



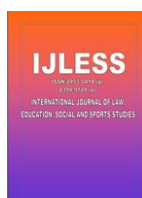
A study on social intelligence and achievement in social science of 9th standard students of Mysore taluk

Thrimurthy¹, Dr. Venkatesha K.²

¹Research Scholar, Department of Education, Davanagere University, Shivagangothri, Davangere – 577 007.

²Professor, Department of Education, Davanagere University, Shivagangothri, Davangere – 577 007.

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Abstract

Life skills are essential psychosocial competencies that enable students to adapt effectively to challenges during adolescence. This study aimed to assess the coping with emotions dimension of life skills among high school students in Mysore district. A total of 1000 students (500 male and 500 female) participated, and data were collected using the Life Skills Scale developed by Anjum Ahamad and Saba Parveen. The descriptive survey research design was employed to analyze gender differences. Results revealed a significant difference in coping with emotions scores, with female students scoring higher ($M = 19.89$, $SD = 9.502$) than male students ($M = 18.85$, $SD = 3.122$). The findings highlight the importance of addressing emotional coping skills through structured interventions in schools. Such initiatives can promote psychological well-being, enhance resilience, and strengthen overall life skills among adolescents, ensuring they are better equipped to face academic, social, and personal challenges.

Keywords: Life skills, coping with emotions, high school students, gender differences, Mysore district.

Introduction

Social intelligence is the ability to get along well with others and to get them to cooperate with you a continued pattern of toxic behavior indicates a low level of social intelligence the inability to connect with people and influence them effectively. Intelligence has been defined in many ways to include the capacity for logic understanding self- awareness learning Emotional knowledge reasoning planning creativity and problems solving intelligence is most widely studied in humans but has also been observed in humans but has also been observed in both non-human animals and plants. Within the school program social studies provides coordinated systematic study drawing upon such disciplines as Anthropology, Economics, geography, History, law, philosophy political science, psychology, religious and sociology as well as appropriate content from the humanities.

This study compared the effects of social intelligence and cognitive intelligence, as measured by academic achievement, on adolescent popularity in two school contexts. Social intelligence as one of the new areas in its psychology in the recent decades owing to its appealing and widespread aspects has attracted the attention of psychologists and psychiatrists as well as other experts in various fields such as organization and management. Social intelligence has been defined as the ability to establish relationship with others feelings temperaments and incentives effective social performance /functions ability to sympathize and being skilled in decoding nonverbal signs.

In the rapidly evolving landscape of education, it has become increasingly evident that academic achievement is not solely a function of cognitive intelligence. Emotional and social dimensions play a crucial role in shaping a student's learning experience and outcomes. Social intelligence, a relatively newer area of interest in educational research, refers to the ability to understand and manage interpersonal relationships judiciously and empathetically.

This paper explores the correlation between social intelligence and achievement in social science among 9th standard students in Mysore Taluk. It seeks to identify whether higher levels of social intelligence can positively influence a student's performance in the subject of social science.

Significance of the Study

The significance of this study lies in the contemporary need to go beyond traditional measures of intelligence to understand what factors contribute to student success. Social science as a subject often requires interpretation of human behavior, historical narratives, political dynamics, and economic structures areas where social intelligence can be an invaluable asset. By focusing on 9th standard students, the study captures a critical stage in adolescent development, a period characterized by heightened social interaction and identity formation. Investigating the role of social intelligence during this formative phase helps educators, parents, and policymakers to tailor strategies that support holistic student development.

Need for the Study

Some Psychologists argue that Social Intelligence and Achievement in Social Science are considered to be fairly fixed characteristic of an individual, which may be distinguished from learning strategies, which are the ways learners cope with the situations and tasks. So here is an attempt to find out the effect of Social Intelligence on achievement of Social Science of 9th Standard Students of Mysore Taluk".

Objectives of the Study

1. To study the status of Social Intelligence of the Social science of 9th Standard Students of Mysore Taluk.
2. To study the status of the Social Science Achievement of 9th Standard Students of Mysore Taluk.
3. To study the significant relation between Social Intelligence and Social Science Achievement among Students of 9th Standard.

Hypothesis of the Study

H1: There is significant difference between social Intelligence and Achievement in Social science among 9th standard students at Mysore Taluk.

