

RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND SELF CONCEPT AMONG CHILDREN OF WORKING AND NON-WORKING MOTHERS OF KASHMIR DIVISION

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ABSTRACT

This study was designed to examine the relationship between Social intelligence and self-concept among children of working and non-working mothers of Kashmir Division. Social intelligence is the alteration capacity of an individual to his community environment, issues and obstacles of life. *Self-concept has been defined as: one's self-identity, design, incorporated in a systematic body of trust and adoration about oneself, ones sense of 'me' identity, as "I"; and as a rational appraisal of our physical, social, and scholarly competence .The sample for the present study comprised of 700 (350 children of working and 350 children of non-working mothers) selected by using simple random technique. Social intelligence scale by N.K Chadda and Ganeshan (1986) and self-concept scale by Sagar and Sharma self-concept inventory (1972) were used to collect the data from the sample subject. The finding of the study confirms that there is a positive relationship between social intelligence and self-concept. This suggested that higher the social intelligence, higher will be the self-concept.*

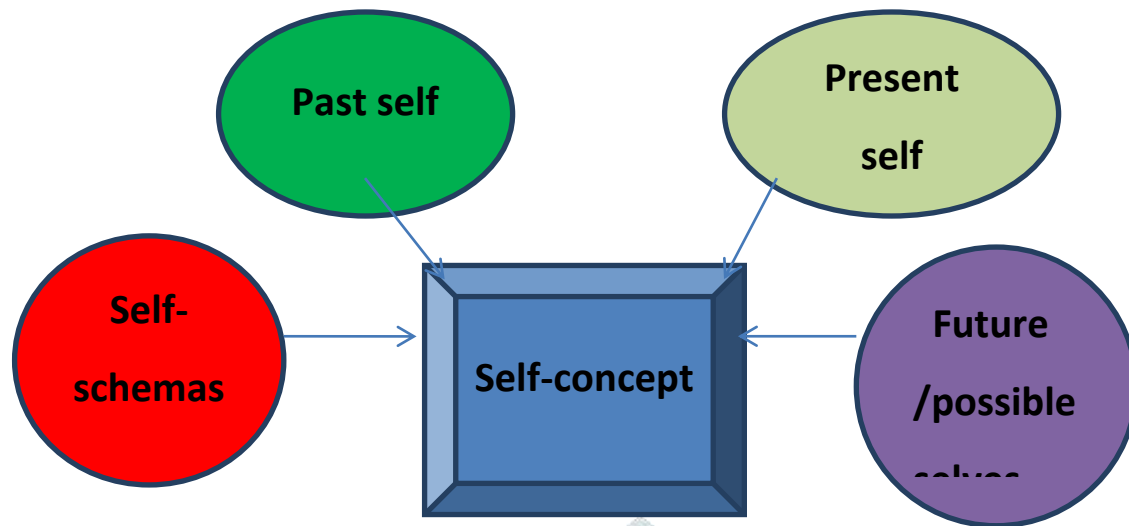
Keywords: Social Intelligence, Self-Concept, Children of working Mothers, Children of Non-Working Mothers.

INTRODUCTION

Children are considered as a gift of God by all cultures around the world. The child not only inherits but also transmits the human culture and civilization, human values and ethos. The child is the precious human asset and most valuable wealth, which has to be nourished with all love and care and protected with all kinds of abominations and exploitations. It was believed that personality patterns of the children were the result of ancestry now "child was a chip of the cold block", but presently there is an ample evidence that personality pattern is a product of both ancestry and environment influences. Children's behavioral capacities are more impacted by their parents in contrast to friends, teachers and other relatives (Bandura, 1977 and Basow and Howe, 1979). The role of women in the development of child is very important in a family and the women act as a model and influences the child's development and

behavior. The hand of the mother in her daughter's career choice was superior to the impact of the parent's educational status (Stevens and Boyd, 1980: 1992).

Social intelligence is a broad term that encompasses a vast range of skills and unique characteristics and generally makes mention of reciprocal and cerebral expertise that transcends specified areas of the prior knowledge such as intellect and specialized or administrative skills (Rezayee, and Khalilzadeh, 2009:25). Social intelligence is the alteration capacity of an individual to his community environment, issues and obstacles of life. Thorndike (1920) from the beginning described social intelligence as the facet of generalized intelligence and defined it "as the ability to understand humans and act wisely in human interactions". Snow (2010) further extended over Thorndike's definition by enumerating that "social intelligence is the accumulation of knowledge, cognitive abilities and affective sensitivities that allow individuals to navigate their social globe". Ross Honeywell is of the opinion that social intelligence is, "an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change". People who are socially intelligent behave reasonably and strong associations with other in the society. Nicholas Flumphrey is of the opinion that it is social intelligence and not the quantitative intelligence that actually makes humans what they are. Self-concept has been defined as: "one's self-identity, design, incorporated in a systematic body of trust and adoration about oneself, one's sense of 'me' identity, as 'I'; and as "a rational appraisal of our physical, social, and scholarly competence." So, is one's self concept one's self-image? Sullivan (1953) stated that self-system should be understood as the dynamism vis a vis interpersonal relation. This dynamism is an illustrative conception, it is not an object, a region, or what not, such as conscience, egos, embodies and so on. Franken (1994) stated that "There is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior. Self-concept is a creation of a person's self-schemas, and allies' with self-regard, self-understanding, and the civilized self to form the self in an entirety. It comprises the previous, current, and subsequent selves or possible selves where possible selves represent individual's plans of what they could shape of or what could they become, or what they are worried of being. Possible selves may work as rationales for certain actions. The notion people have about their previous/past or subsequent/future relates to their notions of their present selves. The temporal self-appraisal theory claims that human's possess an inclination of holding one's self in high regard by isolating oneself from their negative self and giving higher regard to their positive self. Additionally, humans have inclination of recognizing the past self-less in a pleasing way.



