ABSTRACT

Academic achievement has always been an integral aspect of a student’s life, especially in the Indian culture. If an informal survey of the concerns that parents have about their adolescents would be taken; the foremost concern would be with regard to their academic achievement. Hence, a study on the factors which play an important role in academic achievement would be very relevant. Various factors have already been studied. The role of intelligence in academic achievement has been well established. What could be the other variables which play a significant role in the academic achievement of an adolescent? In view of this, the present study is taken up with two main objectives:

1. To study the significance of difference between adolescents with high and low academic achievement as far as their Intelligence, Emotional Intelligence, Social Intelligence and Perceived Parental Relationship is concerned.

2. To study the significance of influence of some demographic factors such as gender, parental education, occupation, income, birth order, type of family, on Intelligence, Emotional Intelligence, Social Intelligence, and Perceived Parental Relationship of adolescents.

A purposive sample of 200 low academic achievers and 200 high academic achievers, in the age range of 13 to 15 years was selected from three State Board, co-educational, English medium schools in Belgaum, Karnataka, India. The tools used for the study were Standard Progressive Matrices (SPM) by John Raven (1938), Schuttes Emotional Intelligence Scale, normed for Indian conditions by Thingujam, N.S. and Ram, U (2000), Social Intelligence Scale by Chadha. N.K. and Usha Ganesan (2004), and Perceived Parenting Scale by R. L. Bharadwaj (1998).
The Student ‘t’ test and the Stepwise Regression Analysis was applied to verify the main as well as specific hypotheses. The major findings, with regard to Ha₁ reveal that adolescents with high academic achievement have significantly higher Intelligence, Emotional Intelligence, Social Intelligence, and significantly better perception of their relationship with their parents, than adolescents with low academic achievement.

In relation to Ha₂, the following observations were made. Caste (brahmin and kshatriya) and fathers educational level (upto Xth Std. and post graduate) have contributed significantly to the variance in intelligence. Gender (male), Mothers employment status (professional) and background (mixed) have contributed significantly to the variance in emotional intelligence. Fathers employment status (professional), income group (Rs. 10000 to Rs. 30000), and gender (female) have contributed significantly to the variance in social intelligence. Gender (male), income group (< Rs. 10000 per annum), and mothers educational level (<Xth Std. and Xth Std.) have contributed significantly to the variance in overall perceived parental relationship.

This research had some limitations, primarily with respect to the sample being purposive in nature and not completely representative of the adolescent population. Despite these limitations, the research findings underline the role of non-cognitive factors in academic achievement which can be cultivated through developmental workshops; providing educators and counselors with avenues to promote holistic adolescent development.