

SOCIAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR SOCIOECONOMIC STATUS

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The present study aims at finding out the social intelligence of higher secondary students in relation to their socio-economic status. Social intelligence scale by Chadha and Gananesan 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 parent's income. Differences with respect to gender, father's education and mother's occupation were not significant.

KEYWORDS : social intelligence; significant difference.

INTRODUCTION

"Man is a social animal". This is an early saying of our ancestors; even this statement reveals that man is mainly dependent on his 'Society'. Thorndike defines "Social intelligence as the ability to understand others and act wisely in human relations. It is the human capacity to understand what is happening in the world and responding to that understanding in a personally and socially effective manner".

The level of intelligence differs among individuals. There are many factors affecting intelligence level as external and internal factors. The socio-economic status is also one of the important factors affecting social intelligence. Higher Secondary students belong to the age of adolescence. Adolescence is a period of social awakening. Through this research work the researcher can analyze the social intelligence of higher secondary students in relation to their socio-economic status.

OBJECTIVES

1. To find out the level of social intelligence of higher secondary students.
2. To find out whether there is a significant difference between the social intelligence of higher secondary boys and girls.
3. To find out whether there is a significant difference between the social

- intelligence of higher secondary students belonging to different castes.
4. To find out whether there is a significant difference between the social intelligence of higher secondary students whose fathers have school education and those who have college education.
 5. To find out whether there is a significant difference between the social intelligence of higher secondary students whose mothers have school education and those who have college education.
 6. To find out whether there is a significant difference between the social intelligence of higher secondary students whose fathers are employed and those who are unemployed.
 7. To find out whether there is a significant difference between the social intelligence of higher secondary students whose mothers are employed and those who are unemployed.
 8. To find out whether there is a significant difference between the social intelligence of higher secondary students whose parents vary in their income.

METHOD OF STUDY

Chadha. N.K. and Ms. Usha Gananesan's Social Intelligence scale has been used to measure the Social Intelligence of the higher secondary students. This scale has been administered to a random sample of 400 higher secondary students studying in Cuddalore District, Tamilnadu. The data has been subjected to Descriptive Analysis and Differential Analysis.

ANALYSIS OF DATA AND INTERPRETATION

DESCRIPTIVE ANALYSIS OF SOCIAL INTELLIGENCE SCORES

Responses of the higher secondary students in the social intelligence scale were analysed. The mean and standard deviation for the total group are found to be 229.46 and 33.28 respectively. It may be remembered that a student can get a maximum score of 162. The mean value is more than the mid-score of 81.

The following conclusion has been reached in respect of **the objective one**. The level of social intelligence of higher secondary students is high.

DIFFERENTIAL ANALYSIS OF SOCIAL INTELLIGENCE SCORES

GENDER AND SOCIAL INTELLIGENCE

The 't' value of mean social intelligence scores of higher secondary boys and girls is found to be 0.32 and it is not significant at 0.05 level (Table 1).

TABLE 1

Comparison of Mean Social Intelligence Scores of Higher Secondary Boys And Girls

Sub-sample	Number	Mean	Standard Deviation	't' value	Level of significance at 0.05 level
Boys	161	228.81	30.49	0.32	Not Significant
Girls	239	229.89	35.09		

The following conclusion has been reached in respect of There is conclusive evidence in the study to show that the higher secondary boys and girls do not differ significantly in their social intelligence.

CASTE AND SOCIAL INTELLIGENCE

The social intelligence scores of higher secondary students belonging to different castes are subjected to analysis of variance. The details of the analysis are given in the table 2.

TABLE 2

F RATIO FOR CASTE AND SOCIAL INTELLIGENCE

Source	df	Sum of Squares	Mean Squares	'F' Ratio	Level of Significance at 0.05 level
Between Groups	3	13451.32	4483.77		
Within Groups	396	428516.03	1082.11	4.14	
Total	399	441967.36			Significant

It is clear from table 2 that F ratio is found to be 4.14. It is significant at 0.05 level. The following conclusion has been reached in respect of the **objective three**. The higher secondary students belonging to different castes differ significantly in their level of Social Intelligence.

FATHER’S EDUCATION AND SOCIAL INTELLIGENCE

The ‘t’ value of mean social intelligence scores of higher secondary students whose fathers have school education and those who have college education is found to be 1.72, which is not significant at 0.05 level (table 3).

