



## IMPACT OF SOCIAL INTELLIGENCE AND FRUSTRATION ON ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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### Abstract

*This study made an attempt to find out whether significant interaction exists between academic achievement and sex difference among secondary school students with Frustration as a dependent variable. The sample is comprised of 200 students of 9<sup>th</sup> class including both boys and girls of from Government and Private School of Jammu city. To assess the subjects, measurement tools such as Social intelligence scale by Dr. N.K.Chadha (SIS) and Frustration test by Dr. N.S. Chauhan and Dr. Govind Tiwar used for the present study. Based on the findings of this study, it was concluded that There are no significant interaction between Frustration and sex, Frustration and Type of school and sex and type of school among secondary school students. Further said that There are significant interactions among Frustration, sex and type of schools among secondary school students with academic achievement as dependent variable.*

**Keywords:** Social Intelligence, Frustration and Academic achievement



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### Introduction

Human being can achieve success by using his intelligence, that is IQ, but he may not have a great relationship with other members of the society. This kind of persons appears to be successful, but they are not aware of depriving themselves from some better successes and facilities because they have ignored or have not used usefully their social intelligence and social skills. Those whom we consider conversing and connecting with them a threat or a problematic task are more able to encourage themselves to do their works appropriately and to succeed in their works; it is possible that these persons may not have a pleasant social relation with others, and also they may have poor communicative skills.

Frustration is a common response to opposition related to anger and disappointment. The students today are facing with new challenges in education calling for greater effort from students. There are heavy demands made by the society on students. Students in their teens are the ones who are going through transitional phase, which is an intermediate of childhood and adulthood. Students have to follow their parents, desires which are preparing them to compete in the social system so that they are not left behind. If it is not managed well,

frustration can ignite psychological disturbances among them when they are grown up. Moreover, in contrast to animals, man is considered to be endowed with certain cognitive abilities that make him a rational being. What is it that causes one individual to be more effective in his response to a particular situation than other? No doubt; interest, attitude, desired knowledge etc.

In the present human society achievement and excellence are watchwords; **Inbrosciano and Berlach** have remarked that “success” may be viewed in three main domains. A good student is often referred to as being “intelligent” or “well behaved”, or “academically successful”. Arising from this are the questions: Is there any connection between these domains? Is there a strong connection between intelligence and academic achievement? These and many more questions, underscore the important place intelligence has been found to play in academic success. It has also been observed that social intelligence plays an important role in the achievement of students.

### **ACADEMIC ACHIEVEMENT**

The term academic achievement is made up of two words academic and achievement. Academic term has been derived from the word academy which is a school where special types of instructions are imparted. Achievement synonymies with the accomplishment or proficiency of performance in given skills of knowledge.

Academic achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another. Academic achievement is a term used in school when a student does well in academics. They achieve or do well in an area of school and do well in their studies.

Academic achievement is important because today's world is full of educated people. So the chances of getting a very good job are getting tougher day by day. Psychology definition accomplishment and achievement of education through higher learning principles.

### **Social intelligence**

Social intelligence implies adjusting one's behaviour to the norms of the group. No matter what these norms are, the socially intelligent student is always expected to be able to read them accurately and adjust to them. This process is always expected to be beneficial to their status in the group.

The original definition by **Edward Thorndike**...Social intelligence shows itself abundantly in the nursery, on the playground, in barracks and factories and salesrooms, but it eludes the formal standardized conditions of the testing laboratory.”According to social scientist **Ross Honey Will**, “Social intelligence is an aggregated measure of self and social awareness, evolved social beliefs & attitude and a capacity & appetite to manage complex social change”. **Social intelligence is the human capacity** to understand what is happening in the world and responding to that understanding in a personally and socially effective manner.

### **Frustration**

Frustration refers to failure to satisfy the basic needs, desire and requirements because of either condition in the individual himself or external obstacles in the environment. Frustration occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to satisfaction of any vital need. Throughout their lives, all the human beings meet such situations in which they are unable to satisfy their motive promptly or completely. Frustration is considered to be the result of an unsatisfied need or a thwarted desire. As a result of frustration, the abilities of today’s youth is lost, their productivity ruined and their ambitions thwarted. It has become a threat in modern life.

