



SOCIAL INTELLIGENCE AND HOME ENVIRONMENT: TOWARDS LEARNING TO LIVE TOGETHER

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Abstract

Social intelligence is the ability of an individual to react to social situations of daily life. The present paper is a genuine attempt to study the social intelligence among college students in relation to their home environment. In addition to home environment some other variables such as academic achievement and locality were also studied. In the present study descriptive survey method was employed on a sample of 530 college arts students of second year degree course from govt. degree colleges of Samba, Kathua, Udhampur and Jammu District. For the purpose of data collection Social Intelligence Scale developed by N.K. Chadda and Usha Ganesan and Home Environment Scale by Reena Sharma and Vibha Nigam was used and for academic achievement, previous class result was taken from the office record. The collected data was analyzed with the help of ANOVA. The results of the study showed that there were significant differences in social intelligence among college arts students of second year degree course in relation to their home environment and academic achievement.

Keywords: *social intelligence and home environment.*

INTRODUCTION

Personality of an individual cannot be studied independently in isolation. There are certain variables, which affect the human personality directly or indirectly such as intelligence, aptitude, attitude, interest, creativity and motivation, etc. Intelligence and other cognitive abilities play a significant role in developing the human personality. Human being can achieve success by using his intelligence but many behavioural scientists and psychologists believe that success in life is determined by social intelligence and not just by pure intelligence. The ability to work with others, lead and motivate others, and inspire them are all part of the social intelligence.

Social intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions (**Thorndike, 1920**). Social Intelligence is the ability to get along well with others and to get them to cooperate with you which ultimately helps one to learn to live together which is among one of the four pillars of education as suggested by the **Delors Report** created by the **Delors Commission** in **1996** and stated that learning to live together involves the development of social skills and values such as respect and concern for others, social and inter-personal skills and an appreciation of the assortment



(heterogeneity) among people. These skills would enable individuals to live in peace and harmony.

Sometimes simply referred as "people skills", social intelligence includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. **Alex (2013)** explored the relation between social intelligence and ten core life skills at higher secondary school level and revealed that there is very close positive relationship between Social Intelligence and ten Core Life Skills. **Moss and Hunt (1926)** defined social intelligence as the ability to get along with other. It is the ability to understand and manage people and to act wisely in human relations. **Honarmand et al. (2014)** surveying the role of social intelligence and its components in life satisfaction of elderlies and the result showed that a positive significant correlation exists between the social intelligence and its components with life satisfaction.

Like social intelligence, home environment also plays a very important role in one's life. Home environment is an important considerable factor and the primary institution for the child that plays very notable role in shaping child's behaviour and personality. Psychologists, educators and sociologists all agree that the home environment has the significant influence on the social development of the child. **Crow and Crow (1965)** describes that home is the primary societal unit. It is the most important agency that brings about socialization and the parents serve as the first socializing agents for their children. Here, the child first observes and then internalizes the values of the parents. Social, political and religious beliefs and customs are transmitted via the family. Socialization is carried out in different ways by different people and in a variety of social contexts. Parents, playmates, siblings, teachers and the peer group are responsible for the socialization of the child at different stages of growth and various researchers have demonstrated that it is possible to improve levels of social intelligence and equip people with the necessary social skills to deal with them. If the proper efforts are made by the socializing agencies to incorporate the feelings of love, sympathy and belongingness right from their childhood, then it will surely help in bringing social, mutual understanding, empathy accomplished with right actions and behaviour on the part of the individual and groups to lead better social life in peace and cooperation.

NEED AND SIGNIFICANCE

In the present era, which is marked with social confrontations due to diminishing social norms, it is difficult to lead a successful life in a society without social intelligence. Social intelligence is mostly learned. Social Intelligence develops from experience with people and learning from success and failures in social settings and social groups. Among the various social groups, home occupies the first and most important place for the social development of the individual. **Crow and Crow (1965)** describes that home is the primary societal unit. Home is the most important institution for the existence and continuance of



human life and the development of various personality traits. **Bhat and Aminabhavi (2011)** found the significance of home environment on the psychosocial competence and on the development of life skills. According to **Kaur and Kalaramna (2004)** home environment showed positive impact on social intelligence. If the overall home environment favours the development of good social attitudes, the chances over those children will become socially more intelligent otherwise they are unable to manage social relationships. The need of the hour demands that they have to be educated about social norms and traditions so that they are in a better position to manage social relationships. This encouraged the investigator to take up a study of social intelligence of college students in relation to their home environment, locality and academic achievement.

