

A Study on Social Intelligence and Life Satisfaction among Higher Secondary Students

S. K. Panneer Selvam

Department of Education, Bharathidasan University, Tiruchirappalli, Tamil Nadu

Email: skpskpbdu@gmail.com

***Abstract-** Human society as we know it could not exist without minds and selves, since all its most characteristic features presuppose the possession of minds and selves by its individual members; but its individual members would not possess minds and selves if these had not arisen within or emerged out of the human social process in its lower stages of development-those stages at which it was merely a resultant of, and wholly dependent upon, the physiological differentiations and demands of the individual organisms implicated in it. There must have been such lower stages of the human social process, not only for physiological reasons, but also for minds and selves. Consciousness and intelligence, could not otherwise have emerged; because, that is, some sort of an ongoing social process in which human beings were implicated. All these relationships indicate that life satisfaction is a multidimensional concept. There are various resources which have found the relationship between life satisfaction and life involvement among the variety of population.*

Keywords: Social Process, Intelligence, Human beings, Relationships.

Introduction

People who are more satisfied by their lives tend to experience greater physical and psychological health than people who are less satisfied with their lives. From an economic point of view, it is important to know what causes people to be satisfied with their lives. From a psychological perspective, life satisfaction is an important theoretical concept to be understood. Life satisfaction has been related to job satisfaction, interpersonal relationship, socio economic status, education, family background and many other variables. Various individuals are using learned social skills to improve the quality of the life and relationships. Most of human psychological problems were associated with the society. The psychological problems like depression, fear, confusion, anger created by the lack of positive human emotions is critical to the happiness of the individual in the society. Social intelligence is highly combined with the personal and social competence and this is vital for healthy and productive life. Such intelligence is compulsorily raised of social competence, social awareness, and social skills. But these are very difficult measures and various related researches are proving that there is a direct relationship which exists between these skills and the productivity of life (Binet, A. 1916, Cacioppo, J. T. and Petty R. E. 1916, Cattell, R.B. 1940, Chatterjee, A. and Dutta Roy. D 1991, Cohen, A.R. 1955, Hawkins and Barbara 1995, Henry and Carolyn S. 1994, Hoffman, R.E.

1987, Huymphreys, L.G. 1971, McClelland, B.C. 1973, Park, Douglas et.al. 1994, Pintner, R. and Upshall C.C. 1928, Spearman, C. 1923, Stern, W. 1914, Thorndike, E.L. 1927, Vernon, P.F. 1948).

Life-Satisfaction and Students

Life satisfaction has been related to job satisfaction, interpersonal relationships, socio economic status, education, family background, and many other variables. All these relationships indicate that life satisfaction is a multidimensional concept.

What leads students to be satisfied with their lives? According to the scarcity hypothesis of life satisfaction, people who have fewer life commitments and demands should experience greater life satisfaction. Thus, the student who relaxes on the beach is more satisfied with life than the married student involved in volunteer organizations, campus government, and the honor society (Cheung, C. 2000, Diener, E. and R. Larsen. 1985, Huebner and Scott 1994, Lewis, Virginia. G and Borders. L. 1995).

Emotions and Life-Satisfaction

It probably won't surprise many people that depression hinders life satisfaction, positive emotions and cheerfulness. But you might not have guessed just how powerful depression and cheerfulness are predicting life satisfaction. In other words, a sunny personality can predict your life satisfaction better than a full social calendar. And depression kills satisfaction more than other grim traits such as anxiety or anger. 'Wouldn't our intuitions predict that somebody who is disposed to experience more depression, anxiety, and anger has lower life satisfaction than somebody who is only disposed to experience more depression?' ask the researchers.

Need for the Study

The concept of social intelligence is to be applauded, not because it is totally new, but because it captures the essence of what our children or all of us need to know for living a productive, happy and satisfied life. Sternberg identified three broad constellations of behavior which his American interviewers perceived as being intelligent.

- Practical problem - solving ability; 'keeps our open mind'; 'responds thoughtfully to others ideas;
- Verbal ability; speaks clearly and articulately'; 'is knowledgeable about a field'.
- Social competence: 'admits mistakes; displays interest in the world at large; 'thinks before speaking and doing'.