In other words we can say that frustration occurs whenever the organism meets a more or less insurmountable obstacle in its route to satisfaction of any vital needs. It destroys the person’s enthusiasm, his tension in life is increased and sometimes he became the victim of complete despair.

### **ACADEMIC ACHIEVEMENT AND FRUSTRATION**

A student who is frustrated will easily give up on whatever task he or she is involved with because they feel that it is a stressor, therefore it will cause them more stress trying to work on something while thinking about the subject that is the source of their stress and frustration. Thus, they won’t want to work on an assignment. Frustration would have been an unknown phenomenon in human life, if very pleasure and good things of life had been available as water and air. Frustration arrives when the need of an individual are not satisfied. The effect of Frustration can also be seen in academic achievement. As frustration positively predicted externalizing problems and externalizing problems negatively predicted academic achievement. It is frustration which can influence the academic achievement in number of ways. Students who have difficulties in tolerating frustration might also experience difficulties with procrastination which would negatively influence the achievement. Studying

can easily become a frustrating experience and students struggle with frustration, intolerance might spend less time reviewing their studies. Less studying could lead to lower grades.

#### **SURVEY OF RELATED LITERATURE**

**Emmerling and Boyatzis (2012)** conducted a study on “Assessment and development of Emotional and Social intelligence competencies”. The findings of the study revealed that Emotional and Social intelligence competencies are found to represent a practical and theoretical coherent, reliable and valid approach to assessing and developing individuals in diverse cultures.

**Ganaie , M.Y, Mudasir Hafiz ( 2015).** The study indicates that social science college students have better social intelligence than science college students. However, it was found that Science students have better academic achievement than their Counterparts.

Sreeja.P, Mrs. Nalinilatha.M ( 2017). This study shows that students do not find healthy environment in schools for developing their social intelligence. The schools fail to provide a proper environment to develop better relationship, positive behavior, social skills positive attitudes and good mental health in students.

**Wilde (2012)** conducted a study on, “The relationship between Frustration Intolerance and Academic Achievement in College.” The findings of the study revealed that the FDC was statistically significant at the .005 level and accounted for 23% of the variance when predicting overall college GPA.

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#### **Significance of the study**

It has been observed that many researchers investigated educational problems as well as making predictions on academic success or failures and concentrated mainly on cognitive measures ignoring personality factors like social intelligence, self esteem etc. It has been highlighted that in various fields today the capacity of the individual to interact emphasis upon interpersonal relationship in various work environment, is itself a reflection of the importance of social intelligence.

Hence, the **purpose of this quantitative study is to determine the impact of frustration and social intelligence on Academic achievement of secondary school students**. The significance of this study is that it may inform an understanding of how social intelligence and frustration affects the academic achievement of the students. The researcher is eager to know the relationship that exists between social intelligence and academic achievement, frustration and academic achievement. The study used validated and reliable attitudinal measures to assess the variables under investigation.

### **OBJECTIVES OF THE STUDY**

1. To find significant differences in social intelligence among high and low achievers.
2. To find significant sex difference in social intelligence among secondary school students.
3. To find whether significant interaction exists between academic achievement and sex difference among secondary school students with social intelligence as a dependent variable.
4. To find significant differences in Frustration among high and low achievers.
5. To find significant sex difference in Frustration among secondary school students.
6. To find whether significant interaction exists between academic achievement and sex difference among secondary school students with Frustration as a dependent variable.

### **HYPOTHESIS OF THE STUDY**

Keeping in mind the objectives, the following hypothesis are framed:

1. There will be no significant differences in social intelligence among high and low achievers.
2. There will be no significant sex difference in social intelligence among secondary school students.
3. There will be no significant interaction exists between academic achievement and sex difference among secondary school students with social intelligence as a dependent variable.
4. There will be no significant differences in Frustration among high and low achievers.
5. There will be no significant sex difference in Frustration among secondary school students.
6. There will be no significant interaction exists between academic achievement and sex difference among secondary school students with Frustration as a dependent variable.

## **Methodology**

### **Method**

Normative survey method was employed.

