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Achievement In Economics Of Higher Secondary School Students In Relation To Social Intelligence

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Abstract
The present study investigated the relationship between Social Intelligence and Achievement in Economics among higher secondary school students in Kerala. A sample of 100 students (50 males and 50 females) was selected through stratified random sampling from government and aided institutions. Standardized tools—the Achievement in Economics Test and Social Intelligence Scale—were administered. Data were analyzed using mean, standard deviation, t-test, Pearson's product–moment correlation, and one-way ANOVA. The findings revealed a moderate positive correlation ($r = 0.47$, $p < 0.01$) between Social Intelligence and Achievement in Economics. Gender-wise comparison showed no significant difference in Achievement in Economics or Social Intelligence. However, students from aided institutions scored significantly higher than those from government schools. The study concludes that social competencies play an essential role in improving learners' academic performance in Economics and recommends the integration of social-emotional learning strategies into classroom instruction.

Keywords: Social Intelligence, Achievement in Economics, Higher Secondary Students, Gender Differences, Type of Institution

1. Introduction

Academic achievement is one of the most widely studied constructs in educational psychology because it serves as a key indicator of the effectiveness of learning and instruction. It reflects the total outcome of a learner's intellectual, motivational, and social capacities working in coordination within a given educational environment. At the higher-secondary stage, academic achievement becomes particularly significant, as it determines not only the immediate scholastic success of students but also their future academic pathways and career aspirations. Among the various disciplines, Economics occupies a unique position, combining abstract theoretical reasoning with real-world applications. Success in Economics requires analytical thinking, conceptual clarity, logical reasoning, and the ability to relate economic concepts to social realities. Students' achievement in this subject is therefore influenced by both cognitive and non-cognitive factors that shape their overall learning behavior.

In contemporary educational psychology, there is growing recognition that intellectual ability alone

does not determine success in academic pursuits. Non-cognitive factors such as motivation, emotional intelligence, and social intelligence play crucial roles in influencing how learners process information, relate to others, and respond to classroom challenges. Thorndike (1920) was one of the earliest psychologists to introduce the concept of Social Intelligence, describing it as the ability to understand and manage people and to act wisely in human relations. This idea has since evolved into a broader framework encompassing empathy, social awareness, interpersonal adaptability, and effective communication (Goleman, 1995). Social Intelligence enables individuals to navigate social situations, maintain positive relationships, and utilize interpersonal cues for problem solving all of which are essential for collaborative and active learning in modern classrooms.

In the higher-secondary classroom context, Social Intelligence influences how students interact with teachers, peers, and learning materials. A student with well-developed social intelligence is more likely to participate actively in discussions, seek clarification without hesitation, and cooperate effectively in group activities. According to Silvera, Martinussen, and Dahl (2001), social intelligence integrates social information processing, social awareness, and social skills, forming the foundation of prosocial and cooperative behavior. These competencies are particularly relevant to the study of Economics, where concepts are often discussed through real-life examples, group projects, and participatory learning. Hence, students who can engage meaningfully with peers, express ideas clearly, and understand others' perspectives are better positioned to succeed academically.

Furthermore, social intelligence contributes to emotional stability and resilience in academic settings. Goleman (1998) emphasized that emotionally and socially intelligent learners demonstrate higher levels of self-regulation, empathy, and motivation, which help them cope with stress, maintain focus, and pursue goals persistently. In the Indian context, where classrooms are often socially diverse and competitive, students with high social intelligence are better equipped to adapt to the socio-emotional demands of schooling. They display greater tolerance, cooperation, and self-confidence qualities that foster both individual and group learning outcomes.

The relationship between Social Intelligence and Academic Achievement has been validated in several studies. Chaddha and Usha (2004) found that adolescents with higher social intelligence tend to have better academic adjustment and school performance. Lakshmi and Minikutty (2012) also reported that students who exhibit stronger social competence achieve higher levels of scholastic success due to their ability to work collaboratively and manage interpersonal conflicts effectively. Singh and Kaur (2016) noted that social intelligence enhances students' self-concept and learning motivation, leading to better academic achievement. These findings collectively highlight that social intelligence is not a peripheral attribute but a central determinant of student success in secondary education.

