



Journal Homepage: - www.journalijar.com
**INTERNATIONAL JOURNAL OF
 ADVANCED RESEARCH (IJAR)**

Article DOI: 10.21474/IJAR01/4407
 DOI URL: <http://dx.doi.org/10.21474/IJAR01/4407>



RESEARCH ARTICLE

SOCIAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS WITH REFERENCE TO THEIR SNS USAGE.

Jijish Elias and Dr. M. Mirunalini.

Dept. of Educational Technology, Bharathidasan University, Tiruchirappalli, Tamilnadu , India.

Manuscript Info

Manuscript History

Received: 07 April 2017
 Final Accepted: 09 May 2017
 Published: June 2017

Key words:-

Social intelligence, Sns usage,
 Higher secondary school, Students.

Abstract

Usage of Social Networking Sites (SNS) are very common among the adolescent students as the usage of smart phones increased and thus the access of the internet become cheaper and easier. In the Indian context, social intelligence is very much important while talking about the social values and norms. In this study, the investigator tried to correlate the SNS usage with social intelligence of higher secondary school students using an SNS usage inventory and Social intelligence test among 360 Higher Secondary School students in Palakkad district. The results show that there is no relation among SNS usage and their social intelligence.

Copy Right, IJAR, 2017,. All rights reserved.

Introduction:-

Education makes aware a child how to live in the society as being a social individual, by obeying the social norms and respecting social values. Education is not at all imparting knowledge to the individual, but also guide the individual to take part in the social activities through various processes. Being a social animal, human beings are highly demanded to act in various situations and various roles according to the social norms and the social situations. The same norms accepted by one society may not be acceptable by another as the social norms and values are different for each and every society. Hence the need of social intelligence of an individual arises.

Being a citizen of a developing country like India, everyone is well versed with various Internet resources. Working with the Internet is a great adventure because of its rapid growth and the many tools incorporated into it. Social networking sites (SNS) became popular after 2004 when Facebook and Myspace were created. Now a days there are a large number applications which are used to communicate and share data personally and among groups. These applications which are running with the help of internet connection either in mobile phones or in any other electronic devices are termed as social networking sites.

According to Boyd and Ellison (2007) these sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site. The socialization processes of the current Indian culture, especially that of youngsters are through social networking sites. The term Social Intelligence is highly relevant in the socialization of an individual. Social intelligence has been defined as the ability to establish relationship with others, intrapersonal knowledge, ability to judge about others' feelings, temperaments and incentives, effective social performance/function, ability to sympathize, and being skilled in decoding nonverbal

Corresponding Author:- Jijish Elias, M.Phil. Scholar.

Address:- Dept. of Educational Technology, Bharathidasan University, Tiruchirappalli, Tamilnadu , India.

signs (Shutte et al, 1998). The level of Social intelligence of an individual, especially that of a student reveals how effectively he can survive in an Indian Society, where the social values and norms are more rigid and classic.

Review of Literature:-

Lalnunpuii & Verma (2016) attempted to analyse use of social networking sites using structured questionnaire among faculties and students of NIT, Mizoram. The findings of the study acknowledge that most of them were aware with the use of SNSs and they are using it for sharing information and communication. **Junco (2015)** examined students at different class ranks spent on Facebook, the time they spent multitasking with Facebook, as well as the activities they engaged in on the site. The results showed that seniors spent significantly less time on Facebook and spent significantly less time multitasking with Facebook than students at other class ranks. Time spent on Facebook was significantly negatively predictive of GPA for freshmen, but not for other students.

Bartwal and Raj (2014) investigated the relationship between academic stress and social intelligence. The result of the study shows that there were no significant gender differences with regard to academic stress and social intelligence among rural and urban adolescents male and female students experienced same amount of academic stress. A significant correlation was found between academic stress and social intelligence of rural and urban adolescents. **Lavanaia & Singh (2014)** investigated the significance between social intelligence of male and female college students. For this purpose total 60 samples were selected. The result of the study shows that there was significant difference between the social intelligence of male and female college students.

