SOCIAL BEHAVIOR AND STUDENTS ACADEMIC ACHIEVEMENT

Shaista Majid[*]
Rehana Masrur[**]

ABSTRACT

The research was designed to study the social behavior of college students of 11th class and to find out as to what extent the social behavior correlates to the academic achievement? The study also analysed how well 11th class students behave in various social set ups of their lives and how well they are keeping up their academic achievements. The study was descriptive in nature. A self report "Social Behavior Inventory (SBI)" validated in a pilot test on fifty students, was used as a measure of social behavior of students. The information on academic achievements was taken from the Gazette of Part I Examination, 2007.

The results indicated that most of the time students' social behavior was according to the norms of the society but sometimes they showed anger and aggressiveness. High academic achievement was negatively correlated to the acceptable type of social behavior while unacceptable behavior had no correlation with academic achievement.

The findings suggest that emphasis should be given on the understanding of 1st year students' deviant behavior to channelize the youth energies towards more productive and useful aspects of their lives which, at the moment are ignored in our colleges. Future research may focus on studying the effects of social behavior on subject wise performance and development of pro-social behavior and improvements in deviant behavior of the students at college level.

Keywords: Social Behavior, Academic Achievement

Introduction

The move from school to college can present young people with difficult challenges. Becoming familiar with a new environment, new

[*] Assistant Professor, Department of Special Education, Allama Iqbal Open University
[**] Dean, Faculty of Education, Allama Iqbal Open University

teachers and many different expectations often leads school leavers and their parents to worry at this time. After completing Secondary School Education when students enter in colleges for further study i.e. intermediate (11th class) they go through new experiences of life. The transition phase becomes a source of new challenges that the students have to face. Both the social environment and academic life of college is remarkably different from high school. The students need to develop both academic and social abilities in order to cope with the new challenges of learning as well as of social environment of college life. College life is considered as a stage where adolescents assess and reassess their wants, goals, or desires in life (Masten & Coatworth, 1998).

Among a wide range of social behaviors, the unacceptable or negative behavior interrupts learning process and creates difficulties for both the teachers and the peers. Generally peer group influences the nature of interest and activities of the adolescent and their feeling of being unacceptable may lead the adolescent toward withdrawal, depression or deviant behavior. As a result the adolescent may begin to remain absent from the academic activities and sometimes may begin to dislike the social activities. On the other hand positive or acceptable social behavior as defined by Epps, Park, Huston, & Ripke, (2003) represents important skills for dealing with peers and adults. So people accept other's behavior by evaluating them in relation to the social norms. The present study used the transition from school to college as the context for examining the relationship between social behavior and academic achievement of 11th class students.

Adolescents at the middle and high school or college are particularly vulnerable socially, emotionally and academically. The reason may be that as Pollock (2001) writes, the rapid physical transformation may produce insecurity, self-criticism and self-consciousness so their relationships with others become more important. Students at adolescent's age face challenges relating to social, emotional and academic pressures. They become serious about the issues that affect them and their own world. If adolescents do not have much success in social and academic matters they may become discouraged, and ultimately decide to leave the school or college. Brockman & Russell (2007) cited that academically successful adolescents are less likely to abuse alcohol and to exhibit socially deviant behavior. Similarly the self-regulated learners have usually been found exhibiting greater academic performance. Lee (2007) suggests the reason that well adjusted students

at schools build confident learning and exhibit appropriate school behavior.

The school and college teachers have the responsibility to protect the adolescents from the influences of the environment and help them in achieving their life goals.

Persons having social skills such as being kind to others, respect others, care for the other's view point and being helpful in solving the difficulties, are given respect in the society. According to Goldstein (1981) appropriate social skills reflect how able the person is in organizing his cognitions and behaviors into socially acceptable actions and how well he assesses and reassesses himself in reaching particular goals.

In a research Hawley (2003) studied that the "self- and other-reported characteristics of children who varied in their use of coercive (aggressive) and pro-social (cooperative) strategies of resource control. The children were categorized as bi-strategic controllers (Machiavellians), coercive controllers, pro-social controllers, non-controllers, or typical. The self-reported positive characteristics are agreeableness and negative characteristics are hostility" (p.1). Aggressive behavior of persons is not accepted by the society. In one way or another society accepts and appraises only well mannered personalities. Socially competent personalities can be identified in our surroundings from their behavior. In this respect Scott (n.d.) says that social behavior and its effectiveness can only be determined within the context of a particular social environment including communities, peer groups, families and cultures. Peer, family and community members judge the individual behavior by keeping interaction with them.

