SOCIAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN KASHMIR VALLEY (J&K)

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Abstract

The present study examined the social intelligence and academic achievement of secondary school students in Kashmir Valley (J&K). The sample for the present study was consisted of 200 secondary school students (100 male and 100 female). The sample for the study was selected randomly from different secondary schools of different schools of Kashmir Valley. Social Intelligence Scale developed by N.K Chadda and Ganesan (SIS) was used to measure the social intelligence of the sample subjects. Findings of the study revealed that there is no significant difference between the two groups on dimensions of patience; confidence; and sensitivity. It was also found that academic achievement the two groups' viz. male and female college students differ significantly.

Keywords: social intelligence, academic achievement, male, female, secondary school students.

Introduction

Intelligence as a factor in the selection, retention, and guidance of college students; based on investigations made at many different institutions and at Brow University in particular. An analysis of these coefficients justified the conclusion expressed by Terman that "compared with other available means of predicting the success of college students the intelligence test makes a

favourable showing in general. An editorial statement by 52 researches defines Intelligence as; A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, thickly, comprehend complex ideas, learn quickly and learn from experience. Research on the concept of social intelligence began when Thorndike (1920) put forth the idea that intelligence could be separated into three facets. These facets included social, mechanical and intelligences. The defining factor separating these facets is the type of subjects or stimuli, individuals must interact with. Mechanical intelligence refers to an individual's ability to interact competently with machines and other physical things. Intelligence concerns an individual's performance using ideas and other non-tangible objects. Social Intelligence pertains to individual's interaction with people in an intelligent manner. 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. Intellect includes three dimensions: content, operation and products. The content dimension refers to properties of the task materials. Operation refers to the cognitive requirements an individual must have in order to complete a task. Finally, the product dimension refers to the outcome of a certain task. Intelligence can be measured using a combination of these dimensions. For instance, Social Intelligence is measured using the cognitive operation and the behavioural content. The choice of these two dimensions for measuring social intelligence indicates that a person who has a high level of social intelligence should be able to use cognitive processes to understand behaviour of others. Several definitions of social intelligence have been offered by theorists, but all share two common components (a) the awareness of others and (b) their response and adaptation to others and the social situations Goleman (2006), Kobe, Reiter-Palmon and Rickers (2001) Marlowe (1986) suggested that individuals who are socially intelligent appear to experience a rich, meaningful life, as opposed to truncated affective experiences. Furthermore, aspects of social intelligence have been found to be associated with enhanced social problem solving abilities Jones and Day (1997) experienced leadership Kobe et al (2001) Weis and Sub (2007) showed that social understanding and social knowledge were separate

constructs of social intelligence. Additionally, their model showed support for existence of an underlying general social intelligence and possibly a hierarchical model of social intelligence. Each person has an individual profile of characteristics and abilities that result from predispositions, learning and development. These manifest as individual differences in intelligence, creativity and many more. Social intelligence refers to the ability to read other people and understand their intentions and motivations. People with this intelligence are usually clued into the differences between what others say and what they really mean. As a result, socially intelligent types may sometimes be accused of being mind readers. People who successfully use this type of intelligence can be masterful conversationalists. This can be due to a combination of excellent listening skills and the ability to meaningfully engage others. People who are socially intelligent can usually make others around them feel comfortable and included. They also tend to enjoy interacting with a variety of people. It is social intelligence or the richness of our qualitative life, rather than our quantitative intelligence, that truly makes human what they are. According to Social Scientist Ross Honey Will, "Social Intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes and a capacity and appetite to manage complex social change." It can be described as a combination of abilities: the first is a basic understanding of people (i. e. a kind of strategic social awareness) and the second is the skills needed for interacting successfully with them, in other words, the ability to get along with others and to encourage them to cooperate with you. Social Intelligence can be thought of as encompassing five dimensions: Presence, Clarity, Awareness, Authenticity and Empathy. People with high Social Intelligence are often said to have "Nourishing Behaviours" which make others around them feel valued, loved, respected and appreciated. These people are very appealing to others and are often described as having a "Magnetic Personality." Conversely people low in Social Intelligence are often described as "Toxic", they cause others to feel angry, devalued, frustrated, inadequate or guilty. They are often very alienating people. Interestingly, however, often people can be unintentionally "Toxic" and their low Social Intelligence is simply due to lack of insights. In other words, they are often so preoccupied with personal stresses that they fail to see the impact of the behaviour on other. They will often undergo radical behavioural or even personality changes when made to see themselves as others see them. Academic achievement occupies a very important place in

education as well as in the learning process. It has become an index of child's future in this highly competitive world. It has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspiration. One of the most important outcomes of any educational set up is achievement of the students. Depending on the level of achievement, individuals are characterized as high achievers, average and low achievers. Taylor (1964) states that the value the student places upon his own worth effects his academic achievement. Achievement in educational institution may be taken to mean any desirable learning that is observed in the student. Academic achievement of pupils refers to the knowledge attained and skills developed in the school subjects. So academic achievement means the achievement of pupils in the academic subjects.

