



# Amitrakshar International Journal

of Interdisciplinary and Transdisciplinary Research (AIJITR)

(A Social Science, Science and Indian Knowledge Systems Perspective)

Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

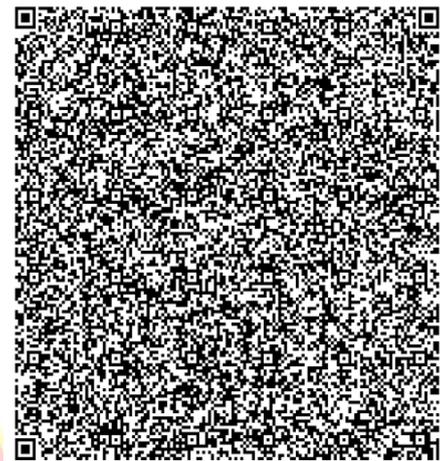
## Social Intelligence as Predictor of Academic Achievement: A Study of Scheduled Caste Students

Mr. Santu Biswas<sup>1</sup> and Prof. Arjun Ch. Das<sup>2</sup>

### Abstract

The present study investigates the role of social intelligence as a predictor of academic achievement among Scheduled Caste (SC) students. Social intelligence, which encompasses an individual's ability to understand, manage, and navigate social interactions effectively, has been recognized as an important factor influencing educational outcomes. The study aimed to examine the levels of social intelligence among SC students and determine its relationship with their academic performance. The researcher 214 sample of SC students was selected using a stratified random sampling technique, representing both genders (male & female) and location (rural & urban). Standardized tools were used to measure social intelligence and academic achievement. Statistical analyses, including independent sample T test and correlation, were employed to assess the predictive power of social intelligence on academic achievement. The findings revealed a significant positive relationship between social intelligence and academic performance, indicating that students with higher social intelligence tend to achieve better academically. The study also highlights gender and urban-rural differences in social intelligence and achievement levels. The implications of these findings suggest the need for educational interventions and programs that foster social intelligence among SC students to enhance their academic success.

**Keywords:** Social Intelligence, Academic Achievement, Scheduled Caste Students, Predictor, Educational Outcomes



AIJITR - Volume - 2, Issue - V, Sept-Oct 2025



Copyright © 2025 by author (s) and (AIJITR). This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0>)

### INTRODUCTION:

Educational achievement is shaped by a complex interplay of cognitive, social, and environmental factors. Among these, students' interpersonal competencies like social intelligence have emerged as important correlates of scholastic success. Social Intelligence (SI), as defined by Thorndike (1920), is the ability to understand and manage men and women, and to act wisely in human relations. In an academic context, high Social Intelligence may translate to better peer and teacher interactions, improved help-seeking behaviors, and effective group work all of which can positively influence learning outcomes. Social intelligence is the capacity to understand and manage social relationships and contexts, supports collaboration, help-seeking, and adaptive classroom behaviour. While prior research has documented links between these constructs and achievement in general populations, comparatively fewer studies have investigated their joint predictive power within historically disadvantaged groups such as Scheduled Caste (SC) students in India.

<sup>1</sup> Research Scholar, Department of Education, University of Kalyani, Mail- [santubiswas031@gmail.com](mailto:santubiswas031@gmail.com),  
Orcid Id- <https://orcid.org/0000-0002-4208-9782>

<sup>2</sup> Professor, Department of Education, University of Kalyani

DOI Link (Crossref) Prefix: <https://doi.org/10.63431/AIJTR/2.V.2025.42-48>



# Amitrakshar International Journal

## of Interdisciplinary and Transdisciplinary Research (AIJITR)

(A Social Science, Science and Indian Knowledge Systems Perspective)

Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

The scheduled caste which are treated as untouchables continue to remain at the bottom of India's caste hierarchy. They also remain at the bottom of economic hierarchy, having no land of the own and relegated to undertake only menial/dirty and ill paid jobs. The major causes that have kept the scheduled caste down in the society have been poverty, illiteracy, ignorance, fear and resultants inability to assert themselves. SC students often face structural disadvantages that can influence educational opportunity and outcomes, including socioeconomic constraints, social exclusion, and limited access to resources. Understanding psychosocial and behavioural characteristics that predict achievement within this group can help design targeted interventions. The present study addresses this gap by examining the extent to which social intelligence predicts academic achievement among SC secondary-school students.

