



## Social intelligence of children of working and non-working mothers of Kashmir: A comparative study

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### Abstract

The study explored the social intelligence of children of working and non-working mothers of Kashmir. 600 children of working and non-working mothers was selected as sample (in which 300 were children of working mothers and 300 of non-working mothers). Social intelligence scale developed by Chadda and Usha Gansan was used. For the present study mean, SD and t-test was used for statistical analysis. On various dimensions of social intelligence children of working mothers have found more patient, high confidence level, more sensitive and have strong memory. It was also depicted that children of non-working mothers have found more cooperative and high recognition of social intelligence. The result of study also indicated that children of working mothers were found to have high social intelligence on composite scores than the children of non-working mothers.

**Keywords:** social intelligence, working mothers and non-working mothers

### Introduction

Family is the most immediate social environment to which a child is exposed and develops his basic values and attitudes. An individual is said to be socially intelligent when he or she handle the complex social relations and is able make contacts. Social intelligence is the individual's ability to recognize and manage other persons and to act in adaptive social intelligence. It is hard to live a successful life in a civilization without social values and morals. Social intelligence is the aptitude of an individual to recognize the sentiment and emotions of other and respond according to the circumstances. It enables them to state their perspectives firmly and make other agree upon it. It helps an individual to extend strong co-existence with other members. Socially gifted people act sensitively and prosper in life. A person is socially sound and adaptable only when he makes himself according to the needs of the people. While living in a society man should live with love, collaboration and kind-heartedness. It is necessity of every society man has definite customs, traditions, norms and values, the fulfilment of which is the prime responsibility of an individual so that he can live wealthy and prosperous life. Sharma and Sachdeva (2017) <sup>[1]</sup> revealed that urban college students have found to higher on social intelligence and academic achievement when compared with rural college students. Rathod (2017) <sup>[2]</sup> found that there was no significant difference on social intelligence and personality of male and female students. It was also found that positive correlation existed between social intelligence and personality. Kaur (2016) <sup>[3]</sup> indicated that there exists significant relationship between social intelligence and family relationship among higher secondary school students.

Bhat and Khandai (2016) <sup>[5]</sup> revealed that female college students have found more social intelligence and academically better than male college students. Further, it was found that 75 % male college students and 72% female college students

were having better in study habits. Ganaie and Hafeez (2015) <sup>[6]</sup> found that social science college students have better social intelligence than science college students. Further, it was found that science students have better academic achievement than the social science students. Rathore and Mishra (2015) <sup>[7]</sup> revealed that female students have found more adjusted and have more social intelligence when compared to the male students. Saxena and Rajat (2013) <sup>[8]</sup> found that female students possess more social intelligence than male students and it was also revealed that arts stream students have found higher social intelligence than the students of other streams. Gnanadevan (2007) <sup>[9]</sup> indicted that the social intelligence scores of the students significantly differ with respect to caste, mother's education and parental income but it was also revealed no significant difference was found with respect to gender, father's education, mother's occupation or father's occupation. Singh (2007) <sup>[10]</sup> found that there was no significant difference in social intelligence of low creative & high creative adolescents and high creative girls and high creative boys.

After making the survey of the available literature, it is evident that many studies have been conducted, but the researcher identifies the research gap and signifies the need of present research problem "Social intelligence of children of working and non-working mothers of Kashmir- A comparative study". In this view the investigator is interested to examine the present research problem.

### Objectives

The following objectives have been formulated for the present investigation:

1. To study and compare children of working and non-working mothers on various dimensions of social intelligence.

2. To study and compare children of working and non-working mothers on composite scores of social intelligence.

**Hypotheses**

The following hypotheses have been formulated for the present investigation:

1. There is a significant difference between children of working and non-working mothers on various dimensions of social intelligence.
2. There is a significant difference between children of working and non-working mothers on composite score of social intelligence.

**Definitions of Variables and Terms**

The social intelligence in the present investigation referred to the scores obtained by sample subjects on Social Intelligence Scale developed by N. K. Chadda and Usha Ganesan. It measures social intelligence in eight areas: (i) Patience (ii) Cooperativeness (iii) confidence level (iv) Sensitivity (v) Recognition of social environment (vi) Tactfulness (vii) Sense of Humour (viii) Memory.

**Working Mothers**

Working mothers in the present investigation referred to educated women with educational qualification as 12<sup>th</sup> and above, and are in any government, semi-government or

private organization.

**Non- working mothers**

Non-working women in the present investigation referred to educated women with educational qualification as 12<sup>th</sup> and above, but not engaged in any government, semi- government or private organization.

