



INTERPERSONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS

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ABSTRACT:

The present study was intended to explain the interpersonal intelligence of higher secondary students in Kanyakumari district. It aimed to find the level of interpersonal intelligence and the influence of gender, locale and educational qualification of father on it. The study used normative survey method. Interpersonal intelligence scale was used to conduct the study. The data were collected from the sample of 400 class XI higher secondary students from 12 different schools in Kanyakumari. The findings of the study revealed that most of the students possessed medium level of interpersonal intelligence and also the gender variation and the variation in educational qualification of father had a influence on their interpersonal intelligence.

KEYWORDS: interpersonal intelligence, gender, locale, educational qualification, survey.

INTRODUCTION

Education acts as a prime factor for the acquisition of knowledge. The level of knowledge acquired by an individual determines his intellect. The intelligence enhances the knowledge reception as well as level of application in the real life situations. It results in behavioral change of the individual. Intelligence is generally a cognitive problem solving skills. In earlier concepts, Psychologist pointed out intelligence not only for knowledge acquisition or behavioral change but also in every aspects of an individual's life. Though intelligence represented different features, it always considered as single concept.

Howard Gardner had observed the emerging concepts of intelligence in varied form by different psychologist. They provided new features for their own contributions in their theory on intelligence. He distinguished every form of intelligence proposed by various researchers and devised the theory of Multiple Intelligence. He believed that cognitive competence is better described in terms of a set of abilities, talents or mental skills which he called intelligences. He said that all normal human being possess eight forms of intelligences. One among them is Interpersonal Intelligence.

INTERPERSONAL INTELLIGENCE

Gardner (1993, p. 15) defined interpersonal intelligence as the ability to perceive and make distinctions in the moods, intentions, motivation and feeling of other people. This includes sensitivity to facial expression, voice and gestures and capacity for discriminating among many kinds of interpersonal cues. Gardner proposed this interpersonal intelligence as one of the personal intelligences. It entails the capacity of the young child to discriminate among the individuals around him and detect their various moods. In advanced form, interpersonal intelligence permits skilled adults to read the intentions and desires of others.

The interpersonal intelligence draws one's attention towards a group to create a cordial relation with them. For that purpose they are exploring the peoples around them and create a known friendly atmosphere. Gardner (1983, p. 74) said that 'the individual is continually constructing hypotheses and thereby attempting to generate knowledge: he trying to figure out the nature of material object in the world, their motivations and their behavior. Ultimately he must them all together a sensible story.' This makes them to communicate with the society without any barrier.

The researchers had done many studies related to interpersonal intelligence with respective to their perceiving nature. Some of the studies reviewed are given as follows. The researchers Kasirajan V and T. Kanakraj (2013) found in their study that the female students were better than male students in their empathy, amiability, guidance, respectful behavior and interpersonal intelligence. Another research group headed by Mustapha Hajebi, Seddiq Taheri & Mahdi Noshadi (2018) revealed that extensive reading led to significant gain in vocabulary learning which enhanced the vocabulary knowledge for the EFL learners. Thus interpersonal intelligence helps to enrich the vocabulary content for a fruitful communication. Another researcher Fatemeh Behjat (2012) found that female students possess more interpersonal intelligence than male in their peer group activities. Denise DeNevers M (2014) conducted the research on interpersonal intelligence and problem-based learning which resulted that there exist weak relationships between them.

NEED AND SIGNIFICANCE OF THE STUDY

Howard Gardner's Multiple intelligence theory enlightens a new path to associates both cognitive and behavior. The interpersonal intelligence brings a great change in the behavioral pattern of a person. It gives a new insight to look into a person, his emotion, feelings and also can read others with his interactive skills. The lack of cooperation among two individual create rift between their relations. It also create gap among themselves and the society. The cooperative nature should be evolved to enhance the social abilities of an individual. The researcher Kasirajan (2013) studied that the one who have strong interpersonal intelligence are good in understanding and interacting with other people. They are skilled in assessing the emotions, motivations, desires and intentions of those around them. So a good interpersonal skill is necessary to a harmonious relation with the society.

Even though interpersonal intelligence is considered as one of the intelligence among multiple intelligences, it always associated with other intelligences also. A single intelligence can never act independently. It has its own features but it correlate with one another. For example, while learning a language all the intelligences including interpersonal intelligence is practiced along with linguistic intelligence (Muhammad Younas, Ahmad Subhani & Hafsa Akram, 2015). In the study by Touran Ahour and Morteza Abdi (2015) perceived that the interpersonal intelligence and linguistic intelligence has the predictor over the vocabulary usage on male learners. The curriculum also framed to establish the combined form of interpersonal intelligence in the activities of the pupils. It helps to make them excel in their interpersonal skill.

The interpersonal thus depicts that it is more essential to present the human being as social being. It also insists that integrated form of interpersonal skill is more preferable for the growth and development of pupil's intellect. It should be cautious to indentify the level of interpersonal intelligence of the individual before providing material and strategies for learning. Mani Jouzdani and Riza Biria (2016) revealed that for vocabulary learning strategy, the learner should know on what he or she is excellent. So that it would help to become mastery in it. It could be applicable for all the other modes of learning also. For this purpose to be fulfilled the present study has been done on the interpersonal intelligence of higher secondary students.

STATEMENT OF THE STUDY

The interpersonal intelligence had its influence on all levels to equip one's interactive skill, team spirit as well as a leading quality. It improves one's emotional level and makes them to analyze the world around them. The problem selected here deals with, 'level of interpersonal intelligence', 'What are the various components of interpersonal intelligence?' and 'How far gender, locale and educational

qualification of father influence on Interpersonal intelligence?' To find the answers to this research questions, the study is entitled as "Interpersonal Intelligence of Higher Secondary students."

