



CORRELATION OF SOCIAL INTELLIGENCE WITH PEER AND FAMILY RELATIONSHIP OF ADOLESCENTS

Meera Raniand¹ and Dr. Sheela Sangwan²

Department of Human Development and Family studies,
CCS Haryana Agricultural University,
Hisar-(Haryana), India.

ABSTRACT

The present paper aims at studying the social intelligence of the adolescents in relation to their peer and family relationship. Total 240 adolescents were assessed from Social Intelligence Scale (SIS) by Chadha and Ganesan (2004), Peer Relations Questionnaire (PRQ) by Rigby and Slee (1993) and Family Relationship Inventory (FRI) by Sherry and Sinha (1987). Correlation coefficients were computed to study social intelligence of adolescents with peer and family relationship. The findings reveal that confidence, sensitivity, sense of humour, memory aspects of social intelligence and overall social intelligence had negative and significant relationship with bullying. Patience, cooperativeness, confidence, sensitivity, sense of humour, memory and as well as overall social intelligence had positive and significant correlation with pro-social behavior of adolescents. Tactfulness had significantly and positively correlated with victimization of adolescents. Cooperativeness and overall social intelligence was positively and significantly correlated with parental concentration and negatively significantly correlated with parental avoidance. Confidence and sensitivity were positively significantly correlated with father concentration and sensitivity also negatively significantly correlated with parental avoidance. Memory positively significantly correlated with father concentration and negatively significantly correlated with parental avoidance and overall social intelligence positively significantly correlated with father concentration and negatively significantly correlated with parental avoidance.

KEY WORDS: Adolescents, social intelligence, peer-relationship, family relationship

INTRODUCTION:

Adolescence is the period of transition from the dependency of childhood to the independence and responsibility of early adulthood. 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). Adolescence is the most vulnerable stage to the emotional problems. This phase of life is vulnerable and has so many behavioral and other problems which may be due to combination of so many changes occurring simultaneously that makes early adolescence problematic for many young people. 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. Social intelligence, an intelligent person is the one who has the ability to understand the others and to make a good relationship with them (Thorndike, 1920).

During early adolescence, peers play a large part in a young person's life. Teenagers have various peer relationships and they interact with many peer groups. Positive peer relationship interactions have been found to reduce depression, stress and delinquency. Social system perspective, viewing the family as a complex set of interacting relationships

influenced by the longer social context. Family is the environment where the children learned to use their faculties and understand and cope with the physical world. It is a time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other.

In various fields today, importance is given to the capacity and skills of an individual to interact effectively with his environment. Hence, developing one's social skills or social intelligence holds great importance for each individual. As we all know, socialization of an individual starts from his/her home and family environment. Thus, mutual relationship and interactions between parents and children, and siblings develops and enhances an individual's social intelligence (Alex, 2013). Furthermore, social intelligence plays an important role in development of the student.

The purpose of the present study, therefore is to assess and determine the extent of relationship between social Intelligence, peer and family relationship of early adolescents, so that efforts can be made to improve the social intelligence of children and hence, helping the adolescents to make this period a more adjusting and enjoyable time leading to success in adolescents life.

OBJECTIVES OF THE STUDY

1. To study the relationship between social intelligence and peer relationship of adolescents.
2. To study the relationship between social intelligence and family relationship of adolescents.

RESEARCH METHODOLOGY

The study was conducted in Hisar district of Haryana state. An exhaustive list of urban and rural government schools admitting children in age group 13-15 year was obtained from the Educational Department in Mini Secteriate, Hisar. For rural sample, two villages namely Gawar and Shamsukh were selected randomly and Government Senior Secondary School from each of these villages were taken. To draw urban sample, three Government Senior Secondary School from Hisar city were selected. From rural and urban area, 30 boys and 30 girls were selected from each school. Hence total 240 adolescents constituting the final sample for study. Social Intelligence Scale (SIS) by Chadha and Ganesan (2004) was used for assessing social intelligence. Peer Relations Questionnaire (PRQ) by Rigby and Slee (1993) was used for assessing peer-relationship and Family Relationship Inventory (FRI) by Sherry and Sinha (1987) was used for assessing family relationship. Correlation coefficients were computed to study social intelligence of adolescents with peer and family relationship.

