

**SOCIAL INTELLIGENCE OF SECONDARY SCHOOL STUDENTS: DOES
ATTRIBUTION OF ACHIEVEMENT INFLUENCE?**

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INTRODUCTION

The creation of socially responsible individuals is a major duty of schools and is to be ensured by modern schools as studies point out that it is an indication of academic performance as a whole (Cohen, 2006). The question of what is social intelligence is answered as an important factor in education and the ability to understand and manage with the men and women; boys and girls and to act wisely in human relations (Thorndike, 1920). In a wider sense, social intelligence considered as a complex construct that includes the combination of sociability, active listening, behaviour, and orientation according to the surroundings, persuasion, sociability, nonverbal, and verbal signals on cognizing and understanding people as knowledge, skills, social needs and interests and emotions, and feelings (Kaukainen, et al., 1999; Buzan, 2002; Doğan & Çetin, 2009; Wawra, 2009; Astramovich, et al., 2015; Nolan & Paatsch, 2018; Kisida et al., 2018; Seitenov, 2020; Colmar, S, e.al., 2019)

In this context, Beland (2007) mentions that social awareness skills- such as recognizing what others are thinking and feeling, empathizing with people different from ourselves, and

showing compassion, form the basis of community building. Yes! Children develop through the aesthetic ideals of the society, as a social species, childhood considered as the peak development of the brain and they are affected by the environment, so the social, cognitive, emotional, and physical provide development skills especially social skills, and the development of social intelligence became prior trait for the survival (Kelsey et al., 2019; Alonso, 2020; Seitenov et al., 2020). However, social intelligence can be described in various methods, as the words of Dewey, social intelligence is the ability that helps to observe and understand social circumstances (1909), though, in human relations for acting wisely of understanding men and women, and boys and girls (Thorndike, 1920). Furthermore, it is described later as the psychological ability and a facility of dealing with emotions and human beings, their thoughts, intentions, feelings, and the ability to decode social information (Wedeck, 1947; Wechsler, 1958; O'Sullivan et al., 1965; Barnes and Sternberg, 1989; Sternberg and Smith, 1985; Sternberg & Li, 2020).

Similarly, it deals with the social functions and communication skills that allow acting efficiently in inter-personal performance: academic performance or achievement; relationship with the surroundings, predicting own and others' feelings and behaviour that allows building a positive relationship that leads to the success in social and personal life, and it contributes the satisfaction (Khan & Bhat, 2017; Hakiminya et al., 2017; Lesani et al., 2019). The question emerges from the milieu of teaching-learning is that whether this construct has a positive impact on school outcome or not. Generally, academic performance or achievement depends on the social status of everyone. As a result, high status or popular individuals benefit from their status on their interpersonal functioning (Laird et al., 2001; Dodge & Pettit 2003; Lease et al. 2002). However, the academic achievement considered as a mechanism of skill and knowledge that develops in a continuous process and a product of learning, and social intelligence play an

important role in the success of a person (Goleman, 1995; Osokoya, 1998; Busari, 2000). Besides, social intelligence role on the development of academic achievement can be secured through teachers by providing them refresher course, orientation classes, uniformity, building confidence, tactfulness, recognition of environment, although, providing proper social atmosphere, and cultural and social activities for the students in need that to develop their social intelligence to face the society in future effectively (Nazir et al., 2015).

On the other hand, social intelligence and academic achievement have an association towards peer acceptance, visibility, prestige, and dominance. Although dominance in the peer group developed through social intelligence, however, positive feedback is lacking. The academic achievement makes an effect on the gender perspective in elementary and middle school, and social intelligence plays an important part at that time. Conversely, in high school students, it leads to a balanced situation according to social intelligence and academic achievement. However, higher education responds the way that social intelligence leads to the academic achievement when the peer acceptance is in response (Adler et al., 1992; LaFontana & Cillessen, 2002; Gorman et al., 2002; Lease et al., 2002; Meijs et al., 2010). Similarly, Sreeja and Nalinilatha (2017) found out a low correlation between academic achievement and social intelligence.

The present study is an attempt to study the Social Intelligence of high and low achievers from the secondary schools of Kerala, India. The Secondary Education all over the world is undergoing a radical change in the areas of general education and post -secondary education. National Policy on Education (1986) reports that, Education in India stands at the crossroads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation. Similarly, the report of the Indian Education Commission (1966)

pointed out that all the different factors which influence the quality of an education and its contribution to the National development, student competence, character of students and supporting factors are more significant.

While going through literature the investigator come across many studies that correlate Social Intelligence and Academic Achievement. Indian studies are very less in number. In addition to this it is noted that in most of the cases, Academic Achievement has not been connected or considered as a correlate of Social Intelligence by and large. In this study the researchers would like to address following questions.

1. What is the level of Social Intelligence of Secondary school students of Kerala?
2. Are the high achievers socially more competent?

