



A Study On Social Intelligence Of The Higher Secondary Students Of Tinsukia District

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Abstract: Social intelligence helps an individual to develop healthy co-existence with other people and society. It can help us in managing our personal life, interpersonal relationships and help in achieving success in all the walks of life with the help of effective life skills. This paper begins by looking at basics of social intelligence of higher secondary level students. The study examines social intelligence skills and aspects among the higher secondary level students.

Social intelligence is important for career and personal development of an individual. It can be learned, developed and used as an effective life skill. The successful diplomat, administrator, salesman, minister, teacher must be socially intelligent as one's success will depend as much on social sense as on formal training. The present study is mainly focused on the social intelligence of the higher secondary level students, who are in adolescent period.

Key Words: social intelligence, higher secondary students.

Introduction: Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his/her environment (Weschler, 1939). We cannot learn without intelligence. Intelligence is the capacity to acquire and apply knowledge. The best indication of intelligence is the behavior of individual in his/her group (Boynton, 1987). Intelligence can be also referred as 'tact' or 'common sense' in a social setting or in a group.

Thorndike (1920) had classified intelligence into three categories which are as follows:

1. Concrete Intelligence
2. Abstract Intelligence
3. Social Intelligence

Social Intelligence: Social intelligence refers to the successful interacting capacity with others in various contexts. It is the human capacity to effectively negotiate and navigate complex social relation and environments. It is social intelligence, rather than quantitative intelligence that defines humans what they are (Humphrey, 1983). Social intelligence includes an awareness of situations and the social dynamics that govern them, and a knowledge of interaction styles and strategies that can help a person to achieve his/her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perception and reaction patterns.

Social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes and a capacity and appetite to manage complex social change. (Honeywill, 1976). Social intelligence is described as an individual's proficiency at social skills and behaviours. Verbal communication skills are very important for having high social intelligence. Social intelligence is a developed and learned skill that can be improved by an individual taking action and working on their social skills. Ford and Tisak (1983) defined social intelligence in terms of behavioural outcomes and were successful in supporting a distinct domain of social intelligence. More recently, Goleman's (2006) definition divides social intelligence into two broad categories: social awareness and social facility. Albrecht (2005) said social intelligence- "The ability to get along well with others while winning their co-operation." Jones and Day (1997) described social intelligence as the ability and flexibility to apply social knowledge and solve problems. Cantor and Kihlstorm (1987) have defined social intelligence as the individual's fund of knowledge about the social world. Marlowe (1986) said social intelligence as the ability to use feelings, thoughts and behaviours of one's self and others in understanding and solving interpersonal problems.

Title of the Study: A Study on Social Intelligence of the Higher Secondary Students of Tinsukia District.

Significance of the Study: Social intelligence is the ability to successfully build relationships and navigate social environment. Without social intelligence it is very difficult to lead a successful life. It helps an individual to develop healthy co-existence with other people. The original definition of social intelligence by Edward Thorndike in 1920 is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations." Socially intelligent people behave tactfully and proper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Social intelligence is the key tool for removing the educational problems related to self and society.

Our society puts a huge emphasis on book smarts and IQ, but our relationships effect a much bigger part of our lives. Social smartness is far more important than book smarts to build strong social relationships. Because, our relationships affect every area of our lives. It is known that loneliness and weak relationships are one of the major sources of stress, health problems and depression. Social intelligence is useful for solving these problems and to tackle various social tasks. It can be learned, developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all the walks of life.

The human capacity to understand what does happening in the world and responding to that understands personally and socially effective manner. The successful diplomat, administrator, salesman, minister, teacher must be socially intelligent and in many other occupation one's success will depend as much on social sense

as an on formal training. The socially intelligent person has the knack of getting along well with people. He/she makes friends easily and is tactful and understanding in human relationship.

Objectives of the Study

1. To find out the level of social intelligence of the higher secondary level students of Tinsukia District.
2. To compare the social intelligence of the higher secondary level students of Tinsukia District in relation to their gender.

Method: The Descriptive Survey method is followed in the present study.

