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**Study of Social And Emotional Intelligence of School Going Adolescents  
of Working And Non Working Mothers**

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**Abstract**

*The main objective of present study was to study the Social and Emotional Intelligence of school going adolescents of working and non-working mothers. To achieve this objective, Social Intelligence Scale by Chadha & Ganesan ( 2004 ) and Emotional Intelligence Inventory by Mangal ( 2004 ) were used. The sample consists of 100 adolescents of various school selected randomly from Ludhiana District of Punjab, India. The sample was equally categorized between school going adolescents of working and non-working mothers and further categorized into Male – Female adolescents. The results revealed that there exists a significant relationship between social and emotional intelligence of school going adolescents of working and non-working mothers.*

**Key Words:** Social Intelligence, Emotional Intelligence

**Introduction**

Mothers whether educated or illiterate give a definite shape to the personality of their children especially during their school going age. According to Froebel, "Mothers are the ideal teachers, and the informed education given by home is most effective and natural." From last century in India social reformers have been pleading cause of educating the women. It has been aptly said, "If you educate a women, you educate a family." This highlights impact of women on the development of child. However, children acquire their goals, values & norms based on the way they view or identify with their mothers as well as from the quality and amount of care and guidance given to them by their mothers.

**Social Intelligence**

Social Intelligence is the adjustment ability of an individual to his society, environment, situations and problems of life. Life becomes truly worth living only when we have happiness and fulfilment. Good quality relationship is one of the strongest sources of our feelings. Personal relationships are like emotional vitamins. Social intelligence can be described as a combination of abilities: the first is a basic understanding of people and second is the skills needed for interaction successfully with them. In other words, the ability to get along with other and to encourage them to cooperate with you. People with high social intelligence are often said to have "nourishing behaviours" which makes others around them feel valued, loved, respected and appreciated. These people are very appealing to others and are often described as having 'magnetic personality'. Having better social intelligence can reduce conflict and create more efficient and effective collaboration, so that we all move towards common goals.

**Emotional Intelligence**

Emotional intelligence is an asset particularly in today's age it is hailed as paramount. It is the mental ability we are born with, which gives us emotional sensitivity and our potential for emotional learning management skills, which can help us, maximize our long term health, happiness and survival. It builds up the ability in self adaptation for solving the stress problems and pressure of life in competing

status of an individual. People who manage their own feelings well and deal effectively with others are more likely to live content lives. A person with emotional intelligence knows how to listen others, communicate, initiate change and deal with the problems. Persons with well developed emotional skills see themselves realistically, always cope with unexpected change, control strong emotions and impulses and experience true empathy is a prime requirement for successful relationship. People, who cannot marshal some control over their emotional life, get easily frustrated, over react to perceived criticism, avoid reality, get angry easily and become pessimistic about life. Emotional intelligence refers to a person's innate potential. Each individual is born with a certain potential for emotional sensitivity, emotional memory, emotional processing and emotional learning ability. These are four inborn components that form the core of one's emotional intelligence.

### **Rationale of The Study**

A mother is the first school of child. She is dynamic force in the life of her child influencing her physical, emotional, social & moral development. Adolescence is the crucial period of child's life & as this period is period of preparation for adult life, the countries success in various fields of life depends upon proper guidance of adolescents. The fundamental change in the economy of the Indian families directing the past decade has been due to the employment of women. Working mothers spend the major portion of their time in travelling & in offices/institutions where they are employed. This diverts their attention from the children which in turn effects various aspects of the lives of the children.

Today, is the age of complications, only those individual can survive in the society who are emotionally strong, specially adolescents because adolescents has to face many problems in society, home & school. They tend to withdraw from social contacts. They get frustrated & committed suicide. The major cause or factor behind suicide is that they are not emotionally strong. In our educational system emotional intelligence & social intelligence are important parameters to gauge the success of the students, especially school going adolescents. Most of the studies have examined the effects of maternal employment on their small children. There was a paucity of research examining the effect of maternal employment on the adolescent children. Now, when the role of women is changing both with in and outside the family, question has been raise regarding the impact of maternal employment on children, especially adolescent children & the various aspects of their lives like their emotional & social intelligence. It is apparent that maternal employment has profound implications for our changing social pattern. It is therefore, very much relevant to study the effect of maternal employment on adolescent children. Hence, the study will find out how far the absence or presence of mother at home determines the development of child with regard to Emotional Intelligence and Social Intelligence. The study is very important in order to cure and prevent the emotional & social problems of the adolescents.

The study is important for parents to understand the child fully & accordingly provide family conditions for their emotional & social growth. The result of the study will help the teacher, guidance worker and social workers to be in better position to guide the students & parents.

