

Vol 6 Issue 10 July 2017

ISSN No : 2249-894X

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*Monthly Multidisciplinary  
Research Journal*

*Review Of  
Research Journal*

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## “RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SOCIAL INTELLIGENCE OF IX STANDARD RESIDENTIAL SCHOOL STUDENTS”

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### ABSTRACT :

**T**his studied aimed at, to study the Relationship Between Academic Achievement and Social Intelligence of IX standard Residential School Students with reference to moderate variables such as Rural and Urban students and Kannada Medium and English Medium Residential Students. A sample of 420 students studying in IX standard Residential School Students was selected randomly from Seven Districts of Belagavi Division. The Nature of the study was Descriptive Survey Method. The data were collected and analyzed with the help of Descriptive and Differential Analysis i.e. Mean, S.D and t test. A Significance Difference was found among the Boys and Girls of Rural and Urban students and Kannada and English Medium students. Study reveals that Girl students have high social intelligence than Boys students, Urban students have high social intelligence than Rural students, Kannada medium students have high social intelligence than English medium students. Lastly the academic achievement and social intelligence scores of students of residential schools are dependent on each other.

Academic achievement means 'knowledge' attained and skill developed in school subjects usually designated by test scores or by marks assigned by teacher or by both.

In defining social intelligence a general concept is taken that the human capacity to understand what happening in the world and responding to that understanding in a personality and socially effective manner. To confine definitions of social intelligence it is not necessary to include within it all positive human attributes, making it a kind of definitional panacea.

**KEYWORDS :** Academic Achievement, Social Intelligence,

### INTRODUCTION:

Education is a wide ranging term. It covers the scope of infinite horizon of knowledge comprising all kinds of wisdom, intellect, learning and knowing knowledge is a soul of human life and the Process of acquiring it as well as the acquired and attained one is called education. Education, hence is something that will lead us of dark wood of muddled ideas into the light of understanding . An educated man is not a man who knows a bit of everything rather he who is a touch with the centre. He who will note be in doubt about his basic convection about his views on the meaning and purpose of life.

Binet a French psychologist was the first to take interest in intelligence. He defined intelligence as the ability of an individual to direct his behavior towards a goal, to make adaptation in his goal oriented behavior. When necessary to know when he reached the goal, comprehension, invention, direction and censorship, intelligence lies in these for words, A.L.Terman (1916) defined intelligence as an individuals, ability to carry on

abstract thinking. In the words of Thompson, the definition presented by Terman Probably reflects most adequately to our present functional definition of intelligence.

E.L Thorndike (1926) further elaborated the definition of intelligence. He defined intelligence in terms of there somewhat independent dimensions

1) Attitude 2) Breadth 3) Speed.

### **ACADEMIC ACHIEVEMENT:**

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of knowledge, academic achievement means knowledge attained and skill developed in the school subjects usually designed by teachers by test scores or by marks by the teachers observation or by both achievement can be measured with help of test verbal or written of different kinds since academic achievement on the criteria for selection promotion or recognition in various walks of life the importance of academic achievement cannot be ignored there are several factors that influence the academic achievement of an individual like his personality intellectual ability emotional intelligence and environment etc. Academic Achievement pertaining to school subject or to fields of liberal arts or the Sphere of ideas and abstraction Achievement denoted by knowledge attainment and skills developed by pupils usually in the schools measured by test scores or by marks assigned by teachers.

Academic achievement means 'knowledge' attained and skill developed in school subjects usually designated by test scores or by marks assigned by teacher or by both.

### **SOCIAL INTELLIGENCE:**

In defining social intelligence a general concept is taken that the human capacity to understand what happening in the world and responding to that understanding in a personality and socially effective manner. To confine definitions of social intelligence it is not necessary to include within it all positive human attributes, making it a kind of definitional panacea.

Social intelligence describes the exclusively human capacity to use very large brains to effectively navigate and negotiate complex social relationship and environment. Psychologist and professor at the London school of economics Nicholas Humphrey believes it is social intelligence or the richness of our qualitative life, rather than over quantitative, intelligence, that truly makes humans that they are for example what its likely to be human being leaving at the centre of the conscious present and surrounded by smells and tastes and feels and the sense of being an extraordinary metaphysical entity with properties which hardly seems to belong to the physical world.

### **OBJECTIVES OF THE STUDY:**

- 1.To Study the difference between boy and girl students of residential schools with respect to social intelligence.
- 2.To Study the difference between students of rural and urban residential schools with respect to social intelligence.
- 3.To Study the difference between students of Kannada medium and English medium residential schools with respect to social intelligence.
- 4.To Study the relationship between academic achievement with social intelligence.

### **HYPOTHESIS:**

- 1.There is no significant difference between boy and girl students of residential schools with respect to social intelligence.
- 2.There is no significant difference between students of rural and urban residential schools with respect to social intelligence.
- 3.There is no significant difference between students of Kannada medium and English medium residential schools with respect to social intelligence.
- 4.There is no significant relationship between academic achievement with social intelligence.

**METHODOLOGY:**

**1) Design of the Study:**

The descriptive research method was adopted for the study of the Relationship Between Academic Achievement and Social Intelligence of IX standard Residential School Students. The Academic Achievement Scale and Social Intelligence Scale was used to collect the data.

