INFLUENCE OF CERTAIN SELECTED DEMOGRAPHICAL VARIABLES ON SOCIAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS OF MALAPPURAM DISTRICT

**RATHEESH. A.P.**

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**Farook Training College**  **Ratheesh.A**. **P**

**DECLARATION**

 **I, RATHEESH.A.P,** do hereby declare that this dissertation**, “INFLUENCE OF CERTAIN SELECTED DEMOGRAPHICAL VARIABLES ON SOCIAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS OF MALAPPURAM DISTRICT.” ,** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College **Ratheesh.A.P**

…-12-2010

**Dr. K.VIJAYAKUMARI**

Associate Professor.

Farook Training College

Calicut.

**CERTIFICATE**

 **I,** **Dr. K.VIJAYAKUMARI** do here by certify that this dissertation **“INFLUENCE OF CERTAIN SELECTED DEMOGRAPHICAL VARIABLES ON SOCIAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS OF MALAPPURAM DISTRICT.”**  is a record of bonafide study and research carried out by **RATHEESH.A.P.** under my supervision and guidance. The report has not been submitted by him for the award of a Degree, Diploma, Title or Recognition before.

Farook Training College  **Dr. K.VIJAYAKUMARI** .....-12-2010 (Supervising Teacher)

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Worldly renowned great thinker, Aristotle commented that ‘ Man is a social animal’. This means that basically human beings are social beings, they live together, share each other for their survival and existence. They want to mingle and co-operate with others for their healthy social life and satisfaction of needs. We are not islands but always desire to be connected with others. All are trying to make good relationship and to co-operation with others. This ability is social intelligence (SI), so social intelligence is not a mere need but an inevitable part of each one’s personality that who desired to live a good social life in this world.

Social Intelligence is a sign of harmonious relationship between man and the immediate society. It helps the people to interact with others and recognize others’ feelings and expressions.

The term Social Intelligence was first used by the psychologist Thorndike in 1920.He defined Social Intelligence as the ability to understand and manage men and women, boys and girls, to act wisely in human relationship (Thorndike, 1920)

Later Gardner (1983) further developed the concept of ‘interpersonal intelligence’ which is synonym to Social Intelligence. In the year of 2006 Goleman has laid the foundations for an updated and considerably extended version of Social Intelligence as the science of human relationships, that is based on the latest findings on the neuroscience and psychology. The essence of all definitions and explanations of social intelligence is that it is the ability to know other’s feelings and to act in such a way that further shapes those feelings.

Those people we call as popular like Gandhiji, Churchill etc. are characterized by high degree of social intelligence. People who are able to help others have an especially valued social commodity. We are born in to a complex web of relations, to maintain these relations social intelligence is essential.

The person with high ‘IQ’ cannot always be successful because it does not go beyond the subject’s cognitive ability. It indicates ‘SI’ have greater importance than cognitive ability in the context of life so social intelligence is a necessary pre-requisite for leading a successful life. Traditional educational system gave more importance to intellectual domain of the students. But now a days, psychologists and sociologists are of the opinion that cognitive ability is not more important than ‘SI’. Thus the role of affective domain has become increasingly relevant within the field of education.

Bernston, (1992) Introduced the term social neuro science. The introduction of this integrative approach was mainly based on the insight that neuro chemical events influence social processes and social processes influence neuro chemical events. Social - neuro science is mainly concerned with how the brain drives social behaviour and in turn how our social world influence our brain and biology.According to the traditional definition ‘SI’ comprises only non cognitive abilities and it depends on rational information processing. The updated approach to ‘SI’ rooted in socio neuro science, defines it as comprising both cognitive and non cognitive aptitudes (Goleman, 2006).

 ‘SI’ is not mere a cognitive ability. It is partially cognitive and partially affective. It can be nurtured and cultured by suitable measure to an extent. It may be influence by the social factors and social situations and events which occur around the pupil. Therefore definitely social intelligence may be influenced by many factors, such as personal, familial, social, environmental etc.

Education is not a simple process of imparting information, but it focuses on the development of personal and social qualities .It is a man making process without social and personal qualities man is not complete. A truly educated person identifies society around him and becomes a part of the society and make good relations with others. So in the nurturing process of ‘SI’ education have a great role, which want to shape the character and modify the personality.

**NEED AND SIGNIFICANCE OF THE STUDY**

‘Social Intelligence’ is a life and death matter of successful life as an individual has to interact with his fellow being whether at family, work place or any where. Studies resulted that major part of the ‘Social Intelligence’ are not hereditary but acquintable by experiences. Social aspects like family status, income of the family, education of patents, etc have a major role in the socialization of pupils and there by nurturing the social intelligence . So teachers, parents and others want to take measures to include social intelligence among students through education, because they are the citizens of future society.

The development of any society is based on the cohesiveness of its members. Successful and meaningful life can be lead in our society only if the individual excels in social intelligence .Todays students are the future citizens and especially the higher secondary students are the immediate adults, they are in the stage of adolescence. It is a period of transition from dependents upon adults direction and protection to self dependents and self determination. It is period of transition during which cognitive, physical, personality and social changes occur. In this context they want to understand the social context and achieve their objective by working from empathy.

All people, in their personal and social life want to be able to present themselves effectively and earn the respect of those they deal with. Social intelligence can reduce conflict, create collaboration, replace bigotry and polarization with mutual understanding. Therefore it is relevant to study the social intelligence of higher secondary school students with respect to their demographic variables

**STATEMENT OF THE PROBLEM**

 The present study is entitled as **“INFLUENCE OF CERTAIN SELECTED DEMOGRAPHICAL VARIABLES ON SOCIAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS OF MALAPPURAM DISTRICT”**

**DEFINITION OF KEY TERMS**

 The key terms of the study are defined below to have a comprehensive idea about the problem.

