



ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS IN RELATION TO SOCIAL COMPETENCY

Harmeet Kaur

Assistant Professor, Sri Guru Gobind Singh College of Education Beghpur Kamloh, Mukerian

Abstract

The present paper highlighted the relationship of academic achievement among adolescents in relation to social competence. Descriptive Survey method was used in the present study. The study was conducted on a sample of 110 students drawn from the 10th grade secondary school students (P.S.E.B.) of Hoshiarpur District. Out of which 50 boys and 60 girls. The students were selected by simple Random Sampling. The data was collected using academic achievement marks of students 10th class from school records were taken and Social Competency Scale (1992) by Sharma, Shukla and Shukla. The data was analyzed statistically and results revealed that there is low positive correlation academic achievement and social competency among total sample and both boys and girls.

Key words: *Academic achievement , Social competency and Emotional Intelligence*



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction

In current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in his life. But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and social competency. The student plays no active role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest; he only crams and therefore they never become his own, which at the end puts him in the struggle for his academic achievement.

Academic Achievement

Achievement encompasses student ability and performances; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social and physical development it reflects the whole child.

Trout D.M (1949) "Academic achievement of a pupil is the knowledge attained and skills developed by him in the subjects in which he is imparted training in schools and subsequent success in life. The Academic Achievement is assessed by the school authorities

with the help of achievement test which may be either standard or made scholastic.”

Crow and Crow (1956) "Achievement means the extent to which a learner is profiting from instructions in a given area of learning.”

Stephen (1958) Writes – “Academic achievement is the unique responsibility of educational institutions established by the society to promote wholesome scholastic development of the child.”

According to English and English (1958) "The academic achievement as the attained activity to perform school task. It may be general or specific to a given subject matter."

Good. Carter., V. (1959) “Academic Achievement, as knowledge attained or skill developed in the school subjects, usually designated as test scores or marks assigned by teachers or by both.”

Social Competency

Social competency is a complex, multidimensional concept consisting of social, emotional , cognitive, and behavioural skills as well as motivational and expectancy sets needed for successful social adaptation.

Thorndike (1920) Social competency is the ability to act wisely in human relations.

White (1963) developed the concept of social competency to depict a person’s transaction with the social environment, and enable him to acquire successful experiences of others that may produce desirable effects.

Argyle (1967) postulated social competency as a function of goals of performance selective perception of cues, control process, mother responses, feedback and timing of responses.

Goldfriend and D’Zurilla (1969) considered social competency as the effectiveness or adequacy which an individual is capable of responding to the various problematic situations which confront him.

Eisler (1970) defined social competency as the social ability and interpersonal skill of an individual in effectively meeting a person-situation interactions’ or successfully dealing with ‘an individual environmental factors’.

Review of related literature

The present investigation is aimed at studying academic achievement among adolescents in relation to social competency and emotional intelligence. Thus, the review is divided and presented under these three major heads:

- Academic Achievement
- Academic Achievement and Social Competency

Academic Achievement

Singh (2006) in his study on fine arts students revealed that significant differences exist between boys and girls in their achievement in fine arts as the t-ratio was found to be significant at .05 level. Girls scored higher as compared to boys in the subject of fine arts.

Pantel (2008) in his study to examine the role and function of anxiety, self-efficacy and resource management strategies on academic achievement in students found no significant differences for males and females on anxiety, self-efficacy and academic achievement.

Gurubasappa (2009) conducted a study on intelligence and self-concept as correlates of academic achievement of secondary school students and presented a paper. The Objectives were: (i) To find out the nature of relationship that exists between academic achievement with intelligence and self- concept and (ii) To find out whether there is any significant difference in academic achievement levels of intelligence and self- concept. The major findings of the study:(i) There is a high significant correlation between academic achievement with intelligence and self-concept (ii) There is a significant difference in the academic achievement of students with different levels of intelligence and self-concept and (iii) There is a significant main and interactive effect of intelligence and self-concept on academic achievement.

Umadevi (2009) investigated the relationship between Emotional Intelligence and Achievement Motivation and Academic Achievement of primary school student teachers. Emotional Intelligence Scale and Achievement Motivation Test were administered on 200 Diploma Teacher training students. The study reveals that there is a positive relationship between Emotional Intelligence and Achievement Motivation and Academic Achievement. Male and female, Arts and Science student teachers do not differ in between Emotional Intelligence and Achievement Motivation.

Academic Achievement and Social Competency

Marquez, Martin and Brakett (2006) conducted a study on the 77 high school students. Emotional intelligence test, general intelligence test and social competence inventory was used to collect the data. biserial correlation was used to find out the relationship between the social competency and the emotional intelligence of high school

students and found significant correlation between the social competency and emotional intelligence .

Aggarwal (2007) In her study on social maturity of adolescents in relation to cognitive and non- cognitive variables reported significant relationship between social maturity and intelligence and no relationship between social maturity and academic achievement. She also found no significant gender differences on the basis of social maturity.