Studies indicate that aggressive behavior may develop particularly from peer rejection, low educational achievement, and unemployment (Hawley, 2003). Studies on the association between family variables and violent behavior at school have pointed out that if negative family environment is paired with the problems of communication between parents and children it results in behavioral problems in adolescents. This point is supported by the recent researches on adolescent's behavior which reveals that the quality of communication with parents is closely related to adolescents' behavior and psychological adjustment (Liu, 2003). Angry and aggressive adolescents create discipline and management problems. They show their aggression usually against the

institutional authority and property. Therefore the relationship between attitude toward institutional authority and violent behavior in adolescence has been frequently reported. In this respect Hall-Lande (2007) reflects that the students having close and supportive friendships achieve higher levels of peer acceptance, increased social competence, lower levels of behavioral problems and improved school performance.

Objectives

The study was focused on the following objectives:

1. To identify the social behavior of 11th class college students with family, with peer, within group and with college by using the Social Behavior Inventory.
2. To explore the inter-correlations of components and sub components of the Social Behavior Inventory with the main scale.
3. To find out the relationship between high and low academic achievements levels and social behavior of 11th class students.
4. To find out the gender differences in social behavior with family, with peer, within group and in college.
5. To find out the differences in social behavior of 11th class students living in different geographic locations with family, with peer, within group and in college.

Hypotheses

The study was descriptive in nature and was predominantly quantitative, with the following hypotheses tested to establish the information "as to what extent the social behavior correlates to the academic achievement" that students face.

Ho 1 There is no significant gender difference in social behavior of students.

Ho2 Social behavior of students living at different geographic locations is not significantly different.

Ho 3 There is no significant relationship between social behavior scores of students and the academic achievements in Part I examination.

Ho 4 There is no significant difference in social behavior of students having different levels of academic achievements.

Method

The design of the study was descriptive as it described the relationship of social behavior with academic achievements of students studying in urban and rural colleges of the Punjab.

Sample

Participants were 819 first year college students both boys and girls enrolled after passing their matriculation examination. These participants were selected from 25 colleges situated in both urban and rural areas of districts Rawalpindi and Attock.

Measures

Social Behavior Inventory (SBI)

A self report measure (SBI) was developed that initially contained 127 test items on social behavior of the students with family, with peer, within group and in college; behavior with college authority, with teachers and with curriculum. Pilot testing was carried out (and the reliability of the tool was determined through item analysis and factor analysis) through a number of steps; item analysis, factor analysis, to make the measure reliable and valid. The final version of SBI contained 51 items and showed 0.90 alpha reliability.

Demographic Information Sheet

The information regarding Students' age, gender and geographic location was gathered through demographic sheet.

Annual Result of Part I Examination

Academic achievements of the students were taken from the Gazette of Part I examination, 2007 of Rawalpindi Board. Academic achievement was measured on the basis of percentage of marks. 40% and above marks were taken as high academic achievement while marks below 40% were taken as low academic achievement.

Findings

The study examined the nature of social behavior of the students. The results showed that students always behave respectfully with family,

often behave positively with peers, college authority and with teachers while within peer group, in college and with curriculum the social behavior is not always positive.

Table 1
Mean, SD and Variance of Components and
Sub Components of SBI, N=713

Components and subcomponents of SBI	M	Range		SD	Variance
		Min.	Max		
SBI	153.20	219	33	19.44	378.11
Family Component	25.40	30	6	3.53	12.46
Peer relationship	30.49	48	7	6.39	40.89
Behavior in group	51.12	84	11	8.99	80.82
College behavior	46.19	76	9	7.10	50.45
Behavior with College authority	9.14	15	3	2.89	8.40
Behavior with teacher	12.04	20		2.26	5.11
Behavior with curriculum	25.00	48	4	4.56	20.88
Acceptable	112.98	149	28	15.60	243.49
Agreeableness	30.94	40	8	5.10	26.05
Conscientiousness	82.03	111	20	11.63	135.40
Unacceptable	40.22	88	5	10.00	100.01
Hostility	22.31	49	2	6.34	40.22
Aggressiveness	17.91	41	3	4.88	23.82

Table 1 shows the mean values of SBI overall, acceptable behavior and unacceptable behavior; 153.20, 112.98 and 40.22 respectively. The SD and Variance of overall SBI, its components and sub components are also given.

Table 2
The Correlation Matrix of SBI and Its Components, N=713

	SBI	FA	PE	GR	CB	CA	TR	CU
SBI	1							
FA	.383**	1						
PE	.780**	.205**	1					
GR	.849**	.151**	.544**	1				
CB	.771**	.176**	.444**	.493**	1			
CA	.493**	.221**	.281**	.215**	.605**	1		
TR	.458**	.169**	.310**	.305**	.583**	.172**	1	
CU	.659**	.231**	.393**	.506**	.873**	.258**	.287**	1

Components and subcomponents of SBI have significant inter-item correlation; .383**, .780**, .849**, .771**, .493**, .458**, and .659** with the main scale as Table 2 depicts.

