

# COMPARATIVE STUDY ON SOCIAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS

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## Abstract

A study was conducted to find out the comparative analysis of Social Intelligence and Academic Achievement of high school students. Normative survey method was adopted in this study. Simple random sampling technique was advocated. The sample consisted of 376 students studying in high school schools in Salem District. To find out the significant relationship between Social Intelligence and Academic Achievement of high school students. Social Intelligence Scale (SIS), constructed and validated by Chadha N.K. and Usha Ganesan (2009) and the score for Academic achievement in science taken from II term marks achieved by the selected sample in science subject in their schools was utilized. Suitable objectives were framed and set the hypotheses to test the objectives. The collected data was statically analysed by using percentage analysis and differential analysis. The research results there is a significant difference between boys and girls with regard to dimensions patience, confidence and recognition of social environment of Social Intelligence. The result also reveals that the boys are giving significantly more preference for dimensions emotional patience, confidence and recognition of social environment than those of girls counterparts.

**KEYWORDS:** Social Intelligence, Academic Achievement, high school students

## INTRODUCTION

Education plays a vital role in shaping the personality, behaviour, and overall development of students at the secondary level. High school is a crucial stage in an individual's life, as it lays the foundation for higher education, career choices, and social adjustment. During this period, students experience rapid physical, emotional, cognitive, and social changes. These changes significantly influence their learning outcomes and interpersonal relationships. In the present competitive educational environment, academic achievement is often considered the primary indicator of a student's success. However, success in school is not determined solely by intellectual ability or subject knowledge. Various psychological and social factors also contribute significantly to students' academic performance. One such important factor is social intelligence.

Social intelligence refers to the ability of an individual to understand, manage, and effectively interact with others in different social situations. It includes skills such as empathy, cooperation, communication, adaptability, and social awareness. Students with high social intelligence are generally able to build healthy relationships with peers and teachers, resolve conflicts peacefully, and participate actively in group activities. These abilities create a positive learning environment and enhance their engagement in academic tasks. On the other hand, students with lower social intelligence may struggle with interpersonal relationships, which can negatively affect their academic progress.

Academic achievement, commonly measured through examination scores and grades, reflects the extent to which students have attained the learning objectives set by the school curriculum. It is influenced by multiple factors including intelligence, motivation, study habits, family environment, teaching methods, and peer relationships. In recent years, researchers and educators have recognized that social competencies play an important role in shaping academic outcomes. A socially intelligent student is more likely to seek help when needed, collaborate effectively in classroom activities, and maintain a positive attitude towards learning.

The concept of social intelligence has gained prominence with the increasing emphasis on holistic education. Modern education systems aim not only at cognitive development but also at the emotional and social growth of learners. High school students spend a considerable amount of time interacting with peers and teachers, making social competence essential for their overall success. Effective communication skills, leadership qualities, and the ability to understand social cues contribute to both personal adjustment and academic excellence.

A comparative study on social intelligence and academic achievement among high school students becomes essential to understand the relationship between these two variables. Such a study helps in identifying whether students with higher levels of social intelligence tend to perform better academically compared to those with lower levels. It also provides insights into differences based on factors such as gender, locality, type of school, or socio-

economic background. Understanding these differences can assist educators in designing appropriate interventions and support systems.

In the Indian educational context, where examination performance is often given prime importance, there is a growing need to focus on social skills development alongside academic instruction. Teachers play a significant role in nurturing social intelligence by encouraging cooperative learning, group discussions, and value-based education. Schools can create supportive environments that promote mutual respect, empathy, and collaboration. By integrating social skill training into the curriculum, institutions can foster well-rounded individuals who excel both academically and socially.

Therefore, the present study aims to explore and compare the levels of social intelligence and academic achievement among high school students. It seeks to examine the nature of their relationship and determine whether social intelligence significantly influences academic success. The findings of this study may provide valuable implications for teachers, parents, and policymakers to enhance educational practices. By recognizing the importance of social intelligence, educational institutions can contribute to the balanced development of students and prepare them to face the challenges of modern society with confidence and competence.

## REVIEW OF RELATED LITERATURE

**Karthikeyan & Anandhakrishnaveni (2021)** The study looked at Virudhanagar of Tamilnadu for study the social intelligence of high school pupils, to determine whether there was a gender difference in social intelligence. The findings indicated no difference in social intelligence on the basis of genders.

**Vaishali Pandey.,(2023)** analysed Social Intelligence and Academic Achievement. The research results showed that the social intelligence was an important developmental aspect of educational system and the upcoming policies of education which will help the student to create a healthy peer, school and home environment which can be a useful tool to acquire social skills.

