
A STUDY ON SOCIAL INTELLIGENCE OF SECONDARY STUDENTS IN INDIA: REVIEW ANALYSIS

Dibya Jyoti Boruah¹, Dr. Anga Padu²

¹Research Scholar, Department of Education, Rajiv Gandhi University, Arunachal Pradesh

²Associate Professor, Department of Education, Rajiv Gandhi University, Arunachal Pradesh

¹Email: dboruah08@gmail.com

ABSTRACT

Social intelligence is “the capacity to comprehend and manage men, women, boys, and girls, as well as to act wisely in human relations” (1920). It can be defined as the ability of an individual to deal with new situations involving the relationships between members of a group in an efficient manner, according to Drever (1964). The years 13 to 18 make up adolescence. The quick changes that occur in adolescent kids' physical, emotional, and social lives provide a variety of difficulties. Students learn to adapt to society during their youth and can ready themselves to socialize in accordance with societal demands. Social intelligence develops further by means from the secondary stage. Students are encouraged to purchase additional items to live a life that conforms to society by the impact of their school environment and surrounding areas. The adolescent phase, which is important in terms of social intelligence, corresponds with secondary education.

Keywords: Social intelligence, secondary students, review study

1. INTRODUCTION:

The ability to comprehend and manage interpersonal connections is referred to as social intelligence. American psychologist Edward Thorndike introduced this concept for the first time in the year 1920. He pointed that it is the capacity of an individual to comprehend, control men & women, boys & girls, and to work prudently in social connections”. Social intelligence helps in the development of friendship, relationships, make ties with others. Socially intelligent individuals are able to understand the motives of others by observing their faces. With the growing of ages, the capability of social intelligence also increases. Due to our social nature, we depend on one another for collaboration. Understanding one another and ourselves will help us work together for the good of all. In all circumstances where people live and work together, intellect and academic achievement are continuously inspected and evaluated, from kid classification to higher level students. Since, humans remain in society and engage in social interactions

from birth until death, the adage "Human being is social animal" is unquestionably correct. An individual and society are two sides of the same coin. The maturity of an individual grows as they mature. The Sociometry of each person also continues to rise. Secondary education plays a crucial role in ones students' life. It connects primary education with higher education as like a bridge. **As the** second stage of Indian formal education, the age of an enroll students begins from 11 to 13 and ending usually at age 15 to 18 as higher secondary. It trains the student to become and uplifts the principles of a democratic country among the students. It develops unity in diversity among the students and help to realize themselves how they are important for a society. People who completed secondary education can find it easier to adjust because of, they are able to develop the capacity to quickly understand and manage themselves in any social settings. Therefore, in this period of time the students acquiring of adjustment with the society and they are able to prepare themselves to mingle according to the needs of society. Means from secondary stage social intelligence become to develop more. The influence of the school environment and the surrounding of the student instigate to acquire many more things to live a life as per the society. Secondary education is the time of adolescence period which is significant from the point of Social Intelligence. From these viewpoints it is very important for anyone to develop the Social Intelligence in a proper setting.

2. Method of the study:

A qualitative study on a few reviews for overall discussion of 10 years study relating to social intelligence with respect to gender-locality and institutions. The analysis is from the year of 2013 to 2023. Selection criteria for inclusion of journal articles- (i) open access

3. Objectives:

1. To study the trend in social intelligence of research in social intelligence of secondary students in India since 2013-23.
2. To provide suggestions for further studies in social intelligence.

4. Trend of research in social intelligence, secondary students in India:

Saxena S & Jain K.R (2013) focused to study the social intelligence, among undergraduate students with respect to gender and stream of subject. The research conducted with a sample of 60 male and 60 female of first year college students, science and arts of the degree college of Bhilai city, Chattisgarh. The findings of the research revealed that females are more socially intelligent with their male counterpart. Nagra (2014) studied on social intelligence, adjustment of secondary school student's gender and type of school. This was conducted on secondary students in Hoshiarpur of Punjab (India) .The study highlighted that most students had average level of social intelligence. It was also found that between government and private school students and on gender basis there was no differ significantly in their Social intelligence as well as adjustment level. Patel (2015) conducted his study to measure the impact of gender, educational stream and area of the scores obtained in social intelligence scale. The research was conducted in Banaskantha district of North Gujarat. The findings revealed that on gender basis significant difference on social intelligence scale score, girls were found more socially intelligent than boys, whereas educational stream and area were not significant on social intelligence scale score. Sharif et al. (2016) made a study to