Table 3
Correlation of Academic Achievement and Levels of Academic Achievement with EQI, SBI and Types of Social Behavior N=713

Variables	Pearson's Correlation		
	Academic Achievement	High Achievers N=463	Low Achievers N=250
SBI	- .039	- .053	- .005
Family Component	- .044	-.071	.118
Peer relationship	.027	-.044	.039
Behavior in group	-.030	-.050	-.042
College behavior	-.070	.004	-.052
Behavior with College authority	-.007	.073	-.016
Behavior with teacher	-.012	-.039	.066
Behavior with curriculum	-.099**	-.022	-.104
Types of social behavior			
Acceptable behavior	- .041	- .111*	.031
Agreeableness	- .028	- .110*	- .033
Conscientiousness	- .043	- .101*	.059
Unacceptable behavior	- .011	.070	- .060
Hostility	- .018	- .081	- .079
Aggressiveness	.000	.039	- .019

* Significance level 0.05   ** Significance level 0.01

Table 3 shows correlation of social behavior of 11th class students with their academic achievements. As the table shows only the social behavior with the curriculum was significantly and inversely correlated to the academic achievements at significance level 0.01. The levels of academic achievements have no significant relationship with SBI as a whole and with rest of its components and sub components. However, acceptable types of social behavior are inversely and significantly correlated to the high level of academic achievement.

Table 4
Difference of levels of Academic Achievement in
Social Behavior of Students in Different Social Setups, N=713

Variables	Academic Achievement	
	High Achievers N=463	Low Achievers N=250
SBI	152.92 19.06	153.73 20.16
	t = - .532, p = .595	
Family component	25.27 3.45	25.63 3.66
	t = -1.276, p = .202	
Peer relationship	30.71 6.47	30.60 6.22
	t = 1.298, p = .195	
Behavior in group	51.13 9.00	51.10 8.98
	t = .048, p = .962	
College behavior	45.79 6.59	46.93 7.91
	T = -2.005, p= .040	
Behavior with college authority	9.66 2.81	9.31 3.05
	T= -1.105, p=.269	
Behavior with teacher	12.02 2.18	12.08 2.39
	T= -.305, p= .761	
Behavior with curriculum	24.70 4.28	25.54 5.02
	T= -2.342, p= .019	
Types of social behavior Acceptable behavior	112.96 15.54	113.01 15.74
	t = - .036, p = .971	
Unacceptable behavior	39.95 10.05	40.72 9.90
	t = - .977, p = .329	

Table 4 reflects the difference in social behavior of high achievers and low achievers and results show that students having different levels of academic achievements were significantly different in social behavior within college and with curriculum as p < .05 (significant) in both cases.

Table 5
Gender and Geographic Differences in Social
Behavior of 11th Class Students N=713

Variables/categories	Gender		Geographic Location	
	Boys	**Girls**	**Urban**	**Rural**
Social behavior	151.41	154.16	152.41	154.07
	20.92	18.56	19.03	19.87
	t = - 1.798	p = .073	t=-1.137	p=.256
Family Component	25.16	25.53	25.40	25.40
	3.88	3.32	3.36	3.70
	t = -1.33	p = .183	t=.006	p= .996
Peer relationship	29.20	31.17	30.05	30.9
	6.47	6.25	6.30	6.46
	t = 1.298,	p = .195	t=-1.92,	p= .055
Behavior in group	49.76	51.84	1.13	51.10
	8.88	9.00	8.97	9.01
	t = .048,	p = .962	t=.055,	p= .956
College behavior	45.29	45.60	45.82	46.59
	7.83	6.61	6.57	7.62
	t = -2.005,	p= .040	t=-1.458,	p= .145
Behavior with College Authority	9.67	8.86	8.88	9.43
	2.90	2.85	2.97	2.78
	t= -1.105,	p=.269	t= -2.55,	p= .011
Behavior with teacher	12.29	11.91	12.08	12.00
	2.53	2.08	2.08	2.43
	t= -.305,	p= .761	t= .507,	p= .612
Behavior with curriculum	25.32	24.82	24.85	25.16
	5.02	4.30	4.16	4.97
	t= -2.342,	p= .019	t= -.902,	p= .367
Types of social behavior Acceptable behavior	109.71	114.72	112.48	113.52
	16.97	14.54	15.22	16.01
	t= - 4.132,	p= .000	t=-.887,	p=.375
Unacceptable behavior	41.70	39.43	39.93	40.54
	10.39	9.70	9.47	10.54
	t=2.901,	p= .004	t=-.824,	p= .410

Table 5 shows the differences in social behavior of the students with family, with peer, within group and in college; behavior with college authority, with teachers and with curriculum. The results indicated significant gender differences in social behavior with peer, within group, within college, with college authority, and with teachers,

while behavior with family, with curriculum and overall social behavior remained non significant.