RESULTS

The results of the present investigation in accordance with the objectives, inferred through the use of prescribed methodology and standard tools. The results have been presented under the following heads:

CORRELATION OF SOCIAL INTELLIGENCE WITH PEER- RELATIONSHIP:

Table 1 shows correlation of social intelligence with peer relationship. Pearson correlation analysis divulged bullying behaviour of adolescents was negatively significantly correlated with confidence, sensitivity, sense of humour, memory aspects of social intelligence ($r=-0.17^*$, $r=-0.23$, $r=-0.15^*$ and $r=-0.14^*$ respectively) and overall social intelligence ($r=-0.19^*$). Victimization had negative significant relationship with tactfulness ($r=-0.13^*$). Pro- social behavior was positively and significantly correlated with patience ($r=0.13^*$), cooperativeness ($r=0.13^*$), confidence ($r=0.30^*$), sensitivity ($r=0.30^*$), senses of humour ($r=0.13^*$), memory ($r=0.34^*$) and overall social intelligence ($r=0.32^*$). Results pinpoints that socially intelligent adolescents shows more pro- social behavior. This unfolds that better peer- relationship increase social intelligence of adolescents.

Table 1: Correlation of social intelligence of adolescents with peer- relationship

S. No.	Aspects of social intelligence	Correlation coefficients (r)		
		Bullying	Victimization	Pro- social behavior
1.	Patience	-0.05	-0.03	0.13*
2.	Cooperativeness	-0.04	0.04	0.13*
3.	Confidence	-0.17*	-0.01	0.30*
4.	Sensitivity	-0.23*	0.03	0.30*
5.	Recognition of social environment	0.04	-0.01	0.06
6.	Tactfulness	0.08	-0.13*	0.03
7.	Sense of humour	-0.15*	-0.07	0.13*
8.	Memory	-0.14*	-0.01	0.34*
	Overall social intelligence	-0.19*	0.04	0.32*

*Significant at 5% level

CORRELATION OF SOCIAL INTELLIGENCE WITH FAMILY RELATIONSHIP:

Table 2 indicated that Pearson correlation analysis divulged cooperativeness was positively and significantly correlated with mother and father concentration ($r=0.13^*$ and $r=0.18^*$ respectively) and negatively significantly correlated with mother and father avoidance ($r=-0.17^*$, $r=-0.19^*$ respectively). Perception of adolescents regarding father concentration were positively significantly correlated with confidence and sensitivity aspects of social intelligence ($r=0.13^*$ and $r=0.15^*$ respectively) and sensitivity also negatively significantly correlated with mother and father avoidance ($r=-0.26^*$ and $r=-0.19^*$ respectively). Memory positively significantly correlated with father concentration ($r=0.15^*$) and negatively significantly correlated with mother and father avoidance ($r=-0.32^*$ and $r=-0.31^*$ respectively) and overall social intelligence positively significantly correlated with father concentration ($r=0.18^*$) and negatively significantly correlated with mother and father avoidance ($r=-0.29^*$ and $r=-0.26^*$ respectively).

Table 2: Correlation of social intelligence of adolescents with family relationship

S. No.	Aspects of social intelligence	Correlation coefficients (r)					
		Mother acceptance	Father acceptance	Mother concentration	Father concentration	Mother avoidance	Father avoidance
1.	Patience	0.05	0.01	0.01	0.03	-0.08	-0.07
2.	Cooperativeness	0.08	0.03	0.13*	0.18*	-1.17*	-0.19*
3.	Confidence	0.01	0.08	0.08	0.13*	-0.06	-0.05
4.	Sensitivity	0.04	0.01	0.04	0.15*	-0.26*	-0.19*
5.	Recognition of social environment	0.01	0.01	0.01	0.03	0.03	0.05
6.	Tactfulness	0.06	0.01	0.01	0.04	-0.01	-0.05
7.	Sense of humour	0.05	0.05	0.04	0.04	-0.05	-0.05
8.	Memory	0.04	0.01	0.08	0.15*	-0.32*	-0.31*
	Overall social intelligence	0.05	0.05	0.13*	0.18*	-0.29*	-0.26*