OBJECTIVES OF THE STUDY

The present investigation was undertaken with the following objectives in view:

1. To find significant **locality differences** in social intelligence among college arts students of second year degree course.
2. To find significant differences in **social intelligence** among college arts students of second year degree course **having favorable and unfavorable home environment.**
3. To find significant differences in **social intelligence** among college arts students of second year degree course **having high and low academic achievement.**
4. To find significant interactional differences of **locality and home environment** on social intelligence as the dependent variable among college arts students of second year degree course.
5. To find significant interactional differences of **locality and academic achievement** on social intelligence as the dependent variable among college arts students of second year degree course.
6. To find significant interactional differences of **home environment and academic achievement** on social intelligence as the dependent variable among college arts students of second year degree course.
7. To find significant triple interactional differences of **locality, home environment and academic achievement** on social intelligence as the dependent variable among college arts students of second year degree course.

HYPOTHESES OF THE STUDY

The investigator formulated the following hypotheses in order to draw conclusions:

1. There will be no significant **locality differences** in social intelligence among college arts students of second year degree course.
2. There will be no significant differences in **social intelligence** among college arts students of second year degree course having **favorable and unfavorable home environment.**



3. There will be no significant differences in **social intelligence** among college arts students of second year degree course having **high and low academic achievement**.
4. There will be no significant interactional differences of **locality and home environment** on social intelligence as the dependent variable among college arts students of second year degree course.
5. There will be no significant interactional differences of **locality and academic achievement** on social intelligence as the dependent variable among college arts students of second year degree course.
6. There will be no significant interactional differences of **home environment and academic achievement** on social intelligence as the dependent variable among college arts students of second year degree course.
7. There will be no significant triple interactional differences of **locality, home environment and academic achievement** on social intelligence as the dependent variable among college arts students of second year degree course.

DELIMITATIONS OF THE STUDY

The study was conducted under the following delimitations:

1. The study was delimited to Jammu, Samba, Kathua and Udhampur district only.
2. The study was delimited to college arts students of second year degree course only.
3. The study was delimited to locality as a demographic variable only.

RESEARCH METHOD

For the present study descriptive survey method was employed.

POPULATION AND SAMPLE

The population of the present investigation includes all arts students of second year degree course studying in various Govt. Degree Colleges of Jammu Division. There are total 10 districts in Jammu division. Out of 10 districts 4 were selected randomly namely Jammu, Samba, Kathua and Udhampur and all the students of second year degree course studying in these districts was the target population of the study. The sample of the present study was 530 students studying in second year degree course which were selected by multistage random sampling technique.

TOOLS USED

In the present study, the investigator used the following tools

1. **Social Intelligence Scale developed by N.K. Chadda and Usha Ganesan.**
Social Intelligence scale consists of 66 items having 8 dimensions: patience, confidence, cooperativeness, sensitivity, sense of humour, recognition of social environment and memory and can be used with the college students.



2. Home Environment Scale by Reena Sharma and Vibha Nigam.

This scale consists of 84 items having 5 dimensions and can be used with the people of 20-50 years. The reliability coefficient of the scale was 0.874 and both face and content validity were tested by giving the scale to eighteen experts to evaluate the test items. Only those items with atleast 75 percent agreement among the judges were retained.

3. Academic achievement

In the present investigation academic achievement constitutes the aggregate marks obtained by the students in their previous class.

STATISTICAL TECHNIQUES USED

The following statistical techniques were used to analyze the data:

1. Quartile Q_1 and Q_3
2. Mean scores on dependent variable
3. Analysis of Variance (ANOVA) 2x2x2 factorial design.

RESULTS AND DISCUSSION

In the present study, the investigator was concerned with the analysis of variance (2x2x2) factorial design with a randomized group. The following are the computation steps involved in 2x2x2 factorial design with social intelligence taken as criteria:

Table: Summary table for three way ANOVA (2x2x2 factorial design) for Social Intelligence in relation to Locality, Home Environment and Academic Achievement

Sources of Variations	SS	df	MS	F-ratio	Significance
A (Locality)	17.02	1	17.02	0.15	Not significant
B (Home Environment)	1000.14	1	1000.14	8.91	Significant at .01 level
C (Academic Achievement)	467.64	1	467.64	4.16	Significant at .05 level
A x B	4.51	1	4.51	0.04	Not significant
A x C	23.76	1	23.71	0.21	Not significant
B x C	11.39	1	11.39	0.10	Not significant
A x B x C	0.81	1	0.81	0.007	Not significant
Within	6288.59	56			
Total		64			

Testing of Hypothesis 1

From the above table it can be interpreted that the F- ratio for the significant locality differences in social intelligence among college arts students of second year degree course was 0.15 for degree of freedom 1 and 56 which was not significant. So, the hypothesis 1 stating, *“There will be no significant locality differences in social intelligence among college arts students of second year degree course”* was accepted.



