

Relationship between Successful Intelligence and Academic Engagement among Adolescents

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Abstract

Successful intelligence is the ability to be successful in life with the integrated use of analytical, creative and practical intelligences. Successful intelligence in the classroom helps students to capitalize on their strong intelligences and compensate for their weaknesses in other intelligences and motivates them to engage in their academic learning. Academic engagement for the present study is considered as the involvement of the students in academic activities within or outside the school environment. The present study was conducted to discern the relationship between successful intelligence and academic engagement among Adolescents. A total sample of $n=400$ (boys=213, girls=187) adolescents who were between 13-15 years were selected through Simple random sampling from all four regions of urban Bengaluru, Karnataka. Self developed Successful intelligence Test and Academic engagement scale were used to collect the data. The results revealed that, successful intelligence was positively related to the academic engagement of the adolescents with the r value 0.2483, and adolescents with high successful intelligence possess high academic engagement. It can be suggested that successful intelligence modules can be used to enhance academic engagement among adolescents.

Key words: Successful Intelligence, Academic Engagement, Adolescents.

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I. Introduction

“Adolescence is a time of transition, where the individual is fuller of doubt than certainty. Amidst such moments what role do educators play in creating holistic human beings and not fragmented/conflict ridden adults, a pedagogue engages with these fundamental concerns”. -Dr.Bharti Dogra

Adolescence is a ‘transitional phase between childhood dependency and being a functionally independent autonomous adult. During this stage the adolescent strives to improve himself/herself consciously and contributes to his/her development, overcoming obstacles, and crises by his/her own energetic and goal-directed efforts (Muuss, 1975). Although they are increasingly involved in their own developmental process as they explore, experiment, and learn, they still require scaffolding and support, including environments that bolster opportunities to thrive and become a successful member of the society. The primary focus of this period is the attainment of education. Education plays a vital role for smooth and successful transition as adults. The education imparted to adolescents not only should help in imparting information but also helps in providing encouragement and support, clarification of doubts and myths so that adolescents can make sense of their world and grow as productive members of the society.

According to Sternberg (1998) education which is imparted with an integrated use of analytical, creative and practical intelligence by identifying their strength in certain intelligences and compensate for weakness in other intelligences helps adolescents to succeed in their academic life as well as in successful transition as adults. Analytical intelligence is the conscious direction of mental processes to find a thoughtful solution to a problem. Being analytically intelligent is having the ability to solve problems effectively. Creative intelligence is the ability to come up with new ideas. And the practical intelligence is common sense and deals mostly with social situations. The integration of these three intelligence helps to provide sound education for the adolescents and creating holistic human beings. According to Sternberg the theory can be used in classroom to make students utilize all three types of intelligences effectively to become successful in academics and life. Other researchers opposing the traditional method of teaching with focus on analytical intelligence alone can

lead to rote learning among pupils while teaching using successful intelligence method will help students to remember what they have learnt in the long-term. As a result, students can link prior knowledge with new knowledge and creativity (Chularee, 2012; Negahban, 2013). Hence successful intelligence components training, integrated use of all three types of intelligences is an effective and efficient way to foster academic success through active engagement in academics.

Academic engagement refers to the extent of a student's active involvement in a learning activity (Connell and Wellborn, 1991). Hence in the present study an attempt has been made to find out the relationship between successful intelligence and academic engagement among adolescents

II. Methodology

Aim: To understand the relationship between successful intelligence and academic engagement among adolescents.

Objectives:

1. To know the relationship between the dimensions successful intelligence i.e analytical, creative and practical intelligence and academic engagement.
2. To find out the influence of gender on successful intelligence and academic engagement among adolescents.

Hypotheses:

1. There is no significant relationship between successful intelligence and academic engagement of adolescents
2. Gender does not exert any differential influence on (a) successful intelligence and (b) academic engagement of adolescents.

Sampling technique: Simple random sampling method was considered for the present study and homogeneity of the sample was maintained.

Research Design

Phase I: Identification / Development of appropriate tool

An extensive survey was carried out to identify the most appropriate tools for assessing the successful intelligence (SI) and academic engagement (AE) among adolescents. Since the researcher was unable to find the suitable tool to assess the study variables (SI and AE), researcher developed and standardized the successful intelligence and academic engagement tools. Thus, the tools were developed and standardized with the score of 0.939 Cronbach's alpha and 0.752 split-half correlation for the Successful Intelligences Test and Academic Engagement Scale with 0.928 Cronbach's alpha and 0.864 split-half correlation.

Phase II: Identification of schools

A survey of schools of both private and government schools in Bangalore city was carried out to identify schools which were ready to participate in the research program. The schools which showed keen interest were considered for the study.

Phase III: Selection of sample

The total sample size for the study was 400 (n) which includes 213 boys and 187 girls. The samples were drawn from all the four regions of Bengaluru district, Karnataka. The adolescents belonging to the age group of 12 to 15 years were selected from both private and government schools and schools following different type of curriculum (CBSE, ICSE and State syllabus).

Phase IV: Analysis and interpretation of data

Analysis of the data was done using Mean, Standard Deviation and Student 't' test. Interpretation of data and conclusions are presented in the results and discussion.

III. Findings And Discussion

Table 1: Gender distribution of the respondents

Gender	No. of respondents	Percentage
Male	213	53.3
Female	187	46.8

Total	400	100.0
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Table 1 depicts the distribution of respondents on the basis of gender. More than half of the respondents (53.3%) were male and 46.8 percent of them were female.

