



A STUDY ON SOCIAL INTELLIGENCE OF CLASS X AND XII STUDENTS OF GUWAHATI CITY

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ABSTRACTS

In the present study an attempt was made to compare and study the Social Intelligence of students of Class X and XII Boys and Girls of Guwahati City. Data was collected using Social Intelligence Scale by N.K. Chadha and Usha Ganesan in the year 1986. The study adopted a Survey Research and the Sampling Technique used is Convenient Sampling Technique. Findings indicate that there is no significant difference between the Social Intelligence of Class X and XII students. Thus, the null hypothesis that there is no significant difference between the mean scores of students of Class X and XII was not rejected. Another finding indicates that there is no significant difference between the Social Intelligence of Boys and Girls. Thus, the null hypothesis that there is no significant difference between the mean scores of students of Boys and Girls was not rejected.



KEY WORDS : *Social Intelligence, Students, Boys and Girls, Education.*

INTRODUCTION

Vernon (1960) and Guilford (1967) discussed the biological, experimental and psychological, developmental and operational approaches to the study of intelligence. Many argue that intelligence is not the same as other psychological terms like learning, thinking, problem-solving, attainment or achievement. Some feel that these terms are not qualitatively different and to great extent overlap.

RATIONALE OF THE STUDY-

Social Intelligence is of more importance in the present life style due to growing tensions stresses and various complexities. It can be learned, developed and used as an effective life skill for Achievement, managing personal life, interpersonal relationships and achieving success in all the walks of life. Social Intelligence is mostly learned. It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Thus, social intelligence is an important developmental aspect of education.

STATEMENT OF THE PROBLEM-

The present study is to study the Social Intelligence of Class X and XII students of Guwahati City.

OBJECTIVES-

1. To compare mean scores of Social Intelligence of boys and girls.
2. To compare mean scores of Social Intelligence of Class X and XII.

HYPOTHESIS-

1. There is no significant difference between mean scores of Social Intelligence of boys and girls.
2. There is no significant difference between mean scores of Social Intelligence of class X and XII students.

DELIMITATION-

1. In the present study the participant should reside in and around Guwahati City
2. The participant in the present study whose chronological age falls between 16-18 years are taken.
3. Both boys and girls are taken for the study.
4. Participants of Class X and XII are taken in the study.

REVIEW OF RELATED LITERATURE.

Dr. Khan Tanveer Habib (2019) conducted research on dimension-wise analysis of Social Intelligence to enhance social skills in adolescents. The primary objective of the research was to assess the social intelligence and its dimensions in adolescents and provide suggestions to enhance the same. A sample of 200 students studying at the higher secondary stage were selected by random sampling technique. The findings revealed that the students had no significant difference at 0.05 level.

Gnanadevan. R (2011) studied the Social Intelligence of higher secondary students in relation to their socio-economic status. Social Intelligence scale by Chadha and Ganesan was administered to a random sample of 400 higher secondary students. Social Intelligence of higher secondary students was found to be high. The Social Intelligence scores of higher secondary students were found to differ significantly with respect to caste, mother's education and parents' income. Differences with respect to gender, father's education and mother's occupation were not significant.

Sumanlata Saxena (2013) was conducted to know the Social Intelligence of male and female undergraduate students of science and arts subject streams studying in various degree colleges of Chattisgarh. 60 male and 60 female undergraduate students were selected for the sample by adopting stratified disproportionate random sampling technique. The data was collected by using Social Intelligence Scale (SIS) by Chadha and Ganesan (2009). The data was analysed by using t-test. Hence, the mean scores were significantly different in both the genders.

RESEARCH METHODOLOGY**POPULATION**

The population of the study includes all students of class X and XII whose biological age falls between 16-18 years from Guwahati City.

SAMPLE

Any process for selecting a sample of individuals or cases that is neither random nor systematic but rather is governed by chance or ready availability.

TABLE 1: SHOWING SAMPLE DISTRIBUTION

Gender	Class X	Class XII	Total
Boys	10	10	20
Girls	10	10	20
Total	20	20	40

AGE GROUP

The age group of the current study should be around 16 to 18-years

PLACE OF CONDUCTION

The study was conducted in a reputed private school of Guwahati City.