Operational definition of variables

Social Intelligence: Social intelligence is an aggregate measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. Social intelligence for the present study has been measured through N. K. Chadha and Usha Ganesan Social Intelligence Scale (1986). It measures social intelligence in eight dimensions. These dimensions are as under:

1. Patience, 2. Cooperativeness, 3. Confidence level, 4. Sensitivity, 5. Recognition of social environment, 6. Tactfulness, 7. Sense of humour, 8. Memory

Academic Achievement: Academic achievement of pupils refer to the knowledge attained and skills developed in school subjects. It is the end product of all the educational endeavours. For the present study the academic achievement

Objectives: The following objectives were formulated for the present study:

1. To study social intelligence of male and female secondary school students.

2. To study academic achievement of male and female secondary school students.

3. To compare male and female secondary school students on social intelligence.

4. To compare male and female secondary school students on academic achievement.

Hypotheses: The following hypotheses were formulated for the present study:

1. Male and female secondary school students differ significantly on social intelligence.

2.　　Male and female secondary school students differ significantly on academic achievement.

SAMPLE: The sample for the present study was consisted of 200 secondary school students (100 male and 100 female). The sample for the study were selected randomly from different secondary schools of Kashmir Valley (J&K)

The breakup of the sample are as under:

Group	N	Total
Male	100	200
Female	100	

Table 4.1: Mean Comparison of Male and Female Secondary Students on various dimensions of Social Intelligence

| Dimensions	Group	Mean	S.D.	t-value	Level of Significance
Patience	Male	20.57	2.25	1.21	Insignificant
	Female	20.23	1.84		
Cooperativeness	Male	24.30	2.66	4.26	Significant at 0.01 level
	Female	25.75	2.35		
Confidence	Male	20.43	2.24	0.32	Insignificant
	Female	20.52	1.87		
Sensitivity	Male	21.14	2.32	1.20	Insignificant
	Female	21.50	1.96		
Recognition of Social Environment	Male	1.12	0.112	13.57	Significant at 0.01 level
	Female	1.31	0.11		
Tactfulness	Male	3.43	0.37	9.60	Significant at 0.01 level
	Female	3.72	0.33		
Sense of Humour	Male	3.19	0.35	1.25	Insignificant
	Female	3.60	0.32		
Memory	Male	9.20	1.00	18.90	Significant at 0.01 level
	Female	7.12	0.64		
Total	**Male**	103.40	11.34	0.26	Insignificant
	Female	103.79	9.47		

The above table reveals the mean comparison of male and female college secondary school students on the various dimensions of social intelligence. It is evident from the table that on the dimensions of patience (t-value 1.21), confidence (t-value 0.32) and sensitivity (t-value 1.20) the two group viz. male and female students do not differ significantly, whereas on cooperativeness (t-value 4.26), recognition of social environment (t-value 13.57>), tactfulness (t-value 9.60),

sense of humour (t-value 10.25), and memory (t-value 18.90) dimensions of social intelligence scale, the two groups differ significantly. The table further indicates that female students have been found co-operative, recognized social environment, tactful and have sense of humour than male students, whereas male students have been found to have good memory than female students. On the total score, it has been found that the two groups viz. male and female students do not differ significantly. Therefore, hypothesis No.1 which reads as "Male and Female Secondary School Students differ significantly on social intelligence", stands accepted.

Table 4.2: Mean Comparison of Male and Female Secondary Students on various dimensions of Academic Achievement

Group	Mean	S.D.	t-value	Level of Significance
Male	49.21	4.68	2.86	Significant at 0.06 level
Female	51.43	5.21		

The above table reveals the mean comparison of male and female college students on academic achievement. It is evident from the table that on academic achievement (t-value 2.86), the two groups viz. male and female college students differ significantly. The table further shows that female students have high academic achievement than male students. Therefore, hypothesis no. 2 which reads as "Male and Female secondary school students differ significantly on academic achievement" stands accepted.
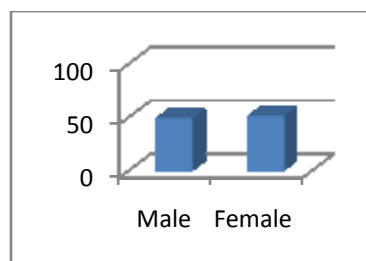
CONCLUSION: The following conclusion was employed for the present study:

It was found that on the dimensions of patience; confidence; and sensitivity, the two group viz. male and female students do not differ significantly.

It was found that on dimension of cooperativeness; recognition of social environment; tactfulness;, sense of humour; and memory dimensions of social intelligence scale, the two groups differ significantly.

It was found that on academic achievement the two groups viz. male and female college students differ significantly.

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