**Influence**

 The dictionary meaning of influence is the effect of one person or thing on another.

**Demographical Variables**

The term demographical variables denotes the variables related to population under consideration it includes the moral, intellectual, physical, physiological and economic factors.

In the present study the select demographical variables are Sex, Subject of Study, Locale, Type of Management of School and Birth Order of the individual.

**Social Intelligence**

It is the ability to understand the feelings, thoughts and behaviour of persons including oneself and act appropriately upon that understanding.

 In the present study social intelligence is the total score obtained by an individual in the social intelligence test, which contains the dimensions Situational Awareness, Presence, Authenticity Clarity and Empathy.

**Higher Secondary School Students**

The term denotes those students who are studying in XI and XII classes in the higher secondary schools of Kerala.

**OBJECTIVES**

The objectives set forth for the study are

1. To find out the extent of Social Intelligence in the total sample and sub samples based on

1. Sex
2. Subject of study
3. Locale
4. Type of management
5. To find out whether Social Intelligence differ significantly among sub samples based on sex, subject of study, locale and type of management.
6. To find out whether birth order has any significant influence on social intelligence.

**HYPOTHESES**

1. There will not be any significant difference in social intelligence among sub samples based on sex, subject of study, locale and type of management.
2. Birth order will not have significant influence on social intelligence.

**VARIABLES**

Variables involved in the study are social intelligence and certain demographical variables . The demographical variables selected are

* 1. Sex
	2. Subject of study
	3. Locale
	4. Type of management
	5. Birth order

**METHODOLOGY**

**Sample**

The study was conducted on a sample of 500 higher secondary school students from various schools of Malappuram district. The sample selected through stratified sampling technique.

**Tools used**

The data were collected by using the following tools

1. Social Intelligence Test

2. Personal Data Sheet.

**Statistical Techniques Used**

1.Preliminary analysis

2. Test of significance of difference between mean scores for large independent samples.

3. One way ANOVA

**SCOPE AND LIMITATIONS OF THE STUDY**

The present study was indented to find out the extent of social intelligence among higher secondary school students and the relation of certain selected demographical variables with Social Intelligence the investigator hopes that the study will have implications for policy, makers teachers, educationists counselors and publics at a large.

Since the study was conducted as a part of the postgraduate course, the investigator has to complete it with in prescribed time. Hence it was decided to carry out the study in Malappuram district only. In the study the investigator has taken at most care to avoid errors but some limitations are occurred by the investigator They are

1. The study was limited to higher secondaryschool students
2. The study was limited to only one district of Kerala viz., Malappuram.
3. The sample size for the study is 500 higher secondary school students
4. Certain selected demographical variables only were included in the study.

**ORGANIZATION OF THE REPORT**

 The research report has been organized in to five chapter.

**Chapter I** of the report contains a brief introduction to social intelligence Definition of key terms, need and need and significance of the study, statements of the problem and objective of the study, Methodology in brief and brief discussion of the scope and limitations of the study.

**Chapter II** describes Theoretical overview of Social Intelligence, studies related to Social Intelligence and conclusion.

**Chapter III** The methodology of the study, the method adopted, tools used to collect data and statistical techniques used for analysis.

**Chapter IV.** Details of statistical analysis of data and interpretation are given.

**Chapter V** Present the summary of the study, major findings, and conclusion arrived at educational implications of the study, followed by suggestions for further research in the area.

**REVIEW OF RELATED LITERATURE**

Review of related literature is an essential aspect of any research. The survey of related literature provides, better understanding of the problem, which helps the investigator in evolving new strategies and approaches to the problem that is selected.

As Best and Kahn (2009) notes “summary of the writings of recognised authority and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Because effective research is based on past knowledge, this step helps to eliminate the duplication of what has been done and provide useful hypotheses and helpful suggestions for significant investigation”.

In this chapter the investigator presents the theoretical overview of social intelligence and studies reviewed in the area under the two headings.

1. Theoretical Overview of Social Intelligence.
2. Studies Related to Social Intelligence

**A. THEORETICAL OVERVIEW OF SOCIAL INTELLIGENCE**

 The scientific study of individual difference in social capabilities began in 1920, when Thorndike discussed in an article. In Harpers magazine, the notion of social intelligence which he discussed as the ability to understand and manage men and women, boys and girls, to act wisely in human relations. Thordike (1920) considered social intelligence as a complex continuation of several abilities or of a number of social habits, characteristics and attitudes. According to him social intelligence include the following elements.

1. The individuals attitude towards society such as politics, economics and values such as honesty.

2. Social knowledge such as being well versed in contemporary issues and general.

3. The individuals capacity for social adjustment such as interpersonal relations and family bonding.

 Guilford (1958) also gave a multi dimensional approach to social intelligence suggested social intelligence as a multidimensional concept. According to him social intelligence can be accounted for as fourth category of information. There are 30 abilities involved in social intelligence as specified by structure of intellect model, six abilities for dealing with different products of information within each of the five operation categories.

 Later an investigation of social intelligence was carried out by Sullivan, and Demille (1964) invoking structure of intellect model as their base. According to this model, intelligence is composed of three facets. The model presupposes 120 specific abilities (5 operations x 4 contents x 6 products). In this only the behavioural content area is relevant to social intelligence, hence the number of independent social abilities is limited to 30 (5 operations x 1 content x 6 products). Sulliven focused exclusively on the cognitive operation, there by restricting the number of postulated factors to six (1 operation X 1 content X 6 products )

Span (1979) proposed a hierarchical model of social intelligence, in which he describes social intelligence composed of three elements, viz.,

Social sensitivity: Reflected in role taking and social inference.

Social insight: It includes social comprehension, psychological insight and moral judgement.

Social communication: It subsuming referential communication and social problem solving.