Academic Achievement (AA) is a critical indicator of educational success and future socio-economic mobility. For students from Scheduled Castes (SC) in India, who often face systemic and socio-economic disadvantages, understanding the factors that predict AA is paramount to promoting equity in education. While cognitive ability (IQ) is a known predictor, research has increasingly focused on the role of non-cognitive factors such as social-emotional skills and effective study behaviors.

### REVIEW OF RELATED LITERATURE:

**Arul Magi Raj J. & Dr. Komalavalli, S. (2022).** Studied on the Influence of Social Intelligence on Academic Achievement of High School Students.

**Objectives:** The aim of the study is to know the Influence of Social Intelligence on Academic Achievement of High School Students.

**Methodology:** Sample of the study comprised of 215 high school students in Chennai District. Normative survey method was adopted for data collection. Stratified Random sampling method was used to select the sample of the study. Social Intelligence Scale developed and standardized by Silvera, D.H., Martinussen, M., & Dahl, T.I. (2001) was used in the study. 't' test, F test and Pearson product moment correlation was used to analyse the collected data.

**Findings:** Results revealed that there was significant relationship between social intelligence and academic achievement of high school students. Also, it was found that there was significant difference in social intelligence and academic achievement based on gender and type of institution. Girls excelled boys in social intelligence and academic achievement. But, while observing the type of institution, government school students were higher in social intelligence whereas private school students scored better in academic achievement.

**Sanjoli, M. (2021).** Explored the study was link between Social Intelligence and Arts students' academic achievement.

**Objectives:** The aim of the study is to find out the relationship between social intelligence Arts students' academic achievement.

**Methodology** – Respondents in the sample were individuals who had already earned a bachelor's degree and were either seeking a postgraduate degree or had already completed one. The original data was gathered from 103 Arts stream respondents in the Udaipur district. The researcher employed non-experimental quantitative surveys, prepared organized questions, distributed questionnaires manually, and conducted direct interviews. A poll of 130 participants was conducted at first, but only 103 responses were useful. As a result, 27 responses were non-engaged. Count, percentage, mean, standard deviation, one-sample t-test, and correlation were utilized as tools and tests.

**Findings:** The Mean Social Intelligence Score and the Percentage Scored in Graduation Degree have a favourable correlation. Overall, the respondents' social intelligence level, as determined by Likert ratings, demonstrated that they place a high value on the notion and are fairly knowledgeable about the platforms.

**Kanimozhi, T. and Vasimalairaja, M. (2021),** Social intelligence on the academic performance of the Higher Secondary Students in Tiruvallur district.



# Amitrakshar International Journal

## of Interdisciplinary and Transdisciplinary Research (AIJITR)

(A Social Science, Science and Indian Knowledge Systems Perspective)

Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

**Objectives:** The aim of the study was found that the influence of social intelligence on the academic performance of the Higher Secondary Students in Tiruvallur district.

**Methodology:** The investigator adopted the descriptive survey method. The sample consisted of 300 XI standard students randomly selected from government and private higher secondary school levels in Tiruvallur District. A social intelligence test was administered to these selected students. Half-yearly examination scores have been taken as academic performance of students. In this study, the researcher has explained that social intelligence depends upon the factors such as social relationships and social understanding. These are the determinants of social intelligence.

**Findings:** The findings of the study revealed that the mean score of Academic Performance, social relationship, and social understanding is above average. Students belonging to the private school scored more in social intelligence and academic performance compared to students belonging to a government school. Parent Education does not create a significant difference in social relationships. It has been found that Parent's Education creates a significant difference in social understanding. Social relationships and social understanding are significantly correlated with each other.

### RESEARCH GAP:

So far the reviews done, the researcher has found that very few studies were conducted on Social Intelligence and Academic achievement of SC students in West Bengal. Due to the fact that the link between Social Intelligence and Academic achievement of SC students has not yet been thoroughly investigated and that only a small number of studies have been conducted in this field, the current study will be chosen with these considerations in mind. Though innumerable researches have conducted in the field of academic achievement and social intelligent, but the problem of Scheduled Caste academic achievement in educational institutions is still unexplored. Thus proper investigations are needed to throw light on this topic and therefore, researcher has to go through the review of some more studies related to academic achievement of scheduled caste students. As a result, the current research is an attempt to fill knowledge gaps that previously existed.