find out the difference between male-female, rural-urban, rural male-urban male, rural female-urban female undergraduate students with respect of their level of social adjustment. The study was conducted in Purulia district of West Bengal. Result shown it that the attitude of male and urban female undergraduates were better as compared the female and rural female undergraduate students towards social adjustment. Dhingra & Tikala (2016). Studied on higher secondary student's social intelligence at Kohima and Mokokchung in Nagaland. The result found females have higher social intelligence than males. Vinudhkumar D. & Pankajam R. (2017) focused to study relationship between social intelligence & achievement in science among students of high school. The study was conducted in Coimbatore district of Tamil Nadu. The study found that there is a relationship between social intelligence & academic achievement of science students among High school students. Rathod (2017). Studied on social intelligence and personality correlation at Rajkot of Gujrat. Comparing between male and female it found that no difference with respect to gender and positive correlation found between social intelligence and personality. Kumar, Y. (2017). Studied in Faridabad district of Haryana with respect to male vs female, urban vs rural social intelligence. The result was not found any significant difference in social intelligence. Elias and Mirunalini (2017). A study was conducted on the social intelligence of students in higher secondary schools in connection to their use of social networking sites (SNS) at Palakkad district of Kerela. The study found the null hypotheses acceptable, therefore it was noticed significant differences between males and girls, rural and urban school students, government, aided and unaided school students. Kharluni & Erigala (2018). Formulated a study at East Khasi hills of Meghalaya on social intelligence in relation to male vs female, urban vs rural and relationship between social intelligence and social competence. The study noticed no any difference among the male vs female, urban vs rural higher secondary students but relationship was found between social intelligence and social competence. Sarala (2019). Focused on the study on social intelligence of government and private senior secondary school students at Sonipat district, Haryana in relation to their social intelligence. The result was found that the social intelligence among the students of private is higher than government. Sowmyashree & Sreenivas (2019). Studied & compared social intelligence of adolescent boys and girls. The result showed that there is significant differences among adolescent boys and girls on social intelligence. Female students has more social intelligence, than male. Sharma, N. (2019). Made a study to find out the relationship between social intelligence and wellbeing of teenagers .The research was conducted in Bhiwandi city of Haryana state. The investigation demonstrated that social intelligence and wellbeing are decidedly and essentially related. Rani et al. (2019). Emphasized to study the social intelligence of adolescents with relation to their academic class .The study was conducted in Hisar district of Haryana state from rural and urban areas. The study revealed that social intelligence of adolescents is significant important aspects of life of 13-15 year old children .Children had average level of social intelligence with academic achievement. Varghese, D. (2020) focused on to find relations between social intelligence & mental health based on Gender, locality & type .The study was conducted on the population of secondary school students of class IX of Kerala district. The findings revealed that there is a positive correlation for each gender, each locale and each type of management between the two variables. Kanimozhi & Vasimalairaja (2020). Studied

in Chennai revenue district on high school students with respect to level of social intelligence, pro social attitude, empathy and social understanding. The study found 64.6% as pro social attitude, 57.4% empathy and 62.7% moderate has social understanding. With respect to gender no difference was noticed in pro social attitude and empathy, but in case of social understanding boys have better it found. Comparing with rural and urban no significant difference found. Karthikeyan & Anandhakrishnaveni (2021). The study looked at Virudhanagar of Tamilnadu for study the social intelligence of high school pupils, to determine whether there was a gender difference in social intelligence. The findings indicated no difference in social intelligence on the basis of genders.

From the above articles it can be interpreted that females are more socially intelligent than males and arts undergraduates are have better social intelligence then other streams. With respect to differences between gender, educational stream, or area in determining social intelligence females have higher social intelligence in higher secondary schools and a few articles got boys have better social understanding. Some of the results show it that social intelligence also correlates with academic achievement in science. On the other hand a few studies found private students have higher SI where maximum studies found no difference in management. The maximum number of studies did not find any difference between males, females, rural and urban students, or government and private secondary students. As a result, it can be understand the crucial importance of social intelligence for academic achievement and mental health for a student.

5. Suggestions and conclusion:

Regarding the above analysis it reveals that no significant difference in relation to boys and girls, rural and urban school students, government, aided and un-aided school students social intelligence was not any major difference. So respecting these it can be recommend the parents as well other members should create a healthy social atmosphere for developing their socially adjustable qualities. At the present technological context, the children must be use the social networking sites positively and wisely, so that the usage of SNS may enhance the children's Social Intelligence.

A few suggestions are for further studies-

1. The study can be on larger sample size students.
2. In north-east the study can be done on secondary education social intelligence
3. To improve the social intelligence of secondary students, teachers and family members role.
4. To improve the social and academic well-being of the students, teachers employed by secondary institutions should receive appropriate training through a variety of orientation and refresher courses. This will help them to become more uniform in their thinking and experience.
5. At the secondary level, group projects ought to be implemented in order to close the gap between society and educational institutions.
6. In order for students to become uniform in their ideas and experiences and to build social competencies like confidence, tact, and awareness of their surroundings, they need receive the appropriate training through a variety of orientation and refresher courses.

7. To further foster social intelligence in pupils, it is recommended that authorities host a variety of interaction programs, symposiums, workshops, athlete meets, skits, cultural events, and social gatherings both within and between districts.

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Cite this Article

Dibya Jyoti Boruah, Dr. Anga Padu, "A STUDY ON SOCIAL INTELLIGENCE OF SECONDARY STUDENTS IN INDIA: REVIEW ANALYSIS", *International Journal of Multidisciplinary Research in Arts, Science and Technology (IJMRAST)*, ISSN: 2584-0231, Volume 2, Issue 3, pp. 23-28, March 2024.

Journal URL: <https://ijmrast.com/>

DOI: <https://doi.org/10.61778/ijmrast.v2i3.43>



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