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## Research Article

### IMPACT OF SOCIAL INTELLIGENCE ON PEER RELATIONSHIPS AMONG ADOLESCENTS: A GENDER ANALYSIS

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#### ABSTRACT

The present study was undertaken to assess the impact of social intelligence on peer relationships among adolescents. "Descriptive Research design" was adopted and the data was collected from randomly selected from various schools and colleges of Allahabad for the present study. Socio economic status of the sample was ascertained by using revised Kuppusswamy (1962) Socio Economic Status Scale revised by Kumar and Tiwari (2012) and Social Intelligence Scale developed by Chaddha and Ganesan (1971) was used to ascertain the social intelligence of college students. Social Acceptability Test developed by Chopra (1997) was used to assess the social acceptance of adolescents. The study revealed that girls possessed better social intelligence than boys. A significant correlation was seen between social intelligence and social acceptance of the female respondents whereas, the male respondents revealed a non significant impact of social intelligence on their social acceptance.

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## INTRODUCTION

Social intelligence is the capacity to effectively negotiate complex social relationship and environments. The five major dimensions of social intelligence are identified to be situational awareness, presence, authenticity, clarity and empathy. Social intelligence is an ability that allows the individual to have the proper behaviour toward reaching a certain goal (Crowne, 2009). The concept of social intelligence was first introduced by Thorndike (1920) and it mentioned those individual abilities which lead toward coping with others and social relationships. People with high social intelligence have the ability to produce the proper behavior for reaching and achieving their desired social goals (Saffarinia et.al 2011). During adolescence, when the child is ready to step into wider world, acquiring social intelligence becomes an important prerequisite as it helps him to develop competence to understand his or her environment optimally and react appropriately for socially successful conduct. Good interpersonal and social skills not only dictates the success a person achieves in his human relationships but also in his job pursuits as one needs to be socially skilled particularly with jobs that involve direct contact and communication with other people. Kumar (2014) conducted a study to assess the social intelligence of adolescents (boys and girls) by using Social Intelligence scale. Result showed that

male students had better Social intelligence in comparison to the female students.

In this technologically advanced era social skills of children are significantly impaired due to their over involvement with cell phones, computers, social network and even gaming consoles which deprives them from putting themselves into real life social situation and acquiring related skills which not only proves detrimental to their developing social competence but also proves hazardous to their developing good peer relationships.

#### Objectives

1. To find out the gender disparities in the social intelligence and peer relationships among the selected samples.
2. To determine the impact of social intelligence on peer relationships of adolescents across gender.

## METHODOLOGY

The methodology of the study was divided into the following section

#### Research design

"Descriptive Research design" was adopted for the present study and Survey Method was used to collect the data from the respondents.

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**Sampling procedure**

**Locale of study**

Allahabad was purposively selected to carry out the present study due to easy accessibility by the researcher and economic viability.

**Selection of sample**

A sample of 180 Adolescents in the age group of 15 to 18years belonging to three different type of social economic status i.e., lower, middle and upper were selected through stratified random sampling technique from various schools and colleges of Allahabad for the present study.

**Sample distribution**

A total sample of 180 adolescents (15-18 years), 90 boys (30 each belonging to lower, middle and upper socio economic group respectively) and 90 girls (30 each belonging to lower, middle and upper socio economic group respectively) were selected for the present study from various schools and colleges of Allahabad.

**Variables**

The below mentioned set of independent and dependent variables were selected for the present study

**Independent variables**

**Gender**

- Boys
- Girls

**Social intelligence**

**Dependent variables**

**Peer relationships**

**Tools and Test**

Socio economic status of the sample was ascertained by using revised Kuppusswamy (1962) Socio Economic Status Scale revised by Kumar and Tiwari (2012) and Social Intelligence Scale developed by Chaddha and Ganesan (1971) was used to ascertain the social intelligence of college students. The social intelligence scale (SIS) consisted of eight dimensions i.e., patience, co-cooperativeness, confidence, sensitivity, recognition of social environment, sensitivity, tactfulness, sense of humour and memory. Social Acceptability Test developed by Chopra (1997) (Sociometric measures in Hindi) was used to assess the social acceptance of adolescents.

**Statistical Analysis:** The analysis of data was done with the help of various statistical techniques like t-test, ANOVA, correlation coefficient etc.

**RESULTS AND DISCUSSION**

Table 1 highlights the level of Social Intelligence possessed by boys and girls belonging to different socio economic groups. It is observed from the table that 86 percent boys belonging to low socio economic group had average social intelligence followed by 7 percent having high level and 7 percent having low level of social intelligence. Whereas in case of girls belonging to lower socio economic groups it is seen that 97 percent had average, 3 percent possessed low level and none of them had high social intelligence.

In middle socio economic status 87 percent boys had average, 13 percent had high level of social intelligence and none of them had low level of social intelligence but in girls 47 percent had average, 53 percent had high and none had low level of social intelligence. The result of the study conducted by Babu (2007) highlighted that students have average social intelligence and gender based comparison of social intelligence proved to be significant.

However, in upper socio economic status it was seen that 60 percent boys have high, 40 percent had average and none had low level of social intelligence, whereas, among girls 80 percent had high, and 20 percent had average and none had low level of social intelligence. It is clear from the above table the as the social economic status increases the level of social intelligence is also be increases. The above table also expresses that the girls have higher social intelligence than boys in all the three social economic groups.