*Significant at 5% level

DISCUSSION

Adolescents and their families may have conflicts with society. The adolescents attempt to create a balance between his/her ideas and his/her family's and society's ideas. Therefore, adolescence is important periods that must be understood by both the family and society (Arslan, 2008). During adolescence the feeling of belonging is quite significant (Yesilyaprak, 2005) and a significantly increased amount of time is spent outside of the family with friends, which in turn, is an important transitional step for socialization. Those who trust their families and have strong relationship with them have been observed to maintain good relationship with their peers as well (Aydin, 2005). For adolescents to solve problems concerning their peers and family,

adapt to their environment, and keep themselves psychologically well, social support is important (Altunbas, 2002). An individual support system includes peers, friends, and family members. Bullying behaviour of adolescents was negatively significantly correlated with confidence, sensitivity, sense of humour, memory and overall social intelligence. Victimization had negative significant relationship with tactfulness. Pro- social behavior was positively and significantly correlated with patience, cooperativeness, confidence, sensitivity, senses of humour, memory and overall social intelligence. Results pinpoints that socially intelligent adolescents shows more pro – social behavior. This unfolds that socially intelligent adolescents had better peer- relationship. Engels *et al.* (2005) found that securely attached children tended have more friends and better social skills. Espelage and Holt (2001) indicated that social support plays a protective role among adolescents. Results revealed that there was a significant interaction between bully/victim groups and peer social support. Specifically, bullies, victims, and bully-victims who reported moderate peer social support also indicated the least anxiety. Haynie *et al.* (2001) examined that adolescent bully-victims are also more likely to be disliked and socially isolated, lonely with very few friends and are less able to form positive friendships with peers. Kaikiainen (2002) revealed a significant correlation between social intelligence and victimization. Darney *et al.* (2013) reveled definite positive small relationship exists between bullying at school and overall self- esteem in later life. Oyaziwo (2006) confirms that teenage boys are most likely to become victims of bullying. Results found that, as bullies get older, they tend to show less sympathy for their victims, and that in a culture where bullying is part of the status quo they are more likely to be hardened in this role.

Family is the setting where the children erudite to use their facilities and appreciate and cope with the physical world. The changes in the structure of the family as results of the social change in the society play a key role in intensifying the problem high ever than before. Family and social elements and factors are responsible for the adjustment behaviour of adolescents and recognizing the level of family support.

As per correlation of social intelligence of adolescents with family relationship, it was comes out that cooperativeness was positively and significantly correlated with parental concentration parental concentration and negatively significantly correlated with parental avoidance. Confidence and sensitivity positively significantly correlated with father concentration and sensitivity also negatively significantly correlated with parental avoidance. Memory positively significantly correlated with father concentration and negatively significantly correlated with parental avoidance and overall social intelligence positively significantly correlated with father concentration and negatively significantly correlated with parental avoidance. Kaur and Kalaramna (2004) assess the existing level of interrelationship between home environments, social intelligence and socio- economic status and found that socio- economic status and home environment affect social intelligence. Bhatia (2012) reveals that healthy family relationship greatly influences socio -emotional intelligence of the adolescents. Takuret *et al.* (2013) found social intelligence was statistically significant with sex of adolescents, family type, caste, religion and urban and rural and parenting style was also found statistically significant with sex of adolescents and urban and rural. Dimensions of parenting styles and social intelligence showed a significant regression with sex of the respondents.

CONCLUSION

In conclusion, this study provides evidences that social intelligence does play a vital role in promoting family and peer relationship of adolescence. The study demands parental time and concern and social contact to enrichment social intelligence, peer and family relationship of adolescents. Social consciousness, social aptitude and social skills are definitely influenced by the level of adolescent's participation in social affairs of the family and peers. Continuous guidance and direction by the parent's develop aperception into the desirable social behaviour. A positive parental, peers and society influences support an adolescents usually to become an optimistic and flourishing. Social intelligence, peer and family relationship play a significant role in present life style due to growing tensions, stresses and various complexities.