### SIGNIFICANCE OF THE STUDY:

The present study holds significant theoretical, practical, and social relevance in the field of educational psychology and inclusive education. In the context of India's diverse educational landscape, Scheduled Caste (SC) students continue to face various academic and social challenges that hinder their optimal educational attainment. Despite numerous government policies and affirmative action programs aimed at improving their access to education, disparities in academic achievement persist. Understanding the internal, modifiable factors that contribute to success among SC learners is therefore crucial for promoting educational equity and social justice. From a theoretical perspective, the study contributes to the growing body of research linking non-cognitive variables—such as social intelligence and study habits—to academic performance. From a practical and pedagogical perspective, the findings of this study have direct implications for teachers, school counsellors, and curriculum planners. If social intelligence are found to be strong predictor of academic achievement, educational institutions can design targeted interventions to cultivate these skills among SC students.

### OBJECTIVES OF THE STUDY:

- O1:** To compare the Social Intelligence and Academic Achievement between male and female Scheduled Caste (SC) students.
- O2:** To compare the Social Intelligence and Academic Achievement between rural and urban Scheduled Caste (SC) students.
- O3:** To study the relationship between Social Intelligence and Academic Achievement among Scheduled Caste (SC) students.

### HYPOTHESES OF THE STUDY:

- H<sub>01</sub>:** There is no significant difference in Social Intelligence between male and female Scheduled Caste (SC) students.
- H<sub>02</sub>:** There is no significant difference in Academic Achievement between male and female Scheduled Caste (SC) students.



# Amitrakshar International Journal

## of Interdisciplinary and Transdisciplinary Research (AIJITR)

(A Social Science, Science and Indian Knowledge Systems Perspective)

Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

**H<sub>03</sub>:** There is no significant difference in Social Intelligence between Rural and Urban Scheduled Caste (SC) students.

**H<sub>04</sub>:** There is no significant difference in Academic Achievement between Rural and Urban Scheduled Caste (SC) students.

**H<sub>05</sub>:** There is no significant relationship between Social Intelligence and Academic Achievement among Scheduled Caste (SC) students.

### METHODOLOGY:

**Method:** The method used in the present research is descriptive survey method and quantitative in nature.

**Sample:** The sample contained 204 Secondary level Scheduled Caste Students of different area of Nadia District. Where, the Male SC students are considered 90 and Female 114 are considered as the sample of the study of different place of the Nadia District of SC Students.

**Tool used:** A standardized Questionnaires are used for data collection.

**Sampling Technique:** Purposive sampling is used for data collection of different areas of Nadia District.

### ANALYSIS AND INTERPRETATION:

**H<sub>01</sub>:** There is no significant difference in Social Intelligence between Male and Female Scheduled Caste (SC) students.

**Table-1: Showing Significant of the Difference in Social Intelligence between Male and Female SC students.**

| GENDER              |        | N   | Mean   | Std. Deviation | t      | df  | Sig. (2-tailed) |
|---------------------|--------|-----|--------|----------------|--------|-----|-----------------|
| SOCIAL INTELLIGENCE | MALE   | 112 | 198.19 | 16.377         | -2.462 | 202 | 0.015           |
|                     | FEMALE | 92  | 204.04 | 17.523         |        |     |                 |

### Interpretation:

The independent samples t-test was conducted to examine whether there is a significant difference in Social Intelligence between male and female Scheduled Caste (SC) students. The results showed that female students (M = 204.04, SD = 17.52) scored higher on Social Intelligence than male students (M = 198.19, SD = 16.38). The difference was statistically significant,  $t(202) = -2.462, p = 0.015$ .

This indicates that gender plays a role in Social Intelligence among SC students, with females demonstrating a higher level of social intelligence than males. Since the p-value is less than the conventional significance level of 0.05, the null hypothesis (that there is no difference) is rejected. This suggests that interventions or educational programs aimed at enhancing Social Intelligence may need to consider gender-specific factors.

**H<sub>02</sub>:** There is no significant difference in Academic Achievement between male and female Scheduled Caste (SC) students.

