

SOCIAL INTELLIGENCE OF ADOLESCENTS WITH RESPECT TO THEIR GENDER AND LOCALITY

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Abstract

Adolescence is considered as crucial stage of life. It is the transition phase from childhood to adulthood, stage of storm and strain, crisis of identity or role confusion, sudden changes in the bodies of adolescents and mental abilities. During this period, adolescents are facing number of problems like physical, social, mental, family due to misinterpretation of social situations. In this context, social intelligence can play very important role and help to equip with necessary social skills to deal with these type of problems. Therefore, the paper assumes significance, being a genuine effort to study levels of social intelligence among adolescents with respect to their gender and locality. For the present study, descriptive survey method was used and 300 secondary students (studying in 11th standard) of Jammu district were selected by employing stratified random sampling. The results of the study revealed that adolescents had different levels of social intelligence. There was no significant difference in social intelligence among adolescents with respect to their gender and locality. Thus, the finding of the present study are very useful for teachers, parents, social reformers, administrators and guidance workers to provide the conducive environment at home and school, and inculcate value education so that social intelligence can be improved.

Keywords: Social intelligence, Adolescence, Gender and Locality

INTRODUCTION

In the context of human life, adolescence is considered as crucial stage of human life. The term adolescence is used to denote a period during which the growing individual makes the transition from childhood to adulthood. Adolescence may be viewed as beginning when the young people begin to show the sign of puberty and continuing until most of them are not matured but also have reached to their maximum growth. The period from 12 to 15 years is considered as early adolescence, 15 to 18 years as medium and 18 to 22 years as late adolescence. This stage is marked with the crisis of Identity Vs. role confusion. The sudden changes in the bodies of adolescents and mental functioning compel them to ask questions like who am I? What have I become? What am I supposed to do and in which manner I am to behave? So teachers, parents can play a very constructive role in helping adolescents in this stage of storm and strain to make them socially responsible.

SOCIAL INTELLIGENCE

Social Intelligence can be defined as the ability capability to act wisely during social situations and it is also called as interpersonal intelligence. Social Scientist Honeywill

stated that "Social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes and capacity and appetite to manage complex social change". Thorndike (1922) defined it as "Ability to understand and manage men and women and boys and girls, to act wisely in human relations". Goleman (2006) proposed that "Social intelligence is made up of social awareness (Including empathy, atonement, empathic accuracy, and social cognition) and social facility (including synchrony, self-presentation, influence, and concern)". Thus, on the basis of these definitions, it may be concluded that 'social intelligence refer to a person's ability to understand and manage interpersonal relationships'.

NEED AND SIGNIFICANCE OF THE STUDY

In many of the industries experts do agree that a number of workers had to leave their job because of their have social incompetency. In the past, it was believed by many people, who had talent, that they were required to be perfect/perform their work in good manner. But, in the recent times, the changing scenario in the context of business approach compels us to go for rethinking in the working style. Present research aimed to study the social intelligence of adolescent students in relation to their gender and locality. The study will be very useful to improve the social strengths among students and accordingly to take the major steps to enhance the social intelligence of students. A brief description of few relevant studies is being presented:

Oliver (2001) conducted a study to see the relationship among academic intelligence, academic achievement, social influence and social intelligence. The results of the study revealed that there was a positive correlation between academic achievement and academic intelligence. Liff (2007) conducted a study to see the relationship between emotional intelligence, social intelligence and success in college and found that there was a positive relationship between emotional intelligence, social intelligence and success in college. Lovejoy (2008) carried out a study on gender and levels of social intelligence. The results of the study revealed that male and female showed no significant difference in levels of social intelligence.

Apart from above discussed researches, many more studies have also been conducted on social intelligence. Social intelligence has been studied with aspects of flexibility and complexity with creativity, social and academic forms of intelligence, relationship between social intelligence and general intelligence, emotional and social intelligence, social intelligence and teaching methodology, relationship of social intelligence with gender, abstract intelligence and social intelligence, home environment, social intelligence and socioeconomic status etc. The above studies did not compare social intelligence with gender, and locality. Hence, this research study was conducted to gain good understanding of the social intelligence in that context.

OBJECTIVES OF THE STUDY

1. To know the levels of social intelligence of adolescents studying at standard 11th of Higher Secondary Schools of Jammu District.
2. To study difference between male and female adolescents on social intelligence.
3. To study difference between rural and urban adolescents on social intelligence.

HYPOTHESES OF THE STUDY

1. Adolescents studying at 11th standard Higher Secondary Schools of Jammu District do not have the different levels of social intelligence.
2. Male and Female adolescents do not differ significantly on social intelligence.
3. Rural and Urban adolescents do not differ significantly on social intelligence.

RESEARCH METHOD

Descriptive survey method was used.

SAMPLE OF STUDY

For drawing a sample for the present study, multi-stage sampling technique was used. At the first stage, out of 10 districts of Jammu Division, only one district i.e. Jammu was selected on random basis. At the second stage, out of total number of Higher Secondary Schools (70), only 08 schools were selected on random basis. At the third stage, out of 08 Government Higher Secondary Schools, 300 students were selected on stratified random technique from male-female and rural-urban areas.

TOOL USED

For the present study, 'Social Intelligence Scale' developed by Dr. S. Mathur (2007) was used.