Sternberg (1985) explains the social intelligence through his triarchic theory. In this he considered social intelligence as a large repertoire of knowledge by which the person attempts to solve the practical problems encounted in the physical and social world. According to the triarchic theory, intelligence is composed of analytical, creative and practical abilities practical, Intelligence is defined in terms of problem solving in every day contexts and explicitly includes social intelligence.

 Gardner (1993) the Howard psychologist and the chief exponent of multiple intelligence theory, gave an indication to social intelligence. Multiple intelligences include inter personal intelligence, which is a synonym to social intelligence. Interpersonal intelligence is the ability to understand other people, what motivate them, how they work and how to work with them Successful salesman, politicians, teachers, religious leaders are likely to be with high degree of inter personal intelligence including the capacities to discern and respond appropriately to the moods, temperaments, motivation and desires of other people.

Goleman (2006) Provide a model of social intelligence. In this Goleman identifies, two broad categories of Social Intelligences. They are Social Awareness and social facility. Social awareness, it deals with sensing and perceiving important social cues including others emotions and others’ thoughts and intentions and understanding complicated social situations. In contrast, social facility included those things that allow an individual to effectively deal with others.

 Within each of these broad categories Goleman identifies several more narrowly defined elements. Specifically he conceptualise social awareness as being made up of

 Primal empathy : Feeling with others

 Attunement : Listening with full receptivity, attuning a person, it is attention that goes beyond momentary empathy to a full, sustained presence that facilitate rapport.

Empathic accuracy Understanding another person’s thought, feelings and intentions. It builds on primal empathy but adds an explicit understanding of what someone else feels and thinks.

Social cognition : Knowing how the social world works.

 Social facility is being made up of the following components.

Synchrony : - Interacting smoothly at the non-verbal level.

Self presentation : - The ability to represent oneself in ways that makes a desired impression.

Influence : Shaping the outcomes of social interactions

Concern: Caring about others needs and acting accordingly. Concern reflects a persons capacity for comparison.

Albrecht (2006) made a careful review of social science research findings ranging from Thorndike to Goleman and had suggested five key dimensions as a descriptive frame work for social intelligence. The five key dimensions are Situational Awareness, Presence, Authenticity, Clarity and Empathy.

Situational awareness: It is the ability to observe and understand the context of a situation, you may find yourself in, and to understand the ways in which the situation dominates or shapes the behaviour of the people in it.

Presence : It is the impression or total message you send to others with your behaviour.

Authenticity: It is the extent to which others perceive you as acting from honest, ethical values, and the extent to which others sense that your behaviour is congruent with your personal values.

Clarity: - It is the ability to express ideas clearly, effectively and with impact. It involves communication skills.

Empathy: - It is the skill of building connections with people – the capacity to get people to meet you on a personal level of respect and willingness to co-operate.

**B.** **STUDIES RELATED TO SOCIAL INTELLIGENCE**

Kumar (1995) conducted a study on social intelligence and adjustment of secondary school students. The findings of the study include the male and female students differed significantly in co-operativeness, no significant difference was found in the factors patience, sense of humour and memory. There existed significant positive correlation between social intelligence and adjustment in both male and female groups.

Priscilla and Karunanidhi (1996) investigated the influence of self disclosure on self esteem, interpersonal communication and apprehension among high school students. The study found that, boys and girls did not differ significantly in the areas of global competency and physical self esteem. However the girls were found to be significantly high in the areas of moral , social background and overall self esteem as compared to boys.

Sharma(1996) in a study on 500 girls found that social intelligence and self esteem are significantly related with self concept in urban as well as rural girls and the relationship is positive.

Saraswathy (2002) conducted a study on social awareness and political awareness of B.Ed students .The study consisted of 660 students of teacher training colleges and it was found that there exist significant positive relationship between the variables in subsamples based on gender, type of management and subject of study.

Poduthas (2003) conducted a study on the social competence in relation to academic achievement of secondary school pupils .Analysis of the data from 500 pupils of secondary schools revealed that low but significant relationship exist between the variables, social competence and academic achievement for total sample and sub samples.

Ushasri (2003) conducted a study on striking effective interpersonal communication. The sample was constituted by 52 trainees and 25 teachers. The findings of the study suggest that teachers who are in service perceive to have better interpersonal communication than their teacher trainees counter parts.

Geetha (2006) conducted a study on the emotional competence of school teachers of Malabar area. The investigator found that there exist significant relationship between personal competence and social competence.

Shakeer (2006) studied the social attitude of secondary school pupils on a sample of 600 students. The study revealed that there is significant difference in the social attitude of secondary school pupils based on medium of instruction, gender and locality.

Kartha (2007) conducted a study on socio personal adjustment as a correlate of multiple intelligence of student teachers. The study found that socio personal adjustment has significant positive relationship with multiple intelligence of student teachers. But the extent of socio personal adjustment was comparatively low.

Fakrudheen (2007) studied the relationship between social competence and achievement on social science of secondary school pupils. The data were collected from 600 secondary school students of Kerala and the study found that social competence and achievement in social science were positively related to each other.

Suresh (2007) conducted a study on the relationship of academic performance with social adjustment of higher secondary school students. The sample consisted of 526 students. A positive relationship was observed between social adjustment and achievement in mathematics.

In a study by Sacthithra (2008) on 300 higher secondary teachers it was found that social intelligence is significantly related to job involvement.

Sharma (2008) conducted a study on the effect of cooperative learning on interpersonal relationship of elementary school students. The study revealed significant effect of co-operative learning approach on the development of interpersonal relationship of seventh grade students.

Tayfun, Dogan and Cetin (2008) investigated the relationship between social intelligence, depression and some other variables of university students .The research findings showed some significant relationship between social intelligence and depression.