REFERENCES

- Alex P. 2013. Relationship between social intelligence and cores of life skills: A study on higher secondary school student. *Conflux Journal of Education*, **1**: 118- 127.
- Altunbas G. 2002. The relationship between the social support levels of university students and some personal characteristics and social skills levels. Unpublished master's thesis, AnadoluUniversity, Eskisehir, Turkey. Retrieved from <http://www.freepatentsonline.com/article/education>.

- Arslan E. 2008. An investigation of Erikson's development stages and ego identity processes of adolescents with respect to their attachment styles. Unpublished Doctoral Dissertation, SelcukUniversity, Konya, Turkey. Retrieved from doi: <http://www.online.com.218560852>.
- Aydin B. 2005. *CocukVeErgenPsikolojisi [Child and Adolescent Psychology]*. Istanbul: Atlas Publishing. www.sciencedirect.com/pii/51877042812015339.
- Bhatia, G., 2012. A study of Family relationship in relation to emotional intelligence of the students of secondary level. *International Journal of Scientific and Research Publications*, **2**:1- 5.
- Chadda N. K. and GanesanU. 2004. *Manual of Social Intelligence Scale, Agra: National Psychological cooperation*.
- Darney C., Howcroft G. and Stroud L. 2013. The impact that bullying at school has on an individual's self-esteem during young adulthood. *International Journal of Education and Research*, **8**: 1- 16.
- Engels R., Finkenaur C., Meeus W. and Dekovic M. 2005. Parental attachment and adolescents' emotional adjustment: the associations with social skills and relational competence. *Journal of Counselling Psychology*, **48**: 428- 439.
- Espelage D. L. and Holt M. K. 2001. Bullying and victimization during early adolescence: Peer influences and psychosocial correlates. *Binghamton, NY: Haworth Press*. 123- 142. www.counseling.org/lying
- Haynie D., Nansel T., Eitel P., Crump A., Saylor K. and Yu K., 2001. Bullies, Victims, and Bully/Victims: Distinct Groups of At-Risk Youth. *The Journal of Early Adolescence*, **29**: 29- 48.
- Kaikiainen R. 2002. Aggressive behavioral among swazi upper primary secondary students. *International Journal of Special Education*, **21**: 1- 8.
- Katoch A. 2013. A study of emotional intelligence of adolescent students in relation to the type of school. *International Journal of Behavioural Social and Movement Sciences*, **2**: 28- 36.
- Kaur H. and Kalaramna A. 2004. Study of interrelationship between home environment, social intelligence and socio- economic status among male & female. *Journal of Human Ecology*, **16**: 137- 140.
- Noller P. 1994. Relationship with parents in adolescence: Process and outcomes personal relationship during adolescence. *Sage, London*: 37- 77.
- Oyaziwo A. 2006. Bullying in Schools: A Form of Child Abuse in Schools. *Educational Research Quarterly*, **30**: 37- 49.
- Rigby K. and Slee P. T. 1993. Dimensions of interpersonal relating among Australian school children and their implications for psychological well- being. *Journal of social Psychology*, **133**: 33- 42.
- Sherry G. P. and Sinha J. C. 1987. *Manual for Family Relationship Inventory. Agra: National Psychological Corporation*.
- Takur, R. Sharma S., and Pathania R. 2013. A study of Hmchal Pradesh: Parenting style and social intelligence of adolescents. *Indian Journal of Applied Research*, **3**: 556- 557.
- Thorndike E. L. 1920. Intelligence and its Uses. *Harper's Magazine*, **140**: 227- 235.
- Yesilyaprak B. 2005. *Egitimderehberlikhizmetleri, gelismselyaklastm [Guidence in Education, Developmental Approach]*. Ankara: NodelYayinDagitim. Retrieved from www.academia.com.