Hence the investigator would like to see, if there is a relation between life satisfaction and social intelligence of higher secondary students. The knowledge of the relationship between these variables under the study would help teachers, parents and students to make the needed changes in the system of education.

Statement of the Problem

Social intelligence and life satisfaction among higher secondary students was chosen as the topic for the present study. Government, Government aided and private schools were selected from Trichy District to conduct the study. Data were collected from 300 students (150 boys and 150 girls). In order to test the hypothesis proposed, the investigator statistically analyzed the collected data.

Objectives of the Study

- To relate life satisfaction with that of social intelligence
- To find out the relationship between social intelligence with that of educational status of the parent in the case of total sample
- To identify associations existing between educational status of the parents and life satisfaction of the total sample
- To recognize the impact of type of family on social intelligence and life satisfaction of the total sample
- To know the impact of Gender on type of school, social intelligence, life satisfaction and various factors of social intelligence
- To interrelate various factors of social intelligence in the case govt., govt. aided and private school students.

Statement of the Problem

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Sample

Total 300 students were taken for the study of which 150 were boys and 150 were girls. The sample was drawn from six schools chosen randomly from higher secondary schools. Out of 300 sample 100 students from Government school, 100 students from Government Aided School and 100 students from Private schools were included.

Table: 1- Distribution of the Total Sample

Type of School	Name of the School	Boys	Girls	Total
Government	Arulmigu Muthumallai Amman Govt. Hr. Sec. School.	25	25	50
	Govt. Hr. Sec. School	25	25	50
Government Aided	Margoschis Hr. Sec. school.	50	50	50
	St. Marks Hr. Sec. School.	50	50	50
Private	James Memorial Matriculation Hr. Sec. School	25	25	50
	Anitha Kumaran Matriculation Hr. Sec. School.	25	25	50
	Total	150	150	300

Social Intelligence Scale

This test consists of 54 items constructed by Dr. N.K. Chadha and 12 eminent persons. This tool deals with 6 factors of social intelligence. They are patience, confidence, cooperativeness, and sensitivity, sense of humor and recognition of social environment.

Administration

The social intelligence tool is constructed with simple sentences. The following instructions were given to the subjects before administering the test. Read and understand each question properly and then put your mark on any cell against every statement on the answer sheet by making the sign of cross (X) please do not omit any question. In **part I** read the following statements carefully and among the three responses given for each of them, pick up the one which seems to you to be the most likely way in which you would respond. You are to choose only one response from a, b and c, and mark a cross (X) on the appropriate cell on the answer - sheet. In **part II** select the word that most accurately describes the mental state of the person making the statement. Cross out (X) the correct answer on the answer - sheet. In **part III** there are some statements regarding the way you behave and act. Each statement has a forced choice response of either 'yes' or 'No', try and decide whether 'Yes' or 'No' represents your usual way of behaviour and acting. If yes, cross out (X) the cell below 'Yes' and if no, then cross out (X) the cell below 'No'. In **part IV** list of incomplete jokes are given. Against them, there are three choices with which to complete the joke. You are to select and cross out (X) the choice you consider to be the most humorous. In **part V** list of eminent persons are given.

Scoring Procedure

In the case of the first four dimensions' scores of 1, 2 and 3 were given to three response alternatives. In the other two dimensions one of three alternatives given is the appropriate response. This response when given was allotted of scores of 1. In the case of the 'Tactfulness' dimension the responses were in the form of 'Yes' or 'No'. The appropriate response was awarded a score of '1'. The last dimension that of Memory was scored '1' or '0' depending on whether or not the subject's response was 'right' or 'wrong'.

Life Satisfaction Scale

Description

This test consists of 35 items constructed by Dr. Mrs. Promila Singh. She constructs a life satisfaction scale based on the following dimensions (a) Taking Pleasure in everybody activities (b) considering life meaningful, (c) holding a positive self-image, (d) having a happy and optimistic outlook, (e) feeling success in achieving goals. The present scale was constructed by considering the above five dimensions of life satisfaction.