TABLE 3

COMPARISON OF MEAN SOCIAL INTELLIGENCE SCORES OF HIGHER SECONDARY STUDENTS WITH THEIR FATHERS’ EDUCATION

Sub-sample	Number	Mean	Standard Deviation	t value	Level of significance at 0.05 level
School Education	225	231.97	34.0	1.72	Not Significant
College Education	175	226.22	32.13		

The following conclusion has been reached in respect of **the objective four**. There is conclusive evidence in the study to show that there is no significant difference between Social Intelligence of higher secondary students whose fathers have school education and those who have college Education.

MOTHER’S EDUCATION AND SOCIAL INTELLIGENCE

The ‘t’ value of mean social intelligence scores of higher secondary students whose mothers have school education and those who have college education is found to be 2.14, which is significant at 0.05 level (table 4).

TABLE 4

Comparison of Mean Social Intelligence Scores of Higher Secondary Students with their Mother’s Education

Sub-sample	Number	Mean	Standard Deviation	t value	Level of Significance at. 0.05 Level
School Education	309	231.38	35.96	2.14	Significant
College Education	91	222.92	20.68		

The following conclusion has been reached in respect of the **objective five**. There is conclusive evidence in the study to show that there is a significant difference between social intelligence of higher secondary students whose mothers have school education and those who have college education.

FATHER'S OCCUPATION AND SOCIAL INTELLIGENCE

The 't' value of mean Social Intelligence scores of higher secondary students whose fathers are employed and those who are unemployed is found to be 0.005 and it is not significant at 0.05 level (table 5).

TABLE 5

Comparison of Mean Social Intelligence Scores of Higher Secondary Students with their Father's Occupation

Sub-sample	Number	Mean	Standard Deviation	't' value	Level of significance at 0.05 level
Employed	268	229.46	31.98	0.005	Not Significant
Unemployed	132	229.44	35.900		

The following conclusion has been reached in respect of **the objective six**. There is conclusive evidence in the study to show that the students whose fathers are employed and those who are unemployed do not significantly differ in their level of Social Intelligence.

MOTHER'S OCCUPATION AND SOCIAL INTELLIGENCE

The 't' value of mean Social Intelligence scores of higher secondary students whose mothers are employed and those who are unemployed is found to be 0.23 and it is not significant at 0.05 level (table 6).

TABLE 6

Comparison of Mean Social Intelligence Scores of Higher Secondary Students with their Mother's Occupation

Sub-sample	Number	Mean	Standard Deviation value	't' value Level	Level of significance at. 0.05 level
Employed	105	228.80	30.00	0.23	Not
Unemployed	295	229.69	34.41		Significant

The following conclusion has been reached in respect of **the objective seven**. There is conclusive evidence in the study to show that the students whose mothers are employed and those who are unemployed do not significantly differ in their level of Social Intelligence.

PARENT'S INCOME AND SOCIAL INTELLIGENCE

The social intelligence scores of higher secondary students whose parents belonging to different income groups are subjected to analysis of variance. The details of the analysis are given in the table 7.

TABLE 7

F RATIO FOR PARENTS INCOME AND SOCIAL INTELLIGENCE

F RATIO FOR PARENTS INCOME AND SOCIAL INTELLIGENCE					
Source	df	Sum of Squares	Mean Squares	'F' Ratio	Level of Significance at 0.05 level
Between Groups	2	7341.06	367.53		
Within Groups	397	434626.29	1094.77	3.35	Significant
Total	399	441967.36			

It is clear from table 7 that F ratio is found to be 3.35. It is significant 0.05 level. The following conclusion has been reached in respect of **the objective eight**. The higher secondary students whose parents vary in their income significantly differ in their level of Social Intelligence.

FINDINGS

1. The social intelligence of higher secondary students is high.
2. The higher secondary boys and girls do not significantly differ in their social intelligence.
3. The higher secondary students belonging to different castes significantly differ in their Social Intelligence.
4. The higher secondary students whose fathers have school education and those who have college education do not significantly differ in their social intelligence.
5. The higher secondary students whose mothers have school education and those who have college education significantly differ in their social intelligence.
6. The higher secondary students whose fathers are employed and those who are unemployed do not significantly differ in their level of Social Intelligence.
7. The higher secondary students whose mothers are employed and those who are unemployed do not significantly differ in their level of Social Intelligence.
8. The higher secondary students whose parents vary in their income significantly differ in their level of Social Intelligence.

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