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**SOCIAL INTELLIGENCE IN RELATION TO MENTAL HEALTH
ON SECONDARY SCHOOL STUDENTS
IN KERALA**

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ABSTRACT

The aim of this study is to find out the relationship between the variables Social Intelligence and Mental Health is studied, with respect to the classificatory variables Gender, Locale and Type of Management. The investigator used Normative Survey Method for collection of data .The study is conducted on the population of secondary school students of Kerala. The present study conducted on 360 secondary school students of standard IX of Kerala district. The sample selected by stratified random sampling technique Social Intelligence Scale prepared by the investigator with the help of the supervisor. Mental Health Scale namely Warwick Edinburgh Mental WellbeingScale (WEMWBS), adopted by the investigator. The findings of the study revealed a positive correlation between the two variables in total samples and sub samples based on gender, locale and type of management. However, the difference in the correlation coefficients for each classificatory variable revealed a significant difference between social intelligence and mental health based on locale but not with respect to gender or type of management.

As the world becomes increasingly globalized, connected and diversified, those entering the workplace and adult life need to be equipped to understand differences in interaction styles across ages, cultures, ethnicities, socioeconomic backgrounds. Adapting one's communication style to successfully interact with those who are different to oneself is a key necessity in the modern workplace and wider community, and thus preparing young people for these situations is vital not only to personal development, but to social integration in society.

Social support has been found to have direct benefits on well-being. Social support has also been found to help build resilience against stress and therefore the negative consequences of stress on mental health (Cohen & Ashby Wills, 1985). Developing the mental processes and skills that help us build and harness our social relationships is therefore vital in developing resilience against stress and other more serious mental health issues.

NEED AND SIGNIFICANCE OF THE STUDY

It is possible that the concept of social intelligence has outlived its usefulness and will be supplanted by emotional intelligence. Alternatively it is possible that neuroscientific analyses will give new life to the study of social intelligence, as they promise to do in other areas of psychology. On the other hand, perhaps we should abandon the “ability” model of social intelligence completely, along with its psychometric emphasis on developing instruments for the measuring of individual differences in social competencies of various sorts – tests intended to rank people, and on which some people must score high and others must score low. Instead of focusing on how people compare, perhaps we should focus on what people know, and how they bring their social intelligence to bear on their interactions with other people, on the tasks life has set for them, and on the tasks they have set for themselves. In this way, we would honor the primary idea of the cognitive view of social interaction, which is that interpersonal behavior is intelligent, based on what the individual knows and believes – no matter how smart or stupid it may appear to other people.

It is highly important to raise mental health awareness in schools since young people are seriously affected by mental health issues every day. They need a system they can rely on and a source of information to guide them through the process of dealing with their inner issues. Positive mental health, well-being and flourishing refer to the presence of high levels of positive functioning—primarily in the mental health domain, inclusive of social health. However, in its broadest sense, a person’s well-being encompasses physical, mental, and social domains.

STATEMENT OF THE PROBLEM

The purpose of this study was to analyze the effect on students’ mental health during current online education and coping strategies using social intelligence adopted by them. The investigator will prepare tools to assess the social intelligence and mental health of students and find out the relationship between the two. Hence the study is entitled as, SOCIAL INTELLIGENCE IN RELATION TO MENTAL HEALTH ON SECONDARY SCHOOL STUDENTS IN KERALA

VARIABLES OF THE STUDY

In the present study, the relationship between the variables Social Intelligence and Mental Health is studied, with respect to the classificatory variables Gender, Locale and Type of Management.

OBJECTIVES

For the present study, the following objectives were formulated:

1. To find out whether there exists a relationship between social intelligence and mental health of secondary school students for the total sample.
2. To find out whether there exists any significant relationship between social intelligence and mental health of secondary school students for the sample based on (a) Gender, (b) Locale, and (c) Type of Management.
3. To find out whether there exists any significant difference in the relationship between social intelligence and mental health of secondary school students with respect to (a) Gender, (b) Locale, and (c) Type of Management.

4. To find out whether there exists any significant difference in the mean scores of social intelligence of secondary school students with respect to (a) Gender, (b) Locale, and (c) Type of Management.
5. To find out whether there exists any significant difference in the mean scores of mental health of secondary school students with respect to (a) Gender, (b) Locale, and (c) Type of Management.