Significance of the study : There is a dearth of research investigating the effect of maternal employment on the children. Now when the role of women is changing both within the family and outside the family Questions has been raised concerning the impact of maternal employment on children and various dimensions of their life like mental health, social intelligence and self-concept. It is supposed that the maternal employment has abstruse implications for our changing social patterns. It is therefore very much pertinent to study mental health, social intelligence and self-concept of children of working and non-working mothers. The findings of the study are important for the parents to understand the child and consequently provide healthy family conditions for their mental, social and self-growth. It will enable to locate those factors of personality of the children in which parents can be more careful. The study may also help the working and non-working women to realize the importance of quality of time they spend with their children. It will also help the guidance workers, teachers to give effective guidance to the students and parents. The results of this study will be of great practical worth for the psychologists who are committed in guiding and counseling and also to the educators who are involved with curriculum planning, instructional evaluation.

Objectives of the Study:

1. To study Social Intelligence of children of working and non-working mothers.
2. To study Self-concept of children of working and non-working mothers.
3. To undertake the correlational analysis of Social Intelligence and Self Concept of children of working and non-working mothers.

Hypothesis of the Study

The following hypothesis has been formulated for the study:

1. There is a positive relationship between Social intelligence and Self Concept.

Methodology and Procedure

The present study has been completed through descriptive method of research.

Sample

The sample for the study was selected randomly from different schools of Kashmir division. The total sample for the present study consists of 700 children of working and non-working mothers in which 350 children are of working mothers and 350 children are of non-working mothers. The sample was chosen from different Secondary and Higher Secondary schools of four districts of Kashmir division viz., Anantnag, Budgam, Ganderbal, and Srinagar. The age group of the sample was 12 to 19 years.

Inclusion criterion:

Children studying in 6 – 12 standards in selected secondary and higher secondary schools of Kashmir province.

The age range of respondent should be 12-19 years.

Respondent should willingly participate in the study.

Exclusion criterion:

Children who were not available at the time of collection of data.

Children whose age is below 12 years or above 19 years.

Children who are not willing to participate.

The breakup of the sample is as under:

GROUP	N
Children of working mothers	350
Children of non-working mothers	350
Total	700

Research Instruments

1. Social intelligence scale developed by N.K Chadda and Ganesen (1986) was used to assess the social intelligence of the sample subjects.
2. Self-concept inventory (1971) developed by Sagar and Sharma was used to assess the self concept of the sample subjects.

Analysis and Interpretation

Table 1.1: Showing the Levels of Social Intelligence among Children of Working and non-Working Mothers

Levels of Social Intelligence		Children of Non-working Mothers		Children of Working Mothers	
		N	%age	N	%age
High	98 & above	171	48.90	181	51.70
Average	70-97	173	49.40	164	46.90

Low	69 & below	6	1.70	5	1.40
Total		350	100.0	350	100.0

The perusal of the above table reveals that out of 350 children of non-working mothers, 49.40% children of non-working mothers showed average social intelligence, 48.90% showed high and 1.70% of children showed low social intelligence. The table also reveals that 51.70% shows high level of social intelligence, 46.90% shows average and only 1.40% of children show low social intelligence.

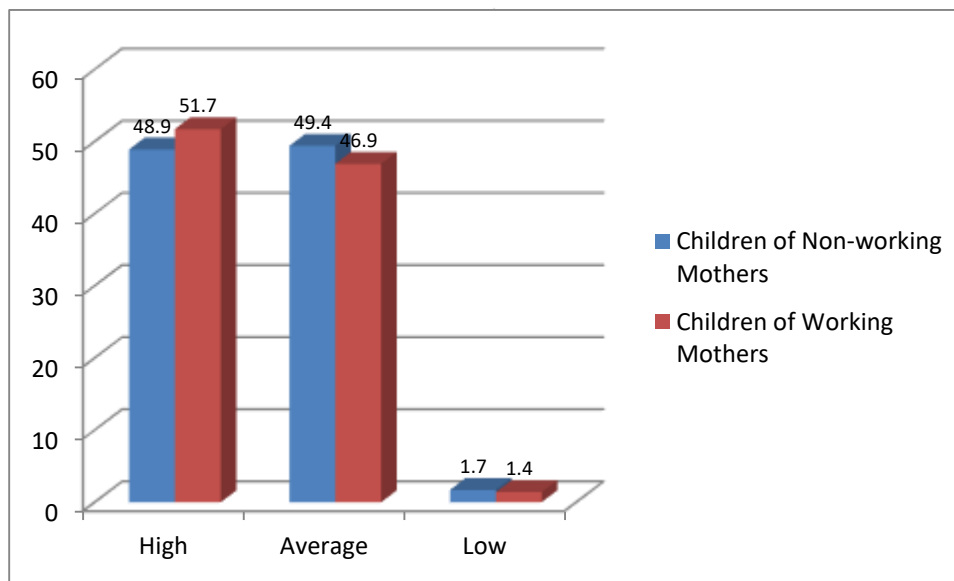


Fig-1 Showing the Levels of Social Intelligence among Children of Working and non-Working Mothers (N=700)

