

An Investigation between the Relationship of Self - Concept and Social Intelligence of Male and Female Students at Senior Secondary Level

Shraddha Mishra¹, Dr. Malvika Kandpal²

¹Research Scholar, School of Education, S. G. R. R. University, Dehradun, Uttarakhand, India
mishrashraddha100[at]gmail.com

²Professor, School of Education, S. G. R. R. University, Dehradun, Uttarakhand, India
mskandpal1234[at]gmail.com

Abstract: This investigation was conducted to understand the relationship between self - concept and social intelligence. On the one hand self -concept describes one's image of his/her, on the other hand, social intelligence is the ability to communicate and interact with others. The sample of the study was collected from two government school situated in the city of Budaun, Uttar Pradesh. 50 male students were selected from Government Inter Collage, Budaun, and 50, female students were selected from Government Girls Inter Collage, Budaun Uttar Pradesh. The sample of 100 students has been selected with the help of random a sampling technique. To calculate the score in social intelligence Chadha and Ganesan's Social Intelligence Scale (1986) was used. This scale has 8 dimensions another hand to measure the S. Q. level of students' self - concept questionnaire by Dr. Raj Kumar Saraswat was used. This questionnaire contains a total of six dimensions of self - concept

Keywords: male, female, secondary level, government school

1. Introduction

“We become what we think about most of the time. . . ” (Earl Nightingale). This quote truly represents the represents self - concept. Because self - concept reflects the image of a person from his own point of view. So there are two different things, first what people think about a person indicates his social image, and second what a person thinks about thinks indicates self - image, and this self - image forms a self - concept. From time to time many psychologist, scholar and educationist represent their views on self - concept and its domains. As James believes that the self has three other mains - physical, social and spiritual. Sigmund Freud called self - concept an Ego in his theory of personality. There are lots of theory about self - concept and each and every theory conclude self - concept is the determiner of personality, behaviour, and behaviour in simple word self - concept is the answer to “who I am” am I beautiful, am I intelligent etc.

Aristotle told once, “Man is a social animal. ” And in today's world, we cannot imagine our existence without society because not only we are dependent on our society but it is also crucial for our mental health. Time on time many researchers study the effect of social intelligence on human beings and their mental functions. As a concept social intelligence was introduced by Edward Thorndike in 1920. He presents his theory about human intelligence, and in it, he introduces types of intelligence and social intelligence is one of the important types of intelligence. Further many other scholars represent their views about social intelligence.

Objectives of the study -

- To measure the level of social intelligence in the male students of senior secondary school.

- To measure the level of social intelligence in the female students of senior secondary school.
- To measure the level of self - concept in the male students of senior secondary school.
- To measure the level of self - concept in the female students of senior secondary school.
- To compare the social intelligence of male and female students of senior secondary school.
- To compare the self - concept of male and female students of senior secondary school.

Hypothesis

- There is no significant relation between the self - concept of male and female students of senior secondary school.
- There is no significant relationship between the social quotient of male and female students of senior secondary school.
- There is no significant relationship between self - concept and social intelligence.
- There is no significant relationship between self - concept and social intelligence of male students of senior secondary school.
- There is no significant relationship between self - concept and social intelligence of female students of senior secondary school.

2. Method and Procedure

This study was designed to learn the effect of Self - Concept and Social Intelligence as inactive school practices. This study also wants to identify the effect of Self - Concept and social intelligence among male and female students of government senior secondary school. For this purpose descriptive research method employs.

Sample

The sample of the study was collected from two government schools situated in the school of Budaun, Uttar Pradesh. 50 male students were selected from Government Inter Collage, (GIC) Budaun and 50 female students were selected from Government Girls Inter Collage, (GGIC) Budaun Uttar Pradesh. The sample of 100 students has been selected with the help of a random sampling technique.