OBJECTIVES OF THE STUDY

The objectives of the research study was given as,

- i. To construct and validate the interpersonal intelligence test for the higher secondary students.
- ii. To study the level of interpersonal intelligence of higher secondary students.
- iii. To study the interaction effect of gender, locale and qualification of Father on interpersonal intelligence.

HYPOTHESES FRAMED

- 1) There exists no significant difference in the mean scores of the interaction effect of gender on interpersonal intelligence of higher secondary students.
- 2) There exists no significant difference in the mean scores of the interaction effect of locale on interpersonal intelligence of higher secondary students.
- 3) There exists no significant difference in the mean scores of the interaction effect of educational qualification of father on interpersonal intelligence of higher secondary students.
- 4) There exists no significant difference in the mean scores of combined interaction effect of gender and locale on interpersonal intelligence of higher secondary students.
- 5) There exists no significant difference in the mean scores of combined interaction effect of gender and educational qualification of father on interpersonal intelligence of higher secondary students.
- 6) There exists no significant difference in the mean scores of combined interaction effect of locale and educational qualification of father of higher secondary students.
- 7) There exists no significant difference in the mean scores of combined interaction effect of gender, locale and educational qualification of father on interpersonal intelligence of higher secondary students.

METHODOLOGY OF THE STUDY

The study adopted normative survey method to collect the necessary data for the study. The stratified random sampling technique is used to select the sample of 400 students from the population of class XI students from different higher secondary schools following state board syllabus. The interpersonal intelligence scale was constructed and validated by the investigator and guide. The scale was administered to the class XI students with proper instructions. The tools were collected after 20 minutes and scored using scoring keys. The scored data was subjected to analysis using SPSS package.

Results

Percentage-wise analysis of Interpersonal Intelligences

Table: 1.1
Percentage-wise distribution of different levels of Interpersonal Intelligence

Interpersonal Intelligence	Count	Percent
Low	64	16.00
Medium	272	68.00
High	64	16.00
Total	400	100.00

From the above table it is clear that among the total sample, 16% of students have low level of interpersonal intelligence. 68% of them have medium level of interpersonal intelligence and remaining 16% of students have high level of interpersonal intelligence. Also it shows that most of the students have medium level of interpersonal intelligence.

Interaction effect of Gender, Locale and Educational qualification of father

Table: 1.2
Interaction effect of Gender, Locale and Educational qualification of father

Source	Sum of Squares	df	Mean Square	F	Sig.
Sex	144.120	1	144.120	4.511	.034
Locale	74.244	1	74.244	2.324	.128
Educational Qualification of Father	2193.932	3	731.311	22.893	.000
Sex * Locale	51.418	1	51.418	1.610	.205
Sex * Educational Qualification of Father	349.229	3	116.410	3.644	.013
Locale * Educational Qualification of Father	231.584	3	77.195	2.416	.066
Locale * Sex * Educational Qualification of Father	104.319	3	34.773	1.089	.354
Within Groups	12266.967	384	31.945		
Corrected Total	16286.790	399			

From the above table, it is found that the obtained F value of the two groups of gender and educational qualification of father are 4.511 and 22.893, which is significant at 0.05 and 0.01 levels respectively. Thus the null hypotheses are rejected that there exist significant interaction effect of gender and educational qualification of father on interpersonal intelligence. In the case of locale, the F value is 2.324 and is not significant at any level. The combined effect of gender and locale and locale and educational qualification of father are not significant at any level and do not have any combined interaction effect on interpersonal intelligence. But the combined effect of gender and educational qualification of father is significant at 0.01 levels with the F value 3.644. Thus it has combined interaction effect on interpersonal intelligence. In the combined effect of gender, locale and educational qualification of father, the obtained F value is 1.089 and is not significant at any levels. Therefore the combined interaction effect does not differ significantly on interpersonal intelligence. Thus the results show that gender and educational qualification of father had a string influence on interpersonal intelligence.

DISCUSSION AND CONCLUSIONS

The results of the study revealed that there exists an interaction effect on gender ($F=4.511$, $p<0.05$) and educational qualification of father ($F= 22.893$, $p<0.01$) individually. They also possessed a strong combined interaction effect ($F=3.644$, $p<0.01$) on interpersonal intelligence. The locale seldom had an interaction effect on the gender and the educational qualification of father and also did not influenced interpersonal intelligence. The combined effect of gender, locale and educational qualification of father ($F=1.089$, $p>0.05$) also had no influence on interpersonal intelligence. From this the study concluded that the interpersonal intelligence was greatly influenced by the gender variation and the educational qualification of father of higher secondary school students. The study also concluded that the variation in gender and educational qualification of father determine the level of interpersonal intelligence possessed by the students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The educational implications related the study is given as follows.

- i. The research study proposed the medium level of interpersonal intelligence possessed by the students which has to be improved by indulging them in various group and peer activities.

- ii. The opportunity could be provided for the students to enhance their team spirit, develop leadership quality and improve their interactive skills.
- iii. The curriculum could be restructured with various team activities to the students to equip their interpersonal intelligence.
- iv. The students could also be involved more in activities than academic by indulging in competitive games, group discussion, speeches, team works, citizenship camp and so on.
- v. The students should be encouraged to use social media in a productive manner for enhancing their public relations.

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