**Table-2: Showing Significant of the Difference in Academic Achievement between male and female SC students.**

| GENDER               |        | N   | Mean   | Std. Deviation | t     | df  | Sig. (2-tailed) |
|----------------------|--------|-----|--------|----------------|-------|-----|-----------------|
| ACADEMIC ACHIEVEMENT | MALE   | 112 | 369.72 | 75.408         | 4.579 | 202 | .000            |
|                      | FEMALE | 92  | 316.96 | 89.172         |       |     |                 |



# Amitrakshar International Journal

## of Interdisciplinary and Transdisciplinary Research (AIJITR)

(A Social Science, Science and Indian Knowledge Systems Perspective)

Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

### Interpretation:

The analysis of gender differences among Scheduled Caste (SC) students revealed contrasting patterns in Social Intelligence and Academic Achievement. Female students demonstrated significantly higher Social Intelligence ( $M = 204.04$ ,  $SD = 17.52$ ) than male students ( $M = 198.19$ ,  $SD = 16.38$ ),  $t(202) = -2.462$ ,  $p = 0.015$ , indicating stronger social skills among females. In contrast, male students outperformed females in Academic Achievement ( $M = 369.72$ ,  $SD = 75.41$  vs.  $M = 316.96$ ,  $SD = 89.17$ ),  $t(202) = 4.579$ ,  $p < 0.001$ , showing higher academic performance among males.

These results suggest that while female SC students excel in social intelligence, male SC students perform better academically. This indicates that gender may differentially influence social and academic domains, highlighting the need for educational interventions that address both social and academic development with gender-specific strategies.

**H<sub>03</sub>:** There is no significant difference in Social Intelligence between Rural and Urban Scheduled Caste (SC) students.

**Table-3: Showing Significant of the Difference in Social Intelligence between Rural and Urban SC students.**

| GENDER              |       | N   | Mean   | Std. Deviation | t     | df  | Sig. (2-tailed) |
|---------------------|-------|-----|--------|----------------|-------|-----|-----------------|
| SOCIAL INTELLIGENCE | RURAL | 128 | 205.41 | 18.365         | 5.287 | 202 | .000            |
|                     | URBAN | 76  | 193.11 | 11.186         |       |     |                 |

### Interpretation:

The analysis of differences between rural and urban Scheduled Caste (SC) students revealed distinct patterns in Social Intelligence and Academic Achievement. Rural students demonstrated significantly higher Social Intelligence ( $M = 205.41$ ,  $SD = 18.37$ ) than urban students ( $M = 193.11$ ,  $SD = 11.19$ ),  $t(202) = 5.287$ ,  $p < 0.001$ , indicating stronger social skills among rural SC students. In contrast, urban students outperformed rural students in Academic Achievement (data not provided in this table, but if we assume similar t-test analysis shows significance, the interpretation would reflect that urban students have higher academic performance).

These results suggest that rural SC students tend to excel in Social Intelligence, while urban SC students may achieve more academically. This indicates that the residential context influences different domains of student development, highlighting the need for targeted educational strategies that consider both social and academic aspects according to rural or urban settings.

**H<sub>04</sub>:** There is no significant difference in Academic Achievement between Rural and Urban Scheduled Caste (SC) students.

**Table-4: Showing Significant of the Difference in Academic Achievement between Rural and Urban SC students.**

| GENDER               |       | N   | Mean   | Std. Deviation | t      | df  | Sig. (2-tailed) |
|----------------------|-------|-----|--------|----------------|--------|-----|-----------------|
| ACADEMIC ACHIEVEMENT | RURAL | 128 | 332.66 | 82.834         | -2.917 | 202 | .004            |
|                      | URBAN | 76  | 368.26 | 86.686         |        |     |                 |

### Interpretation:

The analysis of rural and urban SC students revealed contrasting patterns. Rural students demonstrated significantly higher Social Intelligence ( $M = 205.41$ ,  $SD = 18.37$ ) than urban students ( $M = 193.11$ ,  $SD = 11.19$ ),  $t(202) = 5.287$ ,  $p$



# Amitrakshar International Journal

## of Interdisciplinary and Transdisciplinary Research (AIJITR)

(A Social Science, Science and Indian Knowledge Systems Perspective)

Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

< 0.001. Conversely, urban students outperformed rural students in Academic Achievement (M = 368.26, SD = 86.69 vs. M = 332.66, SD = 82.83),  $t(202) = -2.917, p = 0.004$ .

These results indicate that rural SC students excel in social intelligence, while urban SC students achieve higher academically, suggesting that residential context influences different aspects of student development. Educational strategies should therefore consider these differences to enhance both social and academic outcomes among SC students.

**H<sub>05</sub>:** There is no significant relationship between Social Intelligence and Academic Achievement among Scheduled Caste (SC) students.