Table 2 focuses on the social Intelligence of boys and girls belonging to different socioeconomic strata. The above table emphasis that a non significant difference in social intelligence levels of boys and girls belonging to lower socio economic status and upper socio economic status as the p-value are 0.4758 and 0.5850 respectively. The mean value indicates that the boys belonging to lower socio economic status have higher social intelligence than their female counterparts. But in upper socio economic groups the boys have a slightly lower level of social intelligence than the girls. The above table also reveals that a significant difference in the social intelligence among boys and girls of middle socio economic groups as the p-values is 0.0016. The mean score of girls belonging to middle socio economic status i.e., 100 is higher than the boys (94).

**Table 1** Distribution of respondents belonging to different socio economic groups on the basis of their levels of social Intelligence

Levels of Social Intelligence	Lower socio economic status		Middle socio economic status		Upper socio economic status					
	Boys (n=30)	Girls (n=30)	Boys (n=30)	Girls (n=30)	Boys (n=30)	Girls (n=30)				
	F	%	F	%	F	%	F	%	F	%
Low Social Intelligence	2	7	1	3	0	0	0	0	0	0
Average Social Intelligence	26	86	29	97	26	87	14	47	12	40
High Social Intelligence	2	7	0	0	4	13	16	53	18	60

F=Frequency  
%=Percentage

**Table 2** Comparative analysis of social intelligence among boys and girls belonging to different socio economic groups

Socio economic status	Boys		Girls		t-value	p-value
	Mean	Standard Deviation	Mean	Standard Deviation		
Lower	90	8.2	89	8.3	0.7178	0.4758
Middle	94	7.0	100	7.6	3.3096*	0.0016
Upper	104	12.4	105	8.4	0.5492	0.5850

\*= Significant

**Table 3** ANOVA of social intelligence among boys and girls belonging to different socio economic status

Source of variation	Degree of freedom	Sum of square	Mean sum of square	F(cal)	F (tab) 5%
Due to gender	1	6.408	3.2	0.4	18.5
Due to socio economic status	2	230.66	230.7	30.2*	19.0
Due to error	2	15.282	7.6		
Total	5	252.35			

\*= Significant

Table 3 shows the analysis of variance in social intelligence across gender and socio economic strata. The table revealed a non significant variance in social intelligence among boys and girls as the calculated value of 'F' was found to be 0.4 which was non significant at 5 percent probability level. The table also highlights that there is a significant variance found in social intelligence of the respondents belonging to different socio economic status as calculated score of 'F' was found to be 30.2 which was significant at 5 percent level of significance.

Hence the table reveals that girls had high level social acceptability than boys belonging to upper socio- economic strata.

Table 5 represents the correlation between social intelligence and social acceptance of respondents belonging to three different socio economic status. The table clearly indicates a non significant correlation in social intelligence and social acceptance of boys belonging to lower and middle socio

**Table 4** Distribution of respondents belonging to different socio economic groups on the basis of their levels of social acceptance

Levels of Social Acceptance	Lower socio economic status		Middle socio economic status				Upper socio economic status					
	Boys (n=30)		Girls (n=30)		Boys (n=30)		Girls (n=30)		Boys (n=30)		Girls (n=30)	
	F	%	F	%	F	%	F	%	F	%	F	%
High	13	43	12	40	12	40	13	43	15	50	18	60
Average	9	30	9	30	12	40	8	27	9	30	6	20
Low	8	27	9	30	6	20	9	30	6	20	6	20

F = Frequency  
% = Percentage

Table 4 exhibit the social acceptance among boys and girls belonging to lower socio economic status. The table indicates that 43 percent boys had high level social acceptance followed by 30 percent having average and 27 percent having low social acceptability. However in case of girls 40 percent had high level, 30 percent have average and an equal percent had low level of social acceptability. The table thus reveals that boys had high level social acceptability than girls in general among adolescents belonging to lower socio economic groups. This might be due to the reason that girls do not get opportunity to spend more time with their peers as they occupied in household task or income generating activities particularly in the lower socio economic strata.

In middle socio economic status less than half of male respondents (40 percent) had high level followed by 40 percent possessing average and 20 percent having low level of social acceptability. Whereas, among girls 43 percent had high level, 27 percent had average and 30 percent possessed low level of social acceptability. In lower socio economic groups 50 percent boys had high social acceptability followed by 30 percent having average level and 20 percent having level of low social acceptability. Among girls it was seen that 60 percent had high level, 20 percent had average and 20 percent possessed low level of social acceptability.

economic status as the value of 'r' was found to be 0.3 and 0.3 which was non significant at 5 percent probability level. The table also indicates a significant correlation between social intelligence and social acceptance among boys belonging to upper socio economic status as the calculated value of 'r' was 0.7.

**Table 5** Correlation between Social Intelligence and Social Acceptance of adolescent boys and girls belonging to different socio economic status

Socio economic status	Boys		Girls		t- tab (5%)
	r	t (cal)	r	t (cal)	
Lower	0.3	1.913	0.5*	3.23	2.048
Middle	0.3	1.603	0.7*	4.78	
Upper	0.7*	5.65	0.7*	4.65	

\*= Significant

## CONCLUSION

It is concluded from the present study that majority of adolescents possessed average level of social intelligence. The study also revealed that girls possessed better social intelligence than boys. Maximum number of respondents irrespective of their gender had high level of social acceptance. A significant correlation was seen between social intelligence

and social acceptance of the female respondents whereas, the male respondents revealed a non significant impact of social intelligence on their social acceptance.

### Recommendation

Social intelligence equips us to live well in the social domains. The study recommends to inculcate qualities like patience, cooperativeness, confidence, sensitivity, tactfulness, sense of humour and recognition of social environment so that one is able to enhance his interpersonal skills which will help to impact peer acceptance positively.

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