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SOCIAL INTELLIGENCE AS A PREDICTOR OF SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE IN ANAMBRA STATE

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ABSTRACT

The study investigated the predictive influence of social intelligence on secondary school students' academic achievement in English Language in Anambra State, Nigeria. Two research questions guided the study, with two null hypotheses tested at 0.05 alpha level. A co-predictive research design was adopted. The population of the study comprised the 16,236 Secondary School Year Two (SS2) students in the 224-government owned secondary schools in Anambra State. A sample size of 1,200 SS2 students, drawn using multistage procedure was used in the study. An adapted Tromso Social Intelligence Scale (TSIS), and an English Score Profroma, containing the achievement scores of students in English studies in the 2024/2025 academic session, were used for data collection. The adapted TSIS was validated by three experts with a reliability coefficient of 0.78 established using Cronbach alpha method. In analyzing collected data, simple and multiple linear regression analyses were used. The findings from the results revealed among others that social intelligence and its dimensions (social awareness, social information processing and social skills) are significant predictors of secondary students' English achievement. From the findings, the study concluded that social intelligence significantly predicted students' academic achievement in English language and thus recommended that schools should implement programs to foster and enhance students' social intelligence using mentorship, collaborative learning, and support systems, creating environments that improve students' English achievement and overall emotional well-being.

Keywords: Academic Achievement, English Language, Social Intelligence, Secondary School Students

Introduction

English language has been identified as one of the most recognized media for dissemination of information in many parts of the world. According to Olorunsogo (2019) over eighty-five percent (85%) of international organizations make some official use of English language. That is, English language is the official language of communication in United Kingdom, United States of America and also serves as a second language to Asian Countries and many African countries including Nigeria, who has adopted English language next to the mother tongue. Stressing further, Olorunsogo (2019) in his study reiterated that English language plays a prominent unifying role as the official language of communication among the numerous ethnic groups in Nigeria, and thus used in education

delivery at all levels of education. In Nigeria, students at all levels of education are expected to be proficient in the use of English language because it is the medium of expression of ideas or knowledge in other subject disciplines, hence, mastery of English language is imperative to success in almost all school subjects in Nigeria.

Notably, the dominant medium of instruction at the higher level of education is English language. Higher institutions offer admission to only students who made a credit pass in English at O' level. The assumption is that a student who has not made a credit pass in English may not be effective in its usage and may not be able to cope with challenges that may arise from it (Foyewa, 2020). Adeyanju and Egwuogu (2023) observed that effective English language usage is a crucial need for students in tertiary institutions who must perform a variety of academic tasks through the instrumentality of the English language. A proper mastery of language skills, according to the authors, equips students with necessary ability with which to perform requisite academic tasks in their respective disciplines thereby attaining appropriate academic achievement. Previous research and literatures have shown a decline or fluctuation in academic achievement in English language among secondary school students in Nigeria in general and in Anambra State in particular over the recent past. For instance, Anakwe and Dikko (2021) observed that over the years, the general performance of students especially in English Language in Nigerian schools has not been static. Anakwe and Dikko (2021) asserted that the low achievement of students in English in some secondary schools in Nigeria has been a major source of concern among stakeholders in education and policy makers in the education sector. Fluctuations reported in academic achievement in English Language among students could be attributed to both intrinsic and extrinsic factors such as social media addiction, poor study habits academic procrastination (Anierobi et al., 2024a; 2024b). Other factors such as students' level of social intelligence could also determine their level of academic achievement, which the study investigated.

Social intelligence is the ability to understand one's own and others' action. It is the capacity of a person to optimally understand his or her environment and respond properly to it (Obilor and Ikpa 2019). According to Iviemu (2021), social intelligence is a multidimensional construct that can accurately measure individuals' ability to read other people and understand their intentions and motivations. It centres on people's interpersonal awareness and social facility, their ability or skill to deal with social relationships effectively, cooperate and collaborate with others, and create and participate in group activities (Sini and Amalrah, 2019). Considering these definitions, studies have been carried out to ascertain the influence of social intelligence on students; learning outcomes. For instance, Obilor and Ikpa, (2019) carried a study to investigate social intelligence and academic achievement of senior secondary school students. It was found that significant relationship exists between self-awareness and academic achievement of students; self-motivation and academic achievement of students; and empathy and academic achievement of students. The study

concluded that self-awareness, self-motivation, and empathy enhance the academic achievement of students.

