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1. INTRODUCTION

The ability to influence and connect with others in a productive way is known as social intelligence, or people skills. It goes beyond mere interpersonal abilities, encompassing a deep understanding of social dynamics and situational awareness. This involves not only grasping the current environment but also being aware of diverse interaction styles and tactics employed in different contexts. These elements collectively assist an individual in successfully pursuing their objectives during social interactions. Additionally, social intelligence needs a degree of self-awareness and recognition of one's own responses and perspectives. The capacity to deal effectively and thoughtfully, maintaining one's own identity, utilising social inputs with a broader understanding of social environment; considering empathetic cooperation as a base of social acquaintance, is the essence of social intellect. According to popular science author Daniel Goleman, "Social intelligence is composed of social consciousness and social competence."

As higher secondary school pupils negotiate a period of personal and social development, social intelligence is very vital. Along with academic learning, students are also concerned with developing their identities, making relationships, and being ready for future endeavours.

The present study aimed to assess the social intelligence of students in higher secondary education. The study area includes Chennai's higher secondary students' gender, region, birth order and school management.

2. REVIEW OF LITERATURE

In a study by **Kanimozhi, T., & Raja Vasimalai (2020)**, the focus was on investigating the social intelligence of high school students. The aim was this study to determine the social intelligence level within this specific demographic. Simple random sampling was utilized to choose the sample, and data collection was carried out through surveys. The results indicated that the social intelligence level among high school students was deemed moderate.

In a study conducted by **Jijish Elias and Mirunalini (2017)**, examining students' social intelligence regarding their use of social networking sites in higher secondary schools was the main aim. The objective was to investigate the potential relationship between social network site usage and social intelligence. The researchers employed the survey method to collect data from 360 respondents using a structured inventory. The samples were taken from Higher Secondary School Students in Palakkad District. The results showed that the utilization of social networking sites did not have a significant effect on social intelligence. Additionally, the study revealed no noteworthy differences in Social Intelligence between boys and girls, students from rural and urban areas, or those attending government, aided, and un-aided schools.

Thomas and Rathina (2017) conducted a study on how social and emotional intelligence interact and how that affects secondary school students' mental health. The purpose of the study was to look into the effects of social and emotional intelligence, both separately and together, on the mental health of Keralan high school students. Data were collected from 628 high school students using a stratified random sample. In SPSS, pooled analyses with two-way ANOVA were used to test hypotheses. The results showed that high school students' mental health was significantly impacted by both social and emotional intelligence on an individual and interaction level. These impacts were noted in subgroups based on gender as well as in the overall sample.

In a study conducted by **Dhingra and Tiakala (2016)** on "Social Intelligence of Nagaland College Students," data were collected using a self-made questionnaire, and data analysis was performed using t-tests and ANOVA. The findings showed that there were no notable variations in the social intelligence and general social intelligence components according to the students' gender.

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Furthermore, no discernible variations in the social intelligence of pupils were found according to family income.

In a study conducted by **Nagra (2014)**, examining the social intelligence and adjustment levels of secondary school pupils while accounting for gender and school type was the main goal. The Social Intelligence Scale and Adjustment Inventory were used to gather data from 200 secondary school students who were chosen at random for the study. To examine the collected data, statistical techniques like mean, standard deviations, and t-tests were used. The pupils showed mediocre levels of social intelligence and adjustment, according to the data. Additionally, there were no discernible variations in social intelligence or adjustment based on gender or style of school.

3. NEED AND SIGNIFICANCE

Social intelligence holds significant importance in the holistic development of higher secondary students, contributing significantly to their personal growth and well-being. It plays a pivotal role in enhancing their interpersonal skills, fostering positive relationships, and navigating various social contexts effectively. Socially intelligent individuals not only thrive academically but also contribute positively to their communities and are better equipped for success in future endeavours. Schools and educators play a crucial role in fostering social intelligence through various educational strategies, activities, and social-emotional learning programs.

4. OBJECTIVES

To find out the differences in social intelligence owing to difference in, Gender, Region, School Management, School Types and Order of Birth of Higher Secondary Students.

5. NULL HYPOTHESES

Based on sub-variables like birth order, school administration, gender, or location, there is no significant difference in the social intelligence of students.

6. METHODOLOGY

a. Sample:

For the present study the investigator collected 500 samples from the Higher Secondary Schools in Chennai. Adequate representations were given to factors like Gender, Region, School Management and Order of birth.

b. Tool used in the study:

The Social Intelligence Scale, which was developed by Dr. N.K. Chadha and Ms. Usha, was used as the primary assessment instrument to validate the study's hypothesis.

c. Reliability and Validity

The investigator used content validity to make sure the tool was valid; teachers, student teachers, and education specialists evaluated the accuracy of the tool. Reliability assessment was conducted using the Cronbach's alpha reliability method, with the Pearson product moment correlation obtained. The scale demonstrated a validity coefficient of .70, indicating satisfactory validity.

7. DATA ANALYSIS

Null Hypothesis:

Based on sub-variables in gender, area, school administration, or birth order, there is no significant difference in the social intelligence of students in higher secondary schools.

TABLE 1

‘t’ test for difference in social intelligence owing to difference in gender and region.