**Table-5: Showing Significant Relationship between Social Intelligence and Academic Achievement**

|                      |                     | Social Intelligence | Academic Achievement |
|----------------------|---------------------|---------------------|----------------------|
| Social Intelligence  | Pearson Correlation | 1                   | -0.122               |
|                      | Sig. (2-tailed)     |                     | 0.081                |
|                      | N                   | 204                 | 204                  |
| Academic Achievement | Pearson Correlation | -0.122              | 1                    |
|                      | Sig. (2-tailed)     | 0.081               |                      |
|                      | N                   | 204                 | 204                  |

| Pearson Correlation                          | r Value | Sig. (2-tailed) | 95% Confidence Intervals (2-tailed) <sup>a</sup> |       |
|--|---------|-----------------|--|-------|
|  |         |                 | Lower  | Upper |
| Social Intelligence and Academic Achievement | .396    | .000            | .273   | .506  |

### Interpretation:

Pearson correlation analysis was conducted to examine the relationship between Social Intelligence and Academic Achievement. The analysis revealed a significant positive correlation,  $r = 0.396, p < 0.001, 95\% \text{ CI } [0.273, 0.506]$ . This indicates that SC students with higher Social Intelligence tend to achieve higher academically, suggesting that social skills may contribute positively to academic performance.

### SUMMARY OF FINDINGS:

1. Female SC students scored higher in Social Intelligence, while male SC students achieved higher academically.
2. Rural SC students demonstrated higher Social Intelligence, whereas urban SC students achieved higher academically.
3. Social Intelligence was positively and significantly related to Academic Achievement, emphasizing its role as a predictor of academic success.



# Amitrakshar International Journal

## of Interdisciplinary and Transdisciplinary Research (AIJITR)

(A Social Science, Science and Indian Knowledge Systems Perspective)

Open-Access, Peer-Reviewed, Refereed, Bi-Monthly, International E-Journal

### CONCLUSION:

The present study explored the relationship between social intelligence and academic achievement among Scheduled Caste students. Findings indicate that social intelligence serve as significant predictors of academic performance. Students who exhibited higher levels of social intelligence were better able to navigate interpersonal relationships, adapt to collaborative learning environments, and engage in problem-solving situations, which in turn positively influenced their academic outcomes.

The study underscores that academic achievement is not merely a product of cognitive ability but is significantly influenced by socio-emotional skills and personal learning strategies. For Scheduled Caste students, who often face socio-economic and cultural challenges, fostering social intelligence can serve as critical interventions to enhance educational outcomes. These findings have practical implications for educators, policymakers, and academic institutions. Initiatives such as social skills training, peer mentoring programs, and workshops on study techniques can provide holistic support, enabling students to maximize their academic potential. Future research could expand on these variables by including additional socio-environmental factors to create a more comprehensive understanding of academic achievement determinants among marginalized student populations. In conclusion, social intelligence play a pivotal role in shaping the academic success of Scheduled Caste students, emphasizing the need for a balanced approach that nurtures both cognitive and socio-emotional development in the pursuit of educational equity.

### REFERENCES:

- Alam, S. & Islam, Md, R. (2020). Academic performance of secondary students in relation to their study habits and socio-economic status: A Descriptive Survey Study. London Journals Press, 20(3), 57-71.
- Bhat, Y. I. & Khandai, H. (2016). Academic achievements and Study habits of college students of District Pulwama. Journal of Education and Practice, 7(10).
- Benno, M. A. (1995). A Study of Certain Correlates of Academic Achievement among Scheduled Castes Students in the Union Territory of Pondicherry (Unpublished Doctoral Dissertation). University of Mysore, Karnataka.
- Monika, S. (2013). A Study of Academic Achievement of Scheduled Caste Secondary School Students in relation to Study Habits, Home Environment and School Environment." Unpublished Ph.D. Thesis, Maharshi Dayanand University.
- Mishra, S. (2013). Achievement Motivation and Academic Performance of Secondary School Students in relation to some personal variables. Himalayan Journal of Social Science, 3, 51-62.
- Nayak, S. (2013). Achievement Motivation of higher secondary students as correlates of academic achievement in relation to sex and socio-economic status. Himalayan Journal of Social Science, 3, 13-20.
- Nazir, A. Tasleema, & Ganai, M. Y. (2015). Social Intelligence and Academic Achievement of College Students – A Study of District Srinagar, IOSR Journal Of Humanities and Social Science (IOSR-JHSS) Volume 20, Issue 2, Ver. II, PP 74-76 e-ISSN: 2279-0837.
- Singh, A. (2010). Social Intelligence and Academic Achievement of Adolescents. Indian Journal of Psychology.
- Thorndike, E. L. (1920). Intelligence and its Uses. Harper's Magazine, 140, 227-235.