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SOCIAL INTELLIGENCE AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ORDINAL POSITION IN THE FAMILY, PARENTAL INVOLVEMENT AND GENDER

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ABSTRACT:

Education is like a diamond that involves learning the basic skills, arts and sciences that have been developed in the past and helps the students in mastering these skills and subjects to become a good citizen of the civilized society. Education contributes in making a man to act purposefully, to think rationally and to deal effectively with his environment. Education is the only element that makes the man to react intelligently and socially well in the society. Descriptive survey research design was adopted for the present study. Random sampling technique was used to collect the data. The sample of the study was comprised of 300 students studying in secondary schools of Jammu district. The objectives of the present study were (i) To study the effect of parental involvement, ordinal position and gender on the social intelligence of secondary school students, (ii) To study the interactional effect of parental involvement and ordinal position on the social intelligence of secondary school students, to study the interactional effect of gender and ordinal position in the family on social intelligence of secondary school students and to study the interactional effect of parental involvement and gender on the social intelligence of secondary school students. (iii) To study the triplet interactional effect of parental involvement, gender and ordinal position in the family on social intelligence of secondary school students. The findings of the present study indicated that no significant effect of ordinal position in the family, gender on social intelligence of secondary school students and found significant effect of parental involvement on social intelligence of secondary school students, no significant interaction was found between ordinal position in the family and parental involvement, parental involvement and gender, ordinal position in the family and gender on social intelligence of secondary school students and found no significant triplet interactional effect of ordinal position in the family, parental involvement and gender on social intelligence of secondary school students. The present study has implications for parents, teachers and for those who are involved in Educational planning and Policy-making.



KEYWORDS: Social Intelligence, parental involvement, secondary school students and gender.

INTRODUCTION :

Education is like a diamond that involves learning the basic skills, arts and sciences that have been developed in

the past and helps the students in mastering these skills and subjects to become a good citizen of the civilized society. In addition, education also helps the student in

acquiring such behavior that is needed for successful living in a society.

Education is the process of bringing desirable change into the behaviour of the human beings. Education is considered such an essential instrument that helps a man to behave properly well in a society. It helps a man to react positively and adjust him in a new environment and such an attribute is termed as intelligence. Education contributes in making a man to act purposefully, to think rationally and to deal effectively with his environment. Education is the only element that makes the man to react intelligently and socially well in the society.

Intelligence is accountable for academic outcome and in general for achieving success in life. Human beings can achieve success by using their intelligence. But on the basis of general intelligence, human beings are not able to develop the strong relationship with other members of the society. Social intelligence is the only factor that helps the human beings in building relationships with other members in the society. Man is a rational animal and social intelligence is the only factor that differentiates a human being from other species or animals. Both intelligence and social intelligence plays an important role in achieving the success and contributes to the progress of human beings. Social intelligence or social skills help the human beings in behaving socially well in the society. It is believed that success in any field may be in school, sports or in any institution is not determined by intellect alone but by social intelligence also. Psychologists believe that success is not possible without social intelligence, because social intelligence helps the human beings to make relationships with others and get work done in the society by seeking the advice from other members. Social intelligence is the ability that helps a person to work with others and contributes to success and prosperity in life.

Social intelligence is the ability to understand and manage people and to act wisely in human relations. In the field of education, social intelligence helps the students to make friendship with their peers and make adjustment in a workplace. It helps the students in achieving academic success by building social relations with their peers, family members and teachers.

Like social intelligence, parental involvement plays an important role in the life of secondary school students. The involvement of parents in different aspects of their children is considered as an essential remedy for all social and educational disorders that are prevalent today. Previous research studies proved that only such students who are having high levels of social intelligence and have good understanding among parents can be able to adjust better in the society and made progress and success in any field.

Gender is defined as a state of being male or female with reference to the different aspects that are present in an individual whether physical, mental, social or behavioural characteristics. It is basically the division of species into male or female that is differentiated with reference to social or cultural characteristics rather than reproduction.

JUSTIFICATION OF THE STUDY

Secondary stage is considered as the most crucial stage in the life of every student. At this stage students are facing various complicated problems because they are having different aspirations, desires and needs which are directly or indirectly related to their level of social intelligence and will get fulfilled by the contribution of their parents. Both social intelligence and parental involvement are considered as the essential elements in the life of every student.