In the specific context of Kerala, the higher-secondary education system functions under multiple managements—government, aided, and unaided institutions—each varying in resources, teacher quality, and learning climate. Despite Kerala's high literacy rate and progressive educational policies, achievement gaps persist among students across different institutional types and social backgrounds. Previous state-level analyses (Kuriakose, 2019; Rajeev & George, 2020) have shown that school

climate, parental support, and teacher–student interaction play decisive roles in shaping learning outcomes. Given these institutional variations, examining how social intelligence interacts with achievement in Economics may provide evidence-based insights for improving classroom practices and learning strategies.

Additionally, gender differences in achievement and social intelligence continue to be an area of academic interest. Although Kerala demonstrates near-gender parity in enrollment, subtle differences in self-expression, motivation, and participation patterns have been observed. Studies by Rani (2018) and Anitha (2020) revealed that female students often exhibit stronger social sensitivity and cooperative tendencies, while male students tend to display higher assertiveness and autonomy. Understanding whether these behavioral tendencies translate into differences in academic achievement or social intelligence levels is essential for developing gender-responsive pedagogical strategies.

The integration of social and emotional competencies into formal education is also aligned with recent policy initiatives. The National Education Policy (NEP) 2020 and the Kerala Curriculum Framework (KCF) 2023 emphasize holistic education that nurtures cognitive, emotional, and social capacities. The policy framework advocates for the inclusion of socio-emotional learning (SEL) components and collaborative pedagogies that prepare learners for real-world problem solving. Within this policy vision, a study exploring the relationship between social intelligence and achievement in Economics becomes both timely and relevant, as it bridges academic learning with interpersonal and emotional development.

Academic success in Economics depends not only on the learner's intellectual ability but also on their capacity to relate, communicate, and collaborate effectively within the classroom environment. Social Intelligence functions as a key moderator of this process by enhancing interaction, motivation, and adaptability. However, empirical evidence on this relationship in Kerala's higher-secondary context remains limited. Therefore, the present study seeks to examine the relationship between Social Intelligence and Achievement in Economics among higher-secondary school students, and to explore whether these variables vary with gender and type of institution. By doing so, it aims to contribute to a deeper understanding of how socio-emotional competencies influence subject-specific learning outcomes and to provide practical implications for educators, curriculum developers, and policymakers.

2. Need and Significance of the Study

Academic achievement has traditionally been viewed through the lens of cognitive ability, instructional quality, and socio-economic background. However, recent educational research increasingly recognizes that scholastic performance, especially at the higher secondary level, is strongly influenced by a learner's social, emotional, and interpersonal competencies. Economics, as a subject demanding conceptual reasoning, abstract thinking, and real-life application, requires learners to engage in active discussion, collaborative problem solving, and communication-intensive activities. In such a learning context, Social Intelligence—the ability to understand others, respond appropriately to social cues, and manage interpersonal relationships—emerges as a crucial factor influencing

academic achievement. Thus, examining the relationship between Social Intelligence and Achievement in Economics becomes essential for the holistic understanding of students' performance. The need for this study is further underscored by the changing educational landscape in Kerala. The state has achieved near-universal literacy and has consistently performed well in national education indicators; however, substantial variation remains in the academic achievement of students across subjects and institutions. Economics, in particular, continues to be a challenging subject for many learners due to its analytical nature and the abstract reasoning it demands. Identifying the psychosocial determinants that support better achievement can help teachers and policymakers develop targeted strategies to improve learning outcomes. Social Intelligence, being a malleable skill, can be nurtured and enhanced through intentional pedagogical practices. Understanding its role in academic achievement enables educators to design intervention strategies that support academic success.

Moreover, the higher secondary stage acts as a critical transition period when students begin to form career goals and develop deeper subject-specific competencies. Research suggests that students with higher levels of interpersonal understanding, empathy, and social adaptability show greater academic engagement, better motivation, and stronger self-regulation—all of which are associated with higher achievement (Goleman, 1995; Silvera et al., 2001). Kerala's educational policies, including the Kerala Curriculum Framework (KCF 2023) and NEP 2020, emphasize socio-emotional learning (SEL), holistic development, and competency-based education. A study that empirically examines the relationship between social intelligence and academic performance aligns strongly with these policy directions and contributes to contemporary educational priorities.

The significance of the study also lies in identifying gender-related and institutional variations in Social Intelligence and Achievement in Economics. Kerala's higher secondary system comprises government, aided, and unaided schools, each showing differences in academic climate, teacher quality, and learning environment. Understanding whether Social Intelligence operates similarly across these contexts helps in designing context-specific educational interventions. Similarly, gender differences in socio-emotional competencies have been studied widely, but findings remain inconclusive, particularly in the Kerala context. This study provides empirical evidence on whether male and female students differ in social intelligence and whether such differences impact their achievement in Economics.

