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A STUDY ON SOCIAL INTELLIGENCE OF HIGH SCHOOL STUDENTS

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ABSTRACT

The human capacity to understand what does happening in the world and responding to that understands in a personality and socially effective manner. The successful diplomat, salesman and minister must be socially intelligent, and in many other occupations one's success will depend as much on social sense as on formal training. Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively, with his environment Intelligence is probably the most clearly defined and most accurately measured of all the enduring attributes of the human being.

KEYWORDS: Morphology, Anthro- metry, Somato body types, Junior and Senior Cricket players.

INTRODUCTION :

Intelligence is the ability to learn a matter of the extent to which he is educable the more readily and extensively he is able to learn. It is an inherited capacity of an individual which is manifested through his ability to adopt and to reconstruct the factors of his environment in accordance with his group. Most psychologists accept the idea that learning capacity is an essential aspect of intelligence. There are instances of pupils who do excellent work in regular school subjects, but who have great difficulty in one or more of special fields like art and mechanics. Intelligence is general mental adaptability to new problems and situations of life or in other words, it is the capacity to recognize one's behaviour patterns so as to act more effectively and more appropriately in novel situations. Thus, the more intelligent person is one who can more easily and more extensively vary his behaviour as changing conditions and demand. He has numerous possible responses and is capable of greater creative reorganization of behaviour The socially intelligent person has the knack of getting along well with people. He makes friends easily and is tactful and in understanding human relationships.

REVIEW OF RELATED LITERATURE

Prathima and Umme Kulsum (2013) to examine the relationship between secondary school teachers' social intelligence and their Mental Health and also find out the effect of



different level of social intelligence of teachers on their Mental Health. The participants were 150 secondary school teachers. The Mental Health Battery and Social Intelligence Scale were used to measure the mental health and social intelligence of teachers along with few selected demographic variables. The data was analyzed using Pearson's Product Moment Coefficient of Correlation and independent sample 't' test were used. The findings of the study showed that there was a significant relationship between secondary school teachers' social intelligence and their mental health. The significant difference exists between male and female secondary school teachers' mental health. The results indicated that higher the social intelligence the teachers had the better mental health they possessed. Jeloudar and Lotfi-Goodarzi (2012) conducted a study on "The Relationship between Social Intelligence and Job Satisfaction among MA and BA Teachers." This study was designed to examine the relationship between teachers' social intelligence and their job satisfaction factor at senior secondary schools level. Participants were 177 educators who completed the Troms Social Intelligence Scale (TSIS), and a version of the Job Descriptive Index which is a scale used to measure six major factors associated with job satisfaction based on a selected demographic variable. The findings of the study showed that there was significant relationship between teachers' social intelligence and their academic degree levels. Further, significant relationships were found between teachers' social intelligence and five factors of job satisfaction: nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment, but the relationship with one factor (salary and benefit) of job satisfaction is low and negligible. The results indicated that, higher social intelligence the teachers had, the greater job satisfaction they enjoyed. Kong et al. (2012) conducted a study on "Social Intelligence and Top Management Team: An Exploratory Study of External Knowledge Acquisition for Strategic Change in Global IT Service Providers in India". This paper focuses on the processes by which firms, particularly knowledge intensive firms, can augment their overall knowledge stock by tapping into external sources of knowledge. It is argued that Top Management Teams' (TMTs') social intelligence is a critical learning capability in acquiring external knowledge that leads to strategic change. Social intelligence involves social awareness, social understanding and social skills. The study draws from the experience of 11 of the largest Information Technology Service Providers (ITSPs) in India and based on in-depth interviews. The findings show that TMTs' learning capability in the context of social intelligence to interact with external stakeholders is important to ITSPs in facilitating external knowledge acquisition and allowing new knowledge emerge within and across networks. The findings provide significant insights into ITSPs emerging in other developing countries such as in China. Research limitation and future research direction are also provided. Sembian, R & Visvanathan, G (2012) conducted a study on "A study on social intelligence of college students" The study was intended to find out the social intelligence of college students in Cuddalore, Villupuram, Nagapattinam, Thanjore, vellore and Thiruvannamalai Districts of Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 1050 college students Mean, Standard Deviation and t value were calculated for the analysis of data. The result revealed that the locality, type of family and type of colleges had no significant difference but, gender and type of institution exhibited significant difference in respect of their social intelligence of college students. Jeloudar (2011) conducted a study exploring the relationship between Teachers' Social Intelligence and Classroom Discipline Strategies. The purpose of the study is to analyze the social intelligence of teachers employed in government secondary schools in Malaysia based on selected demographic variables such as age, and how they relate to the classroom discipline strategies. The sample of the study comprises 203 teachers. The study revealed that, there were significant differences between teachers' age groups and their social intelligence. Further a significant relationship was noted

between teachers' social intelligence and the six strategies of classroom discipline strategies