HYPOTHESES

On the basis of above stated objectives, the following hypotheses were framed:

1. There will be a significant relationship between social intelligence and mental health of secondary school students for the total sample.
2. There will be a significant relationship between social intelligence and mental health of secondary school students for the sample based on (a) Gender, (b) Locale, and (c) Type of Management.
3. There will be a significant difference in the relationship between social intelligence and mental health of secondary school students with respect to (a) Gender, (b) Locale, and (c) Type of Management.
4. There will be a significant difference in the mean scores of social intelligence of secondary school students with respect to (a) Gender, (b) Locale, and (c) Type of Management.
5. There will be a significant difference in the mean scores of mental health of secondary school students with respect to (a) Gender, (b) Locale, and (c) Type of Management.

METHODOLOGY IN BRIEF

1. The investigator used Normative Survey Method for collection of data for the presented study. The study is conducted on the population of secondary school students of Kerala. The present study conducted on 360 secondary school students of standard IX of Kerala district. The sample selected by stratified random sampling technique. The subjects chosen giving due representation to factors like gender, locale and type of management. Social Intelligence Scale prepared by the investigator with the help of the supervisor. Mental Health Scale namely Warwick Edinburgh Mental Wellbeing Scale (WEMWBS), adopted by the investigator

ANALYSIS & INTERPRETATION

HYPOTHESIS 1

There exists a significant relationship between social intelligence and mental health of secondary school students for the total sample.

The investigator used Karl Pearson's Product Moment Correlation coefficient r to analyze the relationship between social intelligence and mental health among secondary school students of the total sample.

The details of the analysis, followed by its interpretation, are presented in Table -1

Table 1 Analysis of Correlation between Social Intelligence & Mental Health

Variable	Mean	Standard Deviation	N	r
Social Intelligence	122.78	14.390	360	0.441
Mental Health	49.11	8.168	360	

From Table -1 it is evident that the correlation is significant at the 0.01 level. There exists a positive correlation between social intelligence and mental health; the increase in the value of one variable results in the increase in the value of the other variable, since the value of r obtained is positive. Also, since the value of r is relatively high (between 0.40 and 0.69), this suggests a strong positive relationship between the variables of the study, social intelligence and mental health.

HYPOTHESIS 2

There exists a significant relationship between social intelligence and mental health of secondary school students for the sample based on

(a) Gender, (b) Locale, and (c) Type of Management.

The investigator used Karl Pearson’s Product Moment Correlation coefficient r to analyze the relationship between social intelligence and mental health among secondary school students of the total sample, based on each of the classificatory variables, namely, gender, locale and type of management.

The details of each of the analyses are presented below.

HYPOTHESIS -2.1

There exists a significant relationship between social intelligence and mental health of secondary school students for the sample based on gender.

On the basis of the classificatory variable ‘gender’, further divided into ‘male’ and ‘female’, the relationship between social intelligence and mental health was analyzed by the investigator using Karl Pearson’s Product Moment Correlation coefficient r.

The details of the analysis are presented in Table -2 followed by its interpretation.

Table 2 Analysis of Correlation between Social Intelligence & Mental Health based on Gender

Gender	Variable	Mean	Standard Deviation	N	r
Male	Social Intelligence	124.25	14.831	180	0.452
	Mental Health	50.72	7.612	180	
Female	Social Intelligence	121.30	13.818	180	0.414
	Mental Health	47.51	8.408	180	

From Table -2, it is evident that both the calculated correlations, for male and female students respectively, are significant at the 0.01 level. There exists a positive correlation between social intelligence and mental health among both, male and female students; the

increase in the value of one variable results in the increase in the value of the other variable, since the values of r obtained for each are positive.

Also, since the values of r obtained for both, male and female students, are relatively high (between 0.40 and 0.69), this suggests a strong positive relationship between the variables of the study, social intelligence and mental health, among students of either gender.

HYPOTHESIS 2.2

There exists a significant relationship between social intelligence and mental health of secondary school students for the sample based on locale.

On the basis of the classificatory variable ‘locale’, further divided into ‘urban’ and ‘rural’, the relationship between social intelligence and mental health was analyzed by the investigator using Karl Pearson’s Product Moment Correlation coefficient r.

The details of the analysis are presented in Table-3, followed by its interpretation.

Table -3 Analysis of Correlation between Social Intelligence & Mental Health based on Locale

Locale	Variable	Mean	Standard Deviation	N	r
Urban	Social Intelligence	123.56	14.788	180	0.307
	Mental Health	49.32	7.740	180	
Rural	Social Intelligence	121.99	13.976	180	0.570
	Mental Health	48.91	8.592	180	

From Table -3, it is evident that both the calculated correlations, for urban and rural schools’ students respectively, are significant at the 0.01 level. There exists a positive correlation between social intelligence and mental health among both, urban and rural schools’ students; the increase in the value of one variable results in the increase in the value of the other variable, since the values of r obtained for each are positive.