### **Objectives of The Study**

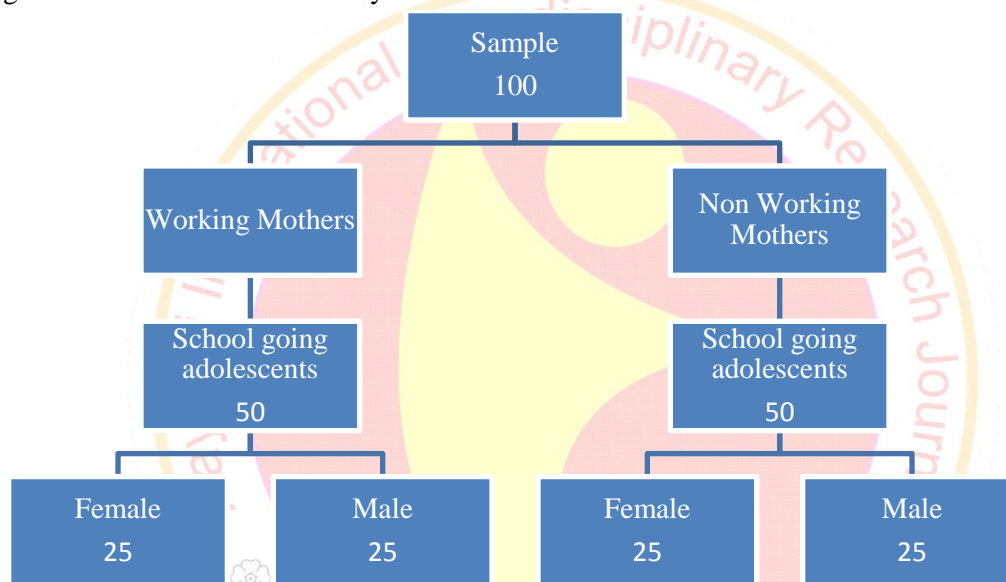
- 1) To study social intelligence of school going male and female adolescents.
- 2) To study social intelligence of school going adolescents of working and non-working mothers.
- 3) To study emotional intelligence of school going male and female adolescents.
- 4) To study emotional intelligence of school going adolescents of working and non-working mothers.
- 5) To study relationship between emotional intelligence and social intelligence of school going adolescents.

**Hypotheses**

- 1) There will be no significant difference in the mean scores of social intelligence of male and female school going adolescents.
- 2) There will be no significant difference in the mean scores of social intelligence of school going adolescents of working and non working mothers.
- 3) There will be no significant difference in the mean scores of emotional intelligence of school going male and female adolescents.
- 4) There will be no significant difference in the mean scores of emotional intelligence of school going adolescents of working and non working mothers.
- 5) There will be no significant relationship between emotional intelligence and social intelligence of school going adolescents.

**Sample and design of the study**

The present study is a descriptive survey which was conducted on 100 school going adolescents. A diagrammatic structure of the study is as follows:-



**Tools Used**

In the present study the following tools were used for the collection of data by the investigator.

- 1) Social Intelligence Scale by Chadha and Ganesan ( 2004 )
- 2) Emotional Intelligence Inventory by Mangal ( 2004 )

**Statistical Techniques Used**

Mean, S.D. and t –test were used for data analysis.

**Analysis and Interpretation**

**Table I**

Mean scores, S.D., S.E<sub>D</sub> and t-value of social intelligence of male & female school going adolescents

Group	N	Mean	S.D	S.E <sub>D</sub>	t-value
Female	50	101.17	11.13	1.72	0.83 <sup>NS</sup>
Male	50	99.45	9.41		

NS-Non significant at 0.05 level of confidence

Table I shows that the mean scores of social intelligence of male adolescents is 101.17 and female adolescents is 99.45 with S.D is 11.13 and 9.41 respectively. The t-value is 0.83 which is non-significant at 0.05 level of confidence because the calculated value of t is lower than the tabulated value. This shows that there exists no significant difference in social intelligence of males and females of school going adolescents.

Hence, the hypothesis No. 1 “There will be no significant difference in the mean scores of social intelligence of male and female school going adolescents” accepted.

**Table II**  
**Mean scores, S.D., S.E<sub>D</sub>, and t-value of social intelligence of adolescents of working and non working mothers**

Group	N	M	S.D.	S.E <sub>D</sub>	t- value
Working	50	104.35	9.21	1.95	2.97**
Non-working	50	98.57	10.22		

\*\*significant at 0.01 level of confidence

Table II shows the mean scores of social intelligence of adolescents of working and non working mothers is 104.35 and 98.57 respectively with S.D is 9.65 and 10.71 respectively. The t-value is 2.97 which is significant at 0.01 level of confidence because the calculated value of t is greater than the tabulated value. This shows that there exists significant difference in social intelligence of adolescents of working and non working mothers.