Hence it can be concluded that there were no locality differences in social intelligence among college arts students of second year degree course.

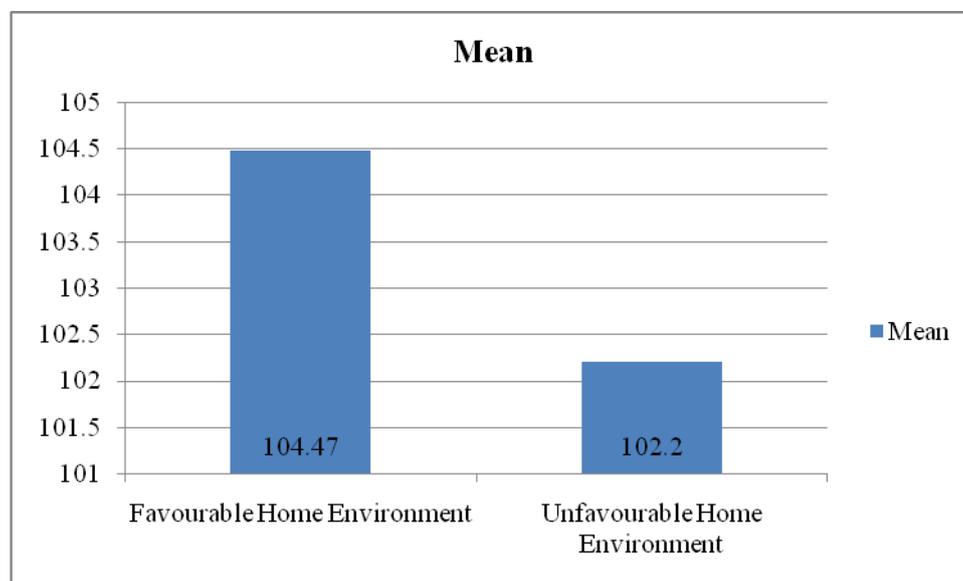
Testing of Hypothesis 2

The above table reveals that the F- ratio for the significant differences in social intelligence among college arts students of second year degree course having favorable and unfavorable home environment was 8.91 for degree of freedom 1 and 56 which was significant at .01 level. So, the hypothesis 2 stating, *“There will be no significant differences in social intelligence among college arts students of second year degree course having favorable and unfavorable home environment”* was rejected.

Therefore it can be concluded that there were significant differences in social intelligence among college arts students of second year degree course having favorable and unfavorable home environment. Same results were found by **Kaur and Kalaramna(2004)**.

This was clearly shown by the mean score of the Social Intelligence in relation to their home environment.

Figure 1
Shows mean score of social intelligence in relation to their home environment



From the above figure it was clearly evident that students who had favourable home environment were socially more intelligent and vice versa.

Testing of Hypothesis 3

The above table clearly depicts that the F- ratio for the significant differences in social intelligence among college arts students of second year degree course having high and low academic achievement was 4.16 for degree of freedom 1 and 56 which was significant at .05

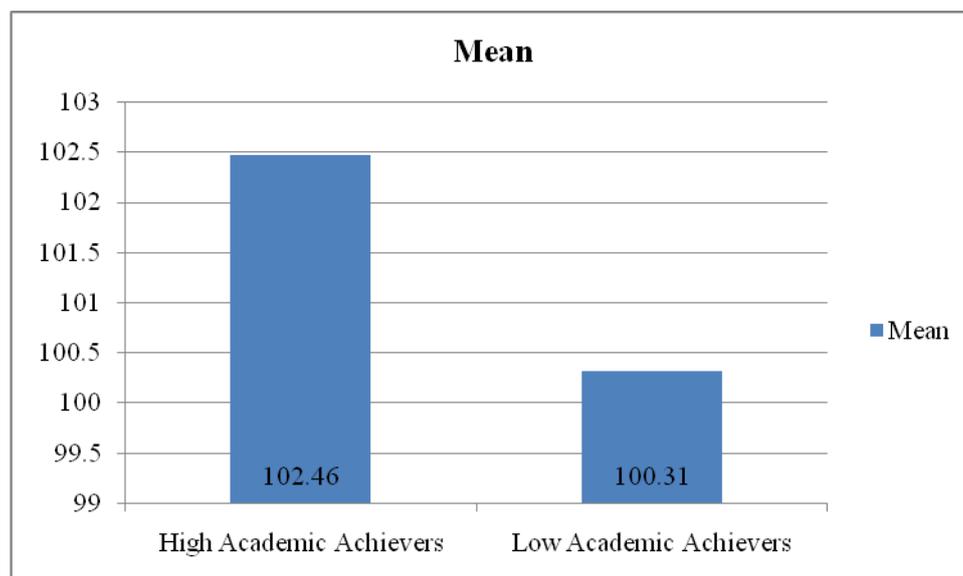


level. So, the hypothesis 3 stating, *“There will be no significant differences in social intelligence among college arts students of second year degree course having high and low academic achievement”* was rejected.

