

ADOLESCENTS WITH HIGH AND LOW ACADEMIC ACHIEVEMENT WITH SPECIAL REFERENCE TO INTELLIGENCE, EMOTIONAL INTELLIGENCE, SOCIAL INTELLIGENCE AND PERCEIVED PARENTAL RELATIONSHIP

Venkateswar Pujari ¹, Dr. Priyanka Dubey ²

¹ Research Scholar, Department of Psychology, Dr. A.P.J Abdul Kalam University, Indore, M.P.

² Research Guide, Department of Psychology, Dr. A. P. J. Abdul Kalam University, Indore, M.P.

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Abstract:

Academic success is an important part of a student's life, particularly in India. Academic achievement is the measure of a student's success in achieving his or her educational objectives. It is the ability to succeed in one's education, which is often tested through exams. Academic accomplishment has long been regarded as the most important trait. This emphasis on academic accomplishment becomes more prominent during a student's adolescent years, particularly as they approach the tenth grade. During this phase, parents and teachers place a greater emphasis on academic accomplishment. In most families, it becomes the primary source of concern and conversation.

Keywords: Adolescents, Academic, Intelligence, Parental, Relationship

INTRODUCTION:

Academic attainment is a difficult task. However, the factors that influence academic achievement have yet to be identified [1,2]. There is ample evidence to suggest that academic performance is a multidimensional activity rather than a one-dimensional phenomenon. In effort to discover the stable determinants of academic achievement, a large number of scientific studies have been conducted [3-5]. The significance of the study was to difference between adolescents with high and low academic achievement as far as their intelligence, emotional intelligence, social intelligence and perceived parental relationship are concerned [6-8].

EXPERIMENTAL METHODOLOGY [9-11]:

Hypotheses: Adolescents with high academic achievement will have significantly higher Intelligence, Emotional Intelligence, Social Intelligence, and favorable Perceived Parental Relationship than adolescents with low academic achievement.

Research Design: The fundamental goal of this study is to look into the influence of specific psychological factors in teenage academic progress. Intelligence, emotional intelligence, social intelligence and perceived parental relationship are the psychological characteristics being investigated. The Dependent Variables are the variables that are dependent on each other. This is a study that compares low and high achievers. The study's independent variable

is the student's level of academic achievement. Gender, birth order, early background, caste, type of family, and parents' education and occupation on psychological variables such as Intelligence, Emotional Intelligence, Social Intelligence, and Perceived Parental Relationship of high and low achievers are also investigated. The psychological variables are considered as dependent variables, while other demographic aspects are treated as independent variables.

Measures: Intelligence Scale, Emotional Intelligence Scale, Social Intelligence Scale, Perceived Parenting Scale

Pilot Study: To determine the appropriateness of the above tools, a pilot study was conducted. Adolescent children at Bethany School, Ramnagar, Visakhapatnam were studied. A total of 80 people were included in the study, with an equal proportion of high and poor achievers. The sample was chosen based on academic performance during the previous two years. High achievers were chosen from students with an average of more than 75 percent, while low achievers were chosen from students with an average of less than 50 percent. Students were tested four times over the course of a month. Each testing group had twenty students in order to ensure that all of the students' questions were answered. To reduce test monotony and improve test results reliability, students were given only two tests in one session. The last two tests were given a week later. Students were also required to complete a personal data form in order to collect demographic information such as income, family background, caste, parental education, and occupation, among other things.

Collection and processing of Data

Analysis of Data: Student “t” test, Multiple Regression Analysis

RESULT AND DISCUSSION [12-15]:

The Intelligence, Emotional Intelligence, Social Intelligence, and Perceived Parental Relationship of the two groups of teenagers (high and poor achievers) generated on the basis of academic success scores are compared (Tables 1 - 4 and Figures 1 - 4).

Further, the significance of differences between the two groups on the four variables is examined on the basis of obtained ‘t’ values (Tables 5 - 8).

