

## Academic Achievement among Adolescents in Relation to Social Competency and Emotional Intelligence

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### Abstract

Present education world is making all efforts to provide quality education for the adolescents in today's school. Adolescent is a highly eventful and unique period of life involving growth and development that lays an important foundation for the adolescent years. For that we can teach and improve some crucial emotional and social competencies among children such as emotional intelligence, intelligence quotient and social competency. IQ alone is no more the only measure for success, emotional intelligence; social competency plays a big role in the person success. Person with good social competency and high emotional quotient are more confident and better learners, they have good achievements have lower behavioral problems are more optimistic and happier

**KEYWORDS** : Academic achievement , Social competency and Emotional Intelligence

### 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’.

### **Emotional Intelligence**

The concept “Emotional Intelligence refers to how intelligently we can control our emotions. It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing our emotions well.

Daniel Goleman (1995) “Emotional intelligence is a master aptitude a capacity that profoundly affects all other abilities either facilitating or interfering with them”.

John D. Mayer and Peter Salovey (1997) “Emotional intelligence may be defined as the capacity to reason with emotion in four areas to perceive emotion, to integrate it in thought, to understand it and to manage it”.

Cooper and Sawat Bupa (1998) said, “without emotional intelligence, in the medium to long term, one will have less balanced personal life and make lots of enemies.

Goleman (1998) “Individual success at workplace is 80% contingent on EQ, our IQ gets us selected and EQ gets us promoted”.

### **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 and Emotional Intelligence

### **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.

### **Academic Achievement and Emotional Intelligence**

Lekhi (2005) in her study on a sample of 939 (male and female) from govt. and private schools of Punjab, found that there is no significant difference in the Emotional intelligence and emotional intelligence of boys and girls as t-ratio is found to be non-significant. However, on comparing their mean scores, it is observed that boys scored little low (hence more emotionally mature) as compared to girls. But significant differences were found between rural and urban adolescents in their Emotional intelligence. She also concluded that emotional maturity correlated negative and significantly with intelligence and academic achievement.

Ryan (2006) compared the Emotional Intelligence levels and ENTER (tertiary entrance) scores of 375 students with their Intelligence Quotients. According to her findings, students with high level of Emotional Intelligence often achieved higher ENTER scores than students of the same Intelligence Quotient (IQ) but a lower level of emotional intelligence. Her study also found that a number of “mainstream students” (students with IQs of 70 to 120) with high Emotional Intelligence gained higher ENTER scores than students who had Intelligence Quotients over 121, but lower Emotional Intelligence were very good at controlling and managing their emotions.

Kamboj (2007) examined the relationship between Emotional Intelligence and self-actualization of secondary school teachers. The study was conducted on a sample of 1360 secondary school teachers (680 Males and 680 Females) from different rural, urban, government and private secondary schools affiliated to Punjab School Education Board in the Punjab State. The tools used for the data collection were Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar, and Self- Actualization Inventory by K.N.Sharma. The study revealed that there is a positive and significant correlation between Emotional Intelligence and self-actualization of secondary school teachers. Therefore it can be concluded that those teachers who have high Emotional

Intelligence are more self- actualized than who have low emotional intelligence.

### **Emergence of the problem**

The modern psychology pay utmost attention to individual differences hence we say that a particular child is emotionally intelligent and socially mature, our comments are always based on our observation of the performance or behaviour of child concerned with his performance as compared to other children. Results of the studies by Rani (2005), Rajendra (2007), Latha and Janki (2008), Pantel (2008), Umadevi (2009), Sharma and Kalra (2013) showed that there is no significant difference in the academic achievement of boys and girls. But study according to Singh (2006) showed that there is a significant difference exist between boys and girls in fine arts in their academic achievement. The review of related literature showed that many researchers have been done on the relationship of emotional intelligence with the academic achievement. Results of the studies by Lekhi (2005), Ryan (2006), Funder (2007), Kamboj (2007), Sridhar (2007), Yonguan (2007), Geroir and Elizabeth (2009), Mahajan (2011) showed that emotional intelligence has a significant influence on the academic achievement.

