



A STUDY ON SOCIAL, EMOTIONAL DEVELOPMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

Smt SHAILAJA.

Research Scholar,

Department Of Education In Studies

KSAWU Vijayapura .Karnataka.

PROF. VENKOBA NARAYANAPPA

RESEARCH GUIDE

Department Of Education In Studies

KSAWU Vijayapura .Karnataka

Abstract

Social ,Emotional development is an educational movement that is gaining ground throughout the world. We can define Social ,Emotional development as the ability to recognize and manage feelings of love, hate, fear, etc., solve problems effectively, and establish positive relationships with others. Research has showed the a big role of Social ,Emotional development in showing in a good way healthy student development and Academic Achievement. A huge amount of research confirms that SE abilities: can be taught, that they help increase positive development and reduce problem in behaviors, and that they improve students' behavior .This study aims to identify SEL development in Indian schools in. relation to their Academic Achievement. Comparisons of demographic characteristics with independent variables i.e. social ability, emotional ability, and dependent variable i.e. academic achievement of secondary school students. The researches adopted the survey method of research to study the social, emotional development of secondary school students in relation to their Academic Achievement in Karnataka with reference to Koppal district. The researcher used stratified Random sampling technique for selecting the sample from the 1400 population. The stratification will be done on the basis of gender and locality of students. The sample consists of government aided and private school students from the schools in Koppal district.

Keywords:- social development, Emotional development, Academic Achievement

Introduction.

The twenty-first century challenge for teachers, families, and community members is trying to raise and educate children who are full of knowledge, responsible, caring, and socially able to do something well. A key challenge for schools involves serving culturally many different kinds of students with varied abilities and reasons for learning (Learning First Friendly partnership, 2001). Times have changed. A few generations ago most children would spend only a few years in school. Schools' priority was teaching the usual subjects, such as reading, writing, and math. Young people are now spending more years in school and are more exposed to issues of depression, (being totally separate from others), or other problems. This

needs/demands that they develop concentration, (ability to control sudden desires), and (controlling anger, fear, happiness, etc.) (Runs and Salovey, 2004).

Independent variable

1)Social

2)Emotional

Dependent variable

1)Academic Achievement

In the past twenty years, research on educational results has proved the importance of positive social behaviors in helping the development of Academic Achievement (Blake et al., 2015). According to Greenberg et al. (2003), teachers, parents, students, and other members of the educational community believe that today's school has to teach beyond basic skills (reading, writing, counting). Today's school must improve students' social-emotional smart ability, character, health, and (related to the responsibility of being a member of society) engagement (Greenberg et al., 2003, p. 466).

According to the World Money-based Forum's Future of Jobs Report (World Money-based Forum, 2016), emotional development will be one of the top 10 job skills in 2020. The (knowing about something) that emotional development is an important job skill, sometimes even going past technical ability, has been growing over the last few years. In any case, we have come to the end/end result that the new generation of children needs something more. Every individual counts, and we will be doing a (poor or unfair treatment) to the children if we do not orient our educational practices to the (quality that makes something stand alone or look different) of each one.

Objectives of the study.

1)To study the relationship between social, emotional development of secondary school students in relation to their Academic Achievement.

2)To study the relationship between social emotional development of secondary school students of male and female in relation to their Academic Achievement.

Null hypothesis: There is no significant difference between male and female secondary school students with respect to their academic achievement scores

To test the above hypothesis, the independent t test was applied and the results are presented in the following table.

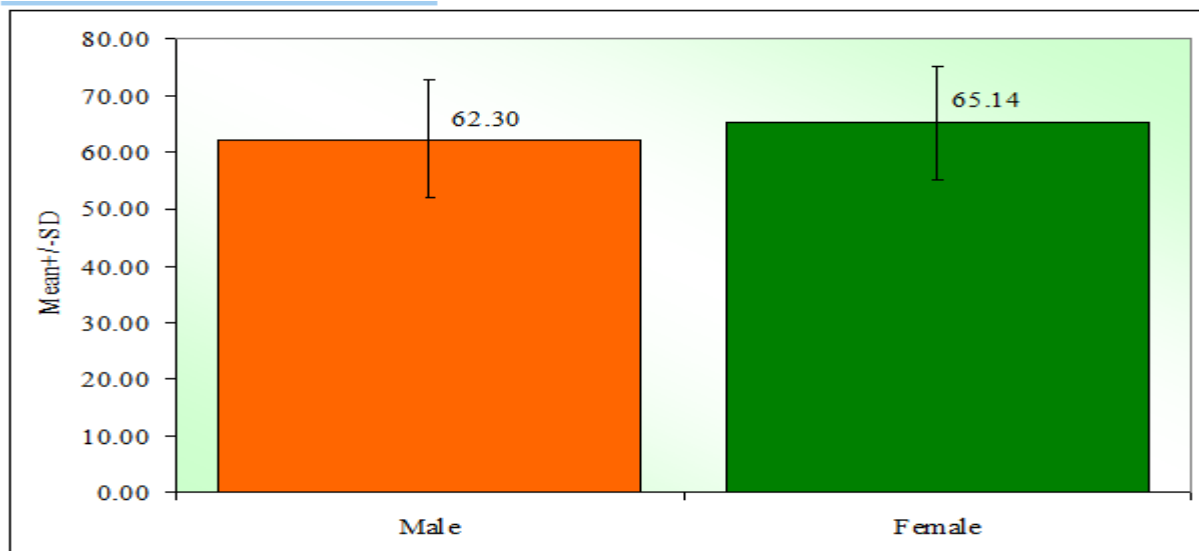
Table: Outcome of independent t test difference between male and female secondary school students with respect to their academic achievement scores