 In a study Usha and Nagalakshmi (2008) found that students of standard IV and V have moderate level of social skills

Vijayakumari (2008) studied about the social sensitivity among adolescent undergraduate students .The sample consisted of 300 undergraduate students .It was found that the social sensitivity of adolescent undergraduate students is of average level and their social sensitivity independent of their socio economic status.

Mani (2009) compared the social - personal adjustment and scholastic achievement of primary school children of employed and unemployed mothers. In the study, no significant difference was observed in socio personal adjustment between the children of employed and unemployed mothers.

Priayanka (2009) conducted a study on relationship of personality types with social competence and burn out mother teachers of secondary schools. The study revealed that there exists a significant relationship between personality types and social competence.

Sainudheen (2009) conducted a study on the effect of self concept on social consciousness of B.Ed trainees of Kerala. The study found that there is no significant relationship between self concept and social consciousness.

Suja (2009) conducted a study as relationship between social sensitivity and academic achievement of higher secondary schoolstudents of Kerala. The study revealed that there is a positive relationship between these two variables.

Meijis (2010) conducted a study on social intelligence and academic achievement as predictors of adolescent popularity. The study revealed that perceived popularity was significantly related to social intelligence but not to academic achievement.

**CONCLUSION**

A review of studies in the area of social intelligence revealed that a number of studies are conducted in social intelligence and related concepts. But only a few studies are found to be reported in relation to demographical variables. (Sharma 1996, Shakeer 2006, Vijayalakshi 2008, ) But the results are found to be not in agreement with each other also it was found that the reported studies are conducted on secondary school students or adults.

The investigator, thus felt a gap in the studies as only few studies are reported in the is area on higher secondary schoolstudents, as crucial period of an individuals development. Hence it will be relevant to study the influence of certain study the influence of certain select demographical variables on social intelligence of higher secondary school students of Malappuram district.

**METHODOLOGY**

Methodology is the systematic procedure or technique adopted in research study from the initial identification of the problem to its final conclusion. It helps the researcher to carry out the work in a scientific and valid manner.

 The present study attempts to find out the effect of certain select demographical variables on social intelligence of higher secondary school students of Malappuram district.

 This chapter contains a description of methodology adopted by the investigator which is presented under the following headings.

1. Variables
2. Objectives
3. Hypotheses
4. Tools Employed for Collection of Data
5. Sample
6. Data Collection Procedure Scoring and Consolidation of Data
7. Statistical Techniques Used for Analysis of Data

**A. VARIABLES**

Variables involved in the study are social intelligence and certain select demographical variables. The demographical variables under study are

1. Sex
2. Birth order
3. Subject of study
4. Locale
5. Type of management of the school
6. **OBJECTIVES**

The objectives of the present study are the following :

1. To find out the extent of social intelligence in the total sample and sub Sample based on
	1. Sex
	2. Subject of study
	3. Locale
	4. Type of management
2. To find out whether social intelligence differ significantly among sub samples based on sex, subject of study, locale and type of management.
3. To find out whether birth order has any significant influence on social intelligence.

**C.** **HYPOTHESES**

1. There will not be any significant difference in social intelligence among sub samples based on sex, subject of study, locale and type of management and socio economic status.
2. Birth order will not have significant influence on social intelligence.

**D**. **TOOLS EMPLOYED FOR COLLECTION OF DATA**

For each and every type of research we need certain instruments to gather new facts and to explore new fields are called tools. For the present study the investigator employed the following tools for the collection of data

* 1. Personal data sheet
	2. Social intelligence test

To measure the variable social intelligence investigator developed and standardized social intelligence test under the guidance of his supervising teacher. This test contains two parts. First part ‘personal data sheet’ is used for collecting information regarding the demographical variables and the second part for measuring social intelligence.

**a**. **Personal Data Sheet**

Personal details of the respondent like sex, birth order subject of study locale and type of management of school were collected using personal data sheet, which is appended as appendix.No.I

1. **Social Intelligence Test**

To measure the variable social intelligence investigator developed and standardized social intelligence test under the guidance of his supervising teacher.

**Construction and standardization of Social Intelligence test**

The social intelligence test was prepared based on the work of Albrecht (2006).According to him social intelligence can be considered as a combination of Situational awareness, Presence, Authenticity, Clarity, and Empathy (SPACE).

Investigator prepared six items under each components of social intelligence. Each item involves situation which is related to the daily life of the individual with four options. Among the four options, one is correct response and others are not appropriate. The subject has to respond to each item by choosing any one of the four options. A score of ‘I’ is provided for correct response zero for an incorrect one .The maximum score obtainable in the test is ‘30’.

The five basic components, which are related to social intelligence (SPACE) are the following:

Situational Awareness or Social Awareness: it is the ability to observe and understand the context of situation, one may find oneself in and to understand the ways in which the situation dominated or shapes the behaviour of the people in it.

Eg: Suppose an illiterate person comes to your school and he don’t know the way to office. What will you do in such a situation?

1. You will redicule him.
2. You will neglect him.
3. You will direct him to the office.
4. You will take him to the office.

Items from ‘1-6 in the test measure the first component of the social intelligence test.

Presence: It is the impression or total message one send to others with his/her behaviour others tend to make inferences about one’s character and competence.

Eg: If you get the pouch containing cash and identity card of a student in your school

* + 1. I will take the cash and ID card.
		2. I will inform the head of the school.
		3. I will take the cash only.
		4. I will seek the student who lost ID card and cash and give it back.

Items from 7-12 in the test measure this component of social intelligence.

Authenticity: It is the extent to which others perceive one as acting from honest, ethical motives and the extent to which they sense that his behaviour is congruent with his personal values.

Eg: Your teacher gave you an assignment and you have submitted it on time, what you think that your teacher will think of you?

1. You prepared it by yourself.
2. You have copied it from old assignment.
3. You prepare it with the help of others.
4. You have copied it from others.

Item from 13-18 in the test measure this component of social intelligence.