Chand (2007) in his study aimed at studying the social maturity of students in relation to their sex and locality. The study was conducted on a sample of 140 students and 2x2 factorial design involving two levels of sex i.e. male and female and two levels of locality i.e. rural and urban, was made on the scores obtained by students on these different areas. The findings of the study indicate that there is no significant difference between the male and female, rural and urban students on the personal adequacy and inter-personal adequacy. The male and female students differ on the component of social adequacy. The female students are socially mature in having a feeling of oneness with others, willingness to modify or relinquish personal goals in the interest of social goals, willingness to interact with individuals and groups, willingness to accept changes in social sittings and to adapt to the demands of these changes as compared to male students. There were no significant interaction effects of sex and locality, on personal adequacy, inter-personal adequacy, social adequacy and total social maturity.

Statement

ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS IN RELATION TO SOCIAL COMPETENCY

Operational Definitions

Academic Achievement

Academic achievement is the degree or level of proficiency attained in academic work. Academic achievement means successful accomplishment or performance in all the subject area of related course usually be reasons of skill, hard work and interest.

Social competency

According to the scale of social competency by Sharma, Shukla and Shukla, Social Competency can be defined as the social ability and interpersonal skill of an individual in effectively meeting a person-situation interaction or successful dealing with an individual environmental factors.

Objectives

1. To study the relationship of academic achievement and social competency among adolescents.
2. To study the academic achievement high, average and low social competency among adolescents.

Hypotheses

1. There will be no significant difference between academic achievement and social competency among adolescents.
2. There will be no significant difference between academic achievement with high, average and low social competency among adolescents.

Method Used

Descriptive Survey method was used in the present study.

Sample of the Study

The study was conducted on a sample of 110 students drawn from the 10th grade secondary school students (P.S.E.B.) of Hoashiarpur District. Out of which 50 boys and 60 girls. The students were selected by simple Random Sampling.

Delimitation of the Study

1. The present study was delimited to the secondary school students of 10th class of P.S.E.B.
2. Adolescents were taken as secondary school students of 10th class
3. The study was delimited to Hoshiarpur Distt Only.

Tool Used

1. For academic achievement the marks of students 10th class from school records were taken.
2. Social Competency Scale(1992) by Sharma, Shukla and Shukla .

RESULTS AND DISCUSSION:

Table 1: Values of Coefficients Of Correlation between Academic Achievement and Social Competency

Group	Sample size (N)	Correlation Coefficient (r)
Total	110	0.275
Boys	50	0.225
Girls	60	0.344

Table 1 shows that the values of coefficient of correlation between academic achievement and social competency for total sample, boys and girls are .275, .225 and .344 respectively. It means that there is low positive correlation academic achievement and social competency

among total sample and both boys and girls. Thus it rejects the hypothesis which states that “there will be no significant difference between academic achievement and social competency among adolescents”.

Table 2: Level Wise Values of Coefficients Of Correlation between Academic Achievement and Social Competency

Groups	Levels of achievement	Academic	Sample Size (N)	Correlation Coefficient (r)
TOTAL	High		30	0.335
	Average		70	0.197
	Low		10	-0.335
BOYS	High		16	0.415
	Average		30	0.112
	Low		4	0.125
GIRLS	High		9	-0.0110
	Average		46	0.205
	Low		5	-0.756

Values of coefficient correlation depicted in table 3 reveal that there is low positive correlation between Academic achievement scores and high and average levels of social competency i.e. (= .335 and .197 respectively). Value -0.335 depicts the negative correlation between the academic achievement and low level of social competency for the total sample. In case of boys, correlation between Academic achievement scores and high and average levels of emotional intelligence i.e. (= .415, .112 and .125 respectively). In case of girls, there is negative correlation between academic achievement and high and low levels of social competency i.e. (= -0.0110 and -0.756 respectively). Average level of academic achievement is positively correlated with social competency (= .205) for the selected sample of girls.

References

- Aggarwal, Vijay Laxmi. (2007). *Social maturity of adolescents in relation to cognitive and non-cognitive variables. An unpublished doctoral dissertation submitted to Punjab University, Chandigarh.*
- Argyle, M. (1970). *Social interaction. London: Methuen. Character, Health and Lifelong Achievement. New York: Bantam Books.*
- Chand, R. (2007). *Social maturity among student teachers. Education: New Horizons Quarterly Journal of Education, 23(2), 18-25.*
- Dodge, K. A. (1985). *Facets of social interaction and the assessment of social competence in children. In B. Schneider, K. H. Rubin, & J. Ledingham (Eds.), Children's peer relations: Issues in assessment and intervention New York: Springer-Verlag, 3-22.*
- Edmunds, L & Stewart-Brown, S. (2003) *Assessing emotional and social competence in primary school and early years settings: A Review of Instruments and Approaches. London: DFES.*
- Eisler, R.M. (1970) *Effect of modelling on components of assertive behaviour. Journal of*

Behaviour Therapy and Experimental Psychiatry, 4, 1-6.

Goldfried, M.R., & D'Zurilla, T.J. (1969) A behavioural analytic model for assessing social competency: Journal of Clinical and Community Psychology, 1, 24- 32.

Gresham, F.M. & Elliott, S.N. (1990); Social Skills Rating System, American Guidance Service, Circle Pines, MN.