Social intelligence help the students to make friendship with their peers and make adjustment in a workplace. It helps the students in achieving academic success by building social relations with their peers, family members and teachers. Social intelligence helps the students to broaden their knowledge and social skills that help in building effective interaction with others. Students who are having high levels of social intelligence determine their flexibility, tactfulness, empathy and communicative activity.

Secondary students are facing various physical, social and psychological problems. At this stage, students are having higher level of aggressiveness, having problems with their peers and parents, concept of self identification, lack of motivation towards learning etc. To overcome with such difficulties, the involvement of the parents is considered as an important component for the students. Parents help the students in solving various issues related to their social, physical and psychological

life. Parents motivate the students to take part in co-curricular activities so that these activities help them to overcome their aggressiveness by indulging them in physical work, also motivate them in enhancing their learning by monitoring homework.

Both social intelligence and parental involvement helps the students in achieving academic success and made progress in any field. So, there is a need of social intelligence and parental involvement to upheaval the growing tensions, stresses and problems being faced by the students studying in secondary schools in the prevailing atmosphere. Various research studies conducted in the past also proved that social intelligence and parental involvement are very important for every student. Various studies were conducted on social intelligence and parental involvement with different variables by many researchers, psychologists, academicians etc; Like **Riggio, Messamer and Throckmorton (1991)** conducted a study that explored the relations among multi-dimensional measures of Social intelligence and assessment of academic intelligence. The findings of the study indicated that social and academic intelligence are conceptually distinct but there is a considerable measurement of overlap between these constructs. **Lee (1999)** carried out a study to compare two aspects of Social Intelligence, flexibility and complexity with creativity. The results showed that the two domains of Social Intelligence were separable from each other. The results clearly indicated the evidence for Social Intelligence as a distinct entity by discriminating it from creating. **Kaur and Kalaramma (2004)** had undertaken a study to measure the levels of interrelationship between home environment, Social Intelligence and socio-economic status among high school students. The Results of the study revealed that socio-economic status has got effect on Social Intelligence. Home environment also showed positive impact on Social Intelligence. **Makovska and kentos (2006)** conducted a study to see the relationship between abstract intelligence and social intelligence in children and found significant relation between measurements of abstract intelligence and social intelligence, especially in the social awareness dimension. **Nagra (2014)** conducted a study on the social intelligence and adjustment of secondary school students. The result revealed average level of social intelligence and adjustment in these students. Insignificant differences were observed in social intelligence and adjustment in relation to type of school and gender. On the basis of review of previous studies an examination was made by the investigator that a lot of work was done in the field of social intelligence and parental involvement with other related variables like job involvement, emotional intelligence, adjustment, personality traits etc. but very fewer research studies conducted on the social intelligence of secondary school students in relation to their parental involvement, gender and ordinal position in the family. So, an attempt has made by the investigator to continue her research study in the direction of social intelligence of secondary school students in relation to their parental involvement, gender and ordinal position in the family.

STATEMENT OF THE PROBLEM

“Social Intelligence Of Secondary School Students In Relation To Their Parental Involvement, Gender And Ordinal Position In The Family”.

OPERATIONAL DEFINITIONS OF THE TERMS USED

The following terms with specific meaning have been used in this study:

Social Intelligence: Social intelligence refers to the ability of an individual to know himself / herself and also to know others. It is also defined as the ability of an individual to build the relationships successfully with others and to navigate social environment. It means to get along well with others and to get them to cooperate with everyone.

Parental involvement: In the present study, parental involvement means the active involvement or participation of parents towards their children in monitoring and guiding them in various tasks of the sample schools of Jammu district.

Secondary School Students: In the present study, secondary school students means the students of 9th class studying in private and government schools of Jammu district.

Gender: In the present study, gender refers to the male and female students studying in secondary schools of Jammu district.

Ordinal position in the family: It refers to the order of birth of a child in their family whether first, second or third etc.