**2) Variables: Following are the Variables of the study:**

A) Dependent Variable: Academic Achievement.

B) Independent Variable: Social Intelligence

**C) Moderate Variables:**

1. Gender: Girls and Boys
2. Location: Rural and Urban
3. Medium: Kannada Medium and English Medium

**3) Sampling Technique:**

Random Sampling Technique was followed for collection of data from the Seven Districts of Belagavi Division IX standard Residential Secondary School Students and the size of sample is 420 students.

**4) Tools Used: Following tools were used for collection of data:**

- 1) Academic Achievement: VIII standard Annual Exam Result is Considered for Academic Achievement.
- 2) Social Intelligence scale Dr. N.K.Chada and usha Ganeshan.

**RESULT AND DISCUSSION:**

**There is no significant difference between boy and girl students of residential schools with respect to social intelligence.**

**TABLE-1**

**Results of Mean, S.D and t- test between boys and girls students of residential schools with respect to social intelligence.**

Variables	Gender	Mean	SD	SE	t-value	P-value	Signi.
Social Intelligence	Boys	101.38	5.48	0.38	- 2.1255	0.0341	<0.05, S
	Girls	102.46	4.88	0.34			

The results of the above table clearly showed that, The boy and girl students of residential schools differs significantly with respect to social intelligence scores ( $t=-2.1255$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students of residential schools have significant higher social intelligence scores as compared to boy students of residential schools.

**There is no significant difference between students of rural and urban residential schools with respect to social intelligence.**

**TABLE-2**

**Results of Mean, S.D and t Test Between Students of Rural and Urban Residential Schools with Respect to Social Intelligence.**

Variable	Location	Mean	SD	SE	t-value	P-value	Signi.
Social intelligence	Rural	101.35	5.63	0.39	- 2.2587	0.0244	<0.05, S
	Urban	102.49	4.70	0.32			

The results of the above table clearly showed that, The students of rural and urban residential schools differs significantly with respect to social intelligence scores ( $t=-2.2587$ ,  $p<0.05$ ) at 5% level of significance.

Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the students of urban residential schools have significant higher social intelligence scores as compared to students of rural residential schools.

**There is no significant difference between students of Kannada medium and English medium residential schools with respect to social intelligence.**

**TABLE - 3**

**Results of Mean, S.D and t Test Between students of Kannada medium and English medium residential schools with respect to social intelligence Scores.**

Variable	Mediums	Mean	SD	SE	t-value	P-value	Signi.
Social intelligence	Kannada medium	102.78	4.95	0.34	3.4338	0.0007	<0.05, S
	English medium	101.06	5.33	0.37			

The results of the above table clearly showed that, The Kannada and English medium students of residential schools differs significantly with respect to social intelligence scores (t=3.4338, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Kannada medium students of residential schools have significant higher social intelligence scores as compared to English medium students of residential schools.

**There is no significant relationship between academic achievement with social intelligence.**

**TABLE – 4**

**Results of correlation coefficient between academic achievement with social intelligence and its dimensions scores of students of residential schools**

Variables	Correlation coefficient academic achievement with of students of residential schools			
	r-value	t-value	p-value	Signi
Social intelligence	0.8579	34.1350	0.0001	S

The results of the above table clearly indicated that, A positive and significant correlation was observed between academic achievement and social intelligence scores of students of residential schools (r=0.8579, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and social intelligence scores of students of residential schools are dependent on each other.

**Findings: Following are the some of the Findings of this study.**

1. The girl students of residential schools have significant higher social intelligence scores as compared to boy students of residential schools.
2. The students of urban residential schools have significant higher social intelligence scores as compared to students of rural residential schools.
3. The Kannada medium students of residential schools have significant higher social intelligence scores as compared to English medium students of residential schools.
4. The academic achievement and social intelligence scores of students of residential schools are dependent on each other.

### **EDUCATIONAL IMPLICATIONS:**

#### **Following are the some of the Educational Implications of this study.**

From the foregone research findings and observations made by the investigator during the study, few recommendations which may help in developing suitable school programme to improve social intelligence and academic achievement of students have been offered.

The study has shown that higher the social intelligence higher well be the academic achievement. A simple and standard tool for social intelligence should be administered to the students when they are in secondary schools to know their social intelligence. The instructors should take necessary steps to enhance the social intelligence level of such students who posses low social intelligence can be promoted among children through various academic and non academic activities some of the actives to enhance social intelligence are as follows.

#### **How to developing Social Intelligence:**

1. Integrate social learning skills into the daily curriculum.
2. Teacher should exhibit pro-social and emotional intelligence behavior to your students.
3. Encourage students to participate in social learning forum, conferences, website chartrooms.
4. Value social intelligence among students as highly as value their cognitive development.

### **CONCLUSION:**

There is a positive relation between Social Intelligence and Academic Achievement. As it indicate that academic achievement increases with social intelligence and is a significant predictor of academic achievement of 9th standard residential school students.

The present study reveals that Girl students have high social intelligence than Boys students, Urban students have high social intelligence than Rural students, Kannada medium students have high social intelligence than English medium students. Lastly the academic achievement and social intelligence scores of students of residential schools are dependent on each other.

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