Administration

This questionnaire consists of simple statement, which expresses the different way in which students think, feel and behave in their life situation. They were asked to indicate their responses

for each statement by putting a tick (✓) against any one of the five boxes always, often, sometimes, seldom and never and which are respectively scored as 5 4, 3, 2 and 1.

Scoring Procedure

The scale consists of 35 items. Each item is to be rated on the five-point scale always, often, sometimes, seldom and never and which are respectively scored as 5, 4, 3, 2 and 1. The items relate to the individual's all-round activities and thus give a global picture of one's life satisfaction level. The higher the score on the life satisfaction scale for the higher will be the level of life satisfaction.

Interpreting the Score of Life Satisfaction

Table: 2

Satisfaction Level	Range of Scores
High	136-175
Average	81-135
Low	35-80

Pilot Study

A pilot study was carried out to know suitability of the time required to administer the test of social intelligence and life satisfaction and to establish the reliability and validity of the tools. So students were selected for the pilot study. The tools were given based on data reliability and validity of the social intelligence questionnaire and life satisfaction questionnaire were calculated for the present study.

Establishing Reliability and Validity of the Tools Used in the Study Reliability of Social Intelligence Scale

In order to establish the reliability of the social intelligence scale, the split half method was used. The reliability of social intelligence scale was found to be 0.817. Hence social intelligence scale is considered as a reliable tool.

Validity of Social Intelligence Scale

The index of validity which is the square root of reliability was found to be 0.9. Hence social intelligence scale selection for the study was considered to have high validity.

Reliability of Life Satisfaction Scale

The test-retest reliability computed after a lapse of 8 weeks turned out to be 0.91.

Validity of Life Satisfaction Scale

To determine validity of the life satisfaction scale co-efficient of correlation between the scale of Alam and Singh (1971) was computed and the co-efficient of correlation was found to be 0.83. The scale also possesses face and content validity since experts judged each item.

Statistical Techniques

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw out a more meaningful picture of results from the collected data. Life Satisfaction and total social intelligence scores were classified as low, moderate and high.

Analysis and Interpretation of Data

Hypothesis: 1: Life satisfaction scores of the students will modify social intelligence.

Table: 1- To correlate social intelligence with that of life satisfaction of boys and girls of Private School.

Variables	Gender	No	Mean	S.D.	'r'	't'	L.S.
Social intelligence and life satisfaction	Boys	50	99.1	9.26	0.279	2.013	0.05
			126.28	18.32			
	Girls	50	106.46	7.6	0.3339	2.5	0.01
			138.7	12.177			

Table: 2- To correlate social intelligence with that of life satisfaction of boys and girls of Government Aided Schools.

Variables	Gender	No	Mean	S.D.	'r'	't'	L.S.
Social intelligence and life satisfaction	Boys	50	94.78	8.65	0.229	1.629	N.S.
			131.7	14.66			
	Girls	50	103.5	8.39	0.094	0.65	N.S.
			138.7	15.55			

Table: 3- To correlate social intelligence with that of life satisfaction of boys and girls of Government Schools

Variables	Gender	No	Mean	S.D.	'r'	't'	L.S.
Social intelligence and life satisfaction	Boys	50	101.62	7.07	0.321	2.14	0.05
			140.32	17.04			
	Girls	50	102.58	5.97	0.011	0.07	N.S.
			136.78	13.36			

The tables 1 to 3 and from Fig. E it is understood that the calculated 'r' values were greater than that of table 'r' values in the case of boys and girls of Private School and boys of Government School. So hypothesis was accepted in these cases and proved life satisfaction scores of the students modified social intelligence scores. Whereas in the case of boys and girls of Government Aided School and girls of Government School, the calculated 'r' values were less than that of table 'r' values. Hence hypothesis was rejected in these cases.

Hypothesis: 2: Social intelligence has no impact on Education status of the students.

Table: 4- Chi square test between Education status and Social Intelligence of boys and girls of Private School

Variable	Gender	No	D.F.	X ²	L.S.
Social Intelligence Vs Education Status	Boys	50	4	2.03	N.S.
	Girls	50	4	5.05	N.S.