CRITERION FOR SELECTING SAMPLE

1. Both boys and girls were included in the study.
2. The participants of the present study should fall in between the age of 16 -18 years.
3. The present study includes the participants from Class X and XII.

CRITERION FOR SELECTING EDUCATIONAL INSTITUTION

1. Private school was taken in the present study.
2. The participant of the study should know and understand English language.
3. The school selected for the study was a CBSE school.

VARIABLES UNDER STUDY-

The variables under the study are Continuous Variable, that is, Social Intelligence having 8 dimensions; and Discontinuous Variable that is students of class X and XII.

TABLE 2: REPRESENTS VARIABLES UNDER STUDY

Sr. No.	Name of variable	Type of variable	No. of dimensions	Name of levels
1.	Social Intelligence Scale	Continuous Variable	8	1. Patience 2. Cooperativeness 3. Confidence 4. Sensitivity 5. Recognition of social environment 6. Tactfulness 7. Sense of Humor 8. Memory
2.	A) Students B) Gender	Discontinuous	A) 2 B) 2	Class X and XII Boys and Girls

TOOLS DESCRIPTION

A standardized tool used in the present study known as Social Intelligence scale developed by N.K. Chadha and Usha Ganesan in the year 1986. The purpose is to access the level of Social Intelligence of the subjects using Social Intelligence Scale (SIS). There are eight dimensions and 66 items in this scale.

TABLE:3 REPRESENTS TOOLS ADMINISTERED IN THE STUDY

Name Of The Tool	Author	Number Of Items	Reliability Of Each Dimension	Validity
Social Intelligence Scale (SIS)	1.N. K. Chadha 2.Usha Ganesan	66	A (Patience)- .94 B (Cooperativeness)- .91 C (Confidence)- .90 D (Sensitivity)- .93 E (Recognition of Social Environment) - .95 F (Tactfulness)- .84 G (Sense of Humour)- .92 H (Memory)- .97	.70

PROCEDURE-

At first the title of the present study was selected. The materials were made ready before the data collection. On reaching the site, the Principal of the school was approached. After receiving the consent from the Principal, the time and date was planned.

According to the stipulated time and date the research reached the spot for data collection. After taking the permission from the respective school authority the interaction with the participants was taken place. Both Class X and XII students were allowed to sit together for easy and convenient method. A brief introduction was given explaining the purpose of the research, along with that rapport formation has also taken place. The participants were given necessary instruction for not to leave any statement unanswered. Although there was no time limit, but they were asked to complete the statements as soon as possible. After completion, the participants were thanked for their humble cooperation.

RESULT AND INTERPRETATION

Inferential Statistics

For testing the hypothesis, t-test should be used and the data can be analyzed using Statistical Package for Social Science (SPSS). The outputs of SPSS are as given in table 5.

Assumptions

The assumptions of the t-test are-

- Normal distribution- the data of criteria variable or dependent variable must be normally distributed in the population.
- Homogeneity of variance- the difference between one group must be equal to the difference within second group

TABLE : 5 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Social Intelligence	Equal variances assumed	.111	.742	.345	18	.734	1.60000	4.63225	-8.13200	11.33200
	Equal variances not assumed			.345	17.877	.734	1.60000	4.63225	-8.13680	11.33680
A,B,C,D	Equal variances assumed	.337	.569	.352	18	.729	1.50000	4.25637	-7.44230	10.44230
	Equal variances not assumed			.352	17.768	.729	1.50000	4.25637	-7.45069	10.45069
E	Equal variances assumed	1.125	.303	.361	18	.722	.10000	.27689	-.48172	.68172