STATEMENT OF THE PROBLEM

The research problem is entitled as "A STUDY ON SOCIAL INTELLIGENCE OF HIGH SCHOOL STUDENTS"

OBJECTIVES

1. To construct and validate a scale for measuring the social intelligence of high school students.
2. To find out the background variables namely gender, locality, religion, community and type of management

HYPOTHESES

1. There exists no significant difference in the mean scores of social intelligence of male and female high school students.
2. There exists no significant difference in the mean scores of social intelligence of rural and urban high school students.
3. There exists no significant difference in the mean scores of social intelligence of high school students with respect to the various religions.
4. There exists no significant difference in the mean scores of social intelligence of high school students with respect to the various community.
5. There exists no significant difference in the mean scores of social intelligence of aided and private high school students.

METHOD OF STUDY

Normative survey method was used for this study.

SAMPLE

The study was conducted on a sample of 400 high School students in Kanyakumari District.

TOOLS

Social intelligence scale by Chadha and Usha Ganesan (1986).

STATISTICAL TECHNIQUES USED

The following statistical techniques have been used in the present study for the analysis of present Data

1. Descriptive analysis
2. Differential analysis

Comparison of social intelligence based on Gender

Mean and standard Deviation and t-value of social intelligence scores male and female high School students

Gender	Number	Mean	S.D	t-value	P	Level of significance
Male	122	122.26	11.45	0.427	0.670	NS
Female	278	121.69	14.02			

The calculated value of t value (t-0.471) is not significant at 5% level. It means that there is no significant difference in the mean scores of social intelligence of male and female high School students. Therefore the null hypothesis that there is no significant difference in the mean scores of social intelligence of male and female high School student is accepted. This shows that mean scores of social intelligence of high School students does not statistically differ with their gender. Thus from the mean it is clear that of male and female high School students process more or less same level of social intelligence.

Comparison of social intelligence based on locality

Mean and standard Deviation and t-value of social intelligence scores rural and urban high School students

Locality	Number	Mean	S.D	t-value	P	Level of significance
Rural	256	122.45	13.26	1.171	0.242	NS
Urban	144	120.83	13.29			

The calculated value of t value (t-1.171) is not significant at 5% level. It means that there is no significant difference in the mean scores of social intelligence of rural and urban high School students. Therefore the null hypothesis that there is no significant difference in the mean scores of social intelligence of rural and urban high School students is accepted. This shows that mean scores of social intelligence of high School students does not statistically differ with their locality. Thus from the mean it is clear that rural and urban high School students process more or less same level of social intelligence.

Comparison of social intelligence based on religion

Mean Standard Deviation and F-value of social intelligence scores of high School students belonging to various religions

Religion	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Remark
Hindu	121.64	10.78	Between Gp	2538.3	2	1269.13	7.433	0.001	S
Christian	123.25	14.24	Within GP	67783.17	397	170.74			
Muslim	113.58	15.21	Total	70321.437	399				

The calculated F-value (F-7.433) is significant at 0.05 level. Therefore the null hypothesis "There exists no significant difference in the mean scores of social intelligence of high school students with respect to the various religions" is rejected. This result indicates that there exists significant difference between high School students belonging to different religions in their social intelligence. So it can be concluded that religion has influence on social intelligence of high School students.

Comparison of social intelligence based on community

Mean Standard Deviation and F-value of social intelligence scores of high School students belonging to various community

Community	Mean	SD	Source	Sum of squares	df	Mean square	F	P	Remark
OC	120.55	11.79	Between GP	3859.6	3	1286.52	7.665	0.0	S
BC	123.47	12.52	Within GP	66461.9	396	167.83			
MBC	120.05	11.99	Total	70321.4	399				
SC/ST	112.71	17.99							

The calculated F-value (F-7.665) is significant at 0.05 level. Therefore the null hypothesis "There exists no significant difference in the mean scores of social intelligence of high school students with respect to the various community" is rejected. This result indicates that there exists significant difference between high School students belonging to different community in their social intelligence. So it can be concluded that religion has influence on social intelligence of high School students.

Comparison of social intelligence based on type of management

Mean and standard Deviation and t-value of social intelligence scores Aided and Private high School students

Type of management	Mean	SD	N	t	P	Remark
Aided	125.35	14.67	84	2.515	0.012	S
Private	120.94	12.74	316			

The calculated t value (t=2.562) is significant at 0.05 level. Therefore the null hypothesis "There exists no significant difference in the mean scores of social intelligence of aided and private high school students" is rejected. i.e There exists significant difference in the social intelligence of aided and private high school students.

CONCLUSION

The following conclusions were drawn from the present study.

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