Table: 5- Chi square test between Education status and Social Intelligence of boys and girls of Government Aided School

Variable	Gender	No	D.F.	X ²	L.S.
Social Intelligence Vs Education Status	Boys	50	4	8.4	N.S.
	Girls	50	4	1.64	N.S.

Table: 6- Chi square test between Education status and Social Intelligence of boys and girls of Government School.

Variable	Gender	No	D.F.	X ²	L.S.
Social Intelligence Vs Education Status	Boys	50	4	4.29	N.S.
	Girls	50	4	2.41	N.S.

The tables 4 to 6 show that the calculate chi-square value were less than that of table chi square values. Hence the hypothesis was accepted and proved that intelligence has no impact on education status of the students in the case of boys and girls from Government, Government aided and Private Schools.

Hypothesis: 3: Social intelligence does not depend on the type of family of students.

Table: 7- To associate Social Intelligence with that of family status of boys and girls of Private School.

Variable	Gender	No	D.F.	X ²	L.S.
Social Intelligence Vs Education Status	Boys	50	2	1.87	N.S.
	Girls	50	2	2.49	N.S.

Table: 8- To associate Social Intelligence with that of family status of boys and girls of Government Aided School.

Variable	Gender	No	D.F.	X ²	L.S.
Social Intelligence Vs Family Status	Boys	50	2	4.12	N.S.
	Girls	50	2	0.56	N.S.

Table: 9- To associate Social Intelligence with that of family status of boys and girls of Government School.

Variable	Gender	No	D.F.	X ²	L.S.
Social Intelligence Vs Family Status	Boys	50	2	1.72	N.S.
	Girls	50	2	0.75	N.S.

The tables 7 to 9 show that the calculated chi-square values were less than that of table chi-square values. Hence the hypothesis was accepted and proved that intelligence did not depend upon the type of family of the students in the case of boys and girls from government, government aided and Private Schools.

Hypothesis: 4: “Life satisfaction does not depend on Education status”.

Table: 10- Chi square test between Education status and Life Satisfaction of boys and girls of Private School.

Variable	Gender	No	D.F.	X ²	L.S.
Life Satisfaction Vs Education Status	Boys	50	4	1.02	N.S.
	Girls	50	4	5.32	N.S.

Table: 11- Chi square test between Education status and Life Satisfaction of boys and girls of Government Aided School.

Variable	Gender	No	D.F.	X ²	L.S.
Life Satisfaction Vs Education Status	Boys	50	4	13.2	0.05
	Girls	50	4	8.5	N.S.

Table: 12- Chi square test between Education status and Life Satisfaction of boys and girls of Government School.

Variable	Gender	No	D.F.	X ²	L.S.
Life Satisfaction Vs Education Status	Boys	50	4	1.73	N.S.
	Girls	50	4	4.93	N.S.

The tables 10 to 12 show that the calculate chi-square values were less than that of table chi-square values. Hence the hypothesis was accepted and proved that life satisfaction does not depend on education status of the students in the case of boys and girls from Private, Government School and girls from Government Aided School where as in the case of boys of Government Aided School. The calculated chi-square values were greater than the table chi-square values. Hence hypothesis was rejected in these cases.

Hypothesis: 5: Life satisfaction has no impact on the type of family.

Table: 13- Chi square test between Life Satisfaction and family status boys and girls of Private School.

Variable	Gender	No	D.F.	X ²	L.S.
Life Satisfaction Vs Education Status	Boys	50	2	0.71	N.S
	Girls	50	2	0.48	N.S.

Table: 14- Chi square test between Life Satisfaction and family status of boys and girls of Government Aided School.

Variable	Gender	No	D.F.	X ²	L.S.
Life Satisfaction Vs Education Status	Boys	50	2	0.82	N.S
	Girls	50	2	3.27	N.S.

Table: 15- Chi square test between Life Satisfaction and of family status boys and girls of Government School.

Variable	Gender	No	D.F.	X ²	L.S.
Life Satisfaction Vs Education Status	Boys	50	2	0.82	N.S
	Girls	50	2	3.27	N.S.