**Design of the Sample**

The sample for the present study comprised of 600 children, in which 300 were children of working mothers selected by using purposive sampling technique and 300 were children of non-working mothers selected by using simple random sampling technique from various government and private high and higher secondary schools of district Srinagar, Anantnag, Budgam and Pulwama.

**Tools**

The investigator used the Social Intelligence Scale developed by N. K Chadda and Usha Ganasen for data collection.

**Statistical Analysis**

For the analysis of data following statistical techniques were used for the present study-

1. Mean
2. Standard Deviation
3. t -test.

**Table 1:** Showing mean comparison between children of working and non-working mothers on Dimension ‘A’ Patience of Social Intelligence (N=300 in each group)

Dimension	Group	Mean	Std. Deviation	t-value	Level of Significance
Patience	Children of working mothers	21.24	3.05	7.48	Significant at 0.01 level
	Children of non-working mothers	19.55	2.47		

The above table displays the mean comparison between children of working and non-working mothers on patience dimension of social intelligence. The table shows that there is significant difference between children of working and non-working mothers on patience. The calculated t- value is (7.48) which is significant at 0.01 level. The table also reveals that

mean difference favors children of working mothers which highlight that children of working mothers are more patient than children of non-working mothers. Children of working mothers are quiet and calm under stressful situations and are able to show tolerance.

**Table 2:** Showing mean comparison between children of working and non-working mothers on Dimension ‘B’ Cooperativeness of Social Intelligence (N=300 in each group)

Dimension	Group	Mean	Std. Deviation	t-value	Level of Significance
Cooperativeness	Children of working mothers	23.76	3.56	6.26	Significant at 0.01 level
	Children of non-working mothers	25.34	2.51		

The above table shows the mean comparison between children of working and non-working mothers on cooperativeness dimension of social intelligence. The result reveals that there is significant difference between children of working and non-working mothers on cooperativeness. The obtained t. value is

(6.26) which is significant at 0.01 level. The mean favours the children of non-working mothers which indicate that children of non-working mothers are more cooperative than children of working mothers. Children of non-working mothers have more ability to interact with others in a pleasant way.

**Table 3:** Showing mean comparison between children of working and non-working mothers on Dimension ‘C’ Confidence Level of Social Intelligence (N=300 in each group)

Dimension	Group	Mean	Std. Deviation	t-value	Level of Significance
Confidence level	Children of working mothers	21.07	2.84	5.240	Significant at 0.01 level
	Children of non-working mothers	20.09	1.68		

The above table shows the mean comparison between children of working and non-working mothers on confidence level dimension of social intelligence. The results reveal that there is significant difference between children of working and non-working mothers on confidence level. The calculated t. value is (5.24) which is significant at 0.01 level. The mean favours

the children of working mothers which indicate that children of working mothers are more confident than children of non-working mothers. Children of working mothers are open minded and have firm faith in oneself as they have full autonomy in decision making.

**Table 4:** Showing mean comparison among children of working and non-working mothers on Dimension ‘D’ Sensitivity of Social Intelligence (N=300 in each group)

Dimension	Group	Mean	Std. Deviation	t-value	Level of Significance
Sensitivity	Children of working mothers	21.94	3.40	5.39	Significant at 0.01 level
	Children of non-working mothers	20.73	1.88		

The above table shows the mean comparison between children of working and non-working mothers on sensitivity dimension of social intelligence. The results depict that there is significant difference between children of working and non-working mothers on sensitivity. The obtained t. value is (5.39) which is significant at 0.01 level. The mean favours the

children of working mothers which reveals that children of working mothers are more sensitivity than children of non-working mothers. Children of working mothers show sympathetic and empathetic attitude and show concern about social events.

**Table 5:** Showing mean comparison between children of working and non-working mothers on Dimension ‘E’ Recognition of Social Environment of Social Intelligence (N=300 in each group)

Dimension	Group	Mean	Std. Deviation	t-value	Level of Significance
Recognition of social environment	Children of working mothers	1.68	0.92	8.87	Significant at 0.01 level
	Children of non-working mothers	2.64	1.62		

The above table shows the mean comparison between children of working and non-working mothers on recognition of social environment dimension of social intelligence. The results reveal that there is significant difference between children of working and non-working mothers on recognition of social environment. The obtained t. value is (8.87) which is

significant at 0.01 level. The mean favours the children of non-working mothers which indicate that children of non-working mothers are more socially intelligent than children of working mothers. Children of non-working mothers have ability to recognize the atmosphere of existing situation and get opportunities of recognizing the diversified social events

**Table 6:** Showing mean comparison between children of working and non-working mothers on Dimension ‘F’ Tactfulness of Social Intelligence (N=300 in each group)

Dimension	Group	Mean	Std. Deviation	t-value	Level of Significance
Tactfulness	Children of working mothers	3.78	1.46	0.56	Insignificant
	Children of non-working mothers	3.84	1.12		

The above table displays the mean comparison between children of working and non-working mothers on tactfulness dimension of social intelligence. The obtained t. value is (0.564) which indicate that there is no significant difference between children of working and non-working mothers on

tactfulness. The mean difference is insignificant which indicates that children of working mothers and non-working mothers are equally tactful. Both the groups have somewhat similar capacity to imbibe the uneven things and put forward their views in right way.

