



ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR SOCIABILITY

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ABSTRACT

The present study was aimed at investigating the achievement goals and sociability as predictors of academic achievement. The investigator adopted normative survey method for collection of data. The sample drawn through simple random sampling consisted of 250 higher secondary students from including boys (152) and girls (148) from Rajapalayam Taluk. Sociability Scale was used as tool to collect data. The Sociability scale was prepared and validated by investigator (Mrs. K.Kavitha) and Guide (Dr.V.Kasirajan). The findings of the study were i) 10.0% have low level, 80.0% have moderate level and 10.0% have high level of sociability of higher secondary students. ii) 20.8% have low level, 62.0% have moderate level and 17.2% have high level of academic achievement of higher secondary students. iii) there is no significant relationship between sociability and academic achievement of higher secondary students

KEYWORDS :

INTRODUCTION

Education should spell out the kinds of desirable changes needed by the society and now these changes are to be brought among the students. For this education should try to study understand various problems of the society in specific areas from time and should become the integral part of social development. When education will assume this responsibility society will grow more and more by adopting needed social changes. Therefore, education should help the students to develop the ability to face social problems, adjustment with the social change and his social environment. Sociability is the relative tendency or disposition to be sociable or associate with one's fellows. Sociability is the ability to be fond of the company of others; people who are sociable are inclined to conversation with others. A prominent example is ethnic sociability, which is a measure of the degree to which certain ethnic groups are able to interact with people from other ethnic group. Sociability is the quality of being sociable; sociableness. Sociability is a personality trait that indicates the child's friendliness with strangers and lack of shyness. Sociability is the ability of being outgoing with others and the desire to establish interpersonal relationship with others enjoys social interaction, participates in a leader-less peer-group (Gifford, & Gallagher, 1985), possess a tendency to approach novel situations and people (Sanson, Hemphill, & Smart, 2004). Sociable behaviours may include behaviours such as showing concern, inviting by-standers to join an activity, stopping a quarrel, being cooperative, giving support, engaging in play, and having conversations with other children while playing. Researchers have been interested in finding out the relationship between sociability and academic achievement.

SIGNIFICANCE OF THE STUDY

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools or in general on education system. In fact, it appears as if the whole system of education revolves round the academic achievement of students. Therefore a lot of time and effort of schools are used for helping students to achieve better in their scholastic endeavours or attempts. There are many factors that affect and contribute to academic achievement of the higher secondary students. In this regard academic achievement and sociability proficiency are both interrelated. It is a simultaneous and mutual interaction. Students with different sociability proficiency participating in a particular subject test or examination show different level of performance. It is because of their different level of intelligence, study habits and interest etc. In the same way some traits such as self-confidence and

ambitious are associated with academic achievement of higher secondary students. These sociability skills are develop the quality of the person's character and socio economic status, society welfare and personality of individual. In a student if, his ambitions and aspiration are in accordance with his mental capacities and his objectives are realistically accustomed, the individual is certainly going to excel in his/her academic endeavours. The group level associations may contribute to the selection process in which the group provides a social milieu for clustering individuals with similar academic abilities. Similarly students' internal characteristics such as ambitious and self-confidence also strongly influence their academic achievement. Many students are capable of producing higher academic performance or achievement because of their high self-confidence which allows individual to have positive yet realistic views of themselves and the allied situations. Self-confident people trust their own abilities and have a general sense of control in their lives, on other side individuals who are not self-confident tend to defend excessively on the approval of others in order to feel good about them. In the same way ambitions are also associated with academic achievement of higher secondary students because it inspires students to set goals to obtain high scores in academics, for that they become hard worker and conscious about their studies. But individuals having low ambitious may become slow learner and gain a little success in their academic achievement. From the above discussion it may be inferred that sociability are related to academic achievement of school student to a great extent. Therefore it was interesting to find out relationship between certain important sociability and academic achievement.

OBJECTIVES OF THE STUDY

1. To find out the level of Sociability of higher secondary students.
2. To find out the level of academic achievement of higher secondary students
3. To find out whether there is any significant relationship between Sociability and academic achievement of higher secondary students.

NULL HYPOTHESES OF THE STUDY

1. The level of Sociability of higher secondary students is average
2. The level of Sociability of higher secondary students with respect to religion is average
3. There no significant relationship between Sociability and academic achievement of higher secondary students.

METHOD OF THE STUDY

The Authors used Normative Survey method was found appropriate for this study. Since this study attempts to bring out relevant details from students regarding various expected outcomes of the systems

of academic achievement and sociability assessment in schools. Normative Survey method was found appropriate for this study.

SAMPLETECHNIQUE

The Authors were used simple random sampling and samples are collected only from the Students of Higher Secondary level in various Schools located in and around rajapalayam area which is located in virudhunagar district, Tamil Nadu state, South India.

DELIMITATION OF THE STUDY

This study is delimited to the Rajapalayam Taluk, Virudhunagar district, Tamilnadu, South India. This study is considering the higher secondary students those who are studying in Rajapalayam Taluk only.

TOOLS USED IN THE PRESENT STUDY

1. Sociability Scale was prepared by investigator (Miss.k.kavitha) and guide (Dr.V.Kasirajan)
2. Academic achievement refers to marks scored obtained from the quarterly examination.

ANALYSIS OF THE STUDY

1. To find out the level of sociability of higher secondary students

TABLE-1 THE LEVEL OF SOCIABILITY OF HIGHER SECONDARY STUDENTS

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Sociability	25	10.0	200	80.0	25	10.0

It is inferred that among higher secondary students, 10.0% have low level, 80.0% have moderate level and 10.0% have high level of sociability of higher secondary students.

2. To find out the level of academic achievement of higher secondary students

TABLE-2 THE LEVEL OF ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Academic Achievement	52	20.8	155	62.0	43	17.2

It is inferred that among higher secondary students, 20.8% have low level, 62.0% have moderate level and 17.2% have high level of academic achievement of higher secondary students.

Null hypothesis 1

There is no significant relationship between Sociability and academic achievement of higher secondary students.

TABLE -3 RELATIONSHIP BETWEEN SOCIABILITY AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Correlation	N	Calculate d 'r' value	Table 'r' value	Remark
Sociability and academic achievement	250	0.022	0.139	NS

(At 5% level of significance the table value 'r' is (0.139)

It is inferred from the above table that the calculated 'r' value (0.022) is less than the table value (0.139) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant relationship between sociability and academic achievement of higher secondary students

MAJOR FINDINGS

1. 10.0% have low level, 80.0% have moderate level and 10.0% have high level of sociability of higher secondary students.

2. 20.8% have low level, 62.0% have moderate level and 17.2% have high level of academic achievement of higher secondary students.
3. There is no significant relationship between sociability and academic achievement of higher secondary students

CONCLUSION

The current study is aimed at finding out is there any relationship between sociability and academic achievement of higher secondary students. According to this directly confirms the there is no relationship between the sociability and the academic achievement of higher secondary students. But the higher secondary students have average level in terms sociability and academic achievement. Therefore it can be said that if parents, teachers, school and society together identify and recognize these traits and build up them by nurturing, then the positive growth in academic achievement as well as sociability of higher secondary can be observed. Schools should take care of the factors responsible for the development of sociability and academic achievement. The head of the institutions and teachers should be created for socio-culture environment in school atmosphere and enhance the group level associations may contribute to the selection process in which the group provides a social milieu for clustering individuals with similar academic abilities. Sociability should be developed among the eleventh students through the social activities like NSS and NCC. The teacher should be used cooperative learning in the classroom so that students could feel free to interact better in academic achievement as well as increase socio- culture among higher secondary students.

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