The social behavior of students from urban and rural areas with peer and with college authority is also significantly different at 0.01 level. The reason for these differences may be that girls are more polite and submissive in our culture. The students living in urban areas perhaps are culturally different from those living in rural areas hence they are more polite

Table 6
Summary of Regression Analysis of Components and Subcomponents of SBI on EI Scores, N=713

Factors	R	R square	Adj. R sq.	t	sig.
Group	.849	.720	.720	26.66	.000
College behavior	.941	.885	.884	14.54	.000
Peers	.984	.969	.969	21.59	.000

The study examined the predictive validity of different social setups on social behavior of the students through stepwise regression analysis. The results are indicated in Table 6. Out of seven components and subcomponents of SBI; behavior within group emerged out as the most significant factor as it explained 72% of the variance. The second and third factors were college behavior and behavior with peers; they explained 88% and 96% of the variance on social behavior score of the students.

Regression analysis of academic achievement when applied only curriculum emerged as a factor affecting academic achievement.

Conclusion and Discussion

The results of the present study revealed the mean score value of acceptable social behavior (M = 112.98, SD = 15.60) indicating that the 11th class students' social behavior is related to the norms of the society. In most events of interaction they compromise with others and show their ability to agree to other's opinion. They are obedient, trustful and reliable. They are accommodative, submissive and say nice things. However, sometimes the 11th class students show unacceptable behavior as well, e.g., on events of social interaction they disagree and exhibit unfriendly behavior which is not in accordance with the societal norms.

They become angry, pick on others and reject other's opinion, show conflicts and protest for their own point of view.

The findings on social behavior of male and female students revealed that there is statistically significant difference in overall social behavior of male and female student ($p > .05$). The reason may be that our social culture imposes pressure on girls to behave positively (according to the norms) in the society. The results also indicated significant gender differences in social behavior of male and female students with peers, within group, within college, with college authority. On the other hand the difference in behavior with teachers, with family, with curriculum and overall social behavior remained non significant.
The geographic location also does not have any impact on the development of overall social behavior of the adolescents as the differences were statistically non significant ($p > .05$). However, ssocial behavior of the students from urban and rural areas posed difference in only with peer and with college authority.

The results of the present study revealed significant gender differences in types of social behavior. It implies that girls are comparatively more positive in all matters of social interaction than boys. But in contrast to this geographic location has no impact on the development of acceptable behavior of the adolescents. So it is pointed out that positive values of social culture are given equal importance and are transmitted from generation to generation. These findings directed the researcher to study whether the geographical location has an impact on unacceptable type of behavior of both genders or not? The results revealed significant differences on unacceptable social behavior of both urban and rural boys and girls ($p < .05$ in both cases). These findings support gender differences on unacceptable social behavior. Analysis of academic achievements of the participants showed that in annual examination percentages marks of the majority of 11th class students was above the mean value but the students also had compartments in one or more than one subjects.

The academic achievement of 11th class students was satisfactory irrespective of the gender and geographic location.

The results of the present study are in line with the views as discussed by Jimenez, F. (2005) that well developed social skills in addition to reaching one's goals can also contribute to the prevention of antisocial behavior. These results are linked to the findings by Sarason, I.

G., et al. (2007) that social support is strongly related to positive and negative life changes.

The results of the present study revealed non significant correlations between unacceptable type of social behavior and academic achievements, high academic achievements and low academic achievements. It indicates that it is not necessary that good natured, compromising, helpful, kind and agreeable students should perform academically high; they may achieve low scores in their annual examination as well. Similarly the angry, hostile, fighters and aggressive students may intend to achieve high grades. The results indicate that their academic achievements might be high or might be low, both are possible. Further the previous results revealing negative correlations between high academic achievements and acceptable behavior support the point. It implies that low achievers must not have angry or aggressive personalities; they may have no conflicts with family, peer, group, college authority, and teachers or with curriculum.

The research confirmed the construct validity of SBI as three components out of four components of SBI scale namely, behavior in group, college behavior and behavior with peers, accounted for 96% variance in predicting social behavior scores of 11th class students. The behavior with curriculum was the factor which explained academic achievement scores.

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