**Table 7:** Showing mean comparison between children of working and non-working mothers on Dimension ‘G’ Sense of Humour of Social Intelligence (N=300 in each group)

Dimension	Group	Mean	Std. Deviation	t-value	Level of Significance
Senses of Humour	Children of working mothers	3.79	1.48	0.89	Insignificant
	Children of non-working mothers	3.89	1.42		

The perusal of the table shows the mean comparison between children of working and non-working mothers on sense of humour dimension of social intelligence. The obtained t. value is (0.89) which indicate that there is no significant difference between children of working and non-working mothers on

sense of humour. The mean difference is insignificant which indicates that children of working and non-working mothers have almost similar sense of humour. Both the groups have capacity to feel and cause amusement and are able to see the lighter side of life.

**Table 8:** Showing mean comparison between children of working and non-working mothers on Dimension ‘H’ Memory of Social Intelligence (N=300 in each group)

Dimension	Group	Mean	Std. Deviation	t-value	Level of Significance
Memory	Children of working mothers	8.50	1.48	2.13	Significant at 0.05 level
	Children of non-working mothers	8.24	1.46		

The above table shows the mean comparison between children of working and non-working mothers on memory) dimension of social intelligence. The above table also displays that there is significant difference between children of working and non-working mothers on memory. The obtained t. value is (2.13) which is significant at 0.05 level. The mean favours children

of working mothers which indicates that children of working mothers have strong memory than the children of non-working mothers. Children of working mothers acquire the high ability of remembering the names and faces of people besides all the relevant issues.

**Table 9:** Showing mean comparison among children of working and non-working mothers on Composite Score of Social Intelligence (N=300 in each group)

Variable	Group	Mean	Std. Deviation	t-value	Level of Significance
Social Intelligence	Children of working mothers	105.13	7.57	3.30	Significant at 0.01 level
	Children of non-working mothers	104.31	5.77		

The perusal of the table shows the mean comparison between children of working and non-working mothers on composite/overall score of social intelligence. The above table shows that there is a significant difference between children of working and non-working mothers on composite score of social intelligence. The above table also displays that the children of working have found higher social intelligence than the children of non-working mothers. The calculated t. value is (3.03) which is significant at 0.01 level.

**Conclusion**

1. The results revealed that there is a significant difference between children of working and non-working mothers on patience dimension of social intelligence. It was found that children of working mothers have more patience than the children of non-working mothers.
2. The results reflected that there is a significant difference between children of working and non-working mothers on cooperativeness dimension of social intelligence. The results revealed that children of non-working mothers are more cooperative than the children of working mothers.
3. The results revealed that there is significant mean difference between children of working and non-working mothers on confidence level of social intelligence. It was revealed that children of working mothers are more confident than the children of non-working mothers.
4. The results depicted that there is a significant difference between children of working and non-working mothers on sensitivity dimension of social intelligence. It was found that children of working mothers are more sensitivity than the children of non-working mothers.
5. The results revealed that there is significant mean difference between children of working and non-working mothers on recognition of social environment dimension of social intelligence. It was revealed that children of non-working mothers have found high on recognition of social environment than the children of working mothers.
6. The results indicated that there is no significant difference between children of working and non-working mothers on tactfulness dimension of social intelligence. It was found

that both the groups are equally tactful.

7. The results revealed that there is no significant difference between children of working and non-working mothers on sense of humour dimension of social intelligence. It was revealed that both the groups are almost similar on sense of humour.
8. The results depicted that there is significant difference between children of working and non-working mothers on memory dimension of social intelligence. It was found that children of working mothers have strong memory than the children of non-working mothers.
9. The results revealed that there is significant difference between children of working and non-working mothers on composite score of social intelligence it was revealed that the children of working have found higher social intelligence than the children of non-working mothers.

**Educational Implications**

It is usually suggested to the educational policy makers that co-curricular activities like debates, discussion, seminars, symposiums and workshops should be given prime importance which helps students to develop their social intelligence.

In schools teachers’ pay attention only to the cognitive aspect of students and neglect the social aspect, it is recommended to the teacher’s that attention should be given to the social aspect of the students.

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