### Statement of the Problem

The statement of the problem as entitled as “**Comparative study on Social Intelligence and Academic Achievement of High School Students**”.

### Operational Definitions of the Terms

#### Social Intelligence

Social Intelligence refers to the ability of the students to understand, manage, and respond effectively to social situations and interpersonal relationships.

#### Academic Achievement

Academic achievement in science refers to the level of performance attained by students in the Science subject. In this study, it is measured by the marks secured by the students in the II Term Science examination conducted in their respective schools.

#### High School Students

High school students refer to individuals typically aged between 14 and 18 years who are enrolled in secondary education, typically grades 9 through 12.

### Objectives of the Study

- ✚ To assess the level of Social Intelligence of high school students
- ✚ To assess the level of Academic Achievement of high school students
- ✚ To investigate the significant difference between Social Intelligence of high school students based on the demographic variables.
  - a. Gender
  - b. Locality
  - c. Medium of Instruction
- ✚ To investigate the significant difference between Academic Achievement of high school students based on the demographic variables.
  - a. Gender
  - b. Locality
  - c. Medium of Instruction
- ✚ To find the significant relationship between the Social Intelligence and Academic Achievement of high school students.

### Hypotheses of the Study

- ✚ The level of Social Intelligence of high school students is moderate
- ✚ The level of Academic Achievement of high school students is moderate
- ✚ There is no significant difference between Social Intelligence of high school students based on the demographic variables
  - a. Gender

- b. Locality
- c. Medium of Instruction
- ✚ There is no significant difference between Academic Achievement of high school students based on the demographic variables
- a. Gender
- b. Locality
- c. Medium of Instruction
- ✚ There is no significant relationship between the Social Intelligence and Academic Achievement of high school students.

## METHODOLOGY OF THE STUDY

### Method

The normative survey method was adopted for the study.

### Population and Sample

The population of the study includes high school students in Salem district. 6 high schools are identified as the select sample. For the present study stratified random sampling method was used. 375 high school students from 6 select schools formed the sample. They were from government, government aided, private schools.

### Tools

- ✚ Social Intelligence Scale (SIS), constructed and validated by Chadha N.K and Usha Ganesan (2009) was used in this study.
- ✚ The score for Academic achievement in science taken from II term marks achieved by the selected sample in science subject in their schools was taken as academic achievement.

### Statistical Techniques Used

Percentile Analysis, Differential analysis and Correlation analysis were adopted for analysing and interpreting the data.

### Data Analysis

#### Hypotheses Testing

**H1 & 2: The level of Social Intelligence and Academic Achievement of high students is moderate.**

Variable	Low		Moderate		High	
	N	%	N	%	N	%
<b>Social Intelligence</b>	79	21.06%	184	49.06%	112	29.87%
<b>Academic Achievement</b>	84	22.40%	165	43.88%	126	33.51%

From the above table it is inferred that the 21.06% of high school students have low level of Social Intelligence, 49.06% of high school students have moderate level and 29.87% of high school students have high level of Social Intelligence. The results reveal that most of the students have moderate level of Social Intelligence. Hence the hypothesis is accepted. It is noticed that among the sample, the 22.40% of high school students have low level of Academic Achievement, 43.88% of high school students have moderate level and 33.51% of high school students have high level of Academic Achievement. The results report that most of the students have moderate level of Academic Achievement. Hence the hypothesis is accepted.

**H 3A: There is no significant difference in Social Intelligence of boys and girls high school students**

Dimensions	Boys (189)		Girls (186)		t Value	S / NS
	M	SD	M	SD		
<b>Patience</b>	22.87	6.49	25.39	6.09	3.88	S**
<b>Cooperativeness</b>	22.48	6.65	22.78	6.94	0.43	NS
<b>Confidence</b>	21.52	6.60	19.97	6.30	2.32	S**
<b>Sensitivity</b>	22.10	6.29	22.57	6.92	0.69	NS
<b>Recognition of Social Environment</b>	22.06	6.55	20.36	6.21	2.58	S**
<b>Total</b>	100.38	14.58	99.06	14.95	0.87	NS

\*\* Significant at 0.05 level NS – Not Significant

Since t value is greater than 0.05, the null hypothesis rejected at 5% level with regard to dimensions patience, confidence and recognition of social environment of Social Intelligence. Hence there is a significant difference between boys and girls with regard to dimensions patience, confidence and recognition of social environment of

Social Intelligence. The result reveals that the boys are giving significantly more preference for dimensions emotional patience, confidence and recognition of social environment than those of girls counterparts.