Table 1.2: Showing the Levels of Self-Concept among Children of Working and Non-Working Mothers

Levels of Self Concept		Children of working Mothers		Children of Non-Working Mothers	
		N	%age	N	%age
High	445 & above	118	33.70	138	39.40
Average	425-444	208	59.40	201	57.40
Low	424 & below	24	6.90	11	3.10
Total		350	100.0	350	100.0

The perusal of the above table shows that out of 350 children of working mothers, 59.40% shows average self-concept, 33.70% shows high and only 6.90% shows low self-concept. The above table also depicts that

57.40% children of non-working mothers shows average self-concept, 33.40% shows high and 3.10% shows low self-concept.

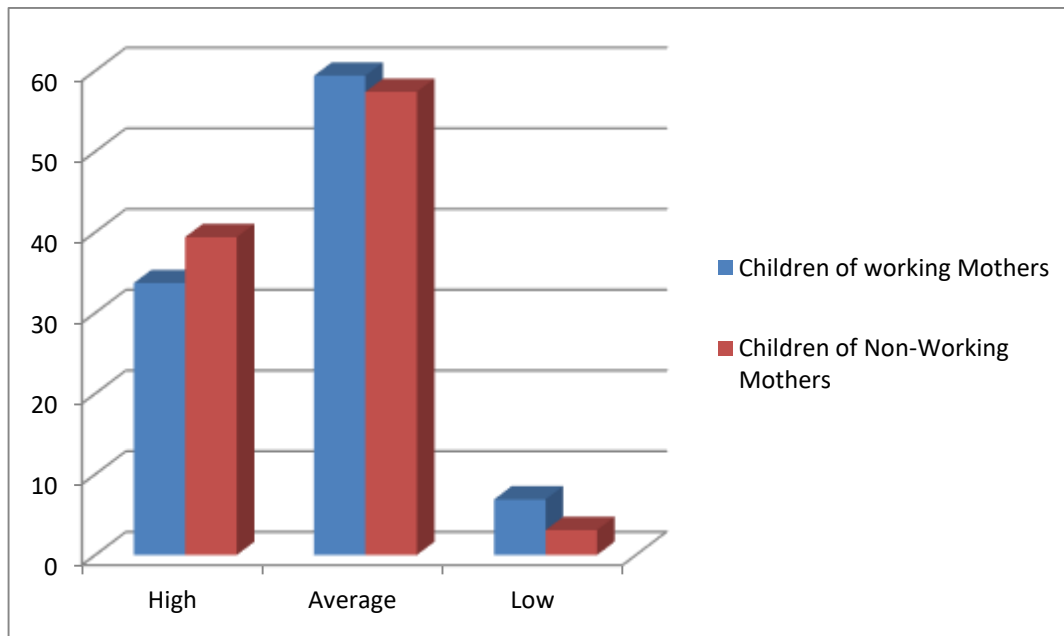


Fig-2 Showing the Levels of Social Intelligence among Children of Working and non-Working Mothers (N=700)

Table 1.3: Relationship between Social Intelligence and Self Concept among Children of Working and Non-working Mothers

Variables	Correlation	Level of Significance
Social Intelligence Vs Self-Concept	$r = 0.43$	Significant at 0.01 level

The results of the above table depicts that there is a positive relationship between Social Intelligence and Self-concept having coefficient of correlation $r = 0.43$ which is significant at 0.01 level. The result reveals that Social Intelligence is positively related with the Self-concept among children of working and non-working mothers. This suggested that higher the Social Intelligence, higher will be the Self-concept.

CONCLUSION:

It has been found that 48.90% children of Non-working mothers and 51.70% children of working mothers showed high social intelligence. 49.40% children of non-working mothers and almost equal percentage of 46.90% children of working mother’s exhibit average level of social

intelligence. The data further reveals that 1.70% children of non-working mothers and 1.40% children of working mothers showed low social intelligence. The statistical data also showed that 33.70% children of working mothers and 39.40% of children of non-working mothers showed high self-concept. 59.40% of children of working mothers and a good percentage of 57.40% children of non-working mothers showed average self-concept. The data also reveals that 6.90% of children of working mothers and 3.10% children of non-working mothers showed low self-concept. Significant and positive correlation was also found between 'social intelligence and self-concept' with coefficient of correlation $r= 0.43$ which means that social intelligence have positive impact on the self-concept of children of working and non-working mothers.

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