

SOCIAL INTELLIGENCE OF HIGH SCHOOL STUDENTS

By

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Abstract

In the present study, the investigator has attempted to study social intelligence of high school students using random sampling technique. 300 high school students from ten schools of kanyakumari district were selected as sample for the study. Statistical techniques like t-tests are used to analyze the data. The findings revealed that there is no significant difference in the social intelligence and its dimensions, social information processing, social skills, and social awareness of high school students with regard to gender and nature of family. But there is significant difference in the social intelligence and its dimensions, social information processing, social skills, and social awareness of high school students with regard to medium of instruction. Significant difference is revealed in social intelligence and its dimension, social skills, and social awareness of high school students with regard to locality of institution. No significant difference was revealed in the social information processing of high school students with regard to the locality of the institution.

Keywords: *social intelligence, social awareness, social information, social skills.*

Introduction

In general terms, intelligence means the manner in which an individual deals with facts and situations (Dandapani, 2005). Social Intelligence is the capability to effectively build relations and navigate community environments (Goleman, 2006). It is the capability of an individual to react to social situations of daily life. Social intelligence would not comprise the mind-set or emotions aroused in us by

other people, but merely our capability to understand others and to respond, but the ends desired should be attained. High social intelligence is possessed by those who are able to hold people well. Adequate adjustment in social situations is an indicator of social intelligence.

Need and significance of the study

One of the important functions of education is to make the students

socially intelligent, so that they may become the healthy personalities of society. Social intelligence is the ability to deal effectively and tactfully with large numbers of other brains, successfully and simultaneously. It is an ability to get along well with others and to get them to co-operate with us. Socially intelligent people are likely to succeed in everything they undertake in their life. A socially intelligent person is able to understand the social situations of others and would mold his approach according to the requirements of the situation by using good mental health. A socially mature person is very co-operative with others who can make friends, who have good emotional control and moral standards. Thus, an attempt is made to conduct a study on "Social Intelligence of High School Students.

Title of the problem

The problem is stated as "Social Intelligence of High School Students".

Objectives of the study

The objectives of the study are as follows:

1) To find out whether there is any significant difference in the social

intelligence and its dimensions of high school students with regard to gender.

- 2) To find out whether there is any significant difference in the social intelligence and its dimensions of high school students with regard to medium of instruction.
- 3) To find out whether there is any significant difference in the social intelligence and its dimensions of high school students with regard to nature of family.
- 4) To find out whether there is any significant difference in social intelligence and its dimensions of high school students with regard to locality of institution.

Hypotheses

- 1) There is no significant difference in the social intelligence and its dimensions of high school students with regard to gender.
- 2) There is no significant difference in the social intelligence and its dimensions of high school students with regard to medium of instruction.

- 3) There is no significant difference in the social intelligence and its dimensions of high school students with regard to nature of family.
- 4) There is no significant difference in social intelligence and its dimensions of high school students with regard to locality of institution.

Method adopted for the present study

Method adopted for the present study is survey method.

Population

The population of the study consists of high school students of Kanyakumari district.

Sample

The sample consists of 300 high school students of kanyakumari district.

Tools used

The tool used for the present study was Social Intelligence Scale (2006) by GainLuca Gini, University of Padua, Haly.

Establishing validity and reliability

a. Validity of the tool

The validity of the tool was found by Gain Luca Gini (2006).

b. Reliability of the tool

Since the tool was developed in the year 2006, the reliability of the tool was established by split half method. This was done by correcting the scores on the odd items of the test (1,3,5,7& so forth) against the even items of the test (2,4,6,8 & so forth).

The co-efficient of reliability was calculated by using the following Spearman's Brown Prophecy formula.

$$r' = \frac{2r}{1+r}$$

The reliability value of social intelligence scale was found to be 0.725.

Analysis of Data

Hypothesis 1: There is no significant difference in social intelligence and its dimensions of high school students with regard to gender.

Table 1. Difference in social intelligence and its dimensions of high school students with regard to gender

Dimension of Social Intelligence	Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Social Information Processing	Male	159	21.76	3.043	0.422	NS
	Female	141	21.62	2.863		
Social Skills	Male	159	20.60	3.234	1.250	NS
	Female	141	21.05	2.943		
Social Awareness	Male	159	21.24	4.009	0.902	NS
	Female	141	21.65	3.921		
Total	Male	159	63.60	6.998	0.938	NS
	Female	141	64.32	6.211		

NS – Not Significant

It is inferred from the above table that the calculated value is less than table value at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in the social intelligence and its dimensions social information

processing, social skills and social awareness of high school students with regard to gender.

Hypothesis 2: There is no significant difference in the social intelligence and its dimensions of high school students with regard to medium of instruction.