Objectives of the Study:-

The Research Project was designed in response with the following objectives to be kept in preview.

1. to find out the significance of difference, if any, between the male and female students with reference to their SNS usage and Social Intelligence.
2. to find out the significance of difference, if any, between the rural and urban school students with reference to their SNS usage and Social Intelligence.
3. to find out the significance of difference, if any, between the government, aided and unaided school students with reference to their SNS usage and Social Intelligence.
4. to find out the significance of association, if any, among SNS usage and Social Intelligence.

Hypotheses of the Study:-

The hypotheses of the present study are as follows

1. There is no significance of difference between the male and female students with reference to their SNS usage and Social Intelligence.
2. There is no significance of difference between the rural and urban school students with reference to their SNS usage and Social Intelligence.
3. There is no significance of difference between the government, aided and unaided school students with reference to their SNS usage and Social Intelligence.
4. There is no significance of association among SNS usage and Social Intelligence.

Methodology:-

Data collection:-

Survey Method is employed to collect the data from the respondents through structured inventory designed on the basis of the objectives of the study and a Social Intelligence test. Secondary Data have been collected through various Journals, books & internet which are restricted to the conceptual framework of the paper only.

Sampling design:-

The population has comprised of Higher Secondary School Students in Palakkad District. A convenient sampling size of 360 students of respondents has been selected using stratified random sampling.

Tools:-

SNS usage inventory developed and standardised by the investigator was used for getting the SNS usage level of the sample. It consists of two parts. First part containing 12 objective type questions which help to identify the SNS usage intensity and the second part contain 46 statements to be rated on a five point scale by the respondent. The second part identifies the approach of the sample towards the SNS. The Social Intelligence score was obtained with the help of a Social intelligence test developed and standardised by Lekshmi S. and Minikkutty A. (2012).

Data analysis:-

The collected data are then edited, consolidated and subjected to suitable statistical test & the data is presented in form of tables.

Statistical Tool Used:-

't'- test and ANOVA have been used in the study for the purpose of differential analysis and correlation analysis to test degree of association.

Limitation of the Study:-

1. Investigator focused mainly on one social networking site only viz face book, but the dimensions of social networking sites are tremendous.
2. Most of the questions in the SNS usage inventory are focused on Face book.

Delimitation of the Study:-

1. The study has been conducted on Higher secondary school students in Palakkad district only
2. This study is limited to four selected independent variables only, namely Gender, Locality of the school and Management of school.
3. The sample size is limited to 360 students.

Differential Analysis:-

Table 1:- Significance of difference between Mean Scores of SNS usage and Social Intelligence of HSS students with respect to their Gender.

DEPENDENT VARIABLES	GENDER	N	MEAN	S.D.	't' VALUE
SNS USAGE	MALE	180	149.05	38.34	0.994**
	FEMALE	180	153.34	43.48	
SOCIAL INTELLIGENCE	MALE	180	143.39	48.86	1.558**
	FEMALE	180	150.98	43.36	

** - not significant at 0.05 level

df = 358

H₀ - There is no significance of difference between the male and female students with reference to their SNS usage and Social Intelligence.

Table 1 shows that the 't' value for the SNS usage (0.994) and Social Intelligence (1.558) are lower than the table value 1.96. Hence, it is concluded that there is no significant difference between the mean scores of male and female students when consider their SNS usage and Social Intelligence. Thus the framed null hypothesis is accepted.

Table 2:- Significance of difference between Mean Scores of SNS usage and Social Intelligence of HSS students with respect to their Locality of School.

DEPENDENT VARIABLES	LOCALITY	N	MEAN	S.D.	't' VALUE
SNS USAGE	RURAL	180	148.89	42.30	1.071**
	URBAN	180	153.51	38.40	
SOCIAL INTELLIGENCE	RURAL	180	149.14	45.78	0.803**
	URBAN	180	145.22	46.83	

** - not significant at 0.05 level

df = 358

H₀ - There is no significance of difference between the rural and urban school students with reference to their SNS usage and Social Intelligence.