### **Sample**

The sample in the present study is comprised of 200 students including both boys and girls from seven schools (Government and Private Schools) of Jammu city. The sample is comprised of 9<sup>th</sup> class students. The investigator used random sampling technique.

### **Tools used**

The investigator has used the following tools for research:

1. Social intelligence scale by Dr. N.K.Chadha (SIS)
2. Frustration test by Dr. N.S. Chauhan and Dr. Govind Tiwari.

### **Administration of the tools**

The Heads of the institutions were explained the purpose of the study. The questionnaires were distributed among the students and were given a short orientation which included procedure and instructions to be followed. The participants were further assured that their responses would be kept confidential. The time limit for both the tests was approximately 40 minutes. After completion of the test, the questionnaires were collected from the students and were checked for complete information.

## **SELECTION OF STATISTICAL TECHNIQUE**

In the present study there are three independent variables and one dependent variable which are to be studied.

1. **Independent Variable :** (A) Frustration : High Frustration and Low Frustration ; (B) Social intelligence : High Social Intelligence and Low Social intelligence ; (C)Sex: Male and Female ; (D)Type of School: Government and Private School
2. **Dependent Variable**  
A) Academic Achievement

Various **statistical techniques** could be used for analysis of data but the investigator had used three way Analysis of Variance (2x2x2 Factorial Experiment) to accomplish the objective of the study.

## ANALYSIS AND INTERPRETATION OF DATA

**Table -1 Values Of Mean And S.D. Of Social Intelligence Scores.**

Variable	Mean	S.D.	M+1/2 S.D.	M-1/2 S.D.
Social intelligence	98.98	13.07	113	86

Categorization of students in high Social intelligence boys, high Social intelligence girls and low Social intelligence boys and low girls Social intelligence was done on the basis of values of mean and S.D. in the following manner:

1. The subjects who scored above M+1/2 S.D. or 133 and above were labeled as high Social intelligence group.
2. The subjects who scored below M-1/2 S.D. or 86 and below were labelled as low Social intelligence group.
3. The subjects scoring 113 to 86 were not considered for the purpose of demarcation.

**Table -2 Showing the Number of High Social Intelligence and Low Social Intelligence Groups.**

Variable	Mean	S.D.	High Social intelligence		Low Social intelligence	
			Boys	Girls	Boys	Girls
Social Intelligence	98.98	13.07	15	17	13	10

**Table - 3 Values of Mean and S.D. Of Frustration Scores.**

Variable	Mean	S.D.	M+1/2 S.D.	M-1/2 S.D.
Frustration	130	23.39	154	107

Categorization of students in high Frustration and low Frustration was done on the basis of values of mean and S.D. in the following manner:

1. The subjects who scored above M+1/2 S.D. or 154 and above were labelled as high Frustration group.
2. The subjects who scored below M-1/2 S.D. or 107 and below were labelled as low Frustration group.
3. The subjects scoring 154 to 107 were not considered for the purpose of demarcation.

**Table - 4 Showing the Number of High Frustration and Low Frustration Groups.**

Variable	Mean	S.D.	High Frustration		Low Frustration	
			Boys	Girls	Boys	Girls
Frustration	130	23.39	17	15	12	11



4. Review of table - 5 further shows that the value of F for the interaction of social intelligence and sex with academic achievement is 8.355 which are significant at .05 and .01 level of significance for df 1 and 72. It can thus be inferred that there is significant interaction between social intelligence and sex among secondary school students with academic achievement as dependent variable was accepted.
5. Review of table - 5 further shows that the value of F for the interaction between social intelligence and type of school with academic achievement is 3.416 which are significant at .05 and .01 level of significance for df 1 and 72. It can thus be inferred that there is significant interaction between social intelligence and type of school among secondary school students with academic achievement as dependent variable was accepted.
6. Review of Table - 5 shows the value of F for the interaction between sex and type of school is 0.163 which is not significant. Thus, the variable of sex and type of schools with academic achievement as the dependent variable among secondary school students are independent of each other.  
  