Gender	n	Mean	SD	SE	t -value	P-value
Male	700	62.30	10.43	0.39	5.1689	0.0001, S
Female	700	65.14	10.08	0.38		

From the results of the above table, it is seen that, the calculated value of independent t test is 5.1689 with p value=0.0001. The critical value of t at 5% level of significance with 1398 degrees of freedom is 1.9600. It clearly shows that, the calculated value of t is greater than the critical value i.e. $5.1689 > 1.9600$. It means

that, a significant difference between male and female secondary school students with respect to their academic achievement scores. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. In another word, the female secondary school students have significant and higher academic achievement scores as compared to male students. The mean and SD scores are presented in the following figure.

Figure: Comparison of male and female secondary school students with respect to their academic achievement scores



Null hypothesis: There is no significant difference between male and female secondary school students with respect to Social ability scores

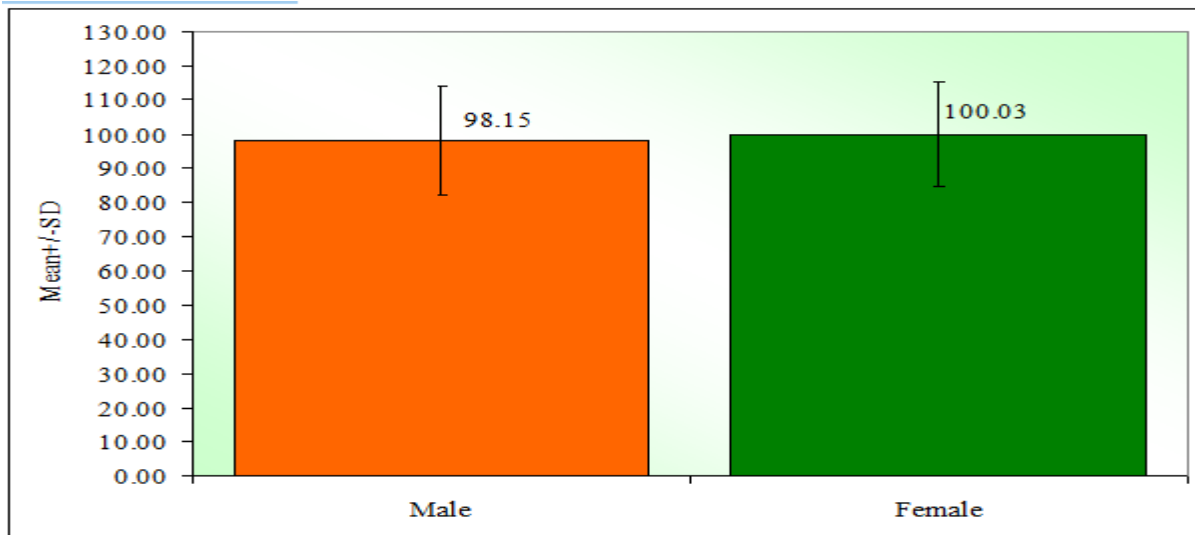
To test the above hypothesis, the independent t test was applied and the results are presented in the following table.

Table: Outcome of independent t test difference between male and female secondary school students with respect to Social development scores

Gender	n	Mean	SD	SE	t -value	P-value
Male	700	98.15	16.11	0.61	2.2391	0.0253,S
Female	700	100.03	15.29	0.58		

From the results of the above table, it is seen that, the calculated value of independent t test is 2.2391 with p value=0.0253. The critical value of t at 5% level of significance with 1398 degrees of freedom is 1.9600. It clearly shows that, the calculated value of t is greater than the critical value i.e. 2.2391>1.9600. It means that, a significant difference between male and female secondary school students with respect to social ability scores. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. In another word, the female secondary school students have significant and higher social ability scores as compared to male students. The mean and SD scores are presented in the following figure.

Figure: Comparison of male and female secondary school students with respect to their social ability scores.