Table 1 : Means and SDs for Intelligence, Emotional Intelligence, Overall Social Intelligence, and Overall Perceived Parental Relationship Scores of High and Low Academic Achievers

Variables	High Achievers N= 200		Low Achievers N = 200	
	Means	SDs	Means	SDs
Intelligence	54.24	6.12	45.77	11.28
Emotional Intelligence	52.29	9.63	47.71	9.87
Overall Social Intelligence	53.12	7.75	46.89	10.99
Overall Perceived Parental Relationship	52.60	9.45	47.40	9.87

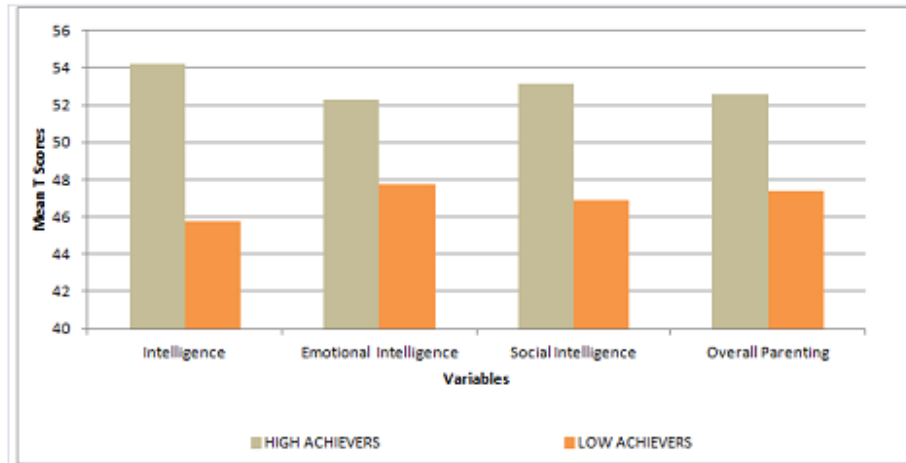


Fig. 1: Bar Diagram for Intelligence, Emotional Intelligence, Overall Social Intelligence, and Overall Perceived Parental Relationship Scores of High and Low Academic Achievers

- The following conclusions can be drawn from the mean values shown in Table 1 and Figure 1:
- When compared to adolescents with low academic achievement, those with high academic achievement have a higher mean IQ score (54.24). (45.77).
- When compared to adolescents with low academic achievement, those with strong academic achievement have a higher mean score for emotional intelligence (52.29). (47.71).
- When compared to adolescents with low academic achievement, those with high academic achievement have a higher mean score for overall social intelligence (53.12). (46.89).
- Finally, when comparing adolescents with high academic achievement to those with low academic achievement, the adolescents with high academic achievement have a higher mean score for total perceived parenting (52.60). (47.40).
- It's also worth noting that high academic achievers have above-average grades across the board, whereas low academic achievers have below-average scores across the board.

Table 2 : Means and SDs for Social Intelligence Scores (Dimension wise) of High and Low Academic Achievers

Dimensions of Social Intelligence	High Achievers N=200		Low Achievers N= 200	
	Means	SDs	Means	SDs
Patience	51.37	8.80	48.63	10.95
Cooperativeness	53.44	9.51	47.43	9.60

Confidence level	51.47	9.88	48.60	9.95
Sensitivity	50.34	9.81	49.72	10.26
Recognition of Social Environment	50.04	6.44	49.95	12.64
Tactfulness	50.30	9.69	49.70	10.41
Sense of Humour	52.25	10.18	47.75	9.43
Memory	52.10	7.02	47.95	11.97

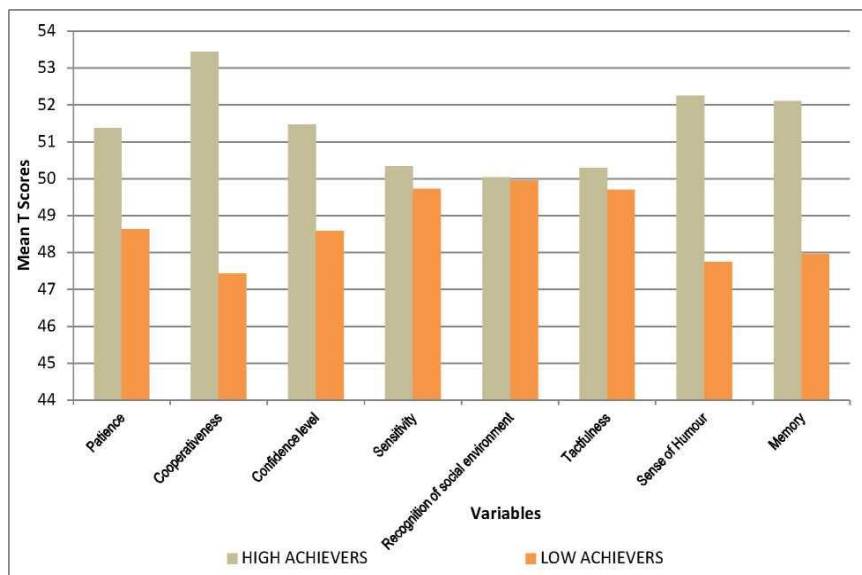


Fig. 2: Bar Diagram for Social Intelligence Scores (Dimension wise) of High and Low Academic Achievers

The following conclusions can be drawn from the mean values shown in Table. 2 and Fig. 2:

- When compared to adolescents with low academic achievement, adolescents with high academic accomplishment have a higher mean score on all of the many components of social intelligence.