The Tables 13 to 15 show that the calculated chi-square values were less than that of table chi-square values. Hence the hypothesis was accepted and proved that life satisfaction had no impact on the type of family of the students in the case of boys and girls from government, government aided and Private Schools.

Hypothesis: 6: Gender plays an important role on life satisfaction of students.

Table: 16- To differentiate life satisfaction of boys and girls of Private Schools.

Variable	Gender	No	Mean	S.D.	C.R.	L.S.
Life Satisfaction	Boys	50	126.28	18.32	6.9	0.1
	Girls	50	138.7	12.177		

Table: 17- To differentiate life satisfaction of boys and girls of Government Aided Schools.

Variable	Gender	No	Mean	S.D.	C.R.	L.S.
Life Satisfaction	Boys	50	131.7	14.66	2.32	0.05
	Girls	50	138.72	15.55		

Table: 18- To differentiate life satisfaction of boys and girls of Government Schools.

Variable	Gender	No	Mean	S.D.	C.R.	L.S.
Life Satisfaction	Boys	50	140.32	17.04	1.44	N.S.
	Girls	50	136.78	13.36		

The tables 16 to 18 show that the calculated CR value is greater than the table CR values. Hence the hypothesis was accepted and proved that Gender played an important role on life satisfaction of student in the case of Private School and Government Aided School, where as in the case of Government School the calculated CR value were less than that of table CR values. Hence the hypothesis was rejected in these cases.

Hypothesis: 7: Gender plays an important role on total score of social intelligence.

Table: 19- To differentiate the total score of social intelligence of boys and girls of Private School.

Variable	Gender	No	Mean	S.D.	C.R.	L.S.
Social Intelligence	Boys	50	99.1	9.26	7.36	0.01
	Girls	50	106.46	7.6		

Table: 20- To differentiate the total score of social intelligence of boys and girls of Government aided school.

Variable	Gender	No	Mean	S.D.	C.R.	L.S.
Social Intelligence	Boys	50	94.78	8.65	5.11	0.01
	Girls	50	103.5	8.39		

Table: 21- To differentiate the total score of social intelligence of boys and girls of Government School.

Variable	Gender	No	Mean	S.D.	C.R.	L.S.
Social Intelligence	Boys	50	101.62	7.07	0.692	N.S.
	Girls	50	102.58	5.97		

The tables 19 to 21 show that clearly the calculated CR values were greater than that of the table CR values. Hence the hypothesis was accepted and proved that Gender played an important role on total score of social intelligence of student in the case of Private School and Government Aided School, where as in the case of Government School the calculated CR value were less than that of table CR values. Hence the hypothesis was rejected in these cases.

Educational Implications

The finding of the present investigation is important for the improvement in the quality of Education. The following are some of the major recommendations to implicate the Life satisfaction and social intelligence of the students.

1. Educators and administrators should bring about awareness among students to give more importance to develop Life satisfaction and social intelligence
2. Parent’s role is necessary to develop Life satisfaction of students through guiding, directing, stimulating and encouraging

3. Lectures should provide inspiring leadership in developing Life satisfaction and social intelligence among students
4. Emotional development programmes and seminars are to be arranged in the classrooms
5. Early identification and environmental stimulation by teacher are very much essential. They should conduct Life satisfaction and social intelligence tests in the classrooms.

The positive affect is related to the Degree to which one accomplishes their goals, negative affect is related to the individual's ambivalence about their goals and Conflict between their goals, and life satisfaction was highest for those who had goals that were very important to them. That an individual's goals are determined by one's life circumstances, expectations of the Culture, and the person's idiosyncratic needs. Intrinsic goals reflect Inherent growth tendencies and satisfy inherent psychological Needs whereas extrinsic goals are imposed on the individual by Society and are sought for the approval of others or some other End. Specially, the extrinsic goals of desire for material.

Suggestions for Further Research

1. Social intelligence and academic achievement among the secondary school students.
2. Social intelligence in relation to creativity among higher secondary school students.
3. Life satisfaction and intellectual ability among the high school students.
4. Life satisfaction, intelligence and learning process among the higher secondary school students.
5. Life satisfaction and self-confidence among the secondary school students.

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