STATISTICAL TECHNIQUES USED

The present study employed the following statistical techniques:-

- Mean
- Standard deviation
- Critical Ratio (C.R)

DISCUSSION OF RESULTS

1. Social Intelligence among Adolescents of Government Higher Secondary Schools of Jammu District

Levels of Social Intelligence among adolescents are given below in Table No.1.

Table No. 1

Social Intelligence among Adolescents of Higher Secondary Schools of Jammu District

Level of Social Intelligence	Male Adolescents (Frequencies)	%	Female Adolescents (Frequencies)	%	Total (Male and Female)	Total %
Very high	01	0.33	03	1	4	1.33
High	11	3.67	42	14	53	17.67
Average	54	18	70	23.33	124	41.33
Low	56	18.68	35	11.67	91	30.33
Very low	20	6.67	08	2.67	28	9.33
Total	142	47.34	158	52.67	300	100

The table No. 1 indicates that out of 300 adolescents, only 04 (1.33%) adolescent students were having high level of social intelligence; 53 (17.67%) adolescents fall under the category of high social intelligence, 124 (41.33%) of adolescents fall under the category of average social intelligence, 91 (30.33%) of adolescents fall under the category of low social intelligence and 28 (9.33%) of adolescents fall under the category of very low social intelligence. Therefore, Hypothesis No. 1 that “Adolescents studying at 11th standard Higher Secondary Schools of Jammu District do not have the different levels of social intelligence” has been rejected. Hence, it may be concluded that adolescents studying in secondary schools having different levels of social intelligence and majority of adolescents (41.33%) had average level of social intelligence.

2. Comparison of Social Intelligence of Adolescents on Gender

The comparison of social intelligence of male and female adolescents is given below in the Table No. 2:

Table No. 2

Comparison of Social Intelligence of Male and Female Adolescents

Gender	N	Mean	S.D	SE_{DM}	C. R	Significance
Male	142	60.08	7.74	0.93	1.92	Not significant
Female	158	61.87	8.28			

From the Table No. 2, it can be interpreted that the value of C.R. is 1.92 which is less than table value i.e. 1.96 which is not significant at any level of significance. Hence, Hypothesis No.2, "Male and Female adolescents do not differ significantly on Social Intelligence" is accepted. This finding of present study was also supported by Lovejoy (2008) who conducted a study on levels of social intelligence and found no significant difference of social intelligence on the basis of gender.

3 Comparison of Social Intelligence between Rural and Urban Adolescents

The comparisons of Social Intelligence between rural and urban adolescents is given in the Table No. 3:

Table No. 3

Comparison of Social Intelligence of Rural and Urban Adolescents

Locality	N	Mean	S.D	SE_{DM}	C.R	Significance
Rural	146	60.79	8.26	0.92	0.913	Not significant
Urban	154	61.63	7.75			

From the Table No 3, it can be interpreted that the calculated value of C.R. is 0.913 which is less than table value i.e. 1.96 which is not significant at any level of significance. Hence, Hypothesis No.3 that "Urban and rural adolescents do not differ significantly on social intelligence" is accepted. This finding of present study was also supported by Suresh (2009) which conducted a study on social intelligence with respect to locality and found there was no significant difference of social intelligence on the basis of locality.

MAIN FINDINGS OF THE STUDY:

- Secondary school students (adolescents) had different levels of social intelligence.
- Male and female secondary school students had equally social intelligent and there is not difference on the basis of gender.
- Rural and urban students had equally social intelligence and there is no significant difference in social intelligence on the basis of locality.

EDUCATIONAL IMPLICATIONS

The finding of the present study had its educational implications for teachers, students, parents, social reformers, administrators and guidance workers to provide the conducive environment at home and school and inculcate value education so that social intelligence can be improved. Social intelligence can be developed by developing a balanced personality of an individual and this balanced personality can be improved by inculcating the value education in curriculum. So it should be the duty of policy planners and administrators to inculcate value education so that social intelligence can be improved. Curriculum should also be framed on the principle of flexibility so that the changes from time to time can be done for further improvement. Teacher is in the direct contact of students therefore, teacher should always be approachable and ought to give social support and orientation to students. Teacher can also introduce various curricular activities and counselling sessions in order to improve social outlook of students. Teacher should encourage proper interaction among students in order to maintain their social intelligence. Students should be aware about different counselling centres and various social psychologists, so that if they face any type of difficulty regarding social issues, they can consult with them so as to help themselves to overcome their difficulties and become socially intelligent. Needless to say that first school of child is home so parents are the first teacher of any child. They contribute a lot in developing their personality by inculcating values in them so that they may be able to develop socially. They should ensure that home provides them with sufficient support and encouragement in order to develop them socially.

CONCLUSION

Main aim of this study was to know levels of social intelligence of adolescents on gender and locality. So, the results of the study indicate that adolescents have different levels of social intelligence. Some of the adolescents have very high social intelligence, average and low level of social intelligence. Further the study reveals that there was no significant difference on social intelligence on gender and locality basis. The finding of the present study have implications for teachers, parents, social reformers, administrators and guidance workers to provide conducive environment at home and school so that students can solve their social problems and their social intelligence can be improved.

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