The following are the average scores for all dimensions:

Patience (51.37&48.63); cooperativeness (53.44&47.43); confidence level (51.47&48.60); sensitivity (50.34&49.72); social environment recognition (50.04&49.95); tactfulness (50.30&49.70); sense of humour (52.25&47.25); and memory (52.10&47.95), respectively.

Table 3 : Means and SDs for Perceived Parental Relationship (Mother) Scores of High and Low Academic Achievers

Perceived Parenting Relationship (Mother)	High Achievers (N=200)		Low Achievers (N= 200)	
	Means	SDs	Means	SDs
Rejection vs. Acceptance	50.46	5.22	49.53	13.15
Carelessness vs. Protection	51.51	8.30	48.48	11.27
Neglect vs. Indulgence	50.72	9.34	49.29	10.58
Utopian Expectation vs. Realism	52.02	9.51	47.99	10.06
Lenient Standards vs. Moralism	52.14	8.95	47.90	10.55
Freedom vs. Discipline	52.17	9.35	47.53	10.95
Faulty role expectations vs. Realistic role expectations	51.00	9.66	49.00	10.25
Marital conflict vs. Marital Adjustment	51.64	9.57	48.37	10.17
Overall Mothering	52.60	9.46	47.40	9.87

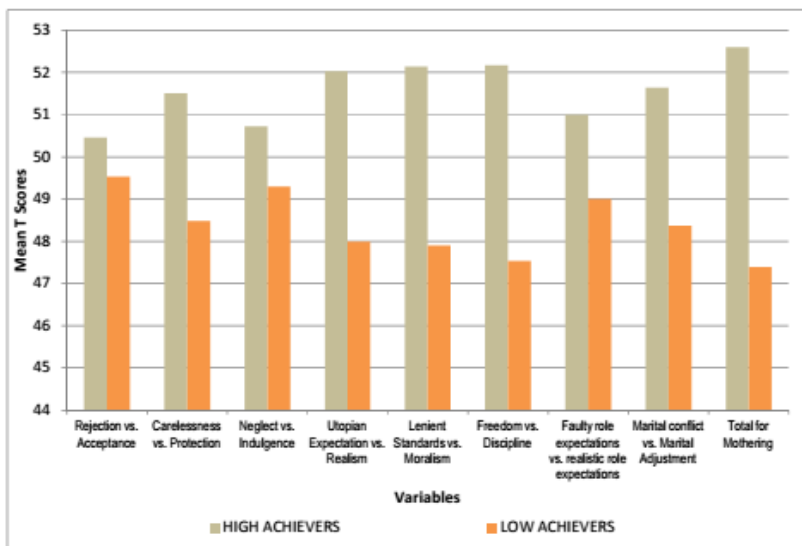


Fig. 3: Bar Diagram for Perceived Parental Relationship (Mother) Scores of High and Low Academic Achievers

The mean values presented in Table 3 and Fig. 3 led to the following observations:

- When compared to adolescents with poor academic achievement, those with high academic achievement have a higher mean score for perceived relationship with mother (52.60). (47.40).
When compared to adolescents with poor academic achievement, adolescents with high

academic achievement had a higher mean score on all of the major components of their perceived relationship with their mother. The following are the measurements: Neglect vs. Indulgence (50.72 & 49.29); Utopian Expectation vs. Realism (52.02 & 47.99); Lenient Standards vs. Moralism (52.14 & 47.90); Freedom vs. Discipline (52.17 & 47.53); Faulty role expectations vs. realistic role expectations (51.00 & 49.00) respectively.

- Adolescents with high academic achievement have a higher mean score (51.64) than adolescents with low academic achievement on the variable of Marital Conflict vs. Marital Adjustment (48.37)

Perceived Parenting Relationship (Father)	High Achievers N=200		Low Achievers N= 200	
	Means	SDs	Means	SDs
Rejection vs. Acceptance	56.63	9.46	52.51	10.11
Carelessness vs. Protection	51.06	8.29	48.93	11.36
Neglect vs. Indulgence	50.99	9.70	49.01	10.21
Utopian Expectation vs. Realism	52.96	8.35	47.03	10.63
Lenient Standards vs. Moralism	51.96	8.61	48.00	10.87
Freedom vs. Discipline	50.85	13.82	49.15	2.80
Faulty role expectations vs. Realistic role	51.66	8.82	48.32	10.80
Overall Fathering	52.38	10.90	47.61	8.37

