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**Meera Rani**  
Research Scholar, Dept. of  
Human Development and  
Family Studies, CCS Haryana  
Agricultural University, Hisar,  
Haryana, India

**Dr. Sheela Sangwan**  
Asst. Prof, Dept. of Human  
Development and Family  
Studies, CCS Haryana  
Agricultural University, Hisar,  
Haryana, India

**Deepika**  
Research Scholar, Dept. of  
Sociology, CCS Haryana  
Agricultural University, Hisar,  
Haryana, India

**Sumit**  
Research Scholar, Dept. of  
Economics, Central University of  
Kashmir, Jammu & Kashmir,  
India

**Corresponding Author:**  
**Meera Rani**  
Research Scholar, Dept. of  
Human Development and  
Family Studies, CCS Haryana  
Agricultural University, Hisar,  
Haryana, India

### The relationship between dimensions of social intelligence and academic class among adolescent

**Meera Rani, Dr. Sheela Sangwan, Deepika and Sumit**

#### Abstract

The ability to make sense out of the actions of others is critical to people's daily functioning. Humans are social experts. They understand that people's actions are directed at goals and are driven by intentions. The adolescent is the real capital of any society and we should protect and preserve it for the betterment of the society and nation. Keeping this fact in view the present study is done with the purpose to examine and measure the social intelligence and academic achievement of adolescents. The study was conducted in Hisar district of Haryana state where two Government Senior Secondary Schools from rural area and three from urban area were selected. Social Intelligence Scale (SIS) by Chadha and Ganesan (2004) was used for assessing social intelligence. The results revealed that mean scores of 10<sup>th</sup> standards adolescents were comparatively higher than that of 8<sup>th</sup> and 9<sup>th</sup> standard of adolescents showing better level of social intelligence.

**Keywords:** Social intelligence, adolescents, academic class, academic achievement

#### Introduction

Adolescence is considered as a bridging period from childhood to adulthood. It is a period of rapid changes in almost all developmental dimensions (Katoch, 2013) <sup>[5]</sup>. Social intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920) <sup>[9]</sup>. The optimal environment for the infant is one in which the child is cared for in his home in the contact of a warm and continuous relationship with her own mother under conditions of varied input.

Academic achievement occupies a very important place in education as well as in the learning process. It has become an index of child's future in this highly competitive world. Busari (2000) <sup>[2]</sup> states that academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject. It is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspiration. Academic achievement is the major concern of educational policy makers of every country. It has been accepted that environment both inside and outside the school in which the child grows has a great influence on the academic achievement of the students. Among them, socio economic status, social phobia, anxiety, learning disabilities, parent styles, learning styles, classroom climate etc. are some such variables. So care should be taken to increase the rate of achievement and find out the hindrances that decrease the achievement rate. Weis and Sub (2007) <sup>[10]</sup> showed that social understanding and social knowledge were separate constructs of social intelligence. Additionally, their model showed support for existence of an underlying general social intelligence and possibly a hierarchical model of social intelligence. Osokoya (1998) <sup>[6]</sup> also stated that achievement is the end product of a learning experience. Attaining a high level of academic performance is what every parent or guardian as well as teacher wishes for their children, wards and students. Schools and teachers are generally graded qualitatively by achievement based on the performance of their students. Hence the present investigation was undertaken to find out the social intelligence of adolescents in relation to their academic class. Therefore, the present study has been planned with the following objective:

### Objectives of the study

- To study the social intelligence of adolescents in relation to their academic class.

### Review of literature

Albrecht (2005) [1] investigated social intelligence is the capacity to effectively negotiate complex social relationship, environments and the ability to understand and manage men and women, boys and girls, to act wisely in human relations. It is a combination of sensitivity to the needs and interest of others, sometimes called your "social radar," an attitude of generosity and consideration, and a set of practical skills for interacting successfully with people in any setting. It is also an ability to understand and manage behavioral style, mindset and social intelligence to optimize interpersonal relationship. Gakhar and Bains (2009) [4] found that arts students are more socially intelligent than science students.

Saxena and Panigrahi (2009) [8] found that success in academic performance of the students depends on their motivation and positively related to social intelligence and higher achievers score more on social intelligence.

Saxena and Jain (2013) [7] studied social intelligence of male and female undergraduate students of science and arts subject streams. There exists significant difference between male and female undergraduate students on overall social intelligence. Out of eight dimension significant difference was observed in patience, cooperativeness, sensitivity and recognition of social environment between male and female students. However, significant difference between male and female students was not observed in confidence level, tactfulness, sense of humour and memory dimensions. Females are more socially intelligent than males. Also, females have more patience and sensitivity, better cooperativeness and recognition of social environment than their counterparts. At the same time confidence level, tactfulness, sense of humor and memory are the dimensions in which males and females do not have any significant difference. Science and arts undergraduate students do differ in overall social intelligence. Significant difference is also found in dimension-Patience, cooperativeness, sensitivity, recognition of social environment, tactfulness and memory, but not in confidence level and sense of humor. It means that arts undergraduate students are more socially intelligent than science students.

Dhingra and Tiakala (2016) concluded that no significant difference in patience, tactfulness, sense of humour dimensions of social intelligence and overall social intelligence in relation to gender of the students; there exist significant difference in cooperativeness, confidence level and sensitivity dimensions of social intelligence in relation to

gender of students; the mean score of boys and girls in cooperativeness dimension (29.56 and 30.39) shows that girls are more cooperative than boys; the mean score of boys and girls in confidence level dimension (22.19 and 20.80) shows that boys are more confident than girls. The mean score of boys and girls in sensitivity dimension (30.32 and 31.79) shows that girls are more sensitive than boys, there exist no significant difference in social intelligence of students in relation to family income. Thus, family income has no role in social intelligence of the students; and there exist no significant difference in social intelligence of students in relation to number of siblings except confidence level, more the numbers of siblings higher the confidence. Further, shows that gender, family income do not have significant difference in their social intelligence.