Hence, that hypothesis No. 2 “There will be no significant difference in the mean scores of social intelligence of school going adolescents of working and non working mothers” rejected.

**Table III**  
**Mean scores, S.D., S.E<sub>D</sub>, and t-value of Emotional intelligence of male and female school going adolescents.**

Group	N	M	S.D	S.E <sub>D</sub>	t-value
Female	50	54.62	8.34	1.73	0.38 <sup>NS</sup>
Male	50	55.28	8.97		

NS-Non significant at 0.05 level of confidence

Table III shows the mean scores of Emotional intelligence of adolescents of male and female adolescents is 54.62 and 55.28 respectively with S.D is 8.34 and 8.97 respectively. The t- value is 0.38 which is non-significant 0.05 level of confidence because the calculated value of t is lower than the tabulated value. This shows that there exists significant difference in emotional intelligence of male and female school going adolescents.

Hence, the hypothesis no. 3 “There will be no significant difference in the mean scores of emotional intelligence of school going male and female adolescents” accepted.

**Table IV**  
**Mean scores, S.D., S.E<sub>D</sub>, and t-value of Emotional intelligence of adolescents of working and non working mothers.**

Group	N	M	S.D	S.E <sub>D</sub>	t-value
Working	50	59.03	7.96	1.57	5.24**
Non working	50	50.75	7.82		

\*\*significant at 0.01 level of confidence.

Table IV shows the mean scores of Emotional intelligence of adolescents of working and non working mothers is 59.03 and 50.75 respectively with S.D is 7.96 and 7.82 respectively. The t-value is 5.24 which is significant at 0.01 level of confidence because the calculated value of t is greater than the tabulated value. This shows that there exists significant difference in emotional intelligence of adolescents of working and non working mothers.

Hence, the hypothesis no. 4 “There will be no significant difference in the mean scores of emotional intelligence of school going adolescents of working and non working mothers” rejected.

**Table V**  
**Co-efficient of correlation between social Intelligence and emotional intelligence of adolescent (Total sample)**

Variable	No. of sample (N)	Correlation (r)
Social intelligence	150	0.48**
Emotional intelligence	150	

\*\*significant at 0.01 level of confidence.

Table V represents the co-efficient of correlation between social intelligence and emotional intelligence of adolescents is 0.48. This value is significant at 0.01 level of confidence because the calculated value of r is greater than the tabulated value. This indicates that social intelligence is significantly related to Emotional intelligence of adolescents.

Hence, Hypothesis no. 5 “There will be no significant relationship between social intelligence and emotional intelligence of school going adolescent of working and non working mothers” rejected.

It means that there is significant relationship between social intelligence and emotional intelligence of school going adolescents of working and non working mothers. If one is emotionally intelligent then he can handle social affairs intelligently and for social activities one needs to manage and control his emotions.

### Findings and Conclusion

On the basis of results obtained during the course of investigation, the following findings have been drawn.

1. There exists no significant difference in social intelligence among adolescents with respect to gender.
2. There exists significant difference in social intelligence of adolescents of working and non working mothers.
3. There exists no significant difference in emotional intelligence among adolescents with respect to gender.
4. There exists significant difference in emotional intelligence of adolescents of working and non working mothers.
5. There exist significant relationship between social intelligence and emotional intelligence of school going adolescents of working and non working mothers.

### Educational Implications

On the basis of results & conclusions the under mentioned implications can be drawn.

The teachers, parents especially mothers, and advisers can play a significant role in the nourishment of social and emotional intelligence of adolescents. The present study will be helpful to evaluate the reason of adolescent not participating in different activities and competition. So it will help the teachers and parents to aware the adolescent about the importance of the co-curricular activities. They should be encouraged to participate in debates, essay contests, music competitions & sports, games,

tournaments. Thus it can play a pivotal role in the nourishment of harmonious and all round personality of adolescents. The teachers should adopt new methods and techniques to develop social intelligence among students which should be helpful in improving the emotional intelligence. The students should be encouraged to be helpful, co-operative and responsible. The present study is also useful for policy framework & form curriculum preparation, so that they can disclose themselves fully. The present study will also help the parents to make their children emotionally and socially intelligent. Non mothers should try to improve their siblings, cousins, friends and neighbours. The dealing of mothers with their adolescents should be in such co-operative and friendly so that the adolescent share their feeding secrets, ideas with their mother without any hesitation and fear. In a congenial & democratic environment, the adolescents will maintain their good & sound emotional development. Mothers & teachers should have an effort to know the abilities & capabilities of adolescents in personal as well as social perspective and provide favourable atmosphere to the adolescents inside as well as outside the home and school. This will help the adolescent in developing social & emotional intelligence. The youth of today are leaders of tomorrow. If they are well adjusted in society & at home, they will never be able to work properly in different areas of life. Their success in life depends much on their social & emotional intelligence.

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