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A study of the achievement of co-cognitive areas in relation to the social intelligence of the students

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Abstract

The aim of education is the social, mental, intellectual and emotional development of children. For this, it is necessary to pay attention to the development in the cognitive area of the students as well as in the co-cognitive area. In the present research, the achievements of co-cognitive areas have been studied in the context of social intelligence of the students. For this research, 200 students of class 8th from urban and rural areas were selected as a sample. Data were obtained by administering social intelligence scale and achievement test in co-cognitive area on these students. On the basis of calculation, it was concluded that there is no effect of gender on achievement in social intelligence and co-cognitive area, whereas effect of area was observed. The achievement in co-cognitive area of students with high social intelligence was found to be higher than that of students with low social intelligence.

Keywords: Social, mental, intellectual, emotional development

Introduction

The real meaning of education is the all-round development of a human being. Education is such a process by which a person's intellectual, cultural, social and spiritual development takes place. Education makes his life meaningful, changes and changes his behavior, which is beneficial for the individual, society, It is necessary for the welfare of the country and the world.

Several studies have shown that social intelligence can have a positive impact on academic achievement in students. Here are some ways in which social intelligence can influence academic success:

- **Enhanced Communication:** Students with strong social intelligence tend to have better communication skills, enabling them to express their ideas clearly, ask questions, and actively participate in classroom discussions, leading to better learning outcomes.
- **Collaboration:** Socially intelligent students are more likely to work effectively in group settings and engage in collaborative learning. Working well with peers can lead to improved problem-solving abilities and a deeper understanding of course material.
- **Emotional Regulation:** Socially intelligent students often have better emotional regulation skills, which can lead to reduced stress and anxiety, enabling them to focus better on their studies and perform well in exams.
- **Supportive Relationships:** Students with high social intelligence can form positive relationships with teachers and classmates. These supportive relationships can create a conducive learning environment, where students feel comfortable seeking help and guidance when needed.
- **Empathy and Understanding:** Socially intelligent students can better understand the perspectives and needs of others, which can lead to improved interpersonal relationships and a more inclusive and supportive classroom environment.
- **Conflict Resolution:** Students with social intelligence are better equipped to handle conflicts and disagreements constructively. This ability can lead to fewer disruptions in the classroom and more time spent on productive learning activities.

It is important to note that social intelligence and academic achievement are interconnected and can influence each other in a bidirectional manner. Students who perform well academically may also experience increased self-confidence and social success.

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Conversely, improved social intelligence can positively impact a student's academic performance. As a result of social intelligence, a person is able to make his special place in the society and gives his important contribution in the development of the society and the country. Students initially get social intelligence from their family and environment.

Co-cognitive areas encompass various aspects beyond purely cognitive skills, focusing on holistic development, including physical, emotional, social, and moral dimensions of a student's growth. These areas aim to cultivate well-rounded individuals who not only excel academically but also demonstrate positive values, social skills, and awareness of the environment and society. Indeed, teachers play a crucial role in fostering students' development in these co-cognitive areas. Here are some ways in which teachers can facilitate the growth of students in these domains:

- **Observation and Assessment:** Teachers should regularly observe and assess students' participation, interest, and involvement in co-cognitive areas. This can be done through informal observations, interactions, and more structured assessments to understand the students' progress and areas that may need more attention.
- **Creating Inclusive Opportunities:** Teachers should design the curriculum to provide diverse opportunities for students to engage in various co-cognitive activities. This might include art projects, group discussions, community service projects, or activities related to environmental protection and awareness.
- **Modeling Behavior:** Teachers can lead by example by demonstrating the values and behaviors they want to instill in their students. Displaying empathy, respect, and concern for the environment can have a positive influence on students' attitudes and behaviors.
- **Encouraging Exploration:** Teachers can encourage students to explore their interests and passions within the co-cognitive areas. By allowing flexibility and choice, students are more likely to become actively engaged in their learning.
- **Promoting Reflection:** Teachers can incorporate reflection exercises or journaling to encourage students to think critically about their experiences and the impact of their actions on themselves and others.
- **Collaborative Learning:** Fostering a collaborative and supportive learning environment can facilitate the development of personal and social values, as well as teamwork and communication skills.
- **Community Engagement:** Integrating community service projects or involvement in local environmental initiatives can help students understand the importance of social responsibility and environmental protection.
- **Integration into Curriculum:** Co-cognitive areas should not be treated as separate from the academic curriculum but rather integrated into it. This integration can reinforce the importance of these areas and demonstrate their relevance to students' overall development.
- **Providing Constructive Feedback:** Teachers can offer constructive feedback to help students improve their skills and understanding in co-cognitive areas. Positive reinforcement and encouragement can motivate

students to continue their development in these domains.

