



RELATIONSHIP BETWEEN INTERPERSONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Mrs. R. Amutha

M.Ed Student, S.Veerassamy Chettiar College of Education, Pulliangudi-627855

Dr. V.Kasirajan

Assistant Professor, S.Veerassamy Chettiar College of Education, Pulliangudi- 627855.

ABSTRACT

The main purpose of the study was to find out the relationship between interpersonal intelligence and academic achievement of high school students. A descriptive survey method was adopted by the investigator to conduct this study. The investigator used the simple random sampling technique for selecting the sample. The sample consists of 300 higher secondary students randomly selected from 10 schools from Sankarankoil Taluk. Interpersonal intelligence was prepared by investigator (Mrs. R. Amutha) and guide (Dr.V.Kasirajan). The findings of the study were; i) 20.3% have low level, 58.7% have moderate level and 21.0 % have high level of interpersonal intelligence of high school students ii) 15.3% have low level, 66.3% have moderate level and 18.3% have high level of academic achievement of high school students. iii) There is significant relationship between Interpersonal intelligence and academic achievement of high school students

KEYWORDS : Interpersonal intelligence, high school students

INTRODUCTION

Interpersonal intelligence is the form of intelligence that governs your ability to relate to people and manage relationships. It's easy to notice people who have high interpersonal intelligence -they might seem to stand out in a crowd, have many friends, and easily adapt to social situations. Sometimes, we think of interpersonal intelligence as being like "extroversion," but these are not the same. Extroverts are people who naturally enjoy interacting with others, but they can have high or low interpersonal intelligence, too. Anyone who wants to can gain greater interpersonal intelligence and enjoy a better understanding of other people, leading to better relationships. Students with Interpersonal intelligence are good with people and thrive in social interactions.. Throughout time in school, many teachers probably didn't want to tell that interpersonal intelligence can lead to academic success — after all, we usually exercise this kind of intelligence by talking and listening, and teachers often want to keep quiet However, interpersonal intelligence can be tremendously valuable in college and beyond. The high level of interpersonal intelligence to discover opportunities for campus leadership, scholars, and other experiences and also that can enrich academic achievement.

SIGNIFICANCE OF THE STUDY

Nowadays secondary education structures, academic programs and teaching methods should be more oriented towards the skills and student's intelligence improvement, because companies need knowledge and intelligent employees to take efficient decisions, regardless their stage of development or country's economic context where they operate. Interpersonal intelligence is important to enhance our social abilities to thrive in the society. This includes the abilities to interact with others, understand and interpret their behaviour. Those who have strong interpersonal intelligence are good in understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them. Intrapersonal intelligence displays the ability of an individual to reflect and evaluate his/her feelings. It is about understanding them, working closely with them, cooperating and conveying to them what we are trying to say in a way they understand. People with interpersonal intelligence typically fall in the group of extroverts. They possess the ability to cooperate with people around them and are seen as team players. They can work in a group with ease and efficiency and can understand the temperaments of others in the group. Thus, people with an interpersonal intelligence become effective communicators. For students with interpersonal intelligence, direct interaction, discussions with others and team efforts are the best pathways to help them learn. So they learn their subjects very effectively. Individuals with a strong Interpersonal Intelligence can be utilized as leaders during group discussion and collaborative assignments of any kind, these students will excel in this position. Interpersonal intelligence is possible that students who are both interpersonal intelligent and highly achieving are the most well-liked or the most popular students in their school. However, it is also possible that whereas interpersonal intelligence has a positive effect on perceived popularity, the effect of academic achievement may be

neutral or even negative. In this case, the most popular students may be highly interpersonal intelligent but not necessarily doing well in secondary school. To clarify this matter, we also examined the interaction between interpersonal intelligence and academic achievement in the prediction of popularity. If the high school students have done their group discussion with strong interpersonal intelligence, they had the ability to perform very well in theory Examination as well as useful assessment. With this background the investigator made a study on the relationship between interpersonal intelligence and academic achievement of high school students"

OBJECTIVES OF THE STUDY

1. To find out the level of interpersonal intelligence of high school students
2. To find out of the level of academic achievement of high school students
3. To find out whether there is any significant relationship between interpersonal intelligence and academic achievement of high school students.

HYPOTHESIS OF THE STUDY

1. The level of interpersonal intelligence of high school students is average
2. The level of academic achievement of high school students is average
3. There no any significant relationship between interpersonal intelligence and academic achievement of high school 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.

SAMPLE TECHNIQUE

The Authors were used simple random sampling and samples are collected only from the Students of high school level in various Schools located in and around sankarankoil Taluk area which is located in Tirunelveli district, Tamil Nadu state, South India.

