



SOCIAL INTELLIGENCE OF ADOLESCENTS WITH RESPECT TO THEIR HOME ENVIRONMENT AND GENDER

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Abstract:

The home environment plays a crucial role in shaping the social intelligence of adolescents, influencing their ability to navigate social situations, form relationships and understand others' emotions. This study explores the impact of home environment on the social intelligence of school-going adolescents. Total 402 students of 11th class were selected for the study. The researcher selected 183 girls and 219 boys from 08 Government intermediate college of Nainital, Uttarakhand using proportional random sampling method. The Home Environment Scale by J.K. Joshi and the Social Intelligence Scale by Dr. S. Mathur were used for the study. The findings highlight that significant differences were found in the social intelligence of boys and girls from both high and low home environments in secondary school. Girls outperform boys in social intelligence. Science girls students exhibit higher social intelligence than their science boys students.

Keywords: Social Intelligence , Home Environment, Adolescents

Introduction:-

The home environment is very important for adolescents as they learn how to understand and manage their relationships with others. The home environment includes the conditions, social atmosphere and emotional atmosphere found in a household. Because every home consists of different people in various settings, each home environment is distinct. Parents play a vital role in encouraging a child's physical, emotional, social, psychological and intellectual growth from infancy through adulthood. According to Warhol, J. G. (1998), "Home is the first place where a child feels, observes and learns the emotional relationships." They can either promote or hinder their children's psychological development. Changes in society and family structures highlight the need for this research. The traditional family has changed, resulting in different home environments that can affect how teenagers grow up. For example, single-parent families, blended families and different financial situations can lead to different experiences for teenagers.

Social intelligence means being able to deal with social situations, understand other people's feelings and communicate well. As adolescents grow and change, their home life helps shape their social skills and emotional health. Studies suggest that social intelligence is important not just for personal relationships, but also for doing well in school. Goleman's (2006) definitions defined "Social intelligence into two broad categories: social awareness and social facility. He defined social awareness as "what we sense about others" and defined social facility as "what we then do with that awareness." Adolescents with higher social intelligence tend to work better in groups and have better problem-solving skills. A socially intelligent person is logical, adaptable and able to interact with various types of people in any situation. They are well-suited to their environment. Social intelligence is the ability to recognize and understand one's own emotions as well as those of others.

Adolescence is a time for developing social skills and planning for future careers. A disciplined, calm and peaceful home environment encourage healthy emotions and social skills, aiding adolescents in adapting and concentrating on their goals. Adolescence is a key time in life when young people start interacting more with others and figuring out who they are. During this time, they are especially influenced by their families. World Health Organization (1997) has defined "Adolescence as being between the ages of 10-19 years". Families are the main way that kids learn about social behavior and how families communicate and their values can greatly affect a adolescents' ability to make healthy friendships. E.L. Thorndike (1920) categorized intelligence into three types: social intelligence which is the ability to understand and interact effectively with others; concrete intelligence which involves working with tangible objects like tools and scientific instruments and abstract intelligence which focuses on understanding and manipulating abstract concepts, particularly in mathematics and symbols. Adolescents who grow up in caring and supportive homes usually have better social skills than those from less supportive backgrounds.

The home environment is very important in developing social intelligence in adolescents, as it is where they learn key social skills like empathy, communication and handling conflicts. A caring and supportive home helps them feel emotionally secure, making it easier for them to develop these abilities. On the other hand, strict or unstable home environments can slow down their social growth. Social intelligence is essential for their social and emotional development, helping them form relationships and manage social situations. So understanding how the home environment affects social intelligence is important for supporting adolescents' well-being.

Review of Literature:-

Goel, S. P. (2004) conducted research involving 100 intermediate students, consisting of 50 boys and 50 girls aged 16 to 20. The study utilized Mishra's Home Environment Inventory (HEI) and Sharma's Educational Aspiration Scale (EAS) to collect data. The results indicated that girls exhibited significantly higher educational aspirations than boys. Additionally, boys reported feeling more rejected in an authoritarian home environment, while girls benefited from a more nurturing atmosphere.

Harpreet Kaur and Kalaramna, A. (2004) conducted a study exploring the relationship between home environment, social intelligence and socio-economic status among males and females. The findings revealed that socio-economic status influences social intelligence and a positive home environment enhances social intelligence in both males and females.