Table 2 shows that the 't' value for the SNS usage (1.071) and Academic Achievement (0.803) are lower than the table value .Hence, it can be concluded that there is no significant difference between the mean scores of Higher Secondary school Students who are studying in Rural and Urban Higher Secondary Schools with respect to their SNS usage and Social Intelligence. Thus the framed null hypothesis is accepted.

Table 3:- Significance of difference between Mean Scores of SNS usage and Social Intelligence of HSS students with respect to their Management of School.

DEPENDENT VARIABLES	MANAGEMENT	SUM OF SQUARES	df	MEAN SQUARE	F RATIO
SNS USAGE	BETWEEN GROUPS	92.97	127	0.732	1.155 **
	WITHIN GROUP	147.03	232	0.634	
	TOTAL	240.00	359		
SOCIAL INTELLIGENCE	BETWEEN GROUPS	87.60	109	0.804	1.318**
	WITHIN GROUP	152.40	250	0.610	
	TOTAL	240.00	359		

** - not significant at 0.05 level

H_0 - There is no significance of difference between the government, aided and unaided school students with reference to their SNS usage and Social Intelligence.

Table 3 shows that the F ratio for the SNS usage (1.155) and Academic Achievement (1.318) are lower than the table values. Hence, it is concluded that there is no significant difference between the mean scores of students from Government, Aided and Un-aided schools when we consider their SNS usage and Social Intelligence. Hence the null hypothesis is accepted in this case.

Correlation analysis:-

Correlation between Scores of SNS usage and Social Intelligence of HSS students.

H_0 –There is no significance of association among SNS usage and Social Intelligence.

From the correlation study between SNS Usage and Social intelligence, the investigator attained 'r' value as 0.036 for a sample size 360. From the data, it is clear that there is no correlation between SNS usage and Social Intelligence. Thus the null hypothesis is accepted.

Suggestions and conclusion:-

From the study, the investigator found that there is no significant effect of SNS usage on Social Intelligence. The study accepted all the stated null hypotheses and it reveals that there is no significant difference between boys and girls, rural and urban school students, government, aided and un-aided school students. So the investigator recommends the parents that only to monitor their wards regarding the usage of Social Networking Sites. Most cases it will not harm or affect their Social Intelligence.

The elders are very much afraid about the usage of social networking sites by the adolescent. But the study shows that their SNS usage not affected the Social Intelligence. So the investigator has the opinion that the children should use the social networking sites effectively and wisely so that the usage of SNS may enhance their Social Intelligence.

References:-

1. Bartwal, R. S., Raj, A. (2013). Academic stress among school going adolescents in relation to their emotional intelligence. *International Journal of Innovative Research and Development*, 2(11), 416-424.
2. Boyd,D.M.,Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230
3. Cabero-Almenara, J. (2006). Bases pedagógicas del e-learning. *RUSC. Universities and knowledge society journal*, 3(1), 1.
4. Junco, R. (2015). Student class standing, Facebook use, and academic performance. *Journal of Applied Developmental Psychology*, 36, 18-29.
5. Lalnunpuui, E., & Verma, M. K.(2016). Use of Social Networking Sites by Faculty Members and Students of NIT, Mizoram: A Case Study. *International Journal of Library and Information Studies*, 6(4), 225- 236.
6. Lavania, S.,& Singh, R. (2014). A Comparative Study of Social Intelligence Among Male and Female College Students, IAAP, Abstract 2014, (Unpublished Abstract).

7. Lekshmi, S. (2012). Developing a package for enhancing social intelligence of students at primary level (Doctoral dissertation, Mahathma Gandhi university, Kottayam).
8. Shutte, N.S., Malouff, J. M., Hall, L. E., Haggerty, D.J., Cooper, J.T., Golden, C.J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *personality and Individual Differences*, 25, 167- 177.