

## **A Study of Social Intelligence and Personality among Adolescence.**

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**Abstract:** *The aim of the presented study is to social intelligence and personality among adolescence. The sample consist of 100, (50 boys and 50 girls) were randomly selected in the Rajkot city. The social intelligence scale created byDr. S. Mathur, Gujarati translated Yogesh A. Jogsan, scale for personality of created by Johan, Donahue and Kentle was used to collect the reacquired data, t-test and correlation method, was used for analysis of data. The Result of the study evaluated that there is a no significant different between boys and girls on social intelligence and personality.*

**Key Word:** *Social intelligence, Personality, Adolescence*

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### **I. Introduction**

Social intelligence is the ability to get along well with others and to get them to cooperate with you sometimes referred to simplistically "people skills" social intelligence includes an awareness of situations and the social dynamics that govern them and a knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. Social intelligence the longest history. The idea goes back to Thorndike (1920), who defined social intelligence "the turn referred the person's ability to understand and manage other people", Karl Albrecht (2005) Classifies behaviors toward others and feeling some where on a spectrum between "toxic" effect and "nourishing" effect. Toxic behavior makes people feel devalued, angry, Frustrated, guilty or otherwise in adequate. Nourishing behavior makes people feel valued, respected, affirmed encouraged or competent A continued pattern of toxic behavior indicates allow level of social intelligence the inability to connect with people and influence them effectively. A continued pattern of nourishing behaviour tends to make a person much more effective in dealing with other; nourishing behavior are the indicators of high social intelligence. Nicholas Flumphrey (1976) classifies social intelligence or the richness of our qualitative life, rather than our quantitative intelligence that truly makes truly makes humans what they are Ross Honey will (2014) views social intelligence as an aggregated measure of self and social awareness, evolved social beliefs and attitudes and a capacity and appetite to manage complex. Social change.

Personality is a concept to be used to recognize stability and consistency of behavior across different situations, uniqueness of the person and individual differences. There are controversies among psychologists to define personality. Among the numerous definitions of personality, the most commonly accepted definition is given by Allport (1937).

The word personality has been derived from the Latin word 'Persona.' At first this word was used for the mask worn by the actors (Roman and Greek) in ancient times, to indicate to the audiences whether they played the villain's or the hero's role in a drama. Thus the mask gave the actor his characteristic features.

Personality includes the behavior patterns, a person shows across situations or the psychological characteristics of the person that lead to those behavior patterns.

Personality is the total quality of an individual behavior as it is shown in his/her habits, thinking, attitudes, interests, his/her manner of acting and his/her personal philosophy of life. It is the totality of his/her being. It includes his physical, mental, emotional and temperamental make-up and how it shows itself in behavior.

The term personality is used by all sections of people on certain occasions, during the courses of their conversations about a person. The concerned person may be young or old, male or female, a person of ordinary type, or person of great eminence. Whether they have known the person very well or known simply from what other say. They attribute some characteristics to the person and admire with some pleasant words that he or she is an attractive, pleasant, agreeable, uncontroversial, dynamic, friendly, person of out standing ability and so on. It may be also stated that he or she have a very good personality. They are attractive or the person is not so good looking, very forceful, adamant, not friendly, quarrelsome and son on. Thus the person is described in terms of some traits or characteristics. This is what we observe in the common sense world in utilizing the concept of

personality. But it does not mean that what we hear from others about the description on personality is wrong. We can not say that the common sense observations are totally wrong or incorrect. This is what the psychologist's state as social attraction. Whatever it is, this is not the all with which the psychologists are satisfied.

## **II. Literature Review**

### **Academic Stress among School Going Adolescents in Relation to Their Social Intelligence.**

**- Ramesh Singh & Anuj Raj**

The main purpose of this present research was to investigate the relationship between academic stress and social intelligence. For this purpose total 200 School going male and female adolescents were selected. The result of the study show 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.

### **Study Habits and Academic Achievement Motivation in Students Relation to Their Social Intelligence.**

**- Jogsan, Y. A. & Doshi, D. R.**

The main purpose of this study was to know study habits and academic achievement motivation in student's relation to their social intelligence. For this purpose total 104 students were selected and also used statically technique Chi-square. The result of this study was significant difference in study habit and academic achievement motivation relation to social intelligence in students and also there was high positive correlation between study habit and academic achievement motivation.