In another study, Raj and Komalavalli (2022) investigated the influence of social intelligence on academic achievement of high school students. 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 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. Similarly, Sini and Amalraj (2019) undertook study to find the relationship between Social Intelligence and Academic Achievement among the secondary school students in Kollam District, India. The investigator used Normative Survey Method for the study. From the reviewed literatures, social Intelligence is related with the individual's ability in relation to his skills in any social situation in a meaningful manner. As a result of this, there is need to investigate the predictive association between social intelligence and students' academic achievement in English language. The problem of the study posed as a question therefore is individually and jointly, do social intelligence significantly predict senior secondary school students' academic achievement in English language.

Research questions

The following research were formulated to guide the study

1. What is the Predictive value of social intelligence on secondary school students' academic achievement in English Language in Anambra State?
2. What are the Relative contributions of the dimensions of social intelligence (social information processing, social skills, and social awareness) to the prediction of secondary school students' academic achievement in English Language in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 alpha levels:

1. Social intelligence does not significantly predict secondary school students' academic achievement in English Language.

2. The relative contributions of the dimensions of social intelligence (social information processing, social skills, and social awareness) to the prediction of secondary school students' academic achievement in English Language are not significant.

Method

This study adopted a predictive-correlational design. Correlation research design aim to ascertain the association that exists between two or more variables that are of interest to the researcher. The area of the study was Anambra state. The population of the study comprised the 16,236 Secondary School Year Two (SS2) students in the 224-public secondary schools in Anambra state. A

sample of 1200 SS2 students drawn using multistage sampling procedure, was used in the study. Two instruments were used for data collection; An adapted Tromso Social Intelligence Scale (TSIS) and an English Score Proforma, containing students' achievement scores on English language subject. The adapted TSIS was validated by three experts, with a reliability coefficient of 0.78 established using Cronbach Alpha formula. Data collected with the help of six research assistants were analyzed using simple linear regression and multiple regression. The Unstandardized beta coefficient were used to determine the predictive value of the variables which show the increase or decrease in academic achievement, for every unit rise in the predictor variable. The significance of the individual dimensions was tested using the F-values and P-values. The decision rule for accepting or rejecting the null hypothesis was to reject the null hypotheses whenever p value was less than or equal 0.05 ($p<0.05$) and not to reject the null hypotheses, whenever P value was greater than 0.05($p>0,05$)

Presentation of Results

Research Question 1: What is predictive value of social intelligence on academic achievement of secondary school students in English Language in Anambra State?

Table 1: Regression Analysis of the Predictive Value of Social Intelligence on Academic Achievement of Secondary School Students in English Language

Model	R	r^2	Adjusted r^2	Unstandardized coefficients (B)	Std. Error
Constant	0.345[a]	0.122	0.006	60.688	
Social Intelligence				0.014	10.77993

a. Predictors: (Constant), Social intelligence
b. Dependent academic achievement

Table 1 reveals a predictive value of 0.345 indicating a fair positive predictive power/value with associated coefficient determination of r^2 value of 0.122. The coefficient of determination (0.122) known as the predictive value indicates that 12.2% of the variance in students' academic achievement is predicted by their social intelligence. Also, the unstandardized Beta coefficient of 0.014 shows that a unit rise in social intelligence, increases academic achievement by 1.4%

Hypothesis One: Social intelligence does not significantly predict secondary school students' academic achievement in English Language.

Table 2: Regression ANOVA Analysis of Predictive Significance of Social intelligence on Academic Achievement of Secondary School Students in English Language

	Model	Sum of Squares	Df	Mean Square	F	P-value	Decision
1	Regression	261.700	1	261.728	2.252	0.045[b]	Sig.
	Residual	139215.800	1198	116.207			
	Total	139477.623	1199				

a. Dependent Variable: Academic achievement
b. Predictors: (Constant), Social intelligence

Data in table 2 reveals that at an F-value of 2.252 (with df of 1 and 1198), the P-value is 0.045. Since the P-value is less than 0.05 alpha levels, the null hypothesis is rejected. This indicates that social intelligence is a significant predictor of secondary school students' academic achievement in English Language.

Research Question Two: What are the Relative contributions of the dimensions of social intelligence (social information processing, social skills, and social awareness) to the prediction of secondary school students' academic achievement in English Language in Anambra State?