Variables	Sub Variables	N	Mean	Standard Deviation	Df	‘t’ value	p Value	Remark
Gender	Male	222	102.28	9.194	498	2.446	p=0.000 P<0.01	Significant
	Female	278	100.00	11.219				
Region	Rural	179	102.29	11.725	498	2.058	p=0.009 p<0.01	Significant
	Urban	321	100.30	9.562				

Gender

The table displays that the mean score for male students is 102.28 with a standard deviation of 9.194, whereas the mean score for female students is 100.00 with a standard deviation of 11.219. There is a 99% confidence interval and a computed 'p' value of 0.000, which is less than the significance level of 0.01 with 498 degrees of freedom ($0.000 < 0.01$). As a result, we can conclude that male students exhibit higher levels of social intelligence than the female students. There is a considerable gender difference in social intelligence, as evidenced by the rejection of the null hypothesis.

Region

Urban students have a mean score of 100.30 with a standard deviation of 9.562, whereas rural students have a mean score of 102.29 with a standard deviation of 11.725, according to the statistics in the table. With degrees of freedom of 498 ($0.009 < 0.01$), the computed "p" value is 0.009, which is less than the significance level of 0.01 with a 99% confidence range. As a result, we conclude that students in rural areas exhibit greater social intelligence than students in metropolitan areas. Rejecting the null hypothesis implies a substantial regional variation in social intelligence.

Table 2

One – Way ANOVA showing the difference in social intelligence of students with respect to the difference in School Management.

Variable	Source	Sum Squares	Df	Mean Square	F Value	p Value	Remark
School Management	Between Groups	1261.623	2	630.811	5.923	p=0.003 p<0.01	Significant
	Within Groups	52927.327	497	106.494			
	Total	54188.950	499				

School Management

The table above displays a calculated 'F' ratio of 5.923 with a corresponding 'p' value of 0.003, which is lower than the p value at the 99% confidence level (0.01), indicating that $0.003 < 0.01$. Consequently, the null hypothesis is rejected. A significant difference in social intelligence due to school management among school students is evident. Given the significance of 'F' for School Management, Post Hoc Tests were employed to examine the variance between the sub-groups, and the outcomes were analyzed.

Table 3

Table Showing the Multiple Comparison of Social intelligence within the various sub-groups classified based on of School Management

	Sub-Groups	Mean Difference	Standard Error	p Value	Remark
School Management	Private Vs Government Aided	-3.246	1.001	p=0.004 p < 0.01	Significant
	Government Vs Private	0.286	1.488	p=0.980 p > 0.05	No Significant
	Government Aided Vs Government	2.961	1.437	p=0.980 p > 0.05	No Significant

From the table, the computed mean difference between Private Vs government aided show significance. Whereas the mean difference between Government Vs Government Aided and Government Aided Vs Private do not show any significance.

TABLE 4

Higher Secondary Students' Social Intelligence according to Birth Order

Variables	Sub variables	N	Mean square	Df	F Value	p Value	Remark
Order of Birth	First	107	246.10	2	0.794	p=0.672 p>0.05	No Significant
	Middle	371	253.15				
	Last	22	227.27				

According to the above table, there is no significant difference in social intelligence based on Birth Order.

8. MAJOR FINDINGS

- A significant difference in social intelligence among school students is observed, favoring male students.
- Due to regional variations, there are significant difference in school student's social intelligence.
- Due to variations in school administration, student's social intelligence varies significantly.
- The social intelligence of school students does not show significant differences based on the order of birth.

9. DISCUSSION OF THE RESULTS

Gender: In this study, there is a significant disparity in Social Intelligence amongst students based on gender favouring female students, this may be due to the reason that females are more exposed in the society due to government education programmes on women education. This is in correlation with **Thomas and Rathina (2017)** findings on gender analysis indicates that female student's possess more social intelligence than male students. This result was contradicted by **Jijish Elias and Mirunalini (2017)**, **Dhingra and Tiakala (2016)** whose result was revealed that there is no significant difference between boys and girls.

Region: From the table 1, it shows that there is significant difference in social intelligence between rural and urban school students. This result was contradicted by **Jijish Elias and Mirunalini (2017)** that rural students are more socially intelligent than urban college students.

School Management: From table 2, 3 shows that there is significant difference in social intelligence in school management favouring government students having more social intelligence compared to pupils in private and government-aided schools. the results were contradicted by **Jijish Elias and Mirunalini (2017)** and it is inferred that the government students have more level of social intelligence than the private students.

Order of Birth: From the above table4, it indicates that there is no significant difference in the social intelligence of college students owing to the differences in First generation learners. First-generation students experience campus practices and strategies to improve retention and success, so they successfully compete with non-first-generation students.

10. EDUCATIONAL IMPLICATIONS

Social intelligence varies significantly depending on gender, region, school type, and management. "Interpersonal intelligence," or social intelligence as it is more well known, was one of the several intelligences that Edward Thorndike talked about in 1920. Thus parents, teachers, educational institutions should understand the importance of self-efficacy of a child and design the curriculum and learning activities that would bring out the inner potential of the student. Students are spending less time with their friends and parents. Rather, they communicate via chat, email, text, or social media. Social skills and social intelligence should be taught by parents and teachers. Hence steps must be taken to the female students especially in rural region and Government schools. Special programmes, projects and activities should be designed to address their vital needs.

11. CONCLUSION AND SUGGESTIONS

Promoting social intelligence among students in higher secondary schools are a pivotal responsibility that can be undertaken by educators, parents, and schools alike. Activities such as group projects, team sports, and community service can provide opportunities for students to develop and practice these skills. Additionally, creating a supportive and inclusive school culture helps students feel more comfortable expressing themselves and forming positive relationships. Social-emotional learning (SEL) programs can also be implemented to specifically target the development of social intelligence skills.

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