

A STUDY OF SOCIAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS OF DISTRICT JAMMU

Rahul Sharma¹ & Pallavi Sachdeva²

1. Research Scholar, Dept. of Life Long Learning, University of Jammu, J&K
2. Assistant Professor, Dept. of Life Long Learning, University of Jammu, J&K

Received : 12/11/2017

1st BPR : 13/11/2017

2nd BPR : 18/11/2017

Accepted : 21/11/2017

ABSTRACT

The purpose of the study was to compare rural and urban college students on various dimensions of social intelligence and academic achievement. The study was conducted on a sample of 400 college students of first year from district Jammu. The sample comprised of 200 rural and 200 urban college students. The tools used in the study were N.K.Chaddha and Usha Ganesan Social Intelligence Scale (1986) and the average marks percentage obtained by the sample subjects in their previous 12th grade examinations was used as the measure of academic achievement. The data was analyzed by applying mean, S.D, t-test and percentage. The analysis of the data revealed that urban college students when compared with rural college students were found to have high social intelligence and urban college students have been found to have better academic achievement as compared to rural college students.

Keywords : Social Intelligence, Academic Achievement.

Introduction

"You yourself, as much as anybody in the entire universe, deserve your love and affection"

-Buddha

In recent years the construct of academic achievement has gained a lot of importance and prevalence in the academic community including; parents, students, teachers, educators and researchers worldwide. A growing concern by teachers and parents is being shown over the declining rate of students' achievement in their academics each year. The history of the rise, advancement and development of progressed countries shows that they have given due consideration and importance to higher education and all their progress owes a lot to the advancement and priority given to higher education. 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. 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 abstract intelligences, whereas social intelligence as per Thorndike is the ability to act wisely in social relationships. Self-efficacy is the measure of one's competences to complete tasks and reach goals. It influences every aspect of human endeavours. It could be referred to as a person's belief in his or her ability to successfully accomplish a specific task. It also refers to beliefs about one's capabilities to learn or perform behaviours at designated levels (Bandura, 1986, 1997). Much research shows that self-efficacy influences academic motivation, learning and achievement. Self-efficacy is one of the concepts under social learning theory of Bandura which postulates that human achievement depends largely on interactions between one's behaviours, personal factor (e.g. thoughts, beliefs), and environmental

conditions (Bandura 1986, 1997). Learners obtain information to appraise their self-efficacy from their actual performance, their vicarious experiences, persuasions they receive from others, and their psychological reactions. Self-efficacy beliefs influence task choice, efforts persistence, resilience and achievement (Schunk, 1995; Bandura, 1997). Compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participate more readily, work harder, persist longer when they encounter difficulties, and achieve at a higher level. Past research has shown that self-esteem and academic achievement correlate directly to a moderate degree (Wiggins, 1994). Honor students tend to demonstrate higher academic self-esteem and competency. For them, this academic self-esteem seems to become a motivational factor (Moeller, 1994). For many college students their self-esteem is based or enforced by their academic success or achievements.

Issues of academic achievement in relation to self-efficacy, self esteem and self-concept are gaining immense appeal among students, teachers, educational scholars and researchers worldwide. According to the literature on the subject the above three concepts play a vital role in academic achievement indicating the presence of various underlying factors like self concept, self-regard, self-regulation, goal setting and so on. Literature suggests that academic self-esteem is a crucial variable in studying academic achievements.

According to Ahmad (1986) It refers to the students attitudes and perceptions with regard to their academic potential' (Ahmad, 1986, in Zahra, 2010. It is important to study the concept in academic settings for both students and teachers as the way a student thinks about his/ her abilities, performance at school and in college and the manner in which he/ she actually learns is an important factor towards their achievement. It is formed through student's perceived ability or efficacy in class environment that the student experiences.

According to Dambudzo (2005) reviewed that positive academic self-concept has significant relationship with academic effort, persistence, course selection, school completion and educational attainment.

Downs (2005) conducted a study on the influence of self-efficacy on Native American high school students' academic performance. The finding revealed that self-efficacy significantly and positively correlated with academic performance.

Schallert (2006) found in his study that self-efficacy significantly predicted students' academic achievement in sciences.

Pajares., et. al, (2000) found in their various studies that self efficacy significantly influenced students' academic performance.

Klassen, Krawchuk, Rajani (2008) found that academic self-efficacy was a strong predictor of academic performance. However, contrary findings have been reported by a few empirical studies. For instance, Saunders, Davis, William & Williams (2004) and Loo and Choy (2013) found that self efficacy had small positive effect on academic performance.

Reynolds and Weigand (2010) examined the relationships among academic attitudes, psychological attitudes and academic achievement with a sample of 164 undergraduate first year students. The researchers found that self-efficacy was not significantly related to academic achievements.

Jeffreys (1998) also reported inconsistent findings regarding the relationship between self-efficacy and academic achievement of University students. Self-efficacy did not predict academic achievement among the students.

The positive links between academic self-efficacy and academic achievement has been reported (Pintrich & De Groot, 1990; Schunk, 1994; Chemers, Hu & Garcia, 2001, Greene, Miller, Crowson, Duke & Akey, 2004; Sharma & Sibereisen, 2007). For example, Green et. al. (2004) tested a model explaining the

impact of 220 high school students' perceptions of classroom structure on their academic self-efficacy, instrumentality and academic achievement. Self efficacy had a direct positive relationship demonstrating the importance of self-efficacy for successful learning.

Objective

To analyze and contrast the study and compare rural and urban college students on diverse dimensions of social intelligence and academic achievement.