Hence it can be concluded that there were significant differences in social intelligence among college arts students of second year degree course having high and low academic achievement.

This was clearly shown by the mean score of the Social Intelligence in relation to their academic achievement.

Figure 2
Shows mean score of social intelligence in relation to their academic achievement



The above figure clearly shows that the students who had high academic achievement were socially more intelligent than low academic achievers.

Testing of Hypothesis 4

It is evident from the above table that the F- ratio for the significant interactional differences of locality and home environment on social intelligence as the dependent variable among college arts students of second year degree course was 0.04 for degree of freedom 1 and 56 which was not significant. So, the hypothesis 4 stating, *“There will be no significant interactional differences of locality and home environment on social intelligence as the dependent variable among college arts students of second year degree course”* was accepted.



Therefore it can be concluded that there were no significant interactional differences of locality and home environment on social intelligence as the dependent variable among college arts students of second year degree course.

Testing of Hypothesis 5

From the above table it can be interpreted that the F- ratio for the significant interactional differences of locality and academic achievement on social intelligence as the dependent variable among college arts students of second year degree course was 0.21 for degree of freedom 1 and 56 which was not significant. So, the hypothesis 5 stating, ***“There will be no significant interactional differences of locality and academic achievement on social intelligence as the dependent variable among college arts students of second year degree course”*** was accepted.

Hence it can be concluded that there were no significant interactional differences of locality and academic achievement on social intelligence as the dependent variable among college arts students of second year degree course.

Testing of Hypothesis 6

The above table clearly revealed that the F- ratio for the significant interactional differences of home environment and academic achievement on social intelligence as the dependent variable among college arts students of second year degree course was 0.10 for degree of freedom 1 and 56 which was not significant. So, the hypothesis 6 stating, ***“There will be no significant interactional differences of home environment and academic achievement on social intelligence as the dependent variable among college arts students of second year degree course”*** was accepted.

Hence it can be concluded that there were no significant interactional differences of home environment and academic achievement on social intelligence as the dependent variable among college arts students of second year degree course.

Testing of Hypothesis 7

From the above table it is evident that the F- ratio for the significant triple interactional differences of locality, home environment and academic achievement on social intelligence as the dependent variable among college arts students of second year degree course was 0.007 for degree of freedom 1 and 56 which was not significant. So, the hypothesis 7 stating, ***“There will be no significant triple interactional differences of locality, home environment and academic achievement on social intelligence as the dependent variable among college arts students of second year degree course”*** was accepted.

Hence it can be concluded that there were no significant interactional differences of locality, home environment and academic achievement on social intelligence as the dependent variable among college arts students of second year degree course.



RECOMMENDATIONS

The findings of the study indicated that there were significant differences in social intelligence among college arts students of second year degree course in relation to their home environment and academic achievement. Therefore the study has its implication for the teachers, administrators, parents –children relationships and these relationships are carried forward to all subsequent relationships, be with friends or peers. For Social Intelligence; Parents should be made aware of their wards. Teachers should make parents aware of their child's social well being at school. School principal should bring about frequent and enhanced parent teacher meet, so that information about the child's overall well being can be shared and a mutual understanding can be developed. Parents should encourage their children to participate in family get-togethers and social activities which are helpful for their all round development. Teachers should also try to build up in children certain attitudes and values like co-operation, sociability, tolerance and healthy human relationship.

CONCLUSION

Social Intelligence is a type of intelligence involved in individual's dealings with other people with social relationship. Human beings are inherently social. Developing competencies in this domain enhance a person's ability to succeed in school as well as positively influence mental health, success in work, and the ability to be a citizen in a democracy. Like social intelligence, home environment also plays a very important role in one's life. Home environment is an important considerable factor and the primary institution for the child that plays very notable role in shaping child's behaviour and personality. Psychologists, educators and sociologists all agree that the home environment has the significant influence on the social development of the child and the findings of the study also showed significant differences in the social intelligence of students in relation to their home environment.

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