Hence, the hypothesis that there will be no significant interaction between sex and type of school with academic achievement as the dependent variable among secondary school students was accepted.
7. Review of table -5 further shows that the value of F for the interaction among social intelligence, sex and type of school with academic achievement is 2.515 which are significant at .05 and .01 level of significance for df 1 and 72. It can thus be inferred that there is significant interaction among social intelligence, sex and type of school among secondary school students with academic achievement as dependent variable.

**SET – 11 (TABLE) - 6**

**SUMMARY OF THREE WAY ANOVA (2X2X2 FACTORIAL DESIGN) FOR ACADEMIC ACHIEVEMENT SCORES**

Sources of Variation	SS	Df	MS	F-Ratio	Significance
Social Intelligence (A)	987.0125	1	987.0125	2.7766	Significant
Sex (B)	877.8125	1	877.8125	2.469	Significant
Type of School (C)	7546.6125	1	7546.6125	21.23	Significant
AxB	23.1123	1	23.1123	0.065	Insignificant
AxC	78.0125	1	78.0125	0.219	Insignificant

BxC	308.1125	1	308.1125	0.866	Insignificant
AxBxC	1936.6127	1	1936.6127	5.448	Significant
Within	25594.1	72	355.47		
	37531.39	79			

**IV.6(d). INTERPRETATION OF THE DATA**

1. Perusal of **Table – 6** shows the value of F for the main effect of Frustration is 2.7766 which are significant at .05 and .01 level of significance. It can thus be inferred that there is significant difference between Frustration and academic achievement of secondary school students.
2. Review of **table – 6** shows that the value of F for the variable sex is 2.469 which are significant at .05 and .01 level of significance for df 1 and 72. It can thus be inferred that there is significant sex difference in academic achievement among secondary school students with high and low frustration.
3. Review of **table – 6** shows that the value of F for the variable sex is 21.23 which are significant at .05 and .01 level of significance for df 1 and 72. It can thus be inferred that there is significant difference in academic achievement among secondary school students belonging to government and private schools.
4. Review of **Table – 6** shows the value of F for the interaction between Frustration and sex is 0.065 which is not significant. Thus, the variable of Frustration and sex with academic achievement as the dependent variable among secondary school students are independent of each other.

Hence, the hypothesis that there will be no significant interaction between Frustration and sex with academic achievement as the dependent variable among secondary school students was accepted.

5. Review of **Table – 6** shows the value of F for the interaction between Frustration and type of school is 0.219 which is not significant. Thus, the variable of Frustration and type of schools with academic achievement as the dependent variable among secondary school students are independent of each other.

Hence, the hypothesis that there will be no significant interaction between Frustration and type of school with academic achievement as the dependent variable among secondary school students was accepted.

6. Review of **Table – 6** shows the value of F for the interaction between sex and type of school is 0.866 which is not significant. Thus, the variable of sex and type of schools

with academic achievement as the dependent variable among secondary school students are independent of each other.

Hence, the hypothesis that there will be no significant interaction between sex and type of school with academic achievement as the dependent variable among secondary school students was accepted.

7. Review of **table – 6** further shows that the value of F for the interaction among social intelligence, sex and type of school with academic achievement is 5.448 which are significant at .05 and .01 level of significance for df 1 and 72. It can thus be inferred that there is significant interaction among Frustration, sex and type of school among secondary school students with academic achievement as dependent variable.

### **Conclusions of the study**

The proper data analysis and its interpretation lead to drawing out most valid and justified conclusion.

1. There are no significant differences in social intelligence among secondary school students.
2. There are significant sex differences in social intelligence and academic achievement among secondary school students but there are no significant differences in academic achievement among students studying in government and private secondary schools.
3. There are significant interaction between social intelligence and sex & social intelligence and type of school among secondary school students but there are no significant differences in sex and type of school among secondary school students.
4. There are significant interactions among social intelligence, sex and type of schools among secondary school students with academic achievement as dependent variable.
5. There are significant differences in Frustration, sex and type of school among secondary school students with academic achievement as dependent variable.
6. There are no significant interaction between Frustration and sex, Frustration and Type of school and sex and type of school among secondary school students.
7. There are significant interactions among Frustration, sex and type of schools among secondary school students with academic achievement as dependent variable.

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