Finally, the study holds practical implications for teachers, curriculum planners, school administrators, and parents. By identifying the extent to which Social Intelligence contributes to academic success, educators can integrate cooperative learning, peer mentoring, and communication-based activities into their pedagogy. Schools can create socially supportive learning environments that foster interpersonal growth alongside academic learning. Parents can be made aware of the role of socio-emotional development in shaping academic outcomes. Thus, this study not only contributes to theoretical understanding but also offers meaningful insights for educational practice aimed at enhancing the academic achievement of higher secondary school students.

2. Objectives of the Study

- To find the relationship between Social Intelligence and Achievement in Economics of higher-secondary school students.
- To compare Achievement in Economics and Social Intelligence with respect to gender.
- To compare Achievement in Economics and Social Intelligence with respect to type of institution (Government / Aided).

3. Hypotheses

- There is no significant relationship between Social Intelligence and Achievement in Economics.
- There is no significant difference in Social Intelligence and Achievement in Economics based on gender.
- There is no significant difference in Social Intelligence and Achievement in Economics based on type of institution.

4. Methodology

Research Design

The present study employed the descriptive survey method, integrating both correlational and comparative components to examine the relationship between Social Intelligence and Achievement in Economics among higher secondary school students.
The descriptive survey design is widely used in educational research to obtain accurate information about existing conditions, attitudes, and characteristics of a population (Best & Kahn, 2014).The correlational component was used to determine the nature and strength of association between Social Intelligence and Achievement in Economics.The comparative component enabled the researcher to identify differences in Social Intelligence and Achievement in Economics across gender (male/female) and type of institution (government/aided).This combination of methods allowed for a comprehensive understanding of how individual and institutional variables influence academic performance.

4.2 Sample and Sampling Procedure

The sample consisted of 100 higher secondary school students studying in Kerala. A stratified random sampling technique was employed to ensure representation across gender and institutional type.

Sample Distribution

Category	Number of Students
Male	50
Female	50
Government School Students	50
Aided School Students	50
Total Sample	100

Sampling Rationale

Stratification based on gender ensured equal representation of male and female students, reducing sampling bias.Stratification based on institution type allowed valid comparison of students' performance in government and aided schools.Random selection within each stratum enhanced the external validity of the study.

Students were selected from four higher secondary schools (two government and two aided) situated in urban and semi-urban areas of Kerala. Only students enrolled in the Commerce and Humanities streams, where Economics is a compulsory subject, were included.

4.Tools Used

The Achievement in Economics Test was developed and validated by the investigator to measure students' academic attainment in Economics at the higher secondary level.
Key features include:40 multiple-choice items, covering Units I–VI of the Class XI Economics syllabus prescribed by the Directorate of Higher Secondary Education (DHSE), Kerala.Test items were framed according to Revised Bloom's Taxonomy categories: remembering, understanding, applying, analyzing, and evaluating.The Social Intelligence Scale used in the study was the standardized instrument developed for Indian adolescents. It measures students' abilities in interpersonal understanding, social awareness, and adaptive social behavior.

5 Statistical Techniques Used

Pearson's Product–Moment Correlation (r): To determine the relationship between Social Intelligence and Achievement in Economics.

Independent Samples t-test: To compare mean scores based on gender (male/female) and institution type (government/aided).

One-way ANOVA: To test differences across multiple groups when necessary.

5. Results and Interpretation

Table 1 Relationship between Social Intelligence and Achievement in Economics

Variables	N	r	p	Interpretation
Social Intelligence & Achievement in Economics	100	0.47	< 0.01	Significant Positive Relationship

The correlation coefficient between Social Intelligence and Achievement in Economics for the sample of 100 higher secondary school students was found to be $r = 0.47$, which is statistically significant at the 0.01 level ($p < 0.01$). This indicates a moderate positive relationship between the two variables. In practical terms, this means that students who possess higher levels of Social Intelligence—that is, the ability to understand social situations, communicate effectively, empathize with others, and adapt to interpersonal contexts—tend to perform better in Economics. The positive direction of the relationship suggests that improvements in students' social competencies are likely to be associated with improvements in their academic performance in Economics.The significance of the correlation shows that this relationship is not due to chance, and that Social Intelligence is a meaningful factor influencing

students' achievement. Since Economics learning often involves group discussions, collaborative problem solving, and the ability to understand real-life social and economic interactions, socially intelligent students may be better equipped to engage deeply with the subject.the findings support the view that Social Intelligence contributes substantially to academic success, reinforcing the need to integrate social-emotional learning strategies within Economics classrooms and higher secondary education as a whole.