Clarity: It is the ability to express ideas clearly, effectively and with impact. It involves a range of communicating skills such as listening, feedback, semantic flexibility skillfull use of language etc.

Eg: What will you do if you are asked to preside over a programme?

1. I will not be ready for that.
2. I will deliver a good welcome speech.
3. Because of fear I wont’ be able to speak well.
4. If I took the responsibility of it I will take leave on that day.

Items from 19-24 in the test measure fourth component of social intelligence.

Empathy : It is the skill of building connections with people .It means creating a mutual feelings between oneself and another person.

Eg. While teacher giving a group activity.

1. Hoping that others will do everything and I do nothing.
2. Actively participating in group work.
3. I will do it alone without co-operate with others.
4. I will say to the teacher I don’t like group activity.

Items from 25-30 in the test measure fifth component of social intelligence.

The draft test appended as appendix No.II

**Standardization procedure of Social Intelligence Test**

The draft test was administrated to a sample of 370 students. These data sheets were scored and the total score for each respondent was calculated. Then these sheets were arranged in the descending order of total scores and 100 sheets with highest scores were taken as high group ,where as 100 sheets of lowest scores were taken as the lower group. The discriminating power of each item was calculated by using the formula.



DP =Discriminating power

U =Number of correct responses for the item in the upper group

L =Number of correct responses for the item in the lower group

N =Group size

Item with DP greater than 0.4 were selected for final test.

Details of item analysis appended as Appendix.No.III

**Preparation of the final test**

The final version of social intelligence test contain 15 items

The final test version of test in appended as Appendix.No.IV

**Reliability**

Reliability of the test was established by test – retest method on a sample of 40 students with an interval of three weeks between two administrations. The scores obtained from the two tests were correlated by using pearson’s ‘r’. The reliability co-efficient was found to be 0.83 which suggest that the test is highly reliable.

**Validity**

The items of the test are clearly stated and the options are specific and clear. Therefore the test can be considered as having face validity.

The test has content validity as the test is prepared based on the components of social intelligence suggested by Albrecht (2006).

To establish the criterion related validity, the investigator administered the social intelligence test and social competence scale (Poduthas, 2003) simultaneously for a group of 40 students .After scoring, the co-efficint of correlation between the two sets of scores was calculated. The coefficient of correlation obtained is 0.68 indicating that the test is valid to measure Social Intelligence.

**E. SAMPLE**

The population under study is the higher secondary school students of Malappuram district. The sampling technique used is stratified sampling techniques. The different strata considered for the selection of the sample are Sex, Locale, Subject of Study and Type of Management. The study was proposed to conduct on a sample of 600 higher secondary school students of Malappuram district.

Govt

256

Aided

170

Unaided

174

Science 204

162

Commerce

203

Humanities

193

Type of Management

Subject of Study

Total

600

Sex

Locale

Female

296

Male

304

Rural

440

Urban

160

The break up of the basal sample is given in the figure 1.

**Figure 1. Break up of the basal sample**

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**a) Data Collection Procedure**

 After having an idea of the sample, the investigator sought permission from the heads of the selected schools for collecting data and made necessary arrangements for it. The investigator addressed the students at their respective classes and explained the procedure of responding. After giving necessary instructions the investigator administrated the tool. They were given enough time to finish responding. Then the data sheets were collected back and sorted for analysis.

**b). Scoring and Consolidation of Data**

 Before scoring, incomplete data sheets were rejected and the total sample was reduced to 500 in size. Data sheets were consolidated for further analysis and all entries were coded using numbers for facilitating computer feedings and further analysis.

Break up of the final sample is presented in the figure 2

**Figure 2. Breakup of the final sample**

Govt

209

Aided

147

Unaided

144

Science 162

162

Commerce

175

Humanities

163

Type of Management

Subject of Study

Total

600

Sex

Locale

Female

243

Male

257

Rural

391

Urban

109

List of schools from sample was taken is Appended as Appendix.V

**G**. **STATISTICAL TECHNIQUES USED**

Statistical techniques used in the present study are

* 1. **Preliminary Analysis**

To have an idea about the nature of distribution of variables under study, the preliminary statistics like Arithmetic mean, Median, Mode, Standard deviation, Skewness and Kurtosis were calculated for the variable social intelligence.

* 1. **Test of Significance of Difference between Means for Large Independent Samples.**

Test of significance of difference for the mean scores of the variables for the samples were done using the formula critical ratio

Were  and  are the mean score of two groups

 and  are the variances of the scores of the two groups

 and  are the numbers of cases in each group

If the obtained critical ratio is greater than the required table value at 0.05/0.01 level of significance, the mean difference is considered to be significant

* 1. **One way ANOVA**

Analysis of variance (ANOVA) has been defined as “ the separation of the variance ascribable to other groups”. In its simplest form the analysis of variance in used to test the significance of the difference between means of a number of different population. ANOVA’s can include one or more independent variables, if only one independent variable is included in a ANOVA the analysis is called one way ANOVA.

**ANAYSIS**

 Statistical Analysis of data so as to test the hypotheses stated and a discussion of the results are presented in this chapter under the following headings.

1. Preliminary Analysis
2. Extent of Social Intelligence in the total sample and subsamples, based on Sex, Subject of Study, Locale and Type of Management
3. Significance of difference in the Mean scores of Social Intelligence for subsamples based on Sex and Locale.
4. Significance of difference in the Mean Scores of Social Intelligence for Sub samples based on Subject of Study and Type of Management.
5. Influence of Birth order on Social Intelligence.

**A. PRELIMINARY ANALYSIS**

To know the nature of distribution of the variable social intelligence, preliminary statistics like Mean, Median, Mode, Standard deviation, Skewness and Kurtosis were calculated. The obtained values are given in Table 1.