Suresh, K. (2009) conducted a study on the social intelligence of student teachers in Guntur district, Andhra Pradesh. The findings showed that student teachers possessed a high level of social intelligence. There was no significant impact of gender, locality, teaching methodology or qualification on their social intelligence.

Jogsan, Y. A. and Ashra, B. K. (2013) conducted a study to explore the relationship between family relationships and social behavior among 240 students. Using ANOVA and correlation analysis, the results revealed a significant positive correlation between social behavior and family relationships, indicating that strong family bonds are associated with positive social behavior.

Saxena, S. and Jain, R. K. (2013) conducted a study on the social intelligence of male and female undergraduate students from science and arts streams in Bhilai, Chhattisgarh. A sample of 120 first-year students (60 males and 60 females) was selected using stratified disproportionate random sampling. The Social Intelligence Scale by Chadda and Ganesan (2009) was used for data collection and the "t" test was applied for analysis. The results showed that female students had higher social intelligence than male students, and arts students demonstrated greater social intelligence than science students.

Bhat, Tariq and Kumar, Parmod. (2019) studied aimed to assess the levels of social intelligence among 300 secondary students from Jammu, using a descriptive survey method. Results showed varying levels of social intelligence but no significant differences based on gender or locality. The findings highlight the importance of creating a supportive environment at home and school to enhance social intelligence in adolescents.

Martinez Yarza et al (2024) explored the link between family involvement, students' school engagement and social-emotional development among 170 students aged 8 to 17 from economically vulnerable backgrounds. Using mediation analysis, the study found that while home-based family involvement did not directly predict social-emotional development, it positively influenced school engagement, which in turn fully mediated the relationship. This suggests that active family involvement at home promotes school participation, ultimately supporting students' social-emotional development.

Research Method:-

The research method employed by the investigator in this study is the descriptive survey method. This approach involves surveying the area to assess conditions as they exist in reality. It requires systematic and logical planning, accurate data collection, analysis and interpretation, followed by drawing conclusions based on the research findings. The current study investigates the impact of the home environment on the social intelligence of adolescents studying in higher secondary schools.

Population of the Study:-

The population of the present study included 402 higher secondary school students (Both boys and girls) of class XI of Nainital District of Uttarakhand.

Sample and Method of Sampling:-

For the present study, a multistage random sampling technique was employed to select students. The Nainital district, consisting of 08 blocks, was used as the study area. In the first stage, 4 blocks were randomly chosen from the district using the lottery method. In the second stage, secondary schools were randomly selected from these 4 blocks. Following this, a proportionate stratified random sampling technique and mathematical formula were applied. The final sample consisted of 402 secondary students, including 219 boys and 183 girls. The stratification was based on academic streams and gender.

Variables of the Study:-

Independent Variables

- Home Environment

Dependent Variable

- Social Intelligence

Beside these, Gender and Academic streams are the Demographic Independent Variables.

Tools of the Study:-

The following tools have been administrated in the present study to collect the data from selected students.

1. Home Environment Scale: Constructed by J.K. Joshi
2. Social Intelligence Scale: Developed by Dr. S. Mathur

Statistical Techniques:-

For this study the following statistical techniques have been included:-

- Descriptive statistics were employed to determine the nature of various variables,
- Inferential statistics were used to examine the significance of differences between different groups.

Objectives of the Study:-

1. To determine the significance of difference in the social intelligence of the adolescents differing in their high and low home environment.
2. To find out the significance of difference in the social intelligence of the adolescents differing in their gender.
3. To find out the significance of the difference in the social intelligence of the adolescents differing in gender within the science stream.

Hypotheses of the Study:-

1. There is no significant difference in the social intelligence of the adolescents differing in their high and low home environment.
2. There is no significant difference in the social intelligence of adolescents differing in their gender.
3. There is no significant difference in the social intelligence of the adolescents differing in gender within the science stream.

Data Analysis and Interpretation

Descriptive statistics, data analysis, interpretation and discussion of the findings are as following:

Hypothesis 01:- There is no significant difference in the social intelligence of the adolescents differing in their high and low home environment.