Table 3: Prediction of secondary school students' academic achievement in English Language by dimensions of Social Intelligence

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	P-value
1 (Constant)	66.398	3.698		17.957	.000
Social information Processing	0.166	0.028	0.070	2.353	.019
Social skills	0.153	0.025	0.090	1.451	.167
Social awareness	0.250	0.030	0.051	1.710	.088

a. Dependent Variable: Academic Achievement (AA)

Result in table 3 reveals that with a unit increase in social information processing, students' academic achievement score increases by 16.6%. Secondly, when social skills increase by one unit, students' academic achievement score increase by 15.3%. Finally, when social awareness increases by one unit, students' academic achievement score increases by 25.0%. Thus, the order of relative contributions of dimensions of social intelligence to students' academic achievement from highest to lowest are; social awareness (25.0%), social information processing (16.6%) and social skills (15.3%).

Hypothesis Two: The relative contributions of the dimensions of social intelligence (social information processing, social skills, and social awareness) to the prediction of secondary school students' academic achievement in English Language are not significant.

Table 4: Regression ANOVA Predictive Significance of secondary school students' academic achievement in English Language by dimensions of Social Intelligence

	Model	Sum of Squares	Df	Mean Square	F	P-value	Decision
1	Regression	1090.261	3	363.420	3.291	0.021[b]	Sig.
	Residual	138387.302	1196	110.708			
	Total	139477.623	1199				

a. Dependent Variable: Academic achievement
b. Predictors: (Constant), Social awareness, Social information Processing, Social Skills

Table 4 result shows that an F-value of 3.291, at Df of 3 and 1196, the P-value is 0.021. Since the P-value is less than the 0.05 alpha levels, the null hypothesis is rejected, indicating that the dimensions of social intelligence jointly are significant predictors of secondary school students' academic achievement in English Language. Thus, the inference drawn is that individual dimensions of social intelligence (social information processing, social skills, and social awareness), when they interact with each other, significantly predict secondary school students' academic achievement in English Language.

Discussion of Findings

The study revealed that social intelligence significantly predicted students' academic achievement in English language, positively. This positive and significant prediction can be ascribed to the skills of inter and intrapersonal knowledge imbedded in social intelligence that help students develop a wide range of learning-related skills that allow them to study independently, work in groups, build and maintain friendships, respond appropriately to adult feedback and correction, judge others' feelings, temperaments, incentives, as well as sympathize and decode non-verbal signs. Students through the skills of social intelligence, interact, understand and collaborate well with others, developing their thinking and social skills, which are tools essential for interaction and exchange of ideas that positively foster their achievement in English language. The findings are in line with that of Raj and Komalavalli (2022), Iviemu, (2021), and Sini and Amalraj (2019) who reported in their respective studies that there exists a significant relationship between social intelligence and academic achievement of students. The findings however disagree with that of Odofin, (2022) who reported a no linear relationship between social intelligence competencies and academic achievement. By virtue of this finding, this research has joined the school of thought which observed that social intelligence is a significant predictor of secondary school students' academic achievement in English Language.

On the predictions of the individual dimensions of social intelligence to students' academic achievement in English Language, the study revealed that the dimensions of social intelligence (social information processing (SIP), social skills (SS) and social awareness (SA) positively and individually predicted students' achievement in English Language significantly, with SA having the

highest prediction, followed by SIP and lastly, SS. The significant prediction of secondary school students' academic achievement in English language by the three dimensions of social intelligence (social information processing, social skills, and social awareness) could be linked to the attributes of communication, understanding, and interaction, enhancing predictive value imbedded in social intelligence that help students in language learning, which ultimately culminate to a significant academic achievement in English. The findings concede with that of Raj and Komalavalli (2022), Obilor and Ikpa, (2019) and Sini and Amalraj (2019) who reported in their respective studies that all the dimension of social intelligence significantly contributed to students' academic achievement.

Conclusion

Based on the findings, the study concluded that social intelligence and its dimensions are significant predictors of secondary school students' academic achievement in English language. This implies that social intelligence when fostered through sensitization and counseling sessions, significantly enhances students' academic achievement in English language in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Schools should implement targeted programs that enhance students' social awareness and social skills. Emphasizing that empathy, emotional regulation, and effective communication can improve social intelligence, thereby positively impacting English Language achievement.
2. Educational institutions should design interventions focusing on boosting students' reflective and adaptive help-seeking behaviors. Activities such as mentorship, counseling, and resilience workshops can strengthen students' ability to manage academic challenges effectively.
3. Educators should adopt teaching strategies that simultaneously foster social intelligence and academic resilience. Incorporating collaborative learning, peer support, and emotional skill development into regular lessons can create a supportive learning environment.
4. Schools should establish comprehensive support systems that address socio-emotional and psychological needs. Providing access to counseling services, social skills training, and emotional regulation resources can help optimize academic outcomes in English Language achievement.

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