Table 2: Baseline demographic information of the respondents

Variables	Gender		Total (n=400)
	Male (n=213)	Female (n=187)	
Age			
• 12	2(0.9%)	3(1.6%)	5(1.3%)
• 13	51(23.9%)	47(25.1%)	98(24.5%)
• 14	97(45.5%)	104(55.6%)	201(50.3%)
• 15	61(28.6%)	31(16.6%)	92(23%)
• 16	2(0.9%)	2(1.1%)	4(1%)
Ordinal Position			
• First Born	102(47.9%)	114(61%)	216(54%)
• Second Born	88(41.3%)	62(33.2%)	150(37.5%)
• Later Born	23(10.8%)	11(5.9%)	34(8.5%)
Type of Family			
• Joint	77(36.2%)	45(24.1%)	122(30.5%)
• Nuclear	128(60.1%)	140(74.9%)	268(67%)
• Extended	8(3.8%)	2(1.1%)	10(2.5%)
Siblings			
• 0	29(13.6%)	22(11.8%)	51(12.8%)
• 1	128(60.1%)	113(60.4%)	241(60.3%)
• 2	44(20.7%)	41(21.9%)	85(21.3%)
• 3	9(4.2%)	9(4.8%)	18(4.5%)
• 4	3(1.4%)	1(0.5%)	4(1%)
• 5	0(0%)	0(0%)	0(0%)
• 6	0(0%)	1(0.5%)	1(0.3%)
Size of Family			
• 3 members	30(14.1%)	18(9.6%)	48(12%)
• 3-5 members	120(56.3%)	121(64.7%)	241(60.3%)

• More than 5 members	63(29.6%)	48(25.7%)	111(27.8%)
Type of School			
• Private State syllabus	71 (33.33)	63 (33.68)	134 (33.5)
• Private ICSE	71 (33.33)	62 (33.16)	132 (33.3)
• Govt. CBSE	71 (33.33)	62 (33.16)	132 (33.3)

Table 2 shows the baseline demographic information of the respondents

Majority of both male and female respondents were belonged to 14 years. The next highest percentage of male respondents (28.6%) were 15 years old while female respondents (16.6%) were 13 years old.

With regard to the ordinal position, majority of both the male (47.9 %) and female (61%) respondents were first born. The next highest percentage of both the male (41.3%) and female (33.2 %) respondents were second born.

Majority of both the male (60.1%) and female (74.9 %) respondents were belong to the nuclear family. The next highest percentage of both the male (36.2 %) and female (24.1 %) respondents belong to joint family.

When number of siblings was considered as a factor, majority of both male (60.1%) and female (60.4%) respondents had 1 sibling. The next highest percentage of both the male (20.7%) and female (21.9%) respondents had 2 siblings.

Homogeneity was maintained with the sample size from all three types of curriculum with boys 33.3 percent and girls 33.16 percent.

Table 3: Assessment of Successful Intelligence among the respondents

Variables	Gender		Total	P value
	Male	Female		
Total analytical Intelligence	8.81±4.12	10.38±3.43	9.54±3.89	<0.001**
Total creative intelligence	8.97±3.49	10.68±2.55	9.77±3.20	<0.001**
Total practical intelligence	3.15±1.65	9.84±3.67	6.28±4.35	<0.001**
Total successful intelligence	20.92±7.70	30.90±8.40	25.59±9.45	<0.001**

The Assessment of successful intelligence among the respondents can be seen in Table 3

It is interesting to observe from the above table that, the female respondents had scored higher mean scores than the male respondents for all the dimensions of successful intelligence and total successful intelligence.

Hence when the above data was subjected to statistical t-test analysis a strongly significant gender difference was noticed for all the dimensions of successful intelligence and total successful intelligence.

Validation: hence the hypothesis 2(a) stating that there is no significant difference between male and female respondents with respect to sub dimensions of successful intelligence and total successful intelligence is rejected.

Table 4: Assessment of Academic Engagement among the respondents

Variables	Gender		Total	P value
	Male	Female		

Total behavioral engagement	86.48±11.22	86.20±16.15	86.35±13.73	0.836
Total emotional engagement	86.88±8.07	89.65±8.45	88.18±8.35	0.001**
Total cognitive engagement	87.60±9.45	91.27±10.48	89.32±10.10	<0.001**
Total academic engagement	260.97±22.71	267.12±27.63	263.84±25.28	0.015*

It is interesting to observe from the above table that, the female respondents had scored higher mean scores than the male respondents for all the dimensions of academic engagement and total academic engagement except for behavioral engagement.

Hence when the above data was subjected to statistical t-test analysis a strongly significant gender difference was noticed for emotional and cognitive dimensions of academic engagement and moderately significant difference was observed for total academic engagement and no significant difference was observed for behavioral engagement.

Validation: hence the hypothesis 2(b) stating that there is no significant difference between male and female respondents with respect to sub dimensions of academic engagement and total academic engagement is rejected except for the behavioral engagement dimension of academic engagement.

Table 5: Correlation between Successful Intelligence and Academic Engagement among the respondents

Variables	R value	P value
Successful Intelligence	0.2483	0.000611*
Academic Engagement		

P<0.05*

It is evident from the results that, there was a positive significant correlation between successful intelligence and academic engagement. In other words it can be inferred that, adolescents with high successful intelligence will be more academically engaged. The present study is in line with the study conducted by Zadeh et.al (2014) which indicates that it would be possible to use successful intelligence training program in schools, besides other programs, in order to promote the academic motivation and engagement of students.

Validation: hence the hypothesis 1 stating that there is no significant relationship between successful intelligence and academic engagement among adolescents was rejected.

IV. Conclusion

The present study clearly indicates the positive significant correlation between successful intelligence and academic engagement of adolescents. There is a strongly significant differences exists between gender with respect to successful intelligence.

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