Table 2. Difference in the social intelligence and its dimensions of high school students with regard to medium of instruction

Dimension of Social Intelligence	Medium of Instruction	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Social Information Processing	Tamil	119	21.29	2.713	1.998	S
	English	181	21.96	3.083		
Social Skills	Tamil	119	20.32	2.639	2.362	S
	English	181	21.14	3.341		
Social Awareness	Tamil	119	20.53	3.811	3.278	S
	English	181	22.03	3.964		
Total	Tamil	119	62.13	5.385	4.137	S
	English	181	65.13	7.115		

S – Significant

It is inferred from the above table that the calculated value is greater than table value at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in the social intelligence and its dimensions social information

processing, social skills and social awareness of high school students with regard to medium of instruction.

Hypothesis 3: There is no significant difference in the social intelligence and its dimensions of high school students with regard to nature of family.

Table 3. Difference in the social intelligence and its dimensions of high school students with regard to nature of family

Dimension of Social Intelligence	Nature of Family	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Social Information Processing	Nuclear	186	21.75	3.149	0.464	NS
	Joint	114	21.60	2.620		
Social Skills	Nuclear	186	20.68	3.113	0.932	NS
	Joint	114	21.03	3.090		
Social Awareness	Nuclear	186	21.69	3.966	1.456	NS
	Joint	114	21.01	3.948		
Total	Nuclear	186	64.13	6.741	0.635	NS
	Joint	114	63.63	6.485		

NS – Not Significant

It is inferred from the above table that the calculated value is less than table value at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in the social intelligence and its dimensions social information

processing, social skills and social awareness of high school students with regard to nature of family.

Hypothesis 4: There is no significant difference in the social intelligence and its dimensions of high school students with regard to locality of institution.

Table 4. Difference in the social intelligence and its dimensions of high school students with regard to locality of institution

Dimension of Social Intelligence	Locality of Institution	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Social Information Processing	Rural	100	21.79	3.147	0.388	NS
	Urban	200	21.65	2.862		
Social Skills	Rural	100	21.45	3.716	2.286	S
	Urban	200	20.50	2.701		
Social Awareness	Rural	100	22.29	4.063	2.626	S
	Urban	200	21.01	3.856		
Total	Rural	100	65.53	7.322	2.802	S
	Urban	200	63.15	6.135		

S – Significant, NS – Not Significant

It is inferred from the above table that, for social intelligence and its dimensions social skill and social awareness the calculated value is greater than table value at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in social intelligence and its dimension social skills and social awareness of high

school students with regard to locality of institution. But for the dimension social information processing the calculated value is less than table value at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in the dimension social information processing of high school students with regard to locality of institution.

Findings and Discussions

No significant difference is revealed in the social intelligence and its dimensions social information processing, social skills and social awareness of high school students with regard to gender. This may be due to the fact that gender is not the factor that affects social intelligence of high school students. Both male and female student got the same platform to develop their capabilities and display high level of creativity and having social intelligence.

Significant difference is revealed in the social intelligence and its dimensions social information processing, social skills and social awareness of high school students with regard to medium of instruction. English medium students possess more social intelligence than Tamil medium students. This may be due to the fact that in English medium schools, students got more opportunities and develop literacy skills more easily and also their general cognitive abilities. They can understand what is going on and are able to link it to their everyday lives.

No significant difference is revealed in the social intelligence and its

dimensions social information processing, social skills and social awareness of high school students with regard to nature of family. This may be due to the fact that nature of family is not the factor that affects social intelligence of high school students. In both the Joint and nuclear families, the students were treated equally by parents, gave proper love and care and engage in all activities, mingle with all members of society and thereby develop social intelligence.

Significant difference is revealed in social intelligence and its dimension social skills and social awareness of high school students with regard to locality of institution. Students residing in rural area have more social intelligence and its dimension social skill and social awareness. This may be due to the fact that society includes both complex social groups and close relationships groups. Students residing in rural area have in close touch with these social groups and thereby they can predict how others will feel, think, and behave so that they can handle the situations intelligently.

No significant difference is revealed in the social information processing of

high school students with regard to locality of institution. This may be due to the fact that locality of institution is not the factor in developing social Information processing. Both urban and rural students got opportunities to improve the communication behaviour and thereby developing the social information processing skill.

Conclusion

Social Intelligence directs the person to think logically and act purposefully. It develops from experience with people and learning from achievement and failures in social settings. Conventional classrooms do not allow for the interaction of complex social behavior.

Instead, students in conventional settings are treated as learners who must be infused with more and more complex forms of information. Schools should extend learning opportunities and community partnerships and be able to open a dialog with students and extend them support when they are struggling. Students must develop social intelligence at the first levels of education so they can achieve it throughout their school years and master it in their adult lives. Social emotional education in school is an important factor in helping students to develop social intelligence and it is the key element that makes one succeed in life.

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