TABLE 1

**Descriptive Statistics of**

**the Variable Social Intelligence for the Total Sample**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sample size | Mean | Median | Mode | Standard deviation | Skewness | Kurtosis |
| 500 | 9.54 | 10.00 | 11.00 | 3.10 | -0.38 | -0.40 |

**Discussion of Results**

 Table 1 reveals that values of arithmetic mean, median and mode of the variable Social Intelligence for the total sample are almost equal, which shows the possibility of normality of the distribution. The obtained value of skewness is -0.38 This indicates a slight skewness in the negative direction. The measure of kurtosis is -0.40 which indicates that the curve is slightly leptokurtic.

 As the values are not indicating high variation from normality, it can be considered that the distribution of Social Intelligence for total sample is not remarkably deviating from normality.

**B. EXTENT OF SOCIAL INTELLIGENCE IN THE TOTAL SAMPLE AND SUBSAMPLES BASED ON SEX, SUBJECT OF STUDY, LOCALE AND TYPE OF MANAGEMENT**

 The collected data has been analysed to find out the extent of the variable Social Intelligence for the total sample and sub samples based on sex, subject of study locale and type of management. The details are given in Table 2.

TABLE 2

**Mean, Standard Deviation and Confidence**

**Interval (95%) for the Total Sample and Subsamples**

**based on Sex, Subject of study, Locale and Type of Management**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl. No.** | **Sample**  | **N**  | **Mean**  | **S.D.** | **95%****Confidence limits**  |
| 1. | Total | 500 | 9.54 | 3.10 | 9.27 | 9.81 |
| 2 | Sex | Male  | 257 | 9.30 | 3.25 | 8.90 | 9.69 |
| Female  | 243 | 9.79 | 2.92 | 9.42 | 10.15 |
| 3 | Subject of study  | Science  | 162 | 8.48 | 2.72 | 8.06 | 8.88 |
| Commerce  | 175 | 9.97 | 3.25 | 9.49 | 10.48 |
| Humanities  | 163 | 10.12 | 3.04 | 9.65 | 10.58 |
| 4 | Locale  | Rural  | 391 | 9.40 | 3.26 | 9.08 | 9.72 |
| Urban  | 109 | 10.02 | 2.41 | 9.58 | 10.47 |
| 5 | Type of Management  | Govt. | 209 | 9.68 | 3.26 | 9.23 | 10.12 |
| Aided  | 147 | 9.54 | 2.91 | 9.09 | 10.04 |
| Un Aided  | 144 | 9.33 | 3.07 | 8.89 | 9.83 |

**Discussion of Results**

Table 2 reveals that the arithmetic mean of Social Intelligence is 9.54 for the total sample with a standard deviation of 3.10 (N=500). The 95% Confidence Interval calculated is (9.27, 9.81) showing that the population value will lie between these two values with a confidence of 95%. The mean score and standard deviation obtained indicate a moderate level of Social Intelligence among higher secondary school students.

 The mean score of Social Intelligence for male group is 9.30 with a standard deviation of 3.25 (N=257). The mean score for female group is 9.79 with a standard deviation of 2.92 (N=243). This shows that female students have slightly higher Social Intelligence than the male students. The confidence intervals obtained show that the population value for male group will lie in the interval (8.90, 9.69) with as percent confidence and that of female students will lie in between 9.42 and 10.15 with 95 percent confidence.

 In the case of subsamples based on subject of study, from Table 2 it can be observed that the mean score of science students is 8.48 with standard deviation of 2.72 (N=162). The mean scores of commerce students is 9.97 with a standard deviation of 3.25 (N=175) and the mean score of Humanities students is 10.12 with a standard deviation of 3.04 (N=163). It indicates that the mean scores of social intelligence of students studying humanities is higher than that of the commerce group and science students have comparatively lower Social Intelligence among the three groups.

 The 95 percent confidence limits for science group is 8.06 and 8.9. The confidence limits for commerce group is 9.49 and10.48 and of the humanities group is 9.65 and 10.58. The respective mean scores of each group will lie between the corresponding confidence limits with a probability of 0.95.

 In the case of subsamples based on locale, the mean scores of rural students is 9.40 with a standard deviation of 3.26 (N=391) and the mean score of urban students is 10.02 with standard deviation of 2.41 (N=109). It indicates the mean score of urban students is slightly higher than that of rural students.

 The 95% confidence intervals for the subsamples based on locale are (9.08, 9.72) and (9.58, 10.47) for rural and urban students respectively, indicating the probability that the population values may lie in the respective intervals is 0.95.

 The mean score obtained for Government school students is 9.68 and the standard deviation is 3.26 (N=209). The mean score of Aided School Students is 9.54 with a standard deviation of 2.91 (N=147). The mean scores of unaided school students is 9.33 with a standard deviation of 3.07 (N=144). It shows that there have only small variations in mean scores among these groups and each group has moderate level of social intelligence.

 The 95 percent confidence limits for the sub samples based on Type of Management are (9.23, 10.12), (9.09, 10.04) and (8.89, 9.83) for Government, Aided and Unaided groups respectively. It indicate the probability that the population value may lie outside this interval is less than 0.05.

**C.** **SIGNIFICANCE OF DIFFERENCE IN THE MEAN SCORES OF SOCIAL INTELLIGENCE FOR SUBSAMPLES BASED ON SEX AND LOCALE**

 The collected data has been analysed to find out the significance of difference of means of subsamples based on Sex and Locale. Test of significance of difference between mean scores for large independent samples was used. The details are given in Table 3.