Method and Procedure

Sample :

The sample for the present study consisted of 400 first year college students of different regions of district Jammu.

Tool used

- **Chadha and Ganesan Social Intelligence Scale (1986)** Chadha and Ganesan social intelligence scale was used to measure social intelligence. It assesses social intelligence in eight areas- patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory.
- **Academic achievement** The average marks percentage obtained by the sample subjects in their previous year 12th grade examinations was used as the measure of academic achievement.

Statistical technique used:

The data was analyzed by applying various statistical methods including mean, S.D, t. test and percentage.

Results and Discussion

Table No. 1 showing means observed of Rural and Urban College students on different dimensions of social intelligence.

S.No	Dimension	Variable	N	Mean	S.D	T- value
1	Patience	Rural	200	20.81	1.51	3.36**
		Urban	200	20.35	1.41	
2	Cooperativeness	Rural	200	23.96	1.75	7.12**
		Urban	200	25.17	1.76	
3	Confidence	Rural	200	20.03	1.47	3.36**
		Urban	200	20.43	1.44	
4	Sensitivity	Rural	200	20.51	1.49	6.07**
		Urban	200	21.36	1.49	
5	Recognition of Social Environment	Rural	200	1.15	0.08	14.29**
		Urban	200	1.25	0.08	
6	Tactfulness	Rural	200	3.07	0.23	26.81**
		Urban	200	3.61	0.25	
7	Sense of humor	Rural	200	3.14	0.22	15.00**
		Urban	200	3.44	0.24	
8	Memory	Rural	200	7.75	0.56	21.00**
		Urban	200	8.57	0.60	
		Rural	200	100.42	7.37	15.17**
		Urban	200	104.18	7.27	

** Significant at 0.01 level

The above table reveals the mean comparison of rural and urban college students on various dimensions of social intelligence. It is evident from the table that urban college students have been found to be cooperative, sensitive, recognized to social environment, tactful, humourous and have good memory than rural college students. The total score has been found that the two groups of rural and urban college students differ significantly at 0.01 level. It shows that urban college students have better social intelligence than rural college students. Therefore, hypothesis which reads as "Rural and Urban College students differ significantly on various dimensions of Social Intelligence" stands accepted.

Table No. 02

Showing Mean Contrast of Rural and Urban College Students on Academic Achievement

Variable	N	Mean	S.D	t-value	Level of Significance
Rural	200	59.09	4.33	2.67	Significant at 0.01 level
Urban	200	60.19	4.23		

The above table reveals the mean contrast of rural and urban college students on academic achievement. It is evident from the table that on academic achievement (t-value $2.67 > 0.01$), the two groups viz. rural and urban college students differ significantly. The table further proves the facts that the urban college students have better academic achievement than rural college students. Therefore, hypothesis which reads as "Rural and Urban College students differ significantly on academic achievement" stands accepted.

Conclusion

In this study it was explained that urban college students have been found to have higher social intelligence as compared to rural college students and urban college students when compared with rural college students were found to have higher academic achievement. This study indicates that academic self-efficacy and academic achievement, measured at their natural specificity level, represent conceptually and empirically different constructs, even when studied within the same domain. The current study further suggests that students' academic self- efficacy strongly influences their academic achievement.

References

- Ahmed, I., Qazi, T. F., & Jabeen, S. (2011). Self-Efficacy: The predictor of educational performance among university students. *Information Management and Business Review*, 3(2), 57-62.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Bandura, A., Barbaranelli, C., Caprara, G.V. & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development*, 67, 1206-1222.
- Downs, P. A. (2005). *A comparison of student and parent perceptions of academic efficacy, abilities and support: Their impact on Native American high school students academic achievement*. Unpublished doctoral dissertation. Brigham Young University, Provo, UT.
- Green, B.A., Miller, R.B., Crowson, M., Duke, B.C. & Akey, K.C. (2004). Predicting highschool students' cognitive engagement and achievement: Contributions of classroom perceptions and motivation. *Contemporary Educational psychology*, 29, 462-482.
- Jeffreys, M. R. (1998). Predicting non-traditional student retention and academic achievement. *Nurse Educator*, 23(1), 42-48.
- Nazir, A., Tasalema, Ganai Yasuf, M., (2015) *Social Intelligence and Academic Achievement of*

College Students – A Study of District Srinagar. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 20, Issue 2, Ver. II, PP 74-76

- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66,543-578.
- Pajares, F., & Kranzler, J. (1995). Self-efficacy beliefs and general mental ability in mathematical problem-solving. *Contemporary Educational Psychology*, 20(4), 426-443.
- Reynolds, A. L., & Weigand, M. J. (2010). The relationships among academic attitudes, psychological attitudes, and the first-semester academic achievement of firstyear college students. *Journal of Student Affairs Research and Practice*, 47(2), 175-195.
- Schunk, D.K. (1994). Self-regulation in self-efficacy and attributions in academic settings. *Issues and Educational Application* (pp. 75- 99). Hillsdale, NJ: Lawrence Erlbaum.
- Sharma, D., & Silbereisen, R.K. (2007). Revisiting an era in Germany from the perspective of adolescents in motherheaded singleparent families. *International Journal of Psychology*, 42(1), 46-58.
- Thorndike, E.L (1920) Intelligence and its use. *Harper's Magazine*, 140, pp. 227-235.
- Yazon, D. (2015). Self-esteem, Self-efficacy and academic performance of the college of teacher education students, (e-ISBN 978-967-0792-01-1)
- <http://WorldConferences.net>