The objectives of the study are-

- To ascertain the extent of Social Intelligence of high and low achievers of secondary school students of Kerala.
- To compare the mean Social Intelligence of high and low achievers of secondary school students of Kerala.

The hypothesis formulated is- *There is significant difference between high and low achievers, of secondary school students in Kerala, in their Social Intelligence.*

METHOD AND DESIGN

Method

The purpose of the present study is designed to find out and compare the Social Intelligence of High and Low achievers of secondary schools. Hence the investigator decided to

adopt Normative Survey method used for the study. The study is delimited to the Ninth Standard, and to Kilimanoor, Educational sub district of Kerala.

Participants

The population of this study includes the students studying in 9th standard of secondary schools of Kerala, where the system of internal assessment is followed for the assessment of students who study in such in institutions. A sample of 200 students selected from the cluster schools. Due representation was also given to government, aided institutions as well as educational institutions situated in rural and urban area. The population of the study constitutes the secondary level students Kilimanoor Educational Sub-district High Schools in Thiruvananthapuram district in Kerala.

Measures

- 1- Social Intelligence Scale: It is developed by Sameer Babu .M (2013). It consists of 45 statements and is structured in Likert format with five options as responses ranging from strongly agree to strongly disagree. Cronbach's Alpha obtained was 0.86
- 2- Data profile developed by the investigators- This was to gather basic socio-demographic details of the participants.

Categorization of high and low achievers into two groups is done based on their test scores of previous board examination. Scores were obtained from the selected schools. Those who scored 75% or above were treated as high achievers. Those who have a score less than 40% were considered as low achievers.

The investigator went to schools and find out the cluster class. Later, they made a rapport with students asking a few questions and commenting on various activities. Later, the need of the study was presented in their own local language. Study was conducted among all students and the responses were taken later considering their achievement.

RESULTS

Table-1 *Descriptive statistical scores-social intelligence*

N	AM	Std Dev.	Skewness	Kurtosis
200	145.38	9.208	-0.658	0.857

The given table shows the mean, median, and mode scores, and certain other descriptive scores of variable Social Intelligence. Mean score of is 145.38 and standard deviation score is 9.208. Kurtosis score is 0.857 and the Skewness score is -.658 (the distribution is slightly negatively skewed). It is thus inferred based on the norms of the scale that students are in socially adjustable level of Social Intelligence as per the norms of the scale. A histogram of the distribution is given below.

Figure- 1 *A histogram of the social intelligence scores*

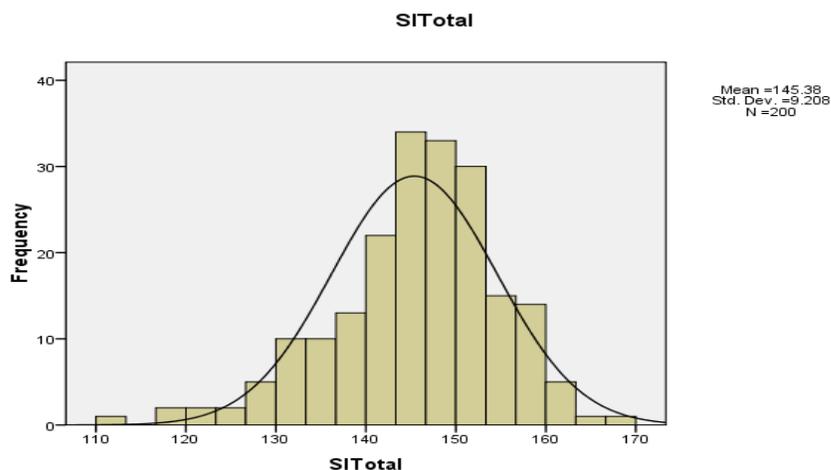


Table- 2 Comparison- social intelligence between high achievers and low achievers

GROUP	N	AM	SD	SK	KU	t-value	Significance
High	111	145.23	8.888	-.542	0.944	-.273	-.785
Low	89	145.58	9.639	-.790	-.790		

Table 2 gives

that high and low achievers at secondary level are more or less equal level of social IQ or Social Intelligence scores and the mean scores are more or less equal. Histograms of the scores of Social Intelligence of high and low achiever are also given below.