Table 2 Results of the Comparison of the scores on Achievement in Economics among the Higher Secondary School Students in the subsamples with regard to Gender

	Gender	N	Mean	Std. Deviation	t	p-value
Achievement in Economics	Male	50	35.37	4.287	..057	p>0.05
	Female	50	35.42	4.415		

Table 2 presents the descriptive and inferential statistics of the comparison. The obtained t-value is 0.057, which is not significant at the 0.05 level of confidence. Therefore, the null hypothesis (H_{01}), which stated that "There is no significant difference between the mean scores on Achievement in Economics of male and female higher secondary school students of Kerala State," is accepted.

This finding indicates that there is no statistically significant difference in the Achievement in Economics between male and female students. Both groups performed almost equally well, suggesting that gender does not have a significant influence on students' achievement in Economics at the higher secondary level.

Table 3 Results of the Comparison of the scores on Social Intelligence among the Higher Secondary School Students in the subsamples with regard to Gender

	Gender	N	Mean	Std. Deviation	t	Significant
Social Intelligence	Male	50	118.68	24.290	.089	p>.05
	Female	50	120.56	27.120		

the investigator compared the mean scores of Social Intelligence among male and female higher secondary school students to determine whether gender has any significant influence on social intelligence. The results of the independent samples t-test presented in Table 4.11 show that the obtained t-value is 0.089 which is greater than 0.05. This indicates that the difference between the mean scores of male (M = 118.68) and female (M = 120.56) students is not statistically significant at the 0.05 level.

Table 4 Results of the Comparison of the scores on Achievement in Economics among the Higher Secondary School Students in the Subsamples Based on Type of Management of Schools

Source of Variance	Sum of Squares	df	Mean Square	F	Significant
Between Groups	467.031	2	233.5155	1.67	P>0.05
Within Groups	10738.99	77	139.4673896		
Total	11206.02	79			

As shown in Table 4, the obtained F-value (F(2,77) = 1.67, p 0.05) is not significant at the 0.05 level. Therefore, the null hypothesis (H_{03}) stating that "There is no significant difference between the mean scores on Achievement in Economics of students from government, aided, and unaided higher secondary schools" is Accepted

Table 5 Results of the Comparison of the scores on Social Intelligence among the Higher Secondary School Students in the Subsamples Based on Type of Management of Schools

Source of Variance	Sum of Squares	df	Mean Square	F	Significant
Between Groups	2348.95	2	1174.475	0.229	p>0.05
Within Groups	394508.4	77	5123.485844		
Total	396857.4	79			

From the table 4.14 the investigator observes that the Between GroupsSum of Squares is 1.77, , the obtained F- value is ($F_{(2, 77)} = 0.229$, p>.05) is not significant at .05 level with degrees of freedom 2 and 77. Therefore, the null hypothesis $H_0$3which states that "There is no significant difference between the Means of scores on Social Intelligence of students from Government, Aided and Unaided Higher Secondary Schools" is accepted with respect to the scores on Social Intelligence . It indicates that there is no significant difference in the Means of scores on Social Intelligence between students from Government, Aided and Unaided Higher Secondary Schools.

6. Findings of the Study

Based on the analysis and interpretation of data collected from 100 higher secondary school students of Kerala, the major findings of the study are presented below corresponding to each research objective and hypothesis.

Finding 1: Relationship between Social Intelligence and Achievement in Economics

The correlation analysis revealed a moderate positive and statistically significant relationship between Social Intelligence and Achievement in Economics ($r = 0.47$, $p < 0.01$).This indicates that students with higher levels of Social Intelligence tend to achieve better in Economics. Therefore, the null hypothesis stating "There is no significant relationship between Social Intelligence and Achievement in Economics" is rejected.

Finding 2: Gender Difference in Achievement in Economics

The mean scores of male students (M = 35.37) and female students (M = 35.42) were nearly identical. The obtained t-value = 0.057, which is not significant at the 0.05 level.

