

SOCIAL INTELLIGENCE OF HIGH SCHOOL STUDENTS WITH CERTAIN BACKGROUND VARIABLES

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Abstract

The present study is entitled as "Social intelligence of high school students". On the earth, no different species live in such a quantities of social gatherings as Homo Sapiens. Although some social crowd, warm blooded creatures, seabirds and bugs live in states, the Human is the most social creature on the planet. Social Intelligence can be best considered as one competency out of a scope of intertwined capabilities. The purpose of the present study was to find out the social intelligence of high school students. 300 high school students from Virudhunagar District were selected for the study. A self constructed social intelligence scale has been used to collect data. The study has revealed that there is no significant difference between male and female high school students in their social intelligence and no significant difference is found between single child and not single child high school students in their social intelligence.

Keywords: *Social intelligence, High school students*

Introduction

Social intelligence is a fundamental characteristic which is controlled by all successful students. Social intelligence addresses a refusal to surrender the quest for an objective in spite of chaperon troubles. It includes the capacity to consider inability to be a positive learning experience and engages the student to try and try again until the learning objective is achieved. Students who manage time well can comprehend the worth of difficult work, sharpen their critical thinking abilities and assume liability for their own scholarly advancement. They don't rationalize or reprimand others for disappointment.

Need and Significance of the Study

Social intelligence might be supported by a scope of time, abilities, devices and methods used to oversee time while achieving explicit assignments, activities and objectives consenting to a due date. This incorporate arranging, assigning, laying out objectives, designation, investigation of time spent, observing, putting together, planning, and focusing on. Typically Social intelligence is a need in any undertaking improvement as it decides the finish time. "Social intelligence alludes to overseeing time adequately with the goal that the correct time is designated to the correct movement". Powerful Social intelligence permits people to appoint explicit time allotments to exercises according to their significance. Social intelligence assumes a vital part in associations as well as in our own lives. Social intelligence really is a self administration action. The administration will manage your

disposition to the time. There are abilities that are expected to dominate all together so Social intelligence could run well. Today, instructing social intelligence is crucial on the grounds that it is the best asset to assemble and keep a decent work culture and to secure positions in a time of expanding computerization. Students need the tools to develop social intelligence starting in the main degrees of instruction so they can procure it through their school years and expert it in their grown-up lives.

Objectives

- To find out whether there is any significant difference between male and female High school students in their social intelligence.
- To find out whether there is any significant difference in Social intelligence of high school students with reference to single child to parent.

Hypotheses

- There is no significant difference between male and female high school students in their social intelligence.
- There is no significant difference between high school students in social in social intelligence who are single child and who aren't single child.

Population

Population of the study is the students studying in Virudhunagar District.

Sample for the Study

According to John W. Best and James V. Kahn (1980), "A sample is a small proportion of a population selected for observation and analysis." The investigator has randomly selected 300 High school students in Virudhunagar district for the present study.

Tool Used for Present Study

The social intelligence scale constructed and validated by the investigator and the guide is used to collect the data. The tool consists of 20 statements with three dimensions.

SNo	Dimension	No. of items
1.	Social Knowledge	8
2.	Social awareness	6
3.	Social interaction	6
	Total	20

Statistical Techniques Used

The following statistical measures have used tin this study. Mean, SD and 't' test

Analysis of Data

Hypothesis 1

There is no significant difference between male and female High school students in their social intelligence.

Table 1

Gender	N	Mean	SD	't' value	Level of Significance
Male	167	39.75	4.11	0.55	Not Significant
Female	133	40.02	4.35		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female High school students in their social intelligence.

While comparing the mean scores of male (mean = 39.75) and female (mean = 40.02) students, Female high school students have more social intelligence than male students.

Hypothesis 2

There is no significant difference between high school students in social intelligence who are single child and who aren't single child.

Table 2

Single child to Parent	N	Mean	SD	't' value	Level of Significance
Yes	141	38.25	4.33	-6.63	Significant
No	159	41.31	3.55		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between high school students who are single child and who aren't single child differ significantly in their Social intelligence.

While comparing the mean scores, students who aren't single child to parents have more social intelligence.

Findings

1. Table 1 reveals that there is no significant difference between male and female High school students in their social intelligence. While comparing the mean scores of male (mean = 39.75) and female (mean = 40.02) school students.
2. Table 2 reveals the calculated critical ratio value is found to be -6.63, which is significant at 0.05 levels. Hence, it is inferred that the students who are single child and students who aren't single child differ significantly in their Social intelligence.

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