TABLE 3

**Significance of Difference between Mean Scores of**

**Social Intelligence for Subsamples based on Sex and Locale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.** **No.** | **Sample**  | **N**  | **Mean**  | **Standard Deviation** | **Critical Ratio**  |
| 1 | Sex | Male | 257 | 9.30 | 3.25 | 1.81 |
| Female | 243 | 9.79 | 2.92 |
| 2 | Locale | Rural | 391 | 9.40 | 3.26 | 2.17\* |
| Urban | 109 | 10.02 | 2.41 |
| \* pc 0.05 |

**Discussion of results**

 From Table 3, it can be seen that the male and female students do not differ significantly in their Social Intelligence, as the critical ratio obtained is 1.81, which is less than the tabled value at 0.05 level of significance (1.96).

 Table 3 also reveals that rural and urban higher secondary school students differ significantly in their Social Intelligence and the difference is significant at 0.05 level as the calculated value is greater than the required value for significance at 0.05 level. An analysis of the mean scores revealed that urban students are more socially intelligent than rural students.

**D. SIGNIFICANCE OF DIFFERENCE IN THE MEAN SCORES OF SOCIAL INTELLIGENCE FOR SUBSAMPLES BASED ON SUBJECT OF STUDY AND TYPE OF MANAGEMENT**

The collected data has been analysed to find out the significance of difference of means for sub samples based on subject of study for which, one way Analysis of Variance was employed. The details are given in Table 4.

TABLE.4

**Summary of Analysis of Variance based on Subject of study**

|  |  |  |  |
| --- | --- | --- | --- |
| Source of variation | Sum of squares | Mean squares | F-value |
| Between groups | 269.43 | 134.76 | 14.76\*\* |
| Within groups | 4534.88 | 9.12 |
| Total | 4804.28 |  |  |

 \*\* P <0.01

**Discussion of Results**

Table 4 reveals that the ‘F’ value obtained is 14.76. which is greater than the value for significance (3.01, 2,497 degrees of freedom). This indicates a significant difference in the mean scores of Social Intelligence among students with different subjects of study viz; Science, Commerce and Humanities.

 As significant mean difference in Social Intelligence was observed among subgroups based on subject of study, Scheffe’ test was used as follow up to locate the groups that differ significantly.

 The details of Scheffe’ test are given as Table 5.

TABLE 5

**Comparison of Mean Scores of social intelligence**

**(Scheffe’ Procedure) subgroups based on subject of study**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject of study**  | **Science**  | **Commerce**  | **Humanities**  |
| Science  | - |  |  |
| Commerce  | 20.47\* | - |  |
| Humanities  | 23.95\* | 0.21 | - |

 \*p<0.05

**Discussion of Results**

From the Table 5 it can be seen that the obtained Scheffe ‘F’ values between Science and Commerce group is 20.47, between Science and Humanities group is 23.95 and between Commerce and Humanities group is 0.21. Among these the values 20.47 and 23.95 are greater than the required value for significance at 0.05 level. It indicates that there exists significant difference between Science and Commerce students and between the Science and humanities students. The value shows that commerce and humanity students do not differ significantly in their social intelligence.

 One-way ANOVA was used to test whether the students of Government, Aided and Unaided Schools differ significantly in their Social Intelligence. The details are in given in Table 6.

TABLE 6

**Summary of Analysis of Variance for**

**Subsample based on Type of Management**

|  |  |  |  |
| --- | --- | --- | --- |
| **Source of variation** | **Sum of squares** | **Mean squares** | **F-value** |
| Between groups  | 1063 | 5.32 | 0.55 |
| Within groups  | 4793.64 | 9.65 |
| Total  | 4804.27 |  |  |

**Discussion of Results**

 Table ‘6’ shows that the ‘F’-value is 0.55. It is less than the required value for significance (3.01, 2,497 degrees of freedom) at 0.05 level. This indicates, there is no significant difference in the mean scores of Social Intelligence among students of Government Aided and Unaided schools.

**E. INFLUENCE OF BIRTH ORDER ON SOCIAL INTELLIGENCE**

The collected data was analysed to find out the influence of birth order on Social Intelligence, using one way analysis of variance. The total sample was categorised in to three groups as first born, second born and latter born. The details of ANOVA are given in Table 7.

TABLE 7

**Summary of Analysis of variance for Subsample based on Birth order**

|  |  |  |  |
| --- | --- | --- | --- |
| **Source of variation** | **Sum of squires** | **Mean squires** | **F-value** |
| Between groups  | 47.14 | 23.57 | 2.46 |
| Within groups  | 4757.13 | 9.57 |
| Total  | 4804.28 |  |  |

**Discussion of results**

Table 8 reveals that the obtained ‘F’ value is 2.46 which is less than the tabled value for significance (3.01, 2,497 degrees of freedom). It indicates there is no significant difference in the mean scores of social inteligence among students of different birth orders viz; first born, second born and latter born.

**TENABILITY OF HYPOTHESES**

Based on the findings, the tenability of hypothesis of the study were reviewed.

 The first hypothesis states that “There will not be any significant difference in Social Intelligence among subsamples based on sex, subject of study, locale and type of management”. Findings of the study in this regard are.

1. In the case of Sex, Male and Female groups do not differ significantly in their Social Intelligence.
2. In the case of Subject of study there exists significant difference in Social Intelligence among Science, Commerce and Humanities groups. Commerce and humanities students have higher social intelligence than science students.
3. In the case of Locale, urban and rural students differ significantly in their Social Intelligence. Urban students are found to have higher social intelligence compared to rural students.
4. In the case of subsample based on Type of management of schools the analysis revealed that there is no significant difference among the students from Government, Aided and Unaided Schools.

Thus the first hypothesis is partially substantiated.

 The second hypothesis states that “Birth order will not have significant influence on Social Intelligence” Findings of the study revealed that, birth order has no influence on social intelligence and hence the second hypotheses is fully substantiated.

**SUMMARY, FINDINGS AND SUGGESTIONS**

This chapter provides an overview of the significant aspects of the study; study in retrospect, major findings of the study, educational implications and suggestions for further research in this area.