This indicates that male and female students do not differ significantly in their Achievement in Economics. Hence, the null hypothesis stating "There is no significant difference in Achievement in Economics based on gender" is accepted.

Finding 3: Gender Difference in Social Intelligence

Therefore, the null hypothesis stating "There is no significant difference in Social Intelligence based on gender" is accepted.

Finding 4: Difference in Achievement in Economics Based on Type of Institution

One-way ANOVA showed that the difference among students from Government, Aided, and Unaided schools was not significant ($F(2,77) = 1.67$, $p > 0.05$).This indicates that type of school management does not significantly influence Achievement in Economics among the sampled students. Hence, the null hypothesis stating "There is no significant difference in Achievement in Economics based on institution type" is accepted.

Finding 5: Difference in Social Intelligence Based on Type of Institution

ANOVA revealed no significant difference in Social Intelligence among students from Government, Aided, and Unaided institutions ($F(2,77) = 0.229$, $p > 0.05$).This means that students' Social Intelligence levels are similar across different school management types.Therefore, the hypothesis stating "There is no significant difference in Social Intelligence based on institution type" is accepted.

7. Discussion Based on Findings

The purpose of the present study was to examine the relationship between Social Intelligence and Achievement in Economics among higher secondary school students in Kerala, and to determine whether these variables vary based on gender and type of institution. The findings are discussed below in the light of related research, theoretical perspectives, and contextual factors.

1. Relationship between Social Intelligence and Achievement in Economics

The study revealed a moderate and significant positive relationship between Social Intelligence and Achievement in Economics ($r = 0.47$, $p < 0.01$). This indicates that students who possess higher levels of interpersonal understanding, social awareness, and adaptive behavior tend to perform better academically in Economics.

This finding is consistent with Goleman (1995), who emphasized that social and emotional competencies contribute substantially to academic engagement and performance by enhancing students' confidence, collaboration skills, and resilience. Similarly, Silvera, Martinussen, and Dahl (2001) noted that socially intelligent students are better at interpreting social cues and engaging effectively in group learning situations, which are important in concept-based subjects like Economics. Economics learning frequently involves activities such as group discussions, analysis of social issues, collaborative projects, and the interpretation of human behavior in markets. Students with high social intelligence may therefore be more adept at engaging in such interactive learning processes, which in turn enhances their academic achievement. The present finding also aligns with the research of Lakshmi and Minikutty (2012) and Singh & Kaur (2016), who found that Social Intelligence positively

predicts academic achievement across school subjects.Overall, this result reinforces the growing theoretical position that academic learning is situated not only in cognitive ability but also in students' socio-emotional functioning.

2. Gender Differences in Social Intelligence and Achievement in Economics

The study found no significant gender difference in Social Intelligence or in Achievement in Economics. Both male and female students obtained similar mean scores, and the differences were statistically insignificant. This suggests that social competencies and academic performance in Economics are equally distributed across genders in the Kerala higher secondary context.This finding aligns with studies in Indian and global contexts where gender differences in social intelligence are often minimal or nonexistent. Chaddha & Usha (2004) and Rani (2018) also reported that adolescent boys and girls exhibit comparable levels of social sensitivity, empathy, and interpersonal skills when exposed to similar schooling conditions.

In Kerala, gender equity in education has been strongly supported by socio-cultural norms, policy frameworks, and equal access to schooling. As a result, both boys and girls are likely receiving similar social exposure and academic opportunities, which may explain the absence of gender disparities in this study.Additionally, the lack of gender differences in achievement aligns with the findings of Rajeev & George (2020) who reported that higher secondary students in Kerala, irrespective of gender, demonstrate similar performance patterns due to uniform curricula, continuous evaluation, and inclusive classroom environments.

3. Institutional Differences in Social Intelligence and Achievement in Economics

The results showed no significant difference in either Achievement in Economics or Social Intelligence based on type of institution (Government vs. Aided vs. Unaided). This indicates that the academic and socio-emotional outcomes of students are relatively consistent across these school management types in the sampled population.

This finding contrasts with studies that report differences in academic achievement due to variation in school resources, teacher quality, and learning environment (e.g., Govinda, 2019). However, the absence of such differences in the present study may be attributed to Kerala's highly regulated and uniform higher secondary system, where the curriculum, teacher qualifications, and assessment procedures are broadly standardized across management types.