Table – 01

Significance of difference in the mean social intelligence scores of the high and low home environment students

S.No.	Group Compared	N	M	S.D.	t ratio	df	Significance at 0.05 Level
1.	High Home Environment	135	56.39	7.37	0.64	400	Not Significant
2.	Low Home Environment	267	56.91	7.76			

* Not Significant at 0.05 level

The table 01 highlights that the study compared the mean scores of social intelligence between students from high home environments (56.39) and low home environments (56.91), with standard deviations of 7.37 and 7.76, respectively. A t-test was conducted, yielding a t-ratio of 0.64, which is less than the critical value of 1.96, indicating an insignificant difference in social intelligence between the two groups at the 0.05 significance level. Therefore, the null hypothesis stating that there is no significant difference in social intelligence between high and low home environment students is accepted. This suggests that both groups exhibit similar levels of social intelligence.

Hypothesis 02:- There is no significant difference in the social intelligence of adolescents differing in their gender.

Table – 02

Significance difference in the mean social intelligence scores of the adolescent boys and girls students

S.No.	Group Compared	N	M	S.D.	t ratio	df	Significance at 0.05 Level
1.	Boys	219	54.74	7.98	6.00	400	Significant
2.	Girls	183	59.14	6.43			

* Not Significant at 0.05 level

The table 02 highlights that the study compared the social intelligence scores of boys and girls, with boys having a mean score of 54.74 and girls scoring 59.14. The standard deviations were 7.98 for boys and 6.43 for girls. A t-test was conducted to analyze the difference, and the calculated t-ratio of 6.00, greater than the critical value of 1.96, indicated a significant difference at the 0.05 level of significance. Thus, the null hypothesis, which stated no significant difference in social intelligence between boys and girls, was rejected. The conclusion drawn was that girls have higher social intelligence than boys.

Hypothesis 03:- There is no significant difference in the social intelligence of the adolescents differing in gender within the science stream.

Table – 03

Significance of difference in the mean social intelligence scores of the high and low home environment sample students

S.No.	Group Compared	N	M	S.D.	t-ratio	df	Significance at 0.05 Level
1.	Science Boys	91	55.48	8.40	2.26	146	Significant
2.	Science Girls	57	58.49	6.88			

* Not Significant at 0.05 level

The table 03 highlights that the study compared the social intelligence of science boys and science girls, with boys having a mean score of 55.48 and girls scoring 58.49. The standard deviations were 8.40 for boys and 6.88 for girls. A t-test was conducted, and the calculated t-ratio of 2.26, greater than the critical value of 1.96, indicated a significant difference in social intelligence between the two groups at the 0.05 significance level. Therefore, the null hypothesis that there is no significant difference in social intelligence between science boys and science girls was rejected. The conclusion was that science girls have higher social intelligence compared to science boys.

Findings:-

1. Both high and low home environment students show similar levels of social intelligence, possibly due to common socialization experiences outside the home, such as school and peer interactions.
2. Girls outperform boys in social intelligence, likely due to greater emphasis on empathy, communication and relational skills in their upbringing.
3. Science girls students exhibit higher social intelligence than their science boys students, potentially reflecting better interpersonal adaptability and collaboration skills enhanced through their educational experiences.

Delimitations of the study:-

1. Only Class XI students have been included in the study.
2. The sample of 402 adolescent students studying in Government Intermediate Schools of four blocks of Nainital District of Uttarakhand has been included in the study.
3. Arts and Science streams students have been taken into consideration.

Educational Implications:

1. Parents should create a supportive home environment that encourage social intelligence in both boys and girls.
2. Teachers should implement gender-sensitive teaching strategies to address the differing social intelligence needs of male and female students.
3. Social organizations should develop programs that enhance social skills for adolescents, focusing on gender differences.
4. Schools should encourage collaborative learning experiences that promote interaction between boys and girls.
5. Parents need to be educated about the impact of their involvement on their children's social intelligence.
6. Teacher training should include awareness of gender differences in social intelligence to better support students.
7. Extracurricular activities should be designed to ensure equal participation opportunities for all genders, enhancing social skill development.

Suggestions for Future Research:-

1. The present study involved 402 adolescents. Further studies could include a larger sample of 11th-grade students from higher secondary schools.
2. Comparisons could be made based on other socio-economic background variables in both government and private schools and colleges.
3. Similar research could be conducted to examine the academic achievement of students in Navodaya Vidyalaya, CBSE, Uttar Pradesh and Uttarakhand boards.
4. Comparable studies could be performed with students from different age groups and educational levels.
5. Alternative statistical techniques could also be applied to the same sample.

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