Relationship between Social Behaviour & Academic Achievement of Secondary School Students

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Abstract

The study explored views of teacher about relationship between social behaviour and academic achievement. The objective of the study were to examine the effect of social behaviour on academic achievement; compare academic results of students with social behaviours; investigate on academic achievement and suggest what necessary steps should be taken to improve the academic achievement and social behaviour. The study was conduct in school which were randomly selected. The data were collected, tabulated, interpreted and statistically analyzed. Conclusion was drawn on the basic of data analysis. The study recommended that the social behaviour and academic achievement that the social behaviour and academic achievement were equally valued.

Introduction

Academic progress can be measured in multiple ways including grades and achievements scores, but these methods are not interchangeable. Grades are more strongly connected to multiple non-cognitive factors, including social behaviour, than achievement tests. Although social behaviours are an indirect predictor, they can broadly predict future academic success. However, due to their indirect nature, sufficiently large-scale studies are required to discern the differential relationship social behaviours have with achievements scores.

Social behaviour:-

Social behaviour is behaviour among two or more organisms within the same species, and encompasses any behaviour in which one member affects the other. This is due to an interaction among those members. Social behaviour can be seen as similar to an exchange of goods, with the expectation that when you give, you will receive the same. This behaviour can be affected by both the qualities of the individuals and the environmental factors. Therefore, social behaviour arises as a result of an interaction between the two the

organism and its environment. This means that, in regards to humans, social behaviour can be determined by both the individual characteristics of the person, and the situation they are in.
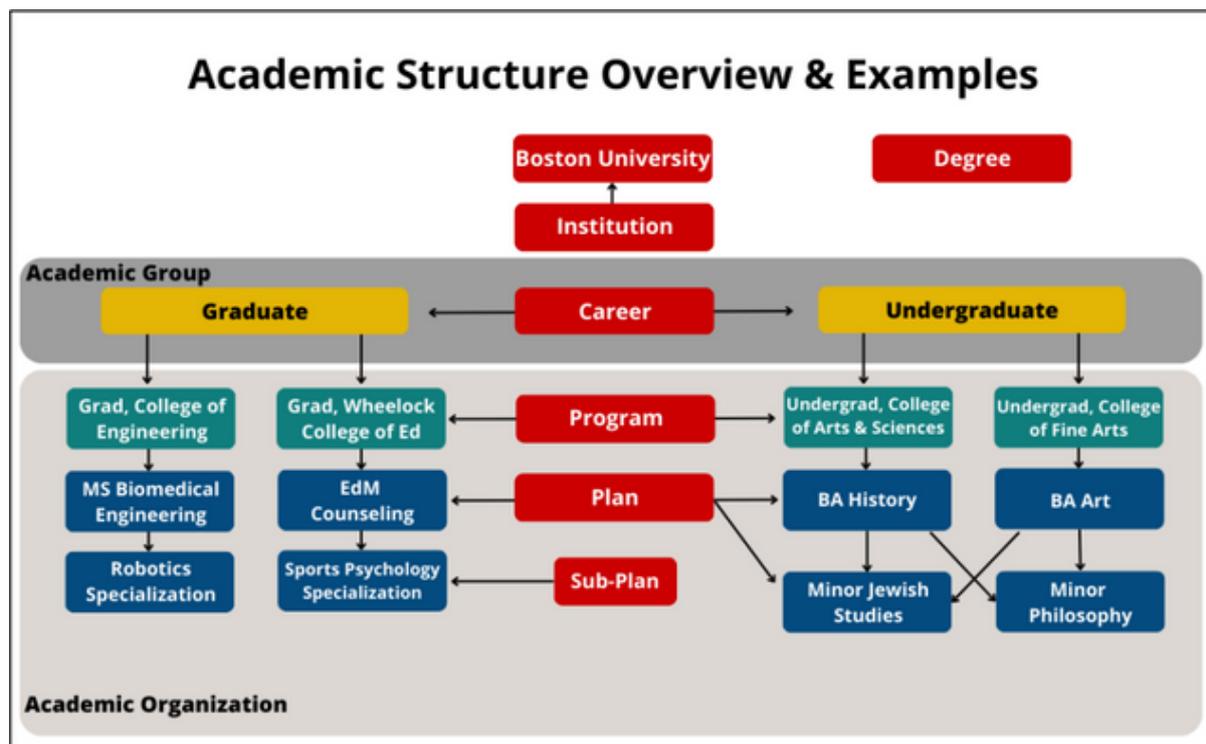
Types of Social Behaviour:

1. Pro-social: Helping, sharing, and cooperation.

2. Antisocial: Aggression, bullying, and exclusion.

3. Assertive: Expressing needs and boundaries clearly.

4. Passive: Yielding to others, avoiding conflict.
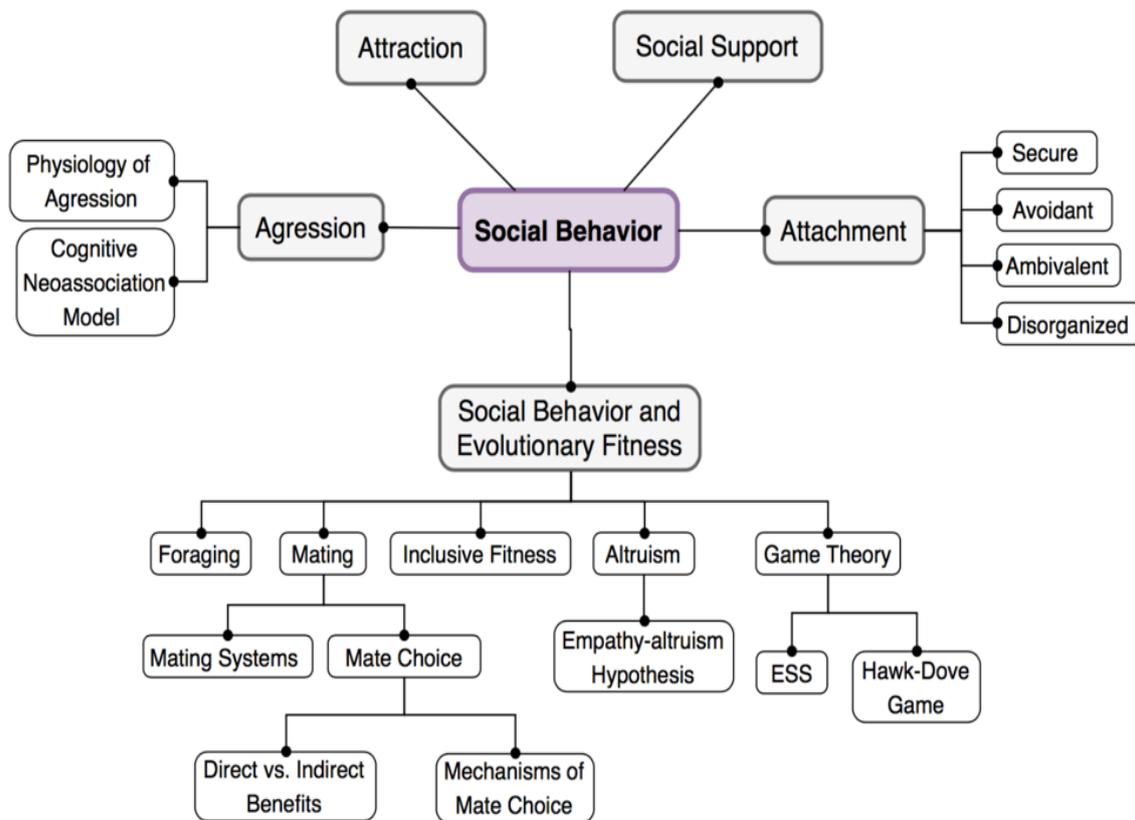
Academic Achievement:-

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects is most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environments, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its student's academic achievements. A school with

more academic achievements would receive more money than a school with less achievement.