OBJECTIVES OF THE STUDY

- To study the social-intelligence of secondary school students.
- To study the effect of ordinal position on the social intelligence of secondary school students.
- To study the effect of parental involvement on social intelligence of secondary school students.
- To study the effect of gender on the social intelligence of secondary school students.
- To study the interactional effect of parental involvement and ordinal position in the family on social intelligence of secondary school students.
- To study the interactional effect of parental involvement and gender on social intelligence of secondary school students.
- To study the interactional effect of gender and ordinal position in the family on social intelligence of secondary school students.
- To study the triplet interactional effect of parental involvement, gender and ordinal position in the family on social intelligence of secondary school students.
- To suggest the educational implications drawn from the conclusion of the study.

HYPOTHESES OF THE STUDY

- There will be no significant effect of ordinal position in the family on social intelligence of secondary school students.
- There will be no significant effect of parental involvement on social intelligence of secondary school students.
- There will be no significant effect of gender on social intelligence of secondary school students.
- There will be no significant interaction effect of parental involvement and ordinal position on social intelligence of secondary school students.
- There will be no significant interactional effect of parental involvement and gender on social intelligence of secondary school students.
- There will be no significant interactional effect of gender and ordinal position on social intelligence of secondary school students.
- There will be no significant triplet interactional effect of parental involvement, ordinal position in the family and gender on social intelligence of secondary school students.

DELIMITATIONS OF THE STUDY

Keeping in view the time and resources at the disposal of the investigator, the present study has been delimited to the following points:

- The study was confined to secondary school students of Jammu district only.
- The study was confined to 300 students studying in secondary schools of Jammu district.
- The study was further delimited to the independent variables of parental involvement, gender and ordinal position in the family.
- The study was further delimited to the dependent variable of social intelligence only.
- Both private and government schools were included in the present study..

RESEARCH METHOD USED

Keeping in view the nature of objectives of the study, Descriptive survey method was used.

POPULATION

The population of the present study constituted all secondary school students from Jammu district.

SAMPLE OF THE STUDY

Sampling is defined as the process of selecting certain members or a subset of the population to make statistical inferences from them and to estimate characteristics of the whole population. The sample of the present study was comprised of 300 students including boys and girls from secondary schools of Jammu district by employing simple random sampling technique by using lottery method.

TOOLS USED

For the present study, the researcher has selected the following tools to collect the requisite data:-

- i) Social Intelligence scale by Dr. S.Mathur.
- ii) Parental Involvement scale by Dr. VijayaLaxmiChouhan and Mrs. GunjanGanotraArora.

VARIABLES STUDIED

Keeping in view the nature and objectives of the present study; the dependent and independent variables were selected.

(i) Independent variables

1. Parental Involvement.
2. Gender.
3. Ordinal Position in the family.

(ii) Dependent variable

1. Social Intelligence

STATISTICAL TECHNIQUES USED

- a) Percentile (P30,P70)
- b) Analysis of Variance (3 way ANOVA i.e. 2*2*3 way design.)

ANALYSIS AND INTERPRETATION

For finding the main effects and interactional effect of independent variables [Parental involvement, Gender and Ordinal Position in the family] the investigator will use 3 way ANOVA i.e. 2*2*3 way design. The summary table of 3 way ANOVA is shown as below:

Sources of variation	Sum of squares	df	meanssquare MS=SS/df	F-ratio
A (ordinal position)	2.22	2	1.11	0.0169
B (Parental Involvement)	1300.21	1	1300.21	19.7720
C (Gender)	216.01	1	216.01	3.2848
AxB	61.62	2	30.81	0.4685
BxC	69	1	69	1.0492
AxC	2.72	2	1.36	0.0206
AxBxC	189.32	2	94.66	1.4394
Within	7101.9	108	65.76	

MAIN FINDINGS OF THE STUDY

On the basis of analysis of data and interpretation of results, the following conclusions were drawn:

1. For variable A (ordinal position in the family) we observe the value from F value table for df (2, 108) it is observed that $F_{.05}=3.09$, $F_{.01}=4.82$, where as the calculated value $F= 0.0169$ which is less than the table value, therefore it is evident that the value for A is not significant at .05 level. Hence hypothesis stating that there will be no significant difference in the level of Social Intelligence having high and low level of ordinal position is accepted.

