achievement of high school students?

Table 1
Showing Pearson's Product Moment correlation co-efficient between Social Intelligence and Academic Achievement

Variables	Social Intelligence	Academic Achievement
Social Intelligence	1	0.521**
Academic Achievement	x	1

Note: **Correlation is significant at 0.01 level

From the above table value, it is observed that there is significant and positive relationship between social intelligence and academic achievement and significant at 0.01 level. This indicates that as higher the social intelligence, higher the academic achievement.

Research Question 2: Is there any significant difference between boys and girls in social intelligence and academic achievement of high school students?

Table 2
Significance of mean difference between boys and girls in Social Intelligence and Academic Achievement

Variables	Gender				t value	P value
	Boys (N=95)		Girls (N=120)			
	Mean	SD	Mean	SD		
Social Intelligence	56.47	17.052	63.83	15.081	5.044	<0.001**
Academic Achievement	51.09	17.168	55.79	14.219	3.487	<0.001**

Note: ** Significant at 0.01 level

It could be inferred from the table values that there is significant difference between boys and girls in social intelligence and academic achievement of high school students and is significant at 0.01 level. From the mean scores, it is observed that girls have high social intelligence and more academic scores than boys. This may be due to the fact that girls tend to do adjust with the members of the family and society, spend more time in learning and put more hard work than boys.

Research Question 3: There is no significant difference between the students living in nuclear and joint family in cognitive ability and academic achievement among high school students.

Table 3
Significance of mean difference among Government, Government aided and Private high school students in social intelligence and academic achievement

Variables	Type of Institution						F value	P value	Groups differed significantly
	Government (N=70) [1]		Govt. Aided (N=81) [2]		Private (N=64) [3]				
	Mean	S.D.	Mean	S.D.	Mean	S.D.			
Social Intelligence	61.08 ^a	17.042	56.85 ^b	15.989	60.12 ^b	16.599	9.736	<0.001**	(1,2), (1,3)
Academic Achievement	53.76 ^a	13.184	54.34 ^a	16.931	60.71 ^b	15.885	2.986	0.009*	(1,3), (2,3)

Note: ** Significant at 0.01 level

It could be inferred from the table value that there exists significant difference among the students studying in Government, Government Aided and Private schools and is significant at 0.01 level. Further analysis proved that there exists difference between Government and Government Aided, Government and Private schools. It is observed that Government school students have high social intelligence and private school students have high achievement scores. This might be because private schools pay more attention on students for getting high scores in examinations.

Conclusion

Social intelligence is a significant factor in predicting the academic achievement of students. The study concluded that there is a significant relationship between social intelligence and academic performance of students. From the above, the study recommend that students should be properly trained by conducting workshops and seminars so that their confidence, tactfulness, and recognition to social environment will be enhanced and used for social and academic betterment of the students. It is also suggested that at all levels of education, proper social and learning environment should be provided to the students, so that they may develop proper social intelligence in future, in order to deal with the society more effectively as well as to have better academic achievements. Further it is suggested that authorities should organize various interaction programmes, cultural activities, social awareness programmes to develop social intelligence among the students.

REFERENCES

- Othman, A. K., Abdullah, H. S., & Ahmad, J. (2008). Emotional intelligence, emotional labour and work effectiveness in service organizations. A proposed model. *Journal of Business Perspective*, 12(1), 31-42.
- Panigrahi, M.R. (2005). Academic achievement in relation to intelligence & socio-economic status of high school students. *Journal of Educational Psychology*, 5(2), 26-27.

- Riggio, R.E., Messamer, J., & Throckmorton, B. (1991). Social and academic intelligence: conceptually distinct but overlapping constructs. *Personality and Individual Differences*, 9(13), 695-700.
- Bhat, P.Y., & Khandai, H., (2016). Social Intelligence, Study Habits and Academic Achievements of College Students of District Pulwama. *Research on Humanities and Social Sciences* www.iiste.org ISSN (Paper)2224-5766 ISSN (Online)2225-0484 (Online), 6,(7), 35-41.
- Obilor, Ezezi Isaac & Ikechukwu, Ikpa. (2020). Social Intelligence and Academic Achievement of Students in Selected Senior Secondary Schools in Rivers State. *International Journal of Social Sciences and Humanities*. 7. 93-100.
- Mehta , S., (2021). A Social Intelligence Study in Connection with Respondents' Academic Successes. *Journal of Emerging Technologies and Innovative Research (JETIR)*, www.jetir.org
<https://www.ijert.org/papers/IJCRT1802923.pdf>
- Sreeja, P. & Nalinilatha, M, (2017). A Study On Relationship Between Social Intelligence And Academic Achievement Of Higher Secondary Students. *International Journal of Research - GRANTHAALAYAH*, 5(6), 476–488.