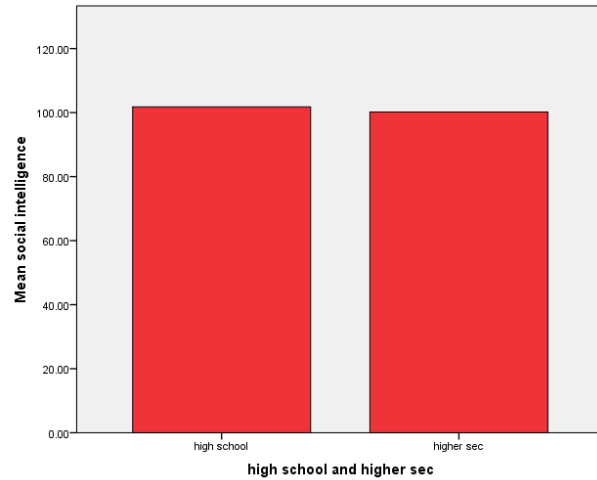
G	Equal variances not assumed			.361	16.731	.723	.10000	.27689	-.48490	.68490
	Equal variances assumed	1.633	.217	.289	18	.776	.20000	.69121	-1.25219	1.65219
	Equal variances not assumed			.289	16.450	.776	.20000	.69121	-1.26206	1.66206
F	Equal variances not assumed	.046	.833	.332	18	.743	.20000	.60185	-1.06444	1.46444
	Equal variances assumed			.332	17.997	.743	.20000	.60185	-1.06445	1.46445
	Equal variances not assumed	.320	.579	-	18	.658	-.30000	.66750	-1.70236	1.10236
H	Equal variances assumed			.449						
	Equal variances not assumed			-	17.294	.659	-.30000	.66750	-1.70648	1.10648

TABLE-6 Student-wise M, SD, N and T values of Social Intelligence of students of class X and XII

Student	Mean	Sd	N	t-Value
Class X	101.8	9.91	10	.345
Class XII	100.2	10.7	10	.345
Boys	98.8	8.1	8	-.758
Girls	102.4	11.3	12	-.758

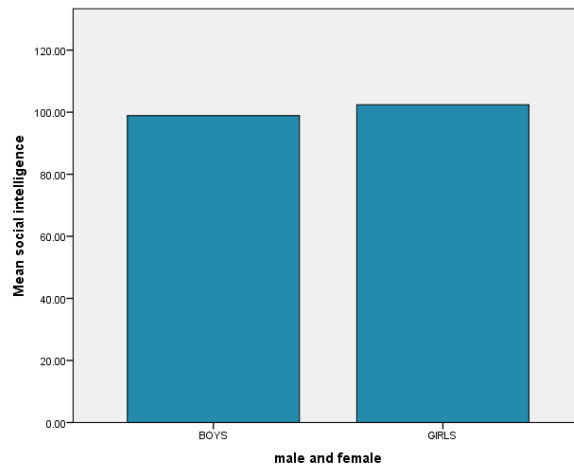
The result should be interpreted as given below-

The **first objective** was to compare mean scores of Social Intelligence of Class X and XII of Guwahati City. There were two levels of students, namely, Class X and XII. From table 6, it is evident that the t value is 0.345 which is not significant at 0.05 level. It shows that the mean scores of Social Intelligence of class X and XII students did not differ significantly. Thus, the null hypothesis that there is no significant difference between the Social Intelligence of Class X and XII student is not rejected. Further, the mean score of Social Intelligence of class X students is 101.8 which is slightly higher than that of class XII student which is 100.2. It may, therefore, be said that the students of Class X and XII were found to have the similar extent of Social Intelligence.



The graph above shows no significant difference between students of Class X and XII of Guwahati City.

The **second objective** was to compare mean scores of Social Intelligence of Boys and Girls. From table 6, it is evident that the t value is 0.345 which is not significant at 0.05 level. In the Boys and Girls participants the t-value is -.758 which is not significant at 0.05 level. It shows that the mean scores of Social Intelligence of Boys and Girls do not differ significantly. Thus, the null hypothesis that there is no significant difference between the Social Intelligence of Boys and Girls is not rejected.



The graph above shows no significant difference between boys and girls of Guwahati City.

4.6.0 CONCLUSION-

It is difficult to lead a successful life in a society without Social Intelligence. Social Intelligence helps an individual develop healthy co-existence with other people. Socially Intelligent people behave tactfully and prosper in life. Social Intelligence is useful in solving problems of social life and help in tackling various social tasks. Thus, Social Intelligence is an important developmental aspect of education.

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