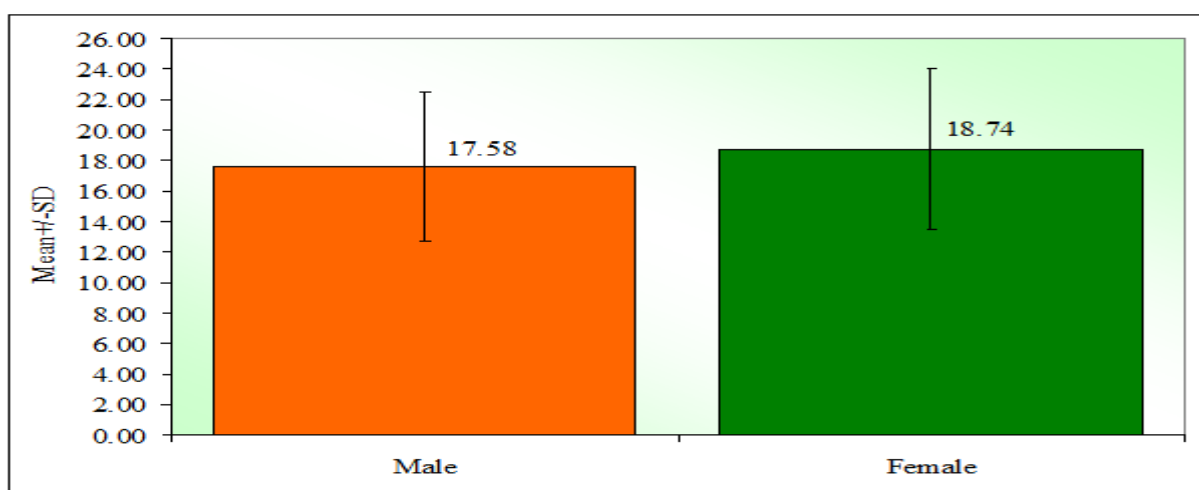
Null hypothesis: There is no significant difference between male and female secondary school students with respect to Emotional ability scores

To test the above hypothesis, the independent t test was applied and the results are presented in the following table.

Table: Outcome of independent t test difference between male and female secondary school students with respect to Emotional ability scores

Gender	n	Mean	SD	SE	t -value	P-value
Male	700	17.58	4.87	0.18	4.2899	0.0001,S
Female	700	18.74	5.24	0.20		

From the results of the above table, it is seen that, the calculated value of independent t test is 4.2899 with p value=0.0001. The critical value of t at 5% level of significance with 1398 degrees of freedom is 1.9600. It clearly shows that, the calculated value of t is greater than the critical value i.e. $4.2899 > 1.9600$. It means that, a significant difference between male and female secondary school students with respect to emotional ability scores. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. In another word, the female secondary school students have significant and higher emotional ability scores as compared to male students. The mean and SD scores are presented in the following figure. Figure: Comparison of male and female secondary school students with respect to their emotional ability scores



From the results of the above table, it is seen that, the calculated value of independent t test is 3.4838 with p value=0.0005. The critical value of t at 5% level of significance with 1398 degrees of freedom is 1.9600. It clearly shows that, the calculated value of t is greater than the critical value i.e. $3.4838 > 1.9600$. It means that, a significant difference between male and female secondary school students with respect to cognitive ability scores. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. In another word, the female secondary school students have significant and higher cognitive ability scores as compared to male students.

METHODOLOGY OF THE STUDY

The researcher adopted the survey method of research to study the social, emotional development of secondary school students in relation to their Academic Achievement in Karnataka with reference to Koppal district. The researcher used stratified Random sampling technique for selecting the sample from the population. The stratification done on the basis of gender and locality of students. The sample consists of government aided and private school students from the schools in Koppal district.

Variables Considered in the Study

The variables included in the study are

Dependent variables

Academic achievement of secondary school students

Independent variable

Social ability

Emotional ability

Moderator Variables

Gender (Male and Female)

A significant difference between male and female secondary school students with respect to their academic achievement scores

A significant difference between male and female secondary school students with respect to social ability scores

A significant difference between male and female secondary school students with respect to emotional ability scores.

Educational Implications

Studying the social, emotional, and cognitive development of secondary school students in relation to their academic achievement has significant educational implications. Here are some key points to consider

Individualized Support Systems: Understanding the interplay between social, emotional, and cognitive development can help educators tailor support systems for students based on their unique needs. For instance, identifying students who may be struggling with social skills or emotional regulation can lead to interventions that enhance their academic performance.

Holistic Approach to Education: Recognizing that academic achievement is influenced by more than just cognitive abilities highlights the importance of a holistic approach to education. Schools should incorporate social-emotional learning (SEL) programs alongside academic curricula to promote overall student well-being and success.

Suggestions for further research

Here are some suggestions for conducting a study on the social, emotional, and cognitive development of secondary school students in relation to their academic achievement:

- Define Clear Research Objectives: Clearly outline the research objectives and hypotheses to guide the study. Determine specific aspects of social, emotional, and cognitive development to explore, such as self-esteem, emotional regulation, problem-solving skills, and their potential impact on academic achievement.

Conclusions

The female secondary school students have significant and higher academic achievement scores as compared to male students

The female secondary school students have significant and higher social ability scores as compared to male students.

The female secondary school students have significant and higher emotional ability scores as compared to male students.

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