



# DEVELOPMENT OF SOCIAL INTELLIGENCE PROGRAM FOR HIGHER SECONDARY LEVEL STUDENTS AND ITS EFFECTIVENESS

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## ABSTRACT

Intelligence is very important in personal development. An intelligent person has a special status in society. In everyday life we decide whether a student is intelligent or not based on school progress but it may be unscientific, e.g. we call a wise person intelligent; but there is a difference between real intelligence and knowledge of the same person. Although there is a close relationship between knowledge acquisition and intelligence, the measure of knowledge is different. So it is the measure of intelligence. Different scholars from different sects of psychology have tried to define intelligence and have also given their own definitions of intelligence. According to Alfred Binet (1905), "Intelligence is the tendency of thought to take and maintain definite direction, the capacity to make adaptations for the purpose of attaining a desired end and the power of self-criticism." We often see in society that students who are considered as intelligent and successful in school life fail in real life. Many people who fail in school life not only succeed in real life but also do great work of guiding the society and revolutionizing the society. There are many examples of such great social reformers. Social intelligence is more important than higher educational attainment, tangible intelligence and quality to be successful in life and in the society. Therefore, it is important for teachers, students and parents to take this concept seriously. It can be explained by some important definitions.

**KEYWORDS:** Social Intelligence, Program Development, Effectiveness, Research Methodology

## INTRODUCTION

According to Edward Thorndike (1920), "Social intelligence is the ability to understand others and the act of understanding human relationships."

According to Mathur S. S. (2005), "Social intelligence is the ability to accept a person as he is, the ability to deal effectively with the person, and the right way to deal with people."

Social intelligence is essential for success in life. Because tangible intelligence may cause a person to be miserable, to fail, but when tangible intelligence is combined with social intelligence, then a person may be successful. The individual is an integral part of society. The person uses the knowledge and skills and acquired in real life. Therefore, a person in the society should have the ability to think about the rules, customs, and practices and behave in a social manner. That is the real development of a person.

The concept of social intelligence was first proposed by psychologist Edward Thorndike. In 1920, he wrote an article in Harper's Monthly Magazine on the subject.

But in the late 1950's, an influential psychologist, Binet (whose work is still used to measure intelligence) rejected the concept of social intelligence. "Social intelligence is just a general intelligence that is used in social situations," he said. Social Intelligence was neglected for some time. Then the concept of social intelligence was reconsidered. Some scientists studies on neuroscience. They measured the areas of the brain that

controlled the individual relationships of the brain, almost half a century later.

The concept of social intelligence requires the study of cognitive abilities, e.g. Instead of wondering what to do if a baby cries, the nurse touches tenderly and the baby stops crying.

According to Richard Davidson (Director of the Neuroscience Laboratory at the University of Wisconsin), the social sphere and the emotional sphere in the brain are intertwined. He says all emotions are social because the emotions cannot be separated in the world of relationships. Your social interactions control your emotions.

Considering all these perspectives, the researcher has decided to carry out research work on the topic of "Development of Social Intelligence Program for Higher Secondary Level Students and its Effectiveness."

## NEED AND IMPORTANCE OF RESEARCH

1. At the higher secondary level the foundation for the future life of the students laid and life takes a different turn. The process of socialization starts from secondary level. So this research is essential to get direction in this regard.
2. Although students are intellectually gifted, they are more likely to be frustrated when they fail to communicate at the social level, to establish positive social relationships, and to establish personal effect in the social sphere. This research needs to be done for ideological thinking in this regard.



3. It is important to realize the importance of having social intelligence in the present context. Adolescents in particular need to be aware of this. These children represent the future of society. So if social intelligence develops in them, they will be able to get a better personality. This research is essential to create awareness and need for it.
4. The role of society is important in all-round personal development of students. Without society, personality development and progress are of no importance. Thus a socially intelligent person is able to lead the society effectively and contribute to the formation of a progressive society. This is especially true if teenagers are aware of this. This research is important in this regard.

social intelligence on the students studying in class 12<sup>th</sup> in the city of Malegaon.

### CONCEPTUAL DEFINITIONS IN RESEARCH

**1. Social Intelligence** - Intelligence is the tendency of thought to take and maintain definite direction, the capacity to make adaptations for the purpose of attaining a desired end and the power of self-criticism.

(Alfred Binet -1905)

**2. Higher Secondary Students** - According to the 5 + 3 + 3 + 4 Educational Structure of the National Education Policy 2020, the students studying in the last two classes of +4 (Class 11<sup>th</sup> and 12<sup>th</sup>) are higher secondary students.

(National Education Policy, 2020)

**3. Program Development** - Program Development is a series of time bound actions designed for planned implementation under the guidance of experts.

(David Stuart, 2014, Innovative Programs for Education, Bookshine Publications, England)

**4. Effectiveness** - Effectiveness is the developmental change that takes place after the implementation of an action.

(Sharlin Hes-Biber, 2017, Methodology of Qualitative Research, Sage Publications, New Delhi)

**5. Study** - Study means to properly analyse and draw conclusions from the information obtained through a meticulous and careful survey.