2. For variable B (Parental involvement) we observe the value from F value table for df (1,108) it is observed that $F_{.05}=3.94$, $F_{.01}=6.19$, where as the calculated value $F= 19.7720$ which is more than the table value, therefore it is evident that the value for B is significant at .05 level. Hence hypothesis stating that there will be significant parental involvement difference in the level of Social Intelligence of secondary school student is rejected.

3. For variable C (Gender) we observe the value from F value table for df (1,108) it is observed that $F_{.05}=3.94$, $F_{.01}=6.90$, where as the calculated value $F= 3.2848$ which is less than the table value, therefore it is evident that the value for C is not significant at .05 level. Hence hypothesis stating that there will be no significant difference in the level of Social Intelligence of secondary school students is accepted.

4. For variable AxB (Ordinal Position in the family and Parental Involvement) we observe the value from F value table for df (2, 108) it is observed that $F_{.05}=3.09$, $F_{.01}=4.82$, where as the calculated value $F= 0.4685$ which is less than the table value, therefore it is evident that the value for AxB is not significant at .05 level. Hence hypothesis stating that there will be no significant interaction effect of Ordinal Position in the family and Parental Involvement on the level of Social Intelligence of secondary school students is accepted.

5. For variable AxC (Ordinal Position in the family and Gender) we observe the value from F value table for df (2,108) it is observed that $F_{.05}=3.09$, $F_{.01}=4.82$, where as the calculated value $F= 0.0206$ which is less than the table value, therefore it is evident that the value for AxC is not significant at .05 level. Hence hypothesis stated that there will be no significant interaction effect of Ordinal Position in the family and Gender on the level of Social Intelligence of secondary school students is accepted.

6. For variable BxC (Parental Involvement and Gender) we observe the value from F value table for df (1,108) it is observed that $F_{.05}=3.94$, $F_{.01}=6.90$, where as the calculated value $F= 1.0492$ which is less than the table value, therefore it is evident that the value for BxC is not significant at .05 level. Hence hypothesis stated that there will be no significant difference in the interaction effect of gender & parental involvement on the level of Social Intelligence of secondary school students is accepted.

7. For variable AxBxC (Ordinal Position in family, Parental Involvement and Gender) we observe the value from F value table for df (2,108) it is observed that $F_{.05}=3.09$, $F_{.01}=4.82$, where as the calculated value $F= 1.4394$ which is less than the table value, therefore it is evident that the value for AxBxC is not significant at .05 level. Hence hypothesis stated that there will be no significant interaction effect of level of ordinal position in the family, parental involvement and gender on the level of Social Intelligence of secondary school students is accepted.

EDUCATIONAL IMPLICATIONS

The present study has certain implications for the students, parents and teachers.

1. For teachers

- Teachers have the direct contact with their students, so it is the duty of the teachers to cooperate in all the policies properly, given by administrator and planners.
- Teacher can also introduce various curricular activities and counselling session in order to improve social side of students and maintain proper interaction among them in order to enhance their social intelligence.
- Teachers are the people who educate the youth of the society who in turn become the leader of next generation of people.

2. For students

- Student should be aware about different counseling centres and various social psychologists, so that if they face any type of difficulty regarding social issues, they can consult with them help themselves to reduce the difficulty and become socially intelligent, they can listen to their suggestions and develop a positive attitude among them.

3. For parents

- Parents are the first teacher of any child, they contribute a lot in developing their personality by inculcating cultural values in them so that they may be able to develop socially.
- Parents can put a check on their wards, observe their deviations. They should ensure that home provides them with sufficient support and encouragement in order to develop them socially.

SUGGESTIONS FOR FURTHER RESEARCH

- The present study cannot be called comprehensive and final. More work can be done on different schools teachers including government and private schools.
- This research should also be conducted on university and college teachers.
- A sample of 150 teachers was taken in the present study. Some study can be done on large sample also.
- A present study was confined to schools situated in Samba district. Same study can be done on the schools situated in other districts.
- In spite of Social intelligence, gender, teaching experience and job involvement, others variables could also be considered.
- Similar study may be conducted on the teachers belonging to tribal areas of the society.

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