**A. STUDY IN RETROSPECT**

The present study was entitled as “INFLUENCE OF CERTAIN SELECTED DEMOGRAPHICAL VARIABLES ON SOCIAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS OF MALAPPURAM DISTRICT.”

1. **VARIABLES**

Variables involved in the study are social intelligence and certain demographical variables. The demographical variables selected are

* 1. Sex
	2. Birth order
	3. Subject of Study
	4. Locale
	5. Type of management

**C. OBJECTIVES**

The objectives set forth for the study were the following

The objectives set forth for the study are

1. To find out the extent of social intelligence in the total sample and sub samples based on

1. Sex
2. Subject of study
3. Locale
4. Type of management
5. To find out whether social intelligence differ significantly among sub samples based on sex, subject of study, locale and type of management.
6. To find out whether birth order has any significant influence on social intelligence.

**D. HYPOTHESES**

Hypotheses formulated for the present study were.

1. There will not be any significant difference in social intelligence among sub samples based on sex, subject of study, locale and type of management.
2. Birth order will not have significant influence on social intelligence.

**E. METHODOLOGY**

**a) Sample**

The study was conducted on a sample of 500 higher secondary school students from various schools of Malappuram district. The sample selected through stratified sampling technique.

**b) Tools used**

The data were collected by using the following tools

i. Social Intelligence Test

ii. Personal Data Sheet.

**c) Statistical Techniques Used**

i.Preliminary analysis

ii.Test of significance of difference between mean scores for large independent samples.

iii. One way ANOVA

**F. MAJOR FINDINGS OF THE STUDY**

1. When the extent and significance of difference of social intelligence in the total sample and subsamples based sex, subject of study, locale and type of management were analysed, the following results were obtained.

1. The higher secondary school students are found to have moderate level of social intelligence.
2. The difference between the mean scores of social intelligence for the subsamples based on sex is not significant (t=1.81, P70.05)
3. The difference among the mean scores of social intelligence for subsamples based on subject of study is significant. (F= 14.76, P<0.05) for (2, 497) degrees of freedom. Science students are found to be lower in social intelligence compared to commerce and humanities students.
4. The difference between the mean scores of social intelligence for subsamples based on locale is significant. (t=2.17, P<0.05). Urban students are found to have higher social intelligence than rural students.
5. The difference among the mean scores of social intelligence for subsamples based on type of management of school is not significant (F=0.551, P>0.05) for (2, 497) degrees of freedom.

2. The analysis of the influence of birth order on social intelligence resulted that birth order has no significant influence on social intelligence.

(F=2.46, P > 0.05) for (2, 497) degrees of freedom.

**G. CONCLUSION**

Major findings of the study helped the investigator to arrive at the following conclusions.

1. Higher secondary school students have social intelligence at moderate level.
2. There is no significant difference in the mean scores of social intelligence for the subsamples based on sex and type of management.
3. There exists significant difference in the mean scores of social intelligence for subsamples based on locale and subject of study.
4. Birth order has no significant influence on social intelligence.

**H. EDUCATIONAL IMPLICATIONS OF THE STUDY**

The present study was to test the influence of selected demographical variables on social intelligence of Higher Secondary School students of Malappuram district. The findings of the study and conclusions drawn helped the investigator to suggest the following.

The social intelligence of higher secondary students is at a moderate level. Urban students have higher social intelligence than rural students. Significant difference in social intelligence exists between science and commerce students as well as between science and humanities students.

Moderate level of social intelligence is not satisfactory and hence attempts to increase the level of social intelligence should be made by teachers, parents, educationalists and administrators.

Following programmes will help to improve the social intelligence of higher secondary school students.

1. Organise seminars, symposiums, debates and discussions.
2. Organise social clubs and involve all students in its activities.
3. Ensure participation in social service programmes.
4. Organise camps and field trips
5. Curricular, co-curricular and extra curricular activities should be organise and ensure the participation of students so as to develop co-operation and social qualities.
6. Teachers must encourage students to use cooperative learning strategies.
7. Parents should try to create and maintain a home environment that will help their children socialize.
8. Unnecessary competition must be discouraged.
9. Parents should be a role model for their children
10. Arrange sum rewards for students with high social intelligence.
11. In service programme for teachers must be organised to know the significance of social intelligence.
12. While evaluating students, Equal weightage should be given to academic and personal qualities.

**I. SUGGESTIONS FOR FURTHER RESEARCH**

The findings of the study and the limitations encountered helped the investigator to suggest the following researches.

1. Replication of the study on secondary school students, Vocational higher secondary students and college students.
2. A comparison of social intelligence among professionals and non professionals.
3. Influence of socio-economic status and other socio-familial variables on social intelligence can be examined.
4. A study can be conducted on the social intelligence of prospective teachers.

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AppendixV

**DETAILS OF THE SAMPLE**

**List of schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **SI No.** | **Name of the school** | **Type of management** | **Location of school** |
| 1 | G.H.S.S. Areacode | Government | Rural |
| 2 | G.B.H.S.S. Tirur | Government | Urban |
| 3 | S.V.H.S.S. Palemad | Aided | Rural |
| 4 | R.M.H.S.S. Melatoor | Unaided | Rural |
| 5 | AL IHSAN English H.S.S Vengara | Unaided | Urban |
| 6 | M.V.H.S.S Ariyallur | Aided | Rural |
| 7 | G.H.S.S. Kuzhimanna | Government | Rural |
| 8 | CRESENT H.S.S Velimmukku | Unaided | Rural |
| 9 | G.M.H.S.S CALICUT University Campus | Government | Rural |
| 10 | V.P.K.M.H.S.S. PUTHOOR Pallikkal | Aided | Rural |
| 11 | ISLAHIA E.M.H.S.S. Malappuram | Unaided | Urban |

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