Table 4: Means and SDs for Perceived Parental Relationship (Father) Scores of High and Low Academic Achievers

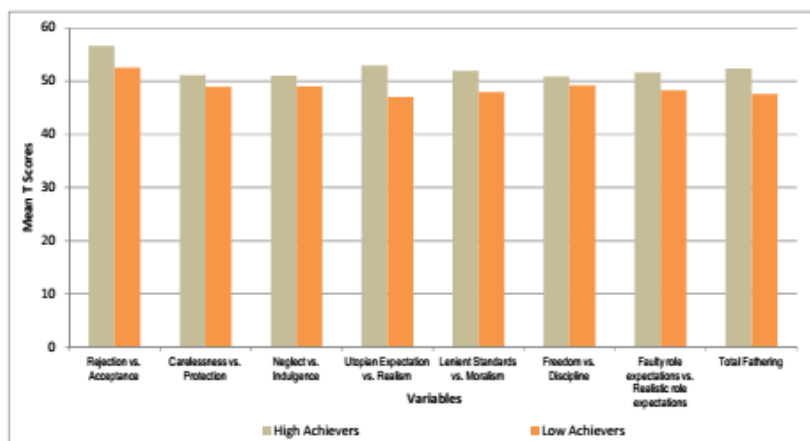


Fig. 4: Bar Diagram for Perceived Parental Relationship (Father) Scores of High and Low Academic Achievers

The mean values presented in table 4 and Fig. 4 lead to the following observations:

- When comparing adolescents with high academic achievement to adolescents with low academic achievement, the adolescents with high academic achievement have a higher mean score for perceived relationship with father (52.38). (47.61).

When compared to adolescents with poor academic achievement, adolescents with high academic achievement had a higher mean score on all of the many components of their perceived relationship with their father. The following are the measurements: Rejection vs. Acceptance (56.63 and 52.51); Carelessness vs. Protection (51.06 and 48.93); Neglect vs. Indulgence (50.99 and 49.01); Utopian Expectation vs. Realism (52.96 and 47.03); Lenient Standards vs. Moralism (51.96 and 48.00); Freedom vs. Discipline (50.85 and 49.15); Faulty role expectations.

2. INTELLIGENCE, EMOTIONAL INTELLIGENCE, OVERALL SOCIAL INTELLIGENCE, AND PERCEIVED PARENTAL RELATIONSHIP DIFFERENCES BY GROUP

Table 5: Significance of Difference between the Groups of High and Low Academic Achieving Adolescents in Intelligence, Emotional Intelligence, Overall Social Intelligence, and Overall Perceived Parental Relationship (N=200 in each group)

Variables	Mean Difference	Standard Error of Mean	't' Value
Intelligence	8.47	.91	9.33****
Emotional Intelligence	4.58	.97	4.70***
Overall Social Intelligence	6.22	.95	6.54****
Overall Perceived Parental Relationship	5.20	.97	5.38****

*** p< .001, Very Highly Significant

The obtained 't' values reported in Table 4.5 reveal that the difference between high and low achievers is very highly significant (p < .001) on all the four variables of Intelligence (t= 9.33); Emotional Intelligence (t=4.70); Overall Social Intelligence (t=6.54); and Overall Perceived Parental Relationship (t=5.38)

Table 6: Significance of Difference between the Groups of High and Low Academic Achieving Adolescents in Dimensions of Social Intelligence (N=200 in each group)

Dimensions of Social Intelligence	Mean Difference	Standard Error of Mean	't' Value
Patience	2.73	.99	2.75***
Cooperativeness	6.00	.96	6.28***
Confidence level	.79	.99	2.90**
Sensitivity	.13	1.0	.62
Recognition of Social Environment	.11	1.0	.08
Tactfulness	.06	1.0	.59
Sense of Humour	.65	.98	4.59***
Memory	.63	.98	4.23***

* $p < .01$, Significant ** $p < .05$, Highly Significant *** $p < .001$, Very Highly Significant

Table 6 shows that high achievers had considerably better social intelligence in the areas of patience ($t=2.75$; $p=0.001$), cooperativeness ($t=6.282$; $p=0.001$), confidence level ($t=2.896$; $p=0.01$), sense of humour ($t=4.59$; $p=0.001$), and memory ($t=4.23$; $p=0.001$). However, these two groups do not differ significantly ($p>0.05$) on the characteristics of sensitivity, social environment perception, and tactfulness.