Academic Structure Overview & Examples

Social Behaviour and Academic Achievement:-

Within the social-emotional learning framework, social behaviours support the social medium of learning (Vygotsky, 1987) social behaviours as one of five critical non-cognitive factors that predict success beyond school. Two specific types of behaviours can be linked to academic achievement: Pro-social behaviour and peer problems. These two behaviours have been linked to various academic skills such as study habits, and classroom behaviour, and peer interactions, which in turn affect academic performance. Wentzel (1993, 1998) has repeatedly found a strong link between pro-social behaviour and academic achievement.

Statement of the problem:-

"A study of relationship between social behaviour & academic achievement of the secondary school students"

Objectives of this study:-

1. To study the relationship between social behaviour & academic achievement of secondary school boys students.
2. To study the relationship between social behaviour & academic achievement of secondary school girls students.

Hypothesis of this study:-

1. There will be no significance relationship between social behaviour & academic achievements of   secondary school boy's students.
2. There will be no significance relationship between social behaviour & academic achievements of   secondary school girl's students.

Research Methodology:-

 In present study descriptive survey method was used.

Sample of the study:-
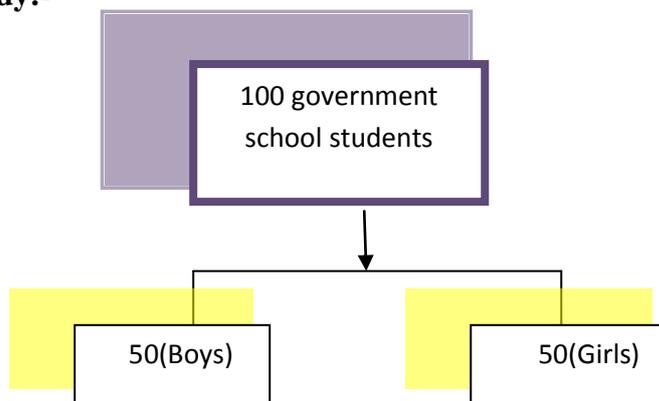
Variables used in study:-

- Social Behaviour
- Academic Achievement

Statistical Techniques Used:-

- Mean
- Standard deviation
- Correlation

Results and Discussion:-

Objective 1:- To find the relationship between social behaviour & academic achievement of secondary school boys students.

Group		N	Mean	S.D.	'r' value
Boys	Social behaviour	50	42.66	5.75	
	Academic achievement	50	405.42	34.42	-0.014

To above the table shows that the mean and standard deviation of social behaviour and academic achievement of boys is 42.66, 5.75 and 405.42, 34.42 respectively. The calculate value of correlation between social behaviour and academic achievement is -

0.014 of secondary school students. **So the negative hypothesis is there are no significant relationship between social behaviour & academic achievement of secondary school boys students.**

Objective 2:- To find the relationship between social behaviour & academic achievement of secondary school girls students.

Group		N	Mean	S.D.	'r' value
Girls	Social behaviour	50	44.62	4.95	
	Academic achievement	50	417.44	25.54	-0.018

To above the table shows that the mean and standard deviation of social behaviour and academic achievement of girls is 44.62, 4.95 and 417.44, 25.54 respectively. The calculate value of correlation between social behaviour and academic achievement is -0.018 of secondary school students. **So the negative hypothesis is there are no significant relationship between social behaviour & academic achievement of secondary school girls students.**

Conclusion:

The relationship between social behaviour & academic achievement of secondary school students, broken down by boys & girls. For boys, the mean social behaviour score is 42.66 (SD = 5.75) and mean academic achievement is 405.42 (SD = 34.42), with a correlation of -0.014. For girls, the mean social behaviour score is 44.62 (SD = 4.95) and mean academic achievement is 417.44 (SD = 25.54), with a correlation of -0.018. The negative correlation values are very weak, suggesting there's no significant relationship between social behaviour and academic achievement for both boys and girls, supporting the negative hypothesis. The data suggests social behaviour and academic achievement aren't strongly linked for secondary school students (both boys and girls).

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