Tool of the Study

The following tools were used for collecting the data -

Chadha and Ganesan's Social Intelligence Scale (1986) -

This scale have 8 dimensions which are as follows -

- 1) Patience (contains - 8 questions)
- 2) Co - cooperativeness (contains - 11 questions)
- 3) Confidence (contains - 8 questions)
- 4) Sensitivity (contains - 9 questions)
- 5) Recognition of social environment (contains - 3 questions)
- 6) Tactfulness (contains - 7 questions)
- 7) Sense of humour (contains - 8 questions)
- 8) Memory (contains - 12 questions)

Dr. Raj Kumar Saraswat's Self - concept questionnaire -

This inventory has the following dimensions -

- 1) Physical
- 2) Social
- 3) Temperamental
- 4) Educational
- 5) Moral
- 6) intellectual

Note - all these 6 dimensions contain each.

Statistical Treatment -

The data collected was subjected to the following statistical treatment -

- Mean
- S. D.
- T - Test

3. Analysis and Interpretation of Data

H1 - There is no significant difference between the level of self - concept of male and female students of senior secondary school.

Table 1

Group	Mean	S. D.	t - Value	Level of Significance
Male	184.72	23.008	1.98	Significance Difference
Female	172.6	16.635		

In the following table, we can see the difference between the score value of male and female students. Where male students secure a mean score of 184.72 with an S. D. of 23.008 whereas female students secured a mean score of 172.6 with an S. D. of 16.635. This means that school male students have a little bit higher level of self - concept on the other hand school female students perform a little bit lower in Self - Concept. Our (t - value $1.98 > 1.96$) on .05 level of significance. So we can conclude according to the data that

male students score more Self - Concept level than female students.

H2 - There is no significant difference between the level of social intelligence of male and female students of senior secondary school.

Table 2

Group	Mean	S. D.	t - value	Level of Significance
Male	93.48	13.05	1.98	Significance difference
Female	101.04	9.11		

In the following table we can see the difference between the score value of males and females. Male students secure a mean score of 93.48 with an S. D. of 13.05 whereas female students secured a mean score of 101.04 with S. D. of 9.11. This means that female students have a high level of social quotient, on the other hand, male students perform very low on the Social Intelligence scale. So we can conclude according to the data that female students have more social quotient levels than male students. Our (t - value $1.98 > 1.96$) on a .05 level of significance. So data does not provide evidence to accept the null hypothesis.

H3 - There is no significant relation between self - concept and social intelligence.

Table 3

Group	Mean	S. D.	t - Value	Level of Significance
Self - concept	178.66	20.88	1.97	Significant difference
Social Intelligence	97.26	11.82		

In the following table, we can see the score value of Self - concept and social intelligence. Where the mean score of self - concept is - 178.66 with S. D. 20.88 whereas the mean score of the social quotient is - 97.26 with S. D. 11.82. Our (t - value $1.97 > 1.96$) on a .05 level of significance. So data does not provide with us evidence to accept the null hypothesis.

H4 - There is no significant relation between self - concept and social intelligence of male students of senior secondary school.

Table 4

Group	Mean	S. D.	t - Value	Level of Significance
Self - concept	184.72	23.00	1.98	significant
Social Intelligence	93.48	20.58		

In this following table we can see the difference between the score value of male students. They secure a mean score of 184.72 with S. D. 23.00 in self - concept whereas in the SIS - Test their mean score was - 93.48 with S. D. - 20.58. Our (t - value $1.98 > 1.96$) on .05 level of significance. So data does not provide us evidence to accept null hypothesis.

H5 - There is no significant relation between self - concept and social intelligence of female students of senior secondary school.

Table 5

Group	Mean	S. D.	t - Value	Level of Significance
Self - concept	172.6	16.63	1.98	Significant relation
Social Intelligence	101.04	9.11		

In this following table we can see the score value of self - concept and social intelligence of female student. Where the mean score of self - concept is -172.6 with S. D. - 16.63 whereas the mean score of social quotient is -101.04 with S. D. - 9.11 . (T - value $1.98 > 1.96$) on 0.05 level of significance. So data does not provide us evidence to accept null hypothesis.

4. Conclusion

On the basis of this study we can conclude that female students are more active in social behaviour as there score in SIS Test is much higher than male students. But on the other hand male students have little bit higher score self - concept. Social intelligence and self - concept both are also correlated positively. This correlation between these two variables play an important role in education.

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