Population: The population of the present study consists of the Higher Secondary 2nd year students of the educational institutions of Tinsukia District.

Sample: For the present study, the investigator has chosen a sample of 500 students from four educational institutions of Tinsukia District. They are selected by using purposive sampling technique.

Tool used: The Tromso Social Intelligence Scale (TSIS) is used in the present study.

The researcher adapted the Tromso Social Intelligence Scale (TSIS) as a tool for measuring social intelligence of the Higher Secondary level students of Tinsukia District. The Tromso Social Intelligence Scale (TSIS), developed by Silvera, Martinussen and Tove of University of Tromso, Norway (2001) consists of 21 items regarding the way in which we feel behave and act. Respondents are asked to read and understand the statement carefully and give a tick mark on any cell they feel best against every question on the answer sheet. They are also asked the degree to which each statement described them on a scale from 1 (“describes me extremely poorly”) to (“describes me extremely well”) 7.

The TSIS involves three subscales:

- a) **Social Information Processing (SIP):** This subscale measures the ability of understanding verbal or non-verbal messages regarding human relations, emphasizing and reading hidden messages as well as explicit messages. Sample Item: “I usually understand what people are trying to do without feeling the need for their explanations.”
- b) **Social Skills (SS):** This subscale measures the basic communication skills such as active listening, acting boldly, establishing, maintaining and breaking up a relationship. Sample Item: “I am good at becoming acquainted in new social circles.”
- c) **Social Awareness (SA):** This subscale measures the ability of active behaving in accordance with the situation, place and time. Sample Item: “I usually break others’ heart without being aware.”

Analysis and Interpretation:

1. Level of Social Intelligence of the Higher Secondary Students of Tinsukia District:-

Table 1. Performance level on social intelligence of the Higher Secondary level students of Tinsukia District.

N	Mean	SD	Skewness	Kurtosis
500	64.06	8.36	0.34	-0.01

From the Table 1. it is clear that the computed value of Mean and Standard Deviation of the Social Intelligence score of Higher Secondary level students of Tinsukia District are 64.06 and 8.36 respectively.

The computed value of the skewness of distribution is 0.34 which indicated that the distribution of the Social Intelligence scores is skewed positively on to the right. So, the scores are massed at the lower end of the scale.

The kurtosis value of the distribution is -0.01 which indicates that the distribution of Social Intelligence scores is leptokurtic and the scores are mostly concentrated in same place or in some limited points than the normal distribution.

On the basis of the above discussion, it can be concluded that the social intelligence of the Higher Secondary level students is high as majority of the students scored 60% and above.

2. Comparison of the Social Intelligence of the Higher Secondary level students of Tinsukia District in relation to their Gender.

In the preset study, comparison between male and female Higher Secondary level students of Tinsukia District is studied with special reference to their Social Intelligence. Obtained results are presented in the following way:

Table No. 2 Comparison of the Social Intelligence of the Higher Secondary level students of Tinsukia District in relation to their Gender.

Gender	N	Mean	SD	t	Df	Significance
Male	287	64.70	7.89	1.98	498	Significant at .05 level but not significant at .01 level.
Female	213	63.18	8.89			

The respective Mean and Standard Deviation of Higher Secondary Male students are (N=287,Mean=64.70,SD=7.89) and Higher Secondary female students are (N=213,Mean=63.18,SD=8.89).

From the table, it is observed that calculated 't' value (1.98) is more than the table value (1.96 at 0.05 level of significance). So, it is significant and it may be inferred that Social Intelligence of Male and Female Higher Secondary students differ significantly. Therefore, it can be said that the Male and Female Higher Secondary students of Tinsukia District differ significantly in their social intelligence.

Conclusion: The study revealed that the social intelligence of the higher secondary level students of Tinsukia District is not poor as their average score is good one. But, the female students need to develop their social their social intelligence. To conclude, it can be said that the study revealed a good picture of social intelligence of the higher secondary level students. Attempts can be made to strengthen the social intelligence of the higher secondary students to achieve the best.

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