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Interrelationship between social intelligence and personal dynamics of adolescents

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Abstract

Social Intelligence is of more importance in the present life style due to growing tensions stresses and various complexities. This study examines the social intelligence of adolescents in relation to their age and ordinal position. Adolescence is considered as the most important intermediate period of life, as adolescents face an intense disorder because of the cognitive, biological and social changes taking place in this period. Social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity to manage complex social change.

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 personal variables 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 overall social intelligence on the basis of age and non- significant differences observed in ordinal position. Although, mean scores showed that older adolescents were comparatively better than younger adolescents in overall social intelligence.

Keywords: Social intelligence, adolescents, age and ordinal position

Introduction

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) [12]. Social intelligence is the capacity to create positive relationships with others and monitor one's own, and others feeling and emotions and help in determining school success. It is the person's ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920) [16]. Children have different social interactions in the family depending on their birth order. The first born has little interaction with other children during his early years particularly if he lives in nuclear family system whereas, later born has siblings around him when he joins the family, which allows him numerous interactions with children (Morand, 1999) [13].

Birth order means the ordinal position of birth the child holds in the family. Adler (1927) [11] was the first who explored the concept of birth order in his theory of personality in order to assess the lifestyle of the individual. Birth order has been defined by Shulman and Mosak (1977) [14] as ordinal position which refers to the actual birth order of the siblings; as well as the psychological positions, which refers to the role child adopts in his or her interaction with other members of the family.

Parents and siblings constitute the immediate family-the first social unit that a child encounters when he enters the family at his birth, which plays a vital role in forming personality and influencing interactions within the family (Gould, 1997) [10], and across the life span. Differences in socialization due to birth order may result in personality and behavioral differences (Claxton, 1994) [6]. First born groups have received the most attention in birth order. The first born is defined as first child born in a family with subsequent siblings. Barbera *et al.* (2004) [2] reported that first born have low social intelligence due to small family size and fewer interactions as compared to later born. Falbo and Pilot (1986) [8] found that second born as more dominant in their peer group, which is a measure of interpersonal skill. Snow *et al.* (1981) [15] described that assertiveness and sociability as second highest in first born.

Hence the present investigation was undertaken to find out the social intelligence of adolescents in relation to their age and ordinal position. Therefore, the present study has been planned with the following objective:

Objectives of the study

- To study the social intelligence of adolescents in relation to their ordinal position.
- To study the social intelligence of adolescents in relation to their age.

Research Methodology

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. From each schools 30 boys and 30 girls of 13-15 year (240 adolescents) were included in final sample. Self-prepared questionnaire was used to delineate age and ordinal position and Social Intelligence Scale (SIS) by Chadha and Ganesan (2004) was used for assessing social intelligence.

Results

Comparison of social intelligence of adolescents as per ordinal position

Table 1 highlights the results related to comparison of adolescents' aspect of social intelligence on the basis of ordinal position computing Duncan multiple difference comparison. Results reveal significant differences for patience aspect of social intelligence ($F=5.26^*$) at 0.05 level of significance. Further the table highlights that there were non-significant differences in the other aspects of social intelligence as per respondent's ordinal position. Although, mean scores of overall social intelligence exposed that first born ($M=101.59$) adolescents were comparatively better than 2nd, 3rd and 4th and above born adolescents ($M=100.85$, $M=98.87$, $M=101.02$ respectively).

Table 1: Social intelligence of adolescents as per ordinal position

Aspects of social intelligence	First born Mean±SD	Second born Mean±SD	Third born Mean±SD	Forth & above Born Mean±SD	F value
(a) Patience	20.23±1.97 ^b	20.55±1.43 ^b	19.19±2.57 ^a	20.24±1.59 ^b	5.26*
(b) Cooperativeness	26.41±2.61	26.32±2.54	25.69±2.97	26.54±2.56	1.02
(c) Confidence	21.09±1.94	21.27±1.62	20.85±1.67	20.97±1.78	0.79
(d) Sensitivity	22.61±2.11	22.39±2.22	21.92±1.97	22.61±2.04	1.29
(e) Recognition of social environment	0.61±0.72	0.52±0.64	0.67±0.65	0.38±0.59	1.91
(f) Tactfulness	3.27±1.18	3.05±1.14	3.23±1.13	3.6±1.14	0.46
(g) Sense of humour	3.35±1.45	3.18±1.29	3.48±1.4	03.26±1.17	0.56
(h) Memory	4.4±1.79	3.35±2.06	3.62±1.92	03.63±1.66	1.69
(i) Overall social intelligence	101.59±6.35	100.85±5.81	98.87±7.91	101.02±6.46	1.87

*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

Comparison of social intelligence of adolescents as per age

Comparison of social intelligence as per age has been shown in Table 2. Results revealed that statistical significant different were observed in tactfulness ($F=3.01^*$), memory ($F=14.28^*$) and overall social intelligence ($F=2.97^*$) at 0.05 level of significance on the basis of age. Further the table

highlights that there were non-significant differences in the aspects of social intelligence of respondents such as patience, cooperativeness, confidence, sensitivity and recognition of social environment. Although, mean scores showed that older adolescents were comparatively better than younger adolescents in overall social intelligence.

Table 2: Social intelligence of adolescents as per age

Aspects of social intelligence	13 years Mean±SD	14 years Mean±SD	15 years Mean±SD	F value
(a) Patience	20.32±1.87	19.96±1.96	19.99±2.7	0.85
(b) Cooperativeness	26.07±2.99	26.34±2.59	26.37±2.41	0.38
(c) Confidence	21.07±1.73	20.92±1.99	21.12±1.58	0.28
(d) Sensitivity	22.20±2.6	22.52±2.09	22.48±2.16	0.55
(e) Recognition of social environment	0.45±0.63	0.63±0.70	0.59±0.65	1.55
(f) Tactfulness	2.97±1.21 ^a	3.42±1.12 ^b	3.16±1.16 ^{ab}	3.01*
(g) Sense of humour	3.22±1.21	3.21±1.28	3.55±1.30	1.83
(h) Memory	2.94±1.91 ^a	3.64±1.88 ^b	4.45±1.56 ^c	14.28*
(i) Overall social intelligence	99.41±7.12 ^a	100.71±6.51 ^{ab}	101.95±6.8 ^b	2.97*

*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

Conclusion

Age and social intelligence are observed as variables functioning independently of each other in this study. The present study shows no differences with regard to birth order and significant differences except for age. 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. Social intelligence is the capacity to create positive relationships with others and monitor one's own, and others feeling and emotions and help in determining school success. Goleman (1998) [9] and Bar-On (2006) [4] reported a fine correlation between social intelligence and age, i.e.; older participants'

exhibit more social intelligence. Halsne and Gatta (2002) [11] support the same results. Markus (1979) reported that ages at which birth order changes is important, this should also be taken into account in future research.

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