Table 7: Significance of Difference between the Groups of High and Low Academic Achieving Adolescents in Perceived Parental Relationship (Mother) (N = 200 in each group)

Dimensions of Perceived Parenting Relationship (Mother)	Mean Difference	Standard Error of Mean	't' Value
Rejection vs. Acceptance	.92	1.01	.92
Carelessness vs. Protection	3.03	.99	3.07**
Neglect vs. Indulgence	1.43	1.0	1.43
Utopian Expectation vs. Realism	4.04	.98	4.11***
Lenient Standards vs. Moralism	4.23	.98	4.32***
Freedom vs. Discipline	4.63	1.02	4.55***
Faulty role expectations vs. Realistic role expectations	2.01	.97	2.02*
Marital conflict vs. Marital Adjustment	3.28	.99	3.32***
Total Mothering	4.21	.98	4.30***

* p< .05 Significant; ** p<.01 Very Significant; *** p< .001 Very Highly Significant

The findings show that high achievers have a considerably better relationship with their mothers than poor achievers (t= 4.21; p0.001). In addition, high achievers have a significantly more favorable perception of their relationship with their mother in terms of various aspects of parenting, such as carelessness vs. protection (t=3.07; p.005), utopian expectations vs. realism (t=4.12; p.001), lenient standards vs. moralism (t=4.33; p.001), freedom vs. mother discipline (t=4.55; p.001), and faulty role expectations The high-achieving group has considerably better perceptions (t=3.32; p.001) on the dimension of marital conflict vs. marital adjustment of the parents. Rejection vs. Acceptance and Neglect vs. Indulgence are not significant (p >.05).

Table 8: Significance of Difference between the Groups of High and Low Academic Achieving Adolescents in Perceived Parental Relationship (Father) (N=200 in each group)

Perceived Parenting Relationship (Father)	Mean Difference	Standard Error of Mean	't' Value
Rejection vs. Acceptance	4.12	.98	4.20***
Carelessness vs. Protection	2.14	.99	2.15*
Neglect vs. Indulgence	1.98	1.00	1.99*
Utopian Expectation vs. Realism	5.93	.96	6.20***
Lenient Standards vs. Moralism	3.96	.98	4.04***
Freedom vs. Discipline	1.70	1.00	1.70
Faulty role expectations vs. Realistic role expectations	3.34	.99	3.39***
Total Fathering	5.20	.97	4.90***

* p< .05 Significant; *** p< .001 Very Highly Significant

High achievers have a much more favorable relationship with their father than poor achievers (t= 4.90; p0.001). Furthermore, high achievers have a more favorable relationship with their parents in terms of several parenting dimensions:

Neglect vs. Indulgence (t=1.99; p.05); Utopian ideals vs. Realism (t= 6.20; p.001); Lenient standards vs. Moralism (t=4.04; p.001); and Faulty role expectations vs. Realistic role expectations (t=3.39; p.001).

CONCLUSION:

- For all four variables studied: Intelligence, Emotional Intelligence, Social Intelligence, and Perceived Parental Relationship, adolescents with high academic achievement have a higher mean score than adolescents with low academic achievement.
- When compared to adolescents with low academic achievement, adolescents with high

academic accomplishment have a higher mean score on all of the many components of social intelligence.

- When compared to adolescents with poor academic achievement, adolescents with high academic achievement had a higher mean score on all of the major components of their perceived relationship with both their mother and father.
- When compared to adolescents with poor academic achievement, adolescents with high academic achievement had significantly greater IQ, emotional intelligence, social intelligence, and perceived parenting.
- When compared to adolescents with low academic achievement, adolescents with high academic achievement showed considerably superior social intelligence in terms of patience, cooperativeness, confidence level, sense of humour and recall.
- Adolescents with strong academic achievement have a more positive perception of themselves.
- A positive view of their relationship with their mother (in general); and in many aspects of parenting, such as: carelessness vs. protection, utopia vs. reality
- As contrasted to teenagers with low academic accomplishment, expectancies vs. realism, lenient standards vs. moralism, freedom vs. mother's discipline, and faulty role expectations vs. realistic role expectations
- Adolescents with high academic achievement have a significantly positive perception of their relationship with their father (overall) and in terms of various aspects of parenting: rejection vs. acceptance, carelessness vs. protection, utopian expectations vs. realism, lenient standards vs. moralism, freedom vs. mother's discipline, and faulty role expectations vs. realistic role expectations.
- On the variable of Marital conflict vs. Parental Marital Adjustment, teenagers with high academic performance had significantly better perceptions than adolescents with low academic achievement.

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