- **Parent and Community Involvement:** Engaging parents and the community in supporting co-cognitive development can strengthen the impact and create a more comprehensive approach to nurturing students' growth.

Incorporating co-cognitive areas into the curriculum can have a significant and positive impact on students' overall development, well-being, and success both inside and outside the classroom. Teachers' dedication to creating a supportive and enriching learning environment is essential to promoting students' growth in these critical areas.

School curriculum consists of different areas in which cognitive and co-cognitive areas are prominent. Areas like physical cleanliness, art, eternal values, personal and social values, environmental protection and awareness, attitude, interest etc. are included under the co-cognitive area. Children's development in these areas is essential. Therefore, teachers will have to constantly observe the participation, interest and involvement of students in these areas and create such opportunities for their development.

Objectives of the Study: The objectives of the research are as follows

1. To find out and compare the social intelligence of the students.
2. To find out and compare the achievement of students in the co-cognitive area.
3. To compare the social intelligence of rural and urban students.
4. To find out the achievement of co-cognitive area in rural and urban students and to compare between the two.
5. To find out the achievement of co-cognitive area of students with high and low social intelligence.
6. To study the effect of social intelligence of students on their achievement in co-cognitive area.

Hypotheses: The following are the hypotheses of the presented research—

1. There will be no significant difference in the social intelligence of male and female students.
2. There will be no significant difference in the achievement of co-cognitive area of students.
3. There will be no significant difference in the social intelligence of rural and urban students.
4. There is no significant difference in the achievement of co-cognitive area of rural and urban students.
5. There is no significant difference in the achievement of co-cognitive area of students with high and low social intelligence.
6. There will be no significant difference in the participation of male and female students in co-cognitive areas.

Delimitation: The delimitation of the present research has been done to the students of upper primary schools of Indirapuram area of Ghaziabad.

Research Process

Research Method: In the presented research, post-event research method has been used.

Sample: In the present study, the sample was selected by random selection method. For this, 200 students studying in two urban and three rural upper primary schools run in urban and rural areas of Bilaspur district have been selected.

Tools: The following tools have been used for the collection of data in the presented research study

1. Social Intelligence Scale: Dr. N. of. Chadda and Mrs. Usha Ganesan
2. Achievement Test in Co-cognitive Area: Self-Constructed Questionnaire.
3. Co-cognitive Area Participation Information Form- Self prepared.

Variables: In the presented research, the classification of variables has been done as follows-

1. **Independent variable:** Social Intelligence
2. **Dependent variable:** Achievement in co-cognitive area
3. **Co-variable:** Students

Statistical Analysis: Mean, standard deviation, significance of difference of mean (t value) and correlation were calculated for statistical analysis in the presented research.

Hypothesis 1: "There will be no significant difference in the social intelligence of male and female students."

Table 1: Significance of scores of social intelligence of students

S. N	Credentials	Students no.	Test result				Significance level
			M	SD	Df	T	
1	Boys	100	102.44	5.57	198	1.35	NS
2	Girls	100	103.56	6.08			

According to the table, the mean value of social intelligence of students was found to be 102.44 and 103.56 respectively, standard deviation 5.57 and 6.08 and t value was found to be 1.35 which is less than the table value at 0.01 significance level. Hence, significant difference was not found, hence hypothesis-01 was accepted.

Hypothesis 2: There will be no significant difference in the achievement of co-cognitive areas of male and female students.

Table 2: Significance of the achievement scores of students in co-cognitive areas

S.N	Credentials	Students no.	Test result				Significance level
			M	SD	DF	T	
1	Boys	100	63.50	3.05	198	1.11	NS
2	Girls	100	64.00	3.29			

The mean value of achievement of co-cognitive area of students was found to be 63.50 and 64.00 respectively, standard deviation 3.05 and 3.29 and t value was found to be 1.11 which is less than table value at 0.01 confidence level. Hence no significant difference was found and hypothesis – 02 was accepted.

