

Original Research Article

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Influences of Social Intelligence of Adolescents in Relation to Their Parental Education

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ABSTRACT

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Paternal education has positive impacts on social intelligence of adolescents. Social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity to manage complex social change. Parental factors also contribute a lot in the development of the child and purgation of his inherent qualities. Parents play an important role in all –round development of the child. This study examines the impacts of social intelligence in relation to their parental education of adolescents. The study was conducted in Hisar district of Haryana state where two Government Senior Secondary Schools from rural area and three from urban area were selected. Self-prepared questionnaire was used to delineate parental education and Social Intelligence Scale (SIS) by Chadha and Ganesan (2004) was used for assessing social intelligence. The results revealed that statistically significant differences were observed in memory both paternal and maternal education and non- significant differences existed in other aspects of social intelligence.

Keywords

Social intelligence,
Adolescents,
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Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Education frequently takes place under the guidance of educators, but learners may also educate themselves. Adolescence is the period of transition from the dependency of childhood to the independence and responsibility of early adulthood. Adolescence

is considered as a bridging period from childhood to adulthood. It is a period of rapid changes in almost all developmental dimensions (Katoch, 2013). Social intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920). The optimal environment for the infant is one in which the child is cared for in his home in the contact of a warm and continuous relationship with her own mother under conditions of varied input.

Parent's education plays an important role in all –round development of the child. The emotional bondage and the intimacy between parents and their children give a sense of security to the children and helps in the development of a positive concept of self.

Adolescent is that period of development in human beings that begins when the individual feels that adult privileges which are due to him are not accorded to him and that ends when the full power and social status of the adult are accorded to the individual by his society. In whatever way the parents encourage their children, it has a lasting effect on their way of thinking and doing.

Objectives of the study

To study the social intelligence of adolescents in relation to their paternal education.

To study the social intelligence of adolescents in relation to their maternal education.

Materials and Methods

The study was conducted in Hisar district of Haryana state. Two areas were selected purposively *i.e.*, rural and urban, from urban area Hisar city and from rural area two villages namely Gawar and Shamsukh were taken for collection of data. From each schools 30 boys and 30 girls of 13-15 year (240 adolescents) were included in final sample. Father education was independent variable. Social intelligence were taken as dependent variable. Social Intelligence Scale (SIS) by Chadha and Ganesan (2004) was used for assessing social intelligence.

Results and Discussion

The results of the present investigation in accordance with the objectives, inferred through the use of prescribed methodology

and standard tools. The results have been presented under the following heads:

Comparison of social intelligence of adolescents as per paternal education

The data of Table 1 elucidates comparison of adolescents' social intelligence on the basis of paternal education. Results show significant differences for memory ($F=3.02^*$) at 0.05 level of significance. Non- significant differences existed in other aspects of social intelligence. Mean scores revealed that memory of adolescents whose fathers were above matriculation passed ($M=4.11$) and matriculation passed ($M=3.83$) were superior from the adolescents of illiterate fathers ($M=3.15$).

Comparison of social intelligence of adolescents as per maternal education

Table 2 displayed comparison of adolescents' social intelligence on the basis of maternal education. Results revealed that statistically significant differences were observed in memory ($Z=1.81^*$) at 0.05 level of significance. Mean scores revealed that memory of adolescents whose mothers were educated up to matriculation and above ($M=3.89$) were better from the adolescent of illiterate mothers ($M=3.46$).

Mean difference in adolescent's social intelligence and its aspects on the basis of parental education revealed that statistically significant differences were observed in memory at 0.05 level of significance both paternal and maternal education.

Non- significant differences existed in other aspects of social intelligence. Mean scores revealed that memory of adolescents whose fathers and mothers were educated up to matriculation and above were better from the adolescent of illiterate parents.

Table.1 Social intelligence of adolescents as per paternal education

| Aspects of social intelligence | Illiterate Mean±SD | Up to matric Mean±SD | Above matric Mean±SD | F value |
|--|------------------------|------------------------|------------------------|---------|
| (a) Patience | 19.85±2.22 | 20.10±1.98 | 20.33±1.69 | 0.41 |
| (b) Cooperativeness | 25.75±2.62 | 26.38±2.74 | 26.11±2.68 | 0.84 |
| (c) Confidence | 20.96±1.72 | 21.1±1.87 | 21.22±1.40 | 1.45 |
| (d) Sensitivity | 22.11±2.13 | 22.37±2.04 | 22.78±2.45 | 0.86 |
| (e) Recognition of social environment | 0.58±0.63 | 0.55±0.68 | 0.56±0.64 | 0.05 |
| (f) Tactfulness | 3.26±1.24 | 3.15±1.16 | 3.37±1.4 | 0.75 |
| (g) Sense of humour | 3.15±1.23 | 3.33±1.30 | 3.56±1.34 | 0.61 |
| (h) Memory | 3.15±1.85 ^a | 3.83±1.81 ^a | 4.11±1.99 ^b | 3.02* |
| (i) Overall social intelligence | 99.32±6.85 | 100.68±6.80 | 102.70±4.79 | 1.69 |

*Significant at 5% level

Note: Means in the same row that do not share superscripts differ at $p < 0.05$ using Duncan multiple difference comparison

Table.2 Social intelligence of adolescents as per maternal education

| Aspects of social intelligence | Illiterate Mean±SD | Matriculation & above Mean±SD | Z value |
|--|--------------------|-------------------------------|---------|
| (a) Patience | 20.5±1.86 | 20.19±2.2 | 0.54 |
| (b) Cooperativeness | 26.9±2.71 | 26.44±2.61 | 1.01 |
| (c) Confidence | 21.2±1.73 | 21.7±1.82 | 0.19 |
| (d) Sensitivity | 22.35±2.13 | 22.47±2.08 | 0.41 |
| (e) Recognition of social environment | 0.53±0.65 | 0.58±0.68 | 0.70 |
| (f) Tactfulness | 3.22±1.27 | 3.15±1.12 | 0.54 |
| (g) Sense of humour | 3.34±1.18 | 3.29±1.35 | 0.36 |
| (h) Memory | 3.46±1.78 | 3.89±1.91 | 1.81* |
| (i) Overall social intelligence | 100.39±6.68 | 101.5±6.21 | 0.77 |

*Significant at 5% level

These results are also supported by Sjoberg (1990) who revealed that adolescents who come from homes were better adjusted and socially more intelligent, they were confident about their abilities and competent. Parents are with strong values, integrity and positive attitude, can inculcate in their children a set of solid values like fairness, honesty, discipline, justice and integrity right from their childhood (Judy and Arthur 2007). Parents who were perceived as more acceptant and

using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence (Lakshmi and Arora, 2006).

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