There is also something which contributes towards his achievements, namely social competency. But few researches have been carried out on the relationship of social competency and emotional intelligence. Results of studies by Aggarwal (2006), Marquez, Martin and Brakett (2006), Kalyandevi (2008), Swarupa (2008), Velmurugan and Bala Krishnan (2013) shows that there is a significant correlation between social competency and emotional intelligence. But no study have been carried out to find the relationship of social competency and emotional intelligence on academic achievement on the locale basis. Hence there is a need of study to go in its depth so the researcher attempts to find the relationship of emotional intelligence and social competency with academic achievement among adolescents.

### **Statement**

ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS IN RELATION TO  
SOCIAL COMPETENCY AND EMOTIONAL INTELLIGENCE

### **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.

#### **Emotional Intelligence**

According to the manual of emotional intelligence test by Hyde, Pethe and Dhar, Emotional Intelligence is the ability to monitor one's own and other people's emotions, to

discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour.

### **Objectives**

1. To study the relationship of academic achievement and social competency among adolescents.
2. To study the relationship of academic achievement and emotional intelligence among adolescents.
3. To study the academic achievement high, average and low social competency among adolescents .
4. To study the academic achievement with high, average and low emotional intelligence among adolescents. .

### **Hypotheses**

1. There will be no significant difference between academic achievement and social competency among adolescents.
2. There will be no significant relationship between academic achievement and emotional intelligence among adolescents.
3. There will be no significant difference between academic achievement with high, average and low social competency among adolescents .
4. There will be no significant difference between academic achievement with high, average and low emotional intelligence 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 Ludhiana 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 Ludhiana Distt Only.

### **Tool Used**

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

3. Emotional Intelligence(2002) Scale by Hyde, Pethe and Dhar .

**Procedure**

The prior permission of the school was taken for the data collection. The achievement scores were taken from the school record. The emotional intelligence scale and social competency scale was given to the students and after that the instructions of filling the form was given to avoid the chance of mistakes . The students asked to feel free to talk if there is any confusion in any statement and after the completion of the data, the data was collected .

**Statistical Techniques**

1. Descriptive statistics viz. mean, median , standard deviation , skewness, kurtosis was used to calculate the scores on the variables of academic achievement, social competency and emotional intelligence.
2. t-ratio w used to calculate the significance of difference between mean scores.
3. Co-efficient of correlation (r) will be calculated of academic achievement of adolescents with emotional intelligence and social competencies.

**RESULTS AND DISCUSSION:**

**TABLE 1:VALUES OF COEFFICIENTS OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND SOCIAL COMPETENCY**

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

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: VALUES OF COEFFICIENTS OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE.**

Group	Sample size (N)	Correlation Coefficient (r)
<b>Total</b>	<b>110</b>	<b>0.374</b>
<b>Boys</b>	<b>50</b>	<b>0.327</b>
<b>Girls</b>	<b>60</b>	<b>0.422</b>

Table 2 shows that the values of coefficient of correlation between academic



achievement and emotional intelligence for total sample, boys and girls are .374, .327 and .422 respectively. It means that there is low positive correlation academic achievement and emotional intelligence 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 emotional intelligence among adolescents”.

**TABLE 3: LEVEL WISE VALUES OF COEFFICIENTS OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND SOCIAL COMPETENCY**

Groups	Levels of Academic achievement	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.

**TABLE 4: LEVEL WISE VALUES OF COEFFICIENTS OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE**

Groups	Levels of Academic achievement	Sample Size (N)	Correlation Coefficient (r)
TOTAL	High	30	0.225
	Average	70	0.186
	Low	10	0.211
BOYS	High	16	0.398
	Average	30	0.117
	Low	4	0.138
GIRLS	High	9	-0.0120
	Average	46	0.200
	Low	5	-0.777

Values of coefficient correlation depicted in table 4 reveal that there is positive correlation between Academic achievement scores and high and average levels of



emotional intelligence i.e. (= .186 and .211 respectively). Value 0.335 depicts the low positive correlation between the academic achievement and low level of emotional intelligence for the total sample. In case of boys, correlation between Academic achievement scores and high and average levels of social competency i.e. (= .398, .117 and .138 respectively). In case of girls, there is negative correlation between academic achievement and high and low levels of emotional intelligence i.e. (= -0.0120 and -0.777 respectively). Average level of academic achievement is positively correlated with social competency (= .200) for the selected sample of girls.

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