(www.wikipedia.org)

### OPERATIONAL DEFINITIONS IN RESEARCH

1. **Social Intelligence** - Social Intelligence of Students of Class 12<sup>th</sup> in Malegaon City.
2. **Higher Secondary Students** - According to the 5+3+3+4 educational structure of the National Education Policy-2020, the students studying in the last class of +4 (Class 12<sup>th</sup>) in Malegaon City are higher secondary students.
3. **Program Development** - Program Creation is a series of time bound action plans planned for the development of social intelligence of students studying in Class 12<sup>th</sup> in the city of Malegaon.
4. **Effectiveness** - Effectiveness is the developmental change that has taken place in the city of Malegaon after the implementation of social intelligence development program for 12<sup>th</sup> standard students.
5. **Study** - The study is to draw conclusions by analysing properly the information obtained regarding the developmental changes that have taken place after the implementation of the program for the development of

### OBJECTIVES OF RESEARCH

1. To study the social intelligence of students of higher secondary level.
2. To develop a program for the development of social intelligence of higher secondary level students.
3. To study the effectiveness of the program implemented for the development of social intelligence of the higher secondary level students.

### RESEARCH HYPOTHESIS

**Research Hypothesis** - Significant changes are seen in the development of social intelligence in higher secondary students after implementation of social intelligence development program.

**Null Hypothesis** - No Significant changes are seen in the development of social intelligence in higher secondary students after implementation of social intelligence development program.

### RESEARCH ASSUMPTIONS

1. Students' social intelligence is not found to be very developed.
2. Each student's ability to use social intelligence is different from others.
3. Students often face various problems in making social adjustments.
4. Students need training related to social intelligence to develop the capacity for proper socialization.

### VARIABLES IN RESEARCH

1. **Independent Variables** - Social intelligence development program
2. **Dependant Variables** - A measurable change in the development of students' social intelligence.
3. **External Variables** - Intelligence, Age, Gender, Family Background

### RESEARCH METHOD

For present research study the researcher is used Survey Research Method and Experimental Research Method.

### RESEARCH DESIGN

In the present research, a single group research design is used. The control group and experimental group is same in present research. The pre-test has given first then the experimental program was implemented. After it post-test was given to same group.

### RESEARCH POPULATION

For the present research, all the students studying in the higher secondary schools or Junior Colleges in the city of Malegaon will be as population. Near about 17 Junior Colleges are there in Malegaon city. In it some are government, some are private and some are private aided colleges. Approximately 3000



students are studying in those colleges. These all student are Population of this research study.

### SAMPLE SELECTION

The sample was selected keeping in view the practical approach for the success of the present research work. 2 higher secondary schools in Malegaon city was selected through Lottery Method of Random Sample Selection Method. In this regard 100 students were selected for survey (50 students from each school). In addition, 50 students from one school were selected for the experimental study.

### SCOPE OF RESEARCH

1. The present research work is related to higher secondary schools.
2. The present research will be related to the social intelligence of the students studying in the higher secondary schools.
3. The present research included pre-planned social intelligence development programs for students.
4. The present research related to the students of higher secondary schools in the city of Malegaon.

### LIMITATIONS OF RESEARCH

1. The present research is limited to higher secondary schools in Malegaon only.
2. The present research is limited to higher secondary level students who have implemented social intelligence development programs in the city of Malegaon.
3. The findings of the present research limited to the effectiveness of social intelligence development of higher secondary level students in Malegaon only.
4. The findings of the present research based on the response of the higher secondary level students regarding the development of social intelligence.

### DATA COLLECTION

For this research work, data will be collected through questionnaire to know the social intelligence of the students. After that, Dr. N. K. Chadha and Usha Ganesan's standardised Social Intelligence Scale will be used. In it, students will have to fill the Social Intelligence Scale (pre-test). After it, program for social intelligence development will be prepared and implemented. After it the post-test will be given to students and filled out by them. In this way information will be collected.

### STATISTICAL TOOLS OF RESEARCH

After collecting the data required for the research work, the data analysed and interpreted through Percentile, Mean, Standard Deviation, T-Value and other necessary statistical tools.

### CONCLUSION

This study contributes valuable insights into the social intelligence landscape of higher secondary students in Nashik district. The findings suggest gender-related differences in social intelligence categories, but the overall practical significance requires further exploration. The nuanced interplay between social intelligence, affective variables, and environmental factors underscores the complexity of student

development. Future research could delve deeper into qualitative aspects to enrich our understanding and inform tailored interventions for the benefit of higher secondary students in Nashik district.

The chi-squared test revealed a statistically significant association between gender and social intelligence categories. However, further examination indicated that the practical significance of this finding might be limited, as there was no significant difference in means between male and female students.

The study did not find significant relationships between social intelligence and selected affective and environmental variables. This challenges previous assumptions and emphasizes the need for a holistic understanding of the educational environment.

There were no significant differences in social intelligence scores across gender, school locale, and school management. This suggests that, statistically, these demographic factors may not play a substantial role in influencing social intelligence levels among higher secondary students in Nashik district.

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