### Research methodology

The study was conducted in Hisar district of Haryana state. Two areas were selected purposively *i.e.*, rural and urban, from urban area Hisar city and from rural area two villages namely Gawar and Shamsukh were taken for collection of data. From each schools 30 boys and 30 girls of 13-15 year (240 adolescents) were included in final sample. Academic class was independent variable. Social intelligence were taken as dependent variable. Social Intelligence Scale (SIS) by Chadha and Ganesan (2004) was used for assessing social intelligence.

### Results

The results of the present investigation in accordance with the objectives, inferred through the use of prescribed methodology and standard tools. The results have been presented under the following heads:

#### Comparison of social intelligence of adolescents as per academic class

Data in Table presents comparison of social intelligence of respondents from 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> class. The results revealed then statistically significant differences in aspects of social intelligence *i.e.* tactfulness, sense of humour, memory ( $F=2.93^*$ ,  $F=2.81^*$ ,  $F=15.26^*$  respectively) and overall social intelligence ( $F=3.43^*$ ) at 0.05 level of significance. Further the table highlighted that there were non – significant differences in the aspects of social intelligence of respondents such as patience, cooperativeness, confidence, sensitivity and recognition of social environment. However, the mean scores of 10<sup>th</sup> standards adolescents were comparatively higher than that of 8<sup>th</sup> and 9<sup>th</sup> standard of adolescents showing better level of social intelligence.

**Table 1:** Social intelligence of adolescents as per academic class (n=240)

Aspects of social intelligence	8 <sup>th</sup> class Mean±SD	9 <sup>th</sup> class Mean±SD	10 <sup>th</sup> class Mean±SD	F value
(a) Patience	20.32±1.87	19.94±1.94	20.01±2.10	0.87
(b) Cooperativeness	26.04±2.99	26.36±2.55	26.35±2.45	0.38
(c) Confidence	21.07±1.73	20.94±1.95	21.12±1.61	0.22
(d) Sensitivity	22.20±2.06	22.47±2.04	22.53±2.22	0.56
(e) Recognition of social environment	0.45±0.63	0.60±0.69	0.61±0.66	1.49
(f) Tactfulness	2.97±1.21 <sup>a</sup>	3.41±1.16 <sup>b</sup>	3.16±1.13 <sup>ab</sup>	2.93*
(g) Sense of humour	3.22±1.21 <sup>ab</sup>	3.18±1.27 <sup>a</sup>	3.61±1.29 <sup>b</sup>	2.81*
(h) Memory	2.94±1.91 <sup>a</sup>	3.62±1.85 <sup>b</sup>	4.52±1.56 <sup>c</sup>	15.26*
(i) Overall social intelligence	99.41±7.12 <sup>a</sup>	100.59±6.35 <sup>ab</sup>	102.17±6.20 <sup>b</sup>	3.43*

\*Significant at 5% level

**Note:** Means in the same row that do not share superscripts differ at  $p < 0.05$  using Duncan multiple difference comparison

### Few suggestions to enhance the social intelligence of adolescents are as follows

- Parents should set aside time on a regular basis to do something fun with their children.
- Parents should encourage the students participating in social activities that is helpful for their all-round development.
- Teachers should try to build up in children certain attitudes and values like co-operation, sociability, tolerance and healthy human relationship.
- Schools should have adequate facilities of guidance and counseling for students so that proper adjustment of every students in peer and family is ensured.
- Interpersonal relationship between students and peers in the classroom should be strengthen. Orientation programmes, symposia etc. which help the development of optimism and confidence in Higher Secondary School students should be organized.
- Parents should encourage their children for increasing the Social Intelligence in participating family get together, social activities, curricular and co-curricular activities in schools that is helpful for their all-round development.
- Parents and schools should work together, so that they can deliver clear, consistent messages to children, encourage the development of positive health and academic behaviors among children, encourage children to value education, assist children in getting necessary preventive care, and improve access to resources and support networks.

### Summary and conclusion

The adolescents are in the process of deciding their goals, priorities and values. These decisions go a long way in influencing their cognitive styles, which include personal opinions, experiences, ideologies, beliefs etc to make the judgment about the situation. The present paper has come out with that social intelligence of adolescents is significant important aspects of life of 13-15 year old children. For assessing social intelligence standardized test were used. The study has also attempted to provide an outline of factors influencing social intelligence relationship of adolescents. Children had average level of social intelligence with academic achievement.

Mean differences on the basis of educational standard indicated that significant differences are also found in aspects of social intelligence tactfulness, memory and overall social intelligence. Further, aspects of social intelligence have found to be associated with enhanced social problem-solving abilities (Jones and Day 1997, Cheng *et al.*, 2001). However, 10th standard students seem to possess better memory power than their counterparts. Saxena and Jain (2013)<sup>[7]</sup> analyzed the social intelligence of male and female undergraduate students of science and art subject streams studying in various degree colleges and indicated that female students possess more social intelligence than male students and arts students had greater social intelligence than students of other streams. The socially intelligent person has the knack of getting along well with people. He makes friends easily and is tactful and understanding in human relationship. The study demands parental time and concern, social interaction and sufficient availability of required resources to boost social intelligence of adolescent.

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