Moreover, the Directorate of Higher Secondary Education (DHSE), Kerala, ensures that all institutions—regardless of management—follow a common syllabus, common examination framework, and standardized instructional calendar. These systemic uniformities may minimize potential differences in learning outcomes.Further, Social Intelligence appears to be influenced largely by family, peer interactions, and individual personality factors rather than by school management alone. Thus, it is reasonable that no institutional differences were found in this domain.

4. Implications of the Findings

The significant relationship between Social Intelligence and academic achievement highlights the need for integrating social-emotional learning (SEL) practices into Economics education. Classroom

activities that promote cooperation, dialogue, empathy, and reflective thinking may enhance both Social Intelligence and academic performance.

The absence of gender and institutional differences indicates that interventions designed to improve Social Intelligence can be uniformly applied across different school groups without concern for demographic disparities.

Taken together, the findings suggest that Social Intelligence is a key psychosocial factor influencing students' academic achievement in Economics, while gender and school management do not create significant variations in this relationship. The results reinforce the theoretical perspective that learning is a socially constructed process where interpersonal understanding and social adaptability play crucial roles.

The study therefore contributes both empirically and conceptually to the understanding of socio-emotional determinants of academic success, particularly in the Kerala higher secondary educational.

8. Conclusion

The present study examined the relationship between Social Intelligence and Achievement in Economics among higher secondary school students in Kerala, along with differences based on gender and type of institution. The findings demonstrate that Social Intelligence is a significant and positive correlate of academic achievement, indicating that students with greater interpersonal understanding, empathy, and adaptive social skills tend to perform better in Economics. This highlights the importance of socio-emotional competencies in enhancing learners' engagement, problem-solving abilities, and classroom participation within a socially interactive subject like Economics.

The results further revealed no significant differences in either Social Intelligence or Academic Achievement based on gender. This suggests that both male and female students exhibit comparable levels of socio-emotional competencies and similar academic potential in Economics. Likewise, type of institution (government or aided) did not produce significant differences in either variable, indicating that Kerala's relatively uniform curriculum, teacher qualifications, and school standards may contribute to reducing institutional disparities in academic outcomes.

Overall, the study reinforces the view that academic success is influenced by a combination of cognitive, emotional, and social capacities. Social Intelligence emerges as an important, though often overlooked, predictor of student achievement. Enhancing these competencies through classroom practices and school-level initiatives can strengthen both academic performance and holistic student development. The findings underscore the necessity of incorporating social-emotional learning strategies into higher secondary education to support learners' success in Economics and other academic domains.

9. Recommendations

- Based on the findings and implications of the study, the following recommendations are proposed for educators, policymakers, curriculum planners, and parents:
- Integrate social-emotional learning (SEL) activities into daily classroom practices, including group discussions, collaborative projects, peer tutoring, and empathy-based exercises.

- Encourage cooperative learning environments where students can share ideas, solve problems together, and practice constructive communication.
- Provide regular feedback and emotional support to help students develop interpersonal confidence and reduce classroom anxiety.
- Promote reflective activities that help students become more socially aware and capable of evaluating social situations sensitively.
- Organize training and capacity-building programs for teachers on facilitating SEL, classroom climate management, and student-centered instruction.
- Establish a supportive school culture by promoting respect, inclusiveness, and positive teacher–student relationships.
- Develop school-level policies that encourage collaborative learning strategies and structured social skill-building programs.
- Strengthen guidance and counseling services to help students with interpersonal difficulties or low social confidence.
- Integrate Social Intelligence–related competencies into the Economics curriculum through activities such as debates, case studies, panel discussions, and socio-economic problem-solving tasks.
- Develop instructional materials and textbooks that encourage interaction, communication, and collaborative reasoning.
- Include socio-emotional development components—aligned with NEP 2020 and KCF 2023—as part of the learning outcomes in higher secondary subjects.
- Encourage children to participate in social and extracurricular activities that promote teamwork, leadership, and interpersonal skills.
- Create a home environment where open communication, emotional support, and academic encouragement are consistently provided.
- Collaborate with teachers through regular meetings to understand students' academic and socio-emotional progress.
- Conduct longitudinal studies to examine how Social Intelligence develops over time and influences long-term academic success.
- Expand research to include additional variables such as emotional intelligence, self-efficacy, resilience, and study habits.
- Replicate the study in different districts or states to generalize findings across diverse social and educational contexts.
- Employ mixed-methods approaches to explore students' and teachers' lived experiences related to social intelligence and learning.

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