Variables of the Study

1. Social Intelligence
2. Achievement in Social Science

Sample for the Study

In this study population comprised of 9th standard students of Mysore Taluk out of which 200 students from government schools and 200 students from private schools situated in Urban and Rural area were selected. Sample of the study was selected by Stratified random sampling technique. The sample of the study consisted of 400 students of Mysore Taluk.

Tools used in the Study

Investigator used standardized tool titled the “Social Intelligence Since” prepared by Prof. N.K. Chandha, Department of Psychology, University of Delhi and Usha Ganeshan.

Statistical Techniques of the Study

Descriptive Statistics: Mean, Median, and Standard Deviation were computed for different variables in the study.

Inferential Statistics: The investigator employed relationship ‘r’ to find out ‘r’ that exists between social achievement in social science among students.

Analysis and Interpretation of the Data

Analysis and Interpretation of Objective One

The first objective was to study the status of Social Intelligence of the Social science of 9th Standard Students of Mysore Taluk. The investigator further did calculate the mean, median, standard deviation for the distribution of scores on social intelligence. The result are given below.

Table-1: Showing Number(N), Mean(Mn), median(Mdn), Mode(Md) and Standard Deviation (SD) of scores in Social Intelligence.

Variable	N	Max. Score	Mn	Mdn	Md	SD
Social Intelligence	400	109	96.8	80	78.25	64.9

Interpretation

From the above table it is observed that the mean score 96.8 and median 80 are close to each other and it is normally distributed.

Analysis and Interpretation of Objective Two

The second objective was to study the status of the Social Science Achievement of 9th Standard Students of Mysore Taluk.

Table-2: Showing Number(N), Mean(Mn), median(Mdn), Mode(Md) and Standard Deviation (SD) of scores in achievement in Social Science.

Variables	N	Max. Score	Mn	Mdn	MD	SD
Achievement in Social science	400	100	80.05	76.9	87	24.5

From the above table it is observed that it is observed that the mean and median values are close to each other and the scores are almost normally distributed.

Analysis and Interpretation of Objective Three

The third objective was to study the significant relation between Social Intelligence and Social Science Achievement among Students of 9th Standard.

Result of computation of 'r' of 400

Table-3: Showing the variables of Social Intelligence and Achievement and numbers of students and result shown below.

Variables	N	Karl Pearson's product moment correlation 'r'	'r' table value at confidence level 0.05 with d.f is 198	Result
Social Intelligence	400	0.115	0.098	Significant at 0.05 Level

Hypothesis One

H1: There is significant difference between Social Intelligence and Achievement in Social science among 9th standard students at Mysore Taluk.

In order to test the above hypothesis it was changed into null hypothesis.

H0: There is no significant relationship between Social Intelligence and achievement in Social science among 9th standard students of Mysore Taluk.

The Pearson's product moment correlation 'r' had been used to test the null hypotheses. The value of 'r' was set 0.115 for the level of significance degree of 198 the computation of 'r' was done and its result has been shown in table.

Major Findings of the Study

1. The distribution of social intelligence scores of students of students studying in 9th standard students is approximately normal.
2. The distribution of social science Achievement of scores of 9th standard studying students is moderately normal.
3. There is a significant relationship between social intelligence and achievement in social science students in 9th students.

Limitations of the Study

1. Students studying in the 9th standard of Mysore Taluk only.
2. The study will be limited to 400 students only.
3. The study will be limited to only two variables such as social intelligence and achievement.

Suggestions for Further Research

- The present study was confined only to Mysore Taluk due to time constrain. So further study can be done including other taluks in the district.
- This present study was delimited to only a few schools thus further studies could include more schools than the investigator did in the present study.
- The present study concentrated on collecting data from 9th standard students alone, further studies could include other classes too.

- Other studies could further more study an effect of social intelligence on language learning among differently abled children especially children with vision, dumb and others. This is because the present study focused only on studying normal children.

Conclusion

The investigator could conclude his study that there is positive relationship between social intelligence and achievement in social science. However, this relationship does not necessarily have an effect of one variable on another. For the social intelligence to bring an effect on achievement social science. Teachers and language learners must have a purpose on that interaction and finally will result in meaningful learning

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