



**P-ISSN: 2349-8528**

**E-ISSN: 2321-4902**

IJCS 2018; 6(3): 1630-1631

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Received: 01-03-2018

Accepted: 03-04-2018

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## Block wise relationship between social intelligence and academic motivation among adolescents from Panipat district

**Reena and Bimla Dhanda**

**Abstract**

The present study was carried out on 300 adolescents from Panipat district of Haryana state. Social intelligence scale by Chadda and Ganeshan (1986) was used to assess the relationship between aspects of social intelligence of adolescents. Results revealed that patience were significantly correlated with co-operativeness ( $r = 0.22^{**}$ ), confidence ( $r = 0.21^{**}$ ), sensitivity ( $r = 0.31^{**}$ ) and non-significantly tactfulness ( $r = 0.10$ ). Confidence was significantly correlated with patience ( $r = 0.21^{**}$ ). Sensitivity were significantly correlated with patience ( $r = 0.31^{**}$ ) and confidence ( $r = 0.29^{**}$ ). Academic motivation Scale by Areepattamannil (2006) was used to assess the relationship of academic motivation of adolescents. Results revealed that Academic motivation and social intelligence of respondents was positively and significantly correlated in three blocks namely; Panipat ( $r = 0.99^{**}$ ), Bapoli ( $r = 0.32^{**}$ ) and Smalkha ( $r = 0.27^{**}$ ).

**Keywords:** Social intelligence, academic motivation, Panipat, Samalkha Bapoli blocks and adolescents

**Introduction**

Social Intelligence is when a child is able to meet with other children, and win with their support. It is a combination of sensitivity to the needs and interests of others, sometimes called your “social radar,” an attitude of generosity and consideration, and a set of practical skills for inter- acting successfully with people in any setting. Social Intelligence provides a highly accessible and comprehensive model for describing, assessing, and developing social intelligence at a personal level. Dealing with social situations depends upon the person’s ability. Socialization of the child starts when the child is born. The time of adolescence can be thought as full of risk, particularly during the transition from middle school to high school. Therefore academic motivation during adolescence has become an increasingly important issue for educators and changes in motivation have become an area of emerging research interest for researchers (Turner & Patrick, 2008) [8].

Social intelligence helps to maintain a state of harmony in oneself and finally motivate deal with the challenges of living and learning in educational institutions (Saxena and Jain, 2013) [6]. Social intelligence is defined as awareness of the motivations of self and others and the ability to flourish in social situations (Park & Peterson, 2006; Peterson & Seligman, 2004) [2]. Social intelligence appears to be one of the important psychological abilities that relate to success in life as an students low on social- emotional intelligence face more difficulties to deal with others which undermines their academic motivation (Drago, 2004) [1]. Academic motivation involves internal processes that instigate and sustain activities aimed at achieving specific academic goals (Pintrich and Zusho, 2002) [4]. The concept of motivation is used in many different disciplines to analyze the ‘what and why ‘of human action. Academic motivation and social intelligence level of adolescents, dependency of academic motivation on social intelligence and most interesting by the indicators of the academic motivation and social intelligence.

**Methods**

**Participant**

A sample of 300 hundred students studying in the age group of 13-14 years and studying in the 8<sup>th</sup> grade. These adolescents were selected from six government schools from three Block of district Panipat. The boys and girls were included in the sample.

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### Instrument

Social intelligence scale by Chadda and Ganeshan (1986) was used to assess the relationship between aspects of social intelligence of adolescents and Academic motivation Scale by Areepattamannil (2006) was used to assess the relationship of academic motivation of adolescents.

### Statistical Analysis

Descriptive analysis and Correlation coefficient was used to analysis the results.

### Procedure

Present study was conducted purposively at rural government schools of the district Panipat of state Haryana. Random sampling procedure was used to select the sample. A sample of 300 hundred students studying in the age group of 13-14 years and studying in the 8<sup>th</sup> grade. These adolescents were selected from six government schools from three Block of district Panipat. The boys and girls were included in the sample. Social intelligence scale by Chadda and Ganeshan (1986) was used to assess the relationship between aspects of social intelligence of adolescents.

### Results and Discussion

#### Correlation between academic motivation and social intelligence in three blocks

Table 1 and correlation between academic motivation and social intelligence in three blocks. Academic motivation and social intelligence of respondents was positively and

significantly correlated in three blocks namely; Panipat, Bapoli and Smalkha. The study also revealed that students with high, moderate and low academic motivation differ from one another on social intelligence.

**Table 1:** Correlation between academic motivation and social intelligence

Sr. no.	Blocks	r- value
1.	Panipat	0.99**
2.	Bapoli	0.32**
3.	Smalkha	0.27**

\*\* Significant at 1% level of significance

#### Correlation between aspects of social intelligence

It was evident that patience was significantly correlated with co-cooperativeness ( $r = 0.22^{**}$ ), confidence ( $r = 0.21^{**}$ ), sensitivity ( $r = 0.31^{**}$ ) and non-significantly tactfulness ( $r = 0.10$ ). Confidence was significantly correlated with patience ( $r = 0.21^{**}$ ). Parto et.al. (2013) found that there was significant correlation between overall social intelligence and its all aspects which showed 1 effective influence of these aspects on overall social intelligence scores. Sensitivity was significantly correlated with patience ( $r = 0.31^{**}$ ) and confidence ( $r = 0.29^{**}$ ). Results supported by Steinberg (1990) [7] who revealed that adolescents who come from homes were better adjusted and socially more intelligent they were confident about their abilities and competent in areas of achievement.

**Table 2:** Correlation between aspects of social intelligence

1.	Aspects of Social Intelligence	Aspects of Social Intelligence				
		Patience	Co-cooperativeness	Confidence	Sensitivity	Tactfulness
2.	Co-cooperativeness	0.22**	1.00	-	-	-
3.	Confidence	0.21**	0.02	1.00	-	-
4.	Sensitivity	0.31**	0.30**	0.29**	1.00	-
5.	Tactfulness	0.10	0.08	0.05	0.05	1.00

\*\* Significant at 1% level of significance

### Finding

Social intelligence was significantly correlated with each other. On block wise comparison in academic motivation and social intelligence significant difference was found in blocks namely; Panipat, bapoli and Smalkha.

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