Figure-2 Histogram of the social intelligence of high achievers

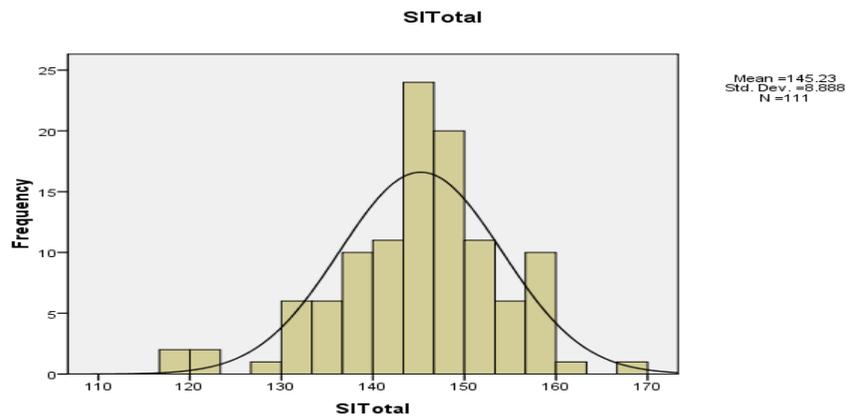
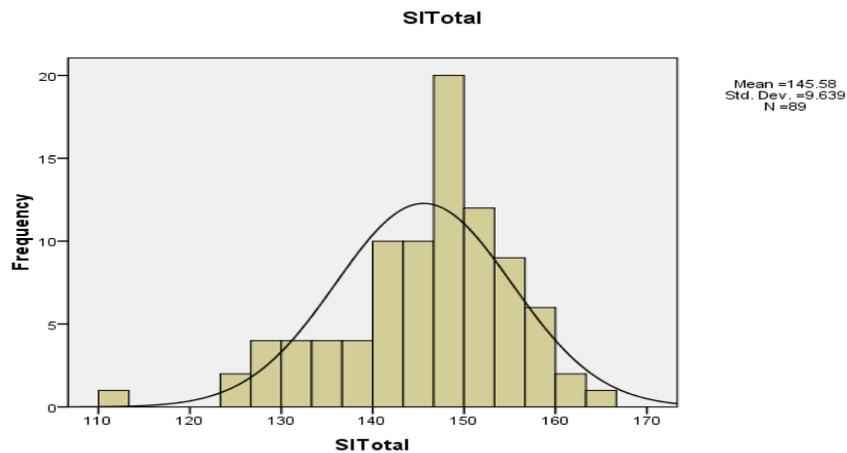


Figure-3 Histogram of the social intelligence of low achievers



Test of hypothesis

The hypothesis states that there is significant difference between high and low achievers, among secondary school students in Kerala, in their Social Intelligence. The corresponding null hypothesis is- there is no significance difference between high achievers and low achievers in their Social Intelligence. **Test results show that** the difference obtained is not significant at any marginal level of significance ($t = -0.273$; $P > 0.05$). It is thus identified that Achievement is not a moderating factor of Social Intelligence. *Thus the null hypothesis is substantiated.*

DISCUSSION

Singh (2007) found no significant difference in Social Intelligence between low creative & high creative adolescents and between high creative boys and high creative girls. Similarly, Tahrawi (1995) identified no statistically significance differences between the high achievers and their peers of low achievers in extraversion -introversion. In a different line, Park and Peterson, (2006) states that Social Intelligence appears to be one of the important psychological abilities that relate to success in life as an high students low on Social- Emotional Intelligence face more difficulties to deal with others which undermines their Academic motivation (Drago, 2004).

In a similar context, Kapoor (1987) has found that high achievers have proper and planned reading habits than low achievers which oppose the present results. Similarly, Sen (1992) in his study has revealed that study habits (an indicator of socially acceptable person) and achievement of High and Low achievers were significant and positively related. Sarwar, et al. (2009) also revealed that high achievers had better study orientation, study habits and attitude towards study than low achievers. Julie (1999) in his study on high and low achievers classroom interaction patterns have revealed that high achieving informants initiated more interactions than the low achievers.

Social intelligence plays an important role in the development of every child. According to Osterhaus et al. (2020), the Theory of Mind used on 115 4-year old children; however, the study revealed an absolute correlation between children's verbal and social intelligence on their development (2020). Focusing on the cooperativeness, recognition of social environment, sense of humour, memory, tactfulness, sensitivity, confidence, and patience Ganaie and Mudasir (2015) analyzed between social science and science students and remarked that the science students are less accurate in achieving social intelligence according to social science students;

however, academic achievement is better on the side of science student and explores that social intelligence varies in a different stream, although, high academic achievement can be acquired only through confidence, tactful, and good memory (2015). Furthermore, the environmental background and social status cause to make an impact over students' social intelligence and academic achievement as explained in Nazir et al. (2015), the students of the urban area displayed an increase of performance according to the rural students. Moreover, Meijs et al.(2010) pointed out of popularity being the factor of social intelligence and academic achievement, the association between social intelligence and perceived popularity displayed a correlation, besides the socio-metric popularity came false, though, academic achievement stood alone than correlating to both popularity while the increase found in the correlation with social intelligence (2010).

The correlation between social intelligence and academic achievement vary according to the needs of students. Ganaie and Mudasir (2015), and Meijs et al. (2010). displayed the difference when social intelligence and academic achievement correlates. As per the first, science students acquired academic achievement rather than the social science student, even though their social intelligence was high. However, the second remarked with the peer acceptance, and its decrease portrayed high academic achievement and social intelligence in the vocational classroom, while in the college peer acceptance increased with the rise of social intelligence followed by academic achievement. It proves that the stream of study has an impact on students' academic achievement and social intelligence.

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