### **A study on relationship between personality traits and employment factors of college students**

**Cheng Kai-Wen Kaohsiung Hospitality College**

The goal of vocational education is to enhance students' professional knowledge, technical skills, and professional ethics to make them readily available for employment and capable of satisfying the needs of economic constructions. Vocational education plays an important role in guiding and assisting students in seeking employment. However, in addition to school education, individual personality traits largely affect students' employment. This paper used students at a college in Taiwan to investigate the relationship between students' personality traits and their employment factors.

## **THE EFFECTS OF BIRTH ORDER ON PERSONALITY**

**The Faculty of the Alfred Adler Graduate School**

This literature review examines 25 empirical articles regarding the effects of birth order on personality to determine whether this research supports Alfred Adler's birth order theory. The research focused on a broad range of topics covering the complete lifespan and included such topics as relationships, executive functioning and mental health. Overall the research found that there is a significant effect on many aspects of personality due directly to birth order.

### **PROBLEM:**

**A STUDY OF SOCIAL INTELLIGENCE AND PERSONALITY AMONG ADOLESCENCE.**

**Objectives:-**

The main objectives of study is to,

1. Measure the difference of social intelligence among Adolescence.
2. Measure the difference of personality among Adolescence.
3. Measure the co-relation between social intelligence and personality.

**Hypothesis:**

Related objectives of this null hypothesis is,

1. There is no significant difference in social intelligence among Adolescence.
2. There is no significant difference in personality among Adolescence.
3. There is no significant co-relation between social intelligence and personality.

## **III. Method**

**Sampling:**

The sample consisted of 100 student.50 boy and 50 girl Adolescence. They were randomly selected in the Rajkot city.

**Statistical analysis:**

The statistical techniques used were t-test and correlation for testing the hypothesis.

Tools:

A. Social intelligence scale :

To check the social intelligence of subject here social intelligence scale developed by Dr. S. Mathur (2007) in English language and translated into Gujarati by Dr. Yogesh A. Jogsan(2013). This scale has total 50 sentences which measured high social intelligence and low social intelligence. This is three point scales. Here is yes, uncertain and No option were given scores 2, 1, 0 and low social intelligence yes, uncertain and no option were given scores 0, 1, 2. Reliability of present scale has checked by test-retest method that has 0.87. Validity of this scale has established 0.78.

B. Personality scale :

The scale was developed by Johan, Donahue and Kentle (1991). The scale consists of 44 item with 5 alternative response varying from 'strongly agree' to 'strongly disagree', each to be rated pn 5 point scale. There reliability and validity are higher.

#### IV. Result & Discussion

The main objectives present study of A result discussion is under. A Study Of Social Intelligence And Personality Among Adolescence.

##### Insert Table - 1

According table no -1 indicates the boy received low mean scores 70.56 as compared girls 71.52. The t-value was 0.38no significant at 0.01 levels. There is no difference in social intelligence in boys and girls. So we can say that first hypothesis was accepted.

##### Insert Table -2

According to table no-2 indicates the girls received low mean scores 162.38 as compared boys 170.7. The t-value was 1.49 no significant at 0.01 levels. There is no difference in personality in boys and girls.. So we can say that second hypothesis was accepted.

##### Insert Table - 3

According to table no-3 the result obtained positive co-relation between social intelligence and personality. It was 0.14 positive co-relations between social intelligence and personality. It means social intelligence decrease personality increase and personality increase social intelligence decrease.

#### V. Conclusion

We can conclude by data analysis as follows :

There were significant differences between the mean scores of two groups in social intelligence. There was significant difference between the mean scores of two groups in personality. The co-relation between is social intelligence and personality 0.82 which is positive correlation. It means social intelligence decrease personality increase and personality increase social intelligence decrease.

Limitation and future research:

This study had several limitation that can be addressed by future research. First, the sampling consist only of Adolescence of the different area in Rajkot city. So, it is not representative of all Adolescence. Hence, a more representative sampling might yield different result, for example a sample from different area of Gujarat might significant interaction effects of areas.

Result table:

**Table -1**  
**Means, SD and t-value score ofsocial intelligence, among Adolescence.**

Sr. No.	Variable	N	M	SD	T	Sig.
I.	Boys	50	70.56	12.96		
I.	Girls	50	71.52	12.38	0.38	N.S

**Table -2**  
**Means, SD and t-value score of fashion, among working and non-working women.**

Sr. No.	Variable	N	M	SD	T	Sig.
I.	Boys	50	170.7	24.57		
I.	Girls	50	162.38	30.89	1.49	N.S

**Table -3**  
**Means, and co-relation score of social intelligence and personality among Adolescence.**

Sr. No.	Variable	N	Mean	r
1	social intelligence	100	71.04	0.14
2	personality	100	166.54	

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