Hypothesis 3: "There will be no significant difference in the social intelligence of rural and urban students."

Table 3: Significance of scores of social intelligence of rural and urban students

S. N.	Credentials	Students no.	Test result				Significance level
			M	SD	Df	T	
1	Rural	100	101.80	5.06	198	2.83	$p > 0.01$
2	Urban	100	104.20	6.78			

The mean value of social intelligence of rural and urban students was found to be 101.80 and 104.20 respectively, standard deviation 5.06 and 6.78 and t value was found to be 2.83 which is more than the table value at 0.01 confidence level. Hence hypothesis – 03 was rejected. The social intelligence of urban students was found to be higher than that of rural students.

Hypothesis 4: "There will be no significant difference in the achievement of co-cognitive area of rural and urban students."

Table 4: Significance of the achievement scores of co-cognitive area of rural and urban students

S. N	Credentials	Students no.	Test result				Significance level
			M	SD	Df	T	
1	Rural	100	63.00	3.02	198	2.79	$p > 0.01$
2	Urban	100	64.50	4.44			

The mean of achievement of co-cognitive area of urban and rural students was found to be 63.00 and 64.05 respectively, standard deviation 3.02 and 4.44 and t value was 2.79 which is more than table value at 98 df and 0.01 confidence level. Hence a significant difference was obtained. The achievement of students of urban area was found to be higher than the students of rural area and hypothesis – 04 has been rejected.

Hypothesis 5: "There will be no significant difference in the achievement of co-cognitive areas of students with high and low social intelligence."

Table 5: Significance of scores in achievement of co-cognitive areas of students with high and low social intelligence

S.N	Credentials	Students no.	Test result				Significance level
			M	SD	Df	T	
1	Rural high social intelligence	100	64.70	3.71	198	3.84	$p > 0.01$
2	Rural low social intelligence	100	62.80	3.21			

Therefore, on the basis of mean, a significant difference was found between the achievement of students with high social intelligence in co-cognitive area and the achievement of students with low social intelligence in co-cognitive area, hence hypothesis-05 was rejected.

Hypothesis 6: "There will be no significant difference in the participation of co-cognitive areas of male and female students."

Table 6: Significance of scores in the participation of co-cognitive areas of students

S.N	Credentials	Students no.	Test result				Significance level
			M	SD	DF	T	
1	Boys	100	68.56	3.60	198	1.71	NS
2	Girls	100	69.50	4.12			

The mean of co-cognitive area participation of students was found to be 68.56 and 69.50 respectively, and standard deviation 3.60 and 4.12 and t value was found to be 1.71. Hence, there is no significant difference between the two and hypothesis-06 was accepted.

Conclusion

Fostering social intelligence in students can contribute positively to their overall academic achievement and create a more harmonious and effective learning environment. Educational institutions and teachers can support the development of social intelligence by incorporating social-emotional learning programs and providing opportunities for students to collaborate, communicate, and practice empathy in the classroom. The following are the conclusions obtained from the statistical analysis of the data collected in the presented short research -

1. No significant difference was found in the social intelligence of male and female students.
2. No significant difference was found in the achievement of co-cognitive areas of boys and girls.
3. The social intelligence of urban students was found to be higher than the social intelligence of rural students.
4. The achievement of urban students in co-cognitive area was found to be higher than the achievement of rural students in co-cognitive area.
5. The achievement of students with high social intelligence in co-cognitive areas was found to be higher than the students with low social intelligence.
6. No significant difference was found in the co-cognitive area participation of male and female students.

Suggestions: Based on the research findings, the following suggestions are presented

1. Such programs and courses should be given place in schools, which can develop various educational interests of the students.
2. Efforts should be made to make the teacher-parent relationship strong so that the information of the students is available to the parents.
3. In order to develop the morale and self-confidence of the students in the school, the teachers should encourage and reward the students from time to time.
4. Such programs should be organized which provide opportunities for the development of social intelligence of the students.
5. Students should create a portfolio in which the works done by the children should be compiled and evaluated according to their interest, behavior, and special abilities, abilities and should be apprised to the children and their parents.

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