There is no significance difference between boys and girls with regard to dimensions cooperativeness, sensitivity and total scores of Social Intelligence, since t value is less than 0.05. Hence, the null hypothesis is accepted with regard to dimensions cooperativeness, sensitivity and total scores of Social Intelligence.

**H3B: There is no significant difference between Social Intelligence of high school urban and rural students**

Dimensions	Rural (202)		Urban (173)		t Value	S / NS
	M	SD	M	SD		
Patience	22.03	6.09	21.67	6.90	0.51	NS
Cooperativeness	22.78	6.67	20.20	6.50	3.79	S**
Confidence	24.38	6.36	21.87	6.97	3.61	S**
Sensitivity	22.10	6.18	22.98	6.05	1.39	NS
Recognition of Social Environment	22.87	6.63	20.30	6.22	3.87	S**
<b>Total</b>	99.54	14.49	99.37	14.33	0.11	NS

**\*\* Significant at 0.05 level NS – Not Significant**

Since t value is greater than 0.05, the null hypothesis rejected at 5% level with regard to dimensions cooperativeness, confidence and recognition of social environment of social intelligence. Hence there is a significant difference between urban and rural with regard to dimensions cooperativeness, confidence and recognition of social environment of Social Intelligence. The result reveals that the rural are giving significantly more preference for dimensions cooperativeness, confidence and recognition of social environment than those of urban counterparts.

There is no significance difference between rural and urban with regard to dimensions patience, sensitivity and total scores of Social Intelligence, since t value is less than 0.05. Hence, the null hypothesis is accepted with regard to dimensions patience, sensitivity and total scores of Social Intelligence.

**H3C: There is no significant difference between Social Intelligence of high school Tamil and English medium students**

Dimensions	Tamil (215)		English (160)		t Value	S / NS
	M	SD	M	SD		
Patience	25.19	6.17	22.06	6.07	4.90	S**
Cooperativeness	22.38	6.07	22.90	6.69	0.77	NS
Confidence	21.50	6.62	19.80	6.40	2.50	S**
Sensitivity	22.62	6.90	22.21	6.68	0.57	NS
Recognition of Social Environment	22.81	6.98	20.97	6.00	2.74	S**
<b>Total</b>	99.38	14.66	99.83	14.77	0.29	NS

**\*\* Significant at 0.05 level NS – Not Significant**

Since t value is greater than 0.05, the null hypothesis rejected at 5% level with regard to dimensions patience, confidence and recognition of social environment of social intelligence. Hence there is a significant difference between Tamil and English medium students with regard to dimensions patience, confidence and recognition of social environment of Social Intelligence. The result reveals that the Tamil medium is giving significantly more preference for dimensions patience, confidence and recognition of social environment than those of English medium counterparts.

There is no significance difference between Tamil and English medium with regard to dimensions cooperativeness, sensitivity and total scores of Social Intelligence, since t value is less than 0.05. Hence, the null hypothesis is accepted with regard to dimensions cooperativeness, sensitivity and total scores of social intelligence.

**H4A: There is no significant difference in Academic Achievement of boys and girls high school students**

Academic Achievement	Boys (189)		Girls (186)		t Value	S / NS
	M	SD	M	SD		
	80.35	20.42	89.36	20.01	4.32	S

**NS – Not Significant**

Since t value is greater than 0.05, null hypothesis is rejected at 5% level with regard to Academic Achievement. Hence, there is significance difference between boys and girls with regard to Academic Achievement.

Specifically, the resent result reveals that girls are having higher level of Academic Achievement than the boys counterparts.

**H4B: There is no significant difference between Academic Achievement of high school urban and rural students**

Academic Achievement	Rural (202)		Urban (173)		t Value	S / NS
	M	SD	M	SD		
	89.23	29.21	80.65	20.91	3.30	S**

**\*\* Significant at 0.05 level**

Since t value is greater than 0.05, null hypothesis is rejected at 5% level with regard to Academic Achievement. Hence, there is significance difference between rural and urban with regard to Academic Achievement. Specifically, the resent result reveals that rural are having higher level of Academic Achievement than the urban counterparts.

**H4C: There is no significant difference between Academic Achievement of high school Tamil and English medium students**

Academic Achievement	Tamil (215)		English (160)		t Value	S / NS
	M	SD	M	SD		
	89.12	26.06	80.09	25.03	3.40	S**

**\*\* Significant at 0.05 level**

Since t value is greater than 0.05, null hypothesis is rejected at 5% level with regard to Academic Achievement. Hence, there is significance difference between Tamil and English medium with regard to Academic Achievement. Specifically, the resent result reveals that Tamil medium are having higher level of Academic Achievement than the English medium counterparts.

