


**Vol. IV**  
**Number-1**

**ISSN No. 2319-8265**  
**Jan. -Dec.2015**

# **EDUCATION TIMES**

**A Peer Reviewed Journal of  
Education & Humanities**

  
**Principal**  
**St. Xavier's College of Education**  
**(Autonomous)**  
**Palayamkottai - 627 002**

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# Relationship Between Interpersonal Intelligence and Academic Achievement of High School Students

Ceema Nair J.\* and Rev. Dr. I. Jesudoss S.J.\*\*

## ABSTRACT

This study examines the relationship between interpersonal intelligence and academic achievement of high school students. The sample consists of high school students in Kanyakumari, Tirunelveli and Thoothukudi Districts. The tool for interpersonal intelligence was prepared and validated by the investigator and the guide. Stratified random sampling technique was used for the selection of the sample. This study shows that there is no significant relationship between sensitivity, sociability, collaboration and academic achievement of high school students but there is a significant relationship between amiability and academic achievement of high school students.

Interpersonal intelligence is the ability to notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions (Gardner, 2011). It exhibits a person's strong skill towards understanding and interacting with others. People who have this type of intelligence have the skills to evaluate the motivations, emotions, intentions and desires of people around them. While having a clear understanding of the temperament of others, such people find it easy to work within team set-ups, increasing the overall efficiency (Gardner, 2006).

Academic achievement or academic performance is the outcome of education. It is commonly measured by examinations or continuous assessment. The major factors that affect the academic achievement of students are home environment, school environment and the community in general. Academic achievement has to be considered as a multifaceted concept that comprises different domains of learning.

## OBJECTIVES OF THE STUDY

1. To find the level of interpersonal intelligence and its dimensions of high school students.
2. To find the level of academic achievement of high school students.

## HYPOTHESIS OF THE STUDY

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

## METHOD OF STUDY

1. The normative survey method was used in this study.

Principal  
St. Xavier's College of Education  
(Autonomous)  
Palayamkottai - 627 002

\*Ph.D. Research Scholar St.Xavier's College of Education (Autonomous) Palayamkottai (Tamil Nadu).

\*\*Associate Professor and Research Supervisor St.Xavier's College of Education (Autonomous) i(Tamil Nadu).

## POPULATION

The population of the study comprises of high school students from Kanyakumari, Tirunelveli and Thoothukudi Districts.

## SAMPLE

For this study, stratified random sampling technique was used for selection of the sample. The sample consists of 1049 high school students from Kanyakumari, Tirunelveli and Thoothukudi Districts.

## TOOL USED

Interpersonal intelligence scale was developed and standardized by the investigator and the guide. The percentage of marks obtained in quarterly examination of IX and X standard students was taken into consideration for academic achievement.

## STATISTICAL TECHNIQUES USED

Percentage analysis and Pearson product moment correlation analysis were the statistical techniques used in this study.

## ANALYSIS AND INTERPRETATION OF DATA

**Table-1: Level of Interpersonal Intelligence of High School Students**

Interpersonal Intelligence and its Dimensions	Low		Moderate		High	
	No.	%	No.	%	No.	%
Sensitivity	192	18.3	705	67.2	152	14.5
Amiability	173	16.5	739	70.4	137	13.1
Sociability	178	17.0	726	69.2	145	13.8
Collaboration	188	17.9	726	69.2	135	12.9
Interpersonal Intelligence	185	17.6	734	70.0	130	12.4

Note. Low= Below 40; Moderate= Between 40 and 60; High= Above 60 from the T scores.

It is inferred from Table-1 that 17.6 percent of the high school students have low, 70.0 percent of them have moderate and 12.4 percent of them have high level of interpersonal intelligence.

**Table-2: Level of Academic Achievement of High School Students**

Variable	Low		Moderate		High	
	No.	%	No.	%	No.	%
Academic Achievement	236	22.5	631	60.2	182	17.3

Note. Low= Below 40; Moderate= Between 40 and 60; High= Above 60 from the T scores.

It is inferred from Table-2 that 22.5 percent of the high school students have low, 60.2 percent of them have moderate and 17.3 percent of them have high level of academic achievement.

### 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 High School Students**

Interpersonal Intelligence and its Dimensions	Calculated $r$ Value	Remarks
Sensitivity	0.008	NS
Amiability	0.121	S
Sociability	-0.041	NS
Collaboration	-0.001	NS
Interpersonal Intelligence	0.023	NS

*Note.* At 5% level of significance, for 1047 df, the table value of  $r$  is 0.062

It is inferred from Table-3 that there is no significant relationship between sensitivity, sociability, collaboration and academic achievement of high school students but there is significant relationship between amiability and academic achievement of high school students.

### Findings of the Study

1. The level of the dimension amiability is high (70.4%) and sensitivity is low (67.2%) among the moderate level in interpersonal intelligence of high school students.
2. The level of academic achievement of high school students is moderate.
3. There is no significant relationship between sensitivity, sociability, collaboration, interpersonal intelligence and academic achievement of high school students but there is a significant relationship between amiability and academic achievement of high school students.

### INTERPRETATION AND DISCUSSION

Amiability is significantly related to academic achievement of high school students. This may be due to the reason that good friendship has a major influence on the adolescent children. So the peer group's viewpoint of learning, their study habits and other group activities will have a direct impact on academic achievement.

The present study brings out the relationship between interpersonal intelligence and academic achievement of high school students. Pearson product moment correlation  $r$  shows that there is no significant correlation between interpersonal intelligence and academic achievement. Since the dimension's of interpersonal intelligence have a direct influence upon group activities, it would be feasible to study the influence of interpersonal intelligence in the field of sports. This finding will help the researchers in the field of education.

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