TOOLS USED

1. Interpersonal intelligence Scale was prepared and validated by investigator®. Amutha and guide (Dr.V.Kasirajan)
2. Academic achievement refers to marks scored obtained from the quarterly examination.

ANALYSIS

1. To find out the level of interpersonal intelligence of high school students

TABLE-1 THE LEVEL OF INTERPERSONAL INTELLIGENCE OF

HIGHSCHOOLSTUDENTS

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Interpersonal intelligence	61	20.3	176	58.7	63	21.0

It is inferred that among high school students, 20.3% have low level, 58.7% have moderate level and 21.0% have high level of interpersonal intelligence of high school students.

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

TABLE-2
THE LEVEL OF ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Academic Achievement	46	15.3	199	66.3	55	18.3

It is inferred that among high school students, 15.3% have low level, 66.3% have moderate level and 18.3% have high level of academic achievement of high school students.

Null Hypothesis 1

There is no significant relationship between interpersonal intelligence and academic achievement of high school students.

TABLE-3
RELATIONSHIP BETWEEN INTERPERSONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGHSCHOOLSTUDENTS

Correlation	N	Calculated "r" value	table "r" value	Remarks
Interpersonal Intelligence and Academic achievement	300	0.66	0.113	S

(At 5% level of significance the table value 'r' is 0.113)

It is inferred from the above table that the calculated "r" value (0.66) is greater the table value (0.113) at 5% level of significance. Hence, the null hypothesis is rejected. It shows that there is significant relationship between Interpersonal intelligence and academic achievement of high school students.

FINDINGS

- 20.3% have low level, 58.7% have moderate level and 21.0% have high level of interpersonal intelligence of high school students.
- 15.3% have low level, 66.3% have moderate level and 18.3% have high level of academic achievement of high school students.
- There is significant relationship between Interpersonal intelligence and academic achievement of high school students

INTERPRETATION

The "" result shows that there is significant relationship between interpersonal intelligence and academic achievement. This may be due to the fact that in general academic achievement in any discipline needs and demands good interpersonal skills that help to relate with others and interact with others that would probably help in clarifying their doubts and in the process of reinforcing what has already been learnt. Further, maintenance of a smooth relationship will contribute a lot in developing a good mental health and no doubt these factors would augment academic achievement.

RECOMMENDATION

On the basis of the findings of this study it is concluded that there is significant relationship between interpersonal intelligence skills and academic achievement such that developing interpersonal intelligence skills of a student will lead to the enhancement of his/her academic achievement. Therefore, it is hereby recommended that:

- Curriculum experts should develop an affective instructional curriculum that incorporates interpersonal intelligence skills with the objective of enhancing personal and career success of students.
- Balanced combination of expressive mind and cognitive mind in training high school students will facilitate the identification, recognition and development of their interpersonal skills which

will in turn contribute to their personal, academic and career success.

- Facilitate school-home partnership by establishing guidelines for parents on communication with school staff and providing workshops for staff on working with families.
- In policy making more emphasis should be given to assessment of moral judgment, interpersonal intelligence which is known to contribute directly to academic achievement and success in latter part of life.
- The school teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
- The school teacher should understand and use formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.
- The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
- The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners, and support the intellectual, social and personal development of all students.

CONCLUSION

The present study is an attempt to explore the nature of relationship between interpersonal intelligence and academic achievement of high school students. Interpersonal intelligence is a process by which living organisms maintain a balance between need and the circumstances that influence the satisfaction of these needs. Facilitate school-home partnership by establishing guidelines for parents on communication with school staff and providing workshops for staff on working with families. Interpersonal intelligence is an integration of different psychological traits in an individual. It is a process of cognitive, affective and psychosomatic aspects. 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 communal milieu for clustering individuals with similar academic abilities. Interpersonal intelligence should be developed among the high students through the social activities like NSS and NCC. The teacher should be used supportive learning in the classroom so that students could feel free to interact better in academic achievement as well as increase interpersonal intelligence of high school students.

REFERENCES

- Aggarwal C. (2007). Advanced Educational Psychology. New Delhi: Vikas Publishing House PVT Ltd.
- Ameetha. P. (2004). Methods of Teaching Biological Science. Hyderabad: Neelkamal Publications Pvt Ltd.
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books.
- Gardner, H. (1993). Frames of mind: The theory of multiple intelligences (10 anniversary ed.), New York, NY: Basic Books.
- John W.Best, James V.Kahn. (2003). Research in Education. New Delhi: PHI learning Pvt Ltd.
- K.Nagarajan. (2003). Educational Psychology. Chennai: Ram Publishers.
- Sharma R.A. (2005). Fundamentals of Educational Psychology. Meerut: Surya Publication