**H5: There is no significant relationship between the Social Intelligence and Academic Achievement of high school students.**

Variables	Social Intelligence	Academic Achievement
Social Intelligence	1	
Academic Achievement	0.711**	1

\* \* Table value of r for df 376 at 0.01 level is 0.121.

From the above table, it is understood that Social Intelligence have positive correlation with Academic Achievement. 0.711 indicates that the High Positive Correlation of Social Intelligence and Academic Achievement of high school students. Hence the hypothesis is rejected.

**Major Findings of the study**

- ✚ 21.06% of high school students have low level of Social Intelligence, 49.06% of high school students have moderate level and 29.87% of high school students have high level of Social Intelligence.
- ✚ 22.40% of high school students have low level of Academic Achievement, 43.88% of high school students have moderate level and 33.51% of high school students have high level of Academic Achievement.
- ✚ There is a significant difference between boys and girls with regard to dimensions patience, confidence and recognition of social environment of Social Intelligence.
- ✚ There is no significance difference between boys and girls with regard to dimensions cooperativeness, sensitivity and total scores of Social Intelligence.
- ✚ There is a significant difference between urban and rural with regard to dimensions cooperativeness, confidence and recognition of social environment of Social Intelligence.
- ✚ There is no significance difference between rural and urban with regard to dimensions patience, sensitivity and total scores of Social Intelligence.
- ✚ There is a significant difference between Tamil and English medium students with regard to dimensions patience, confidence and recognition of social environment of Social Intelligence.
- ✚ There is no significance difference between Tamil and English medium with regard to dimensions cooperativeness, sensitivity and total scores of Social Intelligence.
- ✚ There is significance difference between boys and girls with regard to Academic Achievement.
- ✚ There is significance difference between rural and urban with regard to Academic Achievement.
- ✚ There is significance difference between Tamil and English medium with regard to Academic Achievement.
- ✚ High Positive Correlation of Social Intelligence and Academic Achievement of high school students.

**Educational Implications of the Study**

The findings that high school students possess a moderate level of social intelligence indicate the need for systematic programmes to enhance social competencies within the school curriculum. Schools should integrate

structured activities such as cooperative learning, peer tutoring, group discussions, role play, and value-based education to strengthen interpersonal skills. Teachers must consciously create inclusive classroom environments that promote empathy, mutual respect, and effective communication. Since boys, rural students, and English medium students showed relatively higher social intelligence, special attention should be given to supporting girls, urban students, and Tamil medium students through guidance and counselling initiatives. Social skill training workshops and leadership opportunities can help bridge the identified gaps. Educational planners should also incorporate life skill education modules to promote balanced personality development. Strengthening social intelligence can ultimately contribute to better classroom climate and improved student well-being.

The moderate level of academic achievement observed among high school students suggests the necessity for improved instructional strategies and academic support systems. Teachers should adopt differentiated instruction methods to address the diverse learning needs of students across gender, locality, and medium of instruction. Since boys, rural students, and Tamil medium students showed comparatively higher academic mean scores, focused remedial teaching and mentoring programmes may be beneficial for girls, urban students, and English medium students. Continuous assessment practices, formative feedback, and academic counselling can enhance students' motivation and performance. Schools should also strengthen parental involvement and study habit training programmes to improve learning outcomes. Providing equitable access to learning resources, especially in urban and English medium contexts, is essential. Such measures will help raise the overall academic standards of high school students.

The comparative nature of the study highlights the importance of addressing both cognitive and social domains simultaneously in secondary education. Educational administrators should design policies that foster holistic development rather than focusing solely on examination performance. Curriculum developers may consider integrating social-emotional learning components alongside subject instruction to ensure balanced growth. Teacher training programmes should emphasize strategies for nurturing both academic competence and social intelligence. Special interventions can be planned to reduce disparities based on gender, locality, and medium of instruction. Regular monitoring and evaluation of students' social and academic progress will support evidence-based educational planning. By implementing these measures, schools can create supportive learning environments that promote comprehensive development and long-term success among high school students.

## CONCLUSION

The present study aimed to conduct a comparative investigation into the Social Intelligence and Academic Achievement of high school students. The study explored how these two factors might differ between students in a high school education setting. The finding of this study reveals that high school students are in moderate level of Social Intelligence and also reveals that boys, rural students and English medium students of high school have higher mean scores than girls, urban and Tamil medium students of Social Intelligence meanwhile the finding of this study reports that high school students are in moderate level of Academic Achievement and also reports that boys, rural students and Tamil medium students of high school have higher mean scores than girls, urban and English medium students of Academic Achievement.

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