The value of r obtained (between 0.40 and 0.69) for rural schools’ students suggests a strong positive relationship while that obtained (between 0.30 and 0.39) for urban schools’ students suggests a moderate positive relationship between the variables of the study, social intelligence and mental health.

HYPOTHESIS 2.3

There exists a significant relationship between social intelligence and mental health of secondary school students for the sample based on type of management.

On the basis of the classificatory variable ‘type of management’, further divided into ‘government’ and ‘government-aided’, the relationship between social intelligence and mental health was analyzed by the investigator using Karl Pearson’s Product Moment Correlation coefficient

r. The details of the analysis are presented in Table 4 followed by its interpretation.

Table 4 Analysis of Correlation between Social Intelligence & Mental Health based on Type of Management

Type of Management	Variable	Mean	Standard Deviation	N	r
Government	Social Intelligence	121.03	12.480	130	0.432
	Mental Health	48.57	8.163	130	
Government Aided	Social Intelligence	123.76	15.302	230	0.445
	Mental Health	49.42	8.173	230	

From Table -4 it is evident that both the calculated correlations, for government and government-aided schools' students respectively, are significant at the 0.01 level. There exists a positive correlation between social intelligence and mental health among both, government and government-aided schools' students; the increase in the value of one variable results in the increase in the value of the other variable, since the values of r obtained for each are positive. Also, since the values of r obtained for both, government and government- aided schools' students, are relatively high (between 0.40 and 0.69), this suggests a strong positive relationship between the variables of the study, social intelligence and mental health, among students at schools of either type of management.

HYPOTHESIS -3

There exists a significant difference in the relationship between social intelligence and mental health of secondary school students with respect to (a) Gender, (b) Locale, and (c) Type of Management.

The investigator used Fisher's Z Test value z to compare the relationship between social intelligence and mental health among secondary school students of the total sample, based on each of the classificatory variables, namely, gender, locale and type of management. For this, the Fisher Z Transform r' for each r was taken to solve for z.

The details of each of the analyses are presented below.

HYPOTHESIS -3.1

There exists a significant difference in the relationship between social intelligence and mental health of secondary school students with respect to gender.

The relationship between social intelligence and mental health for the total sample, on the basis of students' genders, was compared by the investigator using Fisher's Z Test value z. The details of the analysis are presented in Table 5. followed by its interpretation.

Table 5 Comparison of Correlation between Social Intelligence & Mental Health based on Gender

Gender	Variable	N	r	r'
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Male	Social Intelligence	180	0.452	0.487	0.440
	Mental Health	180			
Female	Social Intelligence	180	0.414	0.440	
	Mental Health	180			

It is evident from Table 5 that there is no significant difference in correlation between social intelligence and mental health for male and female students, as the value of $|z|$ is less than the critical value 1.96 at 0.05 level of significance.

HYPOTHESIS 3.2

There exists a significant difference in the relationship between social intelligence and mental health of secondary school students with respect to locale.

The relationship between social intelligence and mental health for the total sample, on the basis of students' school locales, was compared by the investigator using Fisher's Z Test value z .

The details of the analysis are presented in Table 6 followed by its interpretation.

Table 6 Comparison of Correlation between Social Intelligence & Mental Health based on Locale

Locale	Variable	N	r	r'	z
Urban	Social Intelligence	180			0.307
	Mental Health	180			
Rural	Social Intelligence	180			-3.107
	Mental Health	180			
					0.648

It is evident from Table 6 that there is a significant difference in correlation between social intelligence and mental health, for urban and rural schools' students, as the value of $|z|$ exceeds the critical value 1.96 at 0.05 level of significance.

HYPOTHESIS 3.3

There exists a significant difference in the relationship between social intelligence and mental health of secondary school students with respect to type of management.

The relationship between social intelligence and mental health for the total sample, on the basis of the type of management of students' schools, was compared by the investigator using Fisher's Z Test value z .

The details of the analysis are presented in Table 7 followed by its interpretation.

Table 7 Comparison of Correlation between Social Intelligence & Mental Health based on Type of Management

Type of Management	Variable	N	r	r'	z
Government	Social Intelligence	130		0.432	0.462
	Mental Health	130			
Government Aided	Social Intelligence	230		0.445	-0.145
	Mental Health	230			

It is evident from Table 7 that there is no significant difference in correlation between social intelligence and mental health, for government and government-aided schools' students, as the value of $|z|$ is less than the critical value 1.96 at 0.05 level of significance.

HYPOTHESIS 4

There exists a significant difference in the mean scores of social intelligence of secondary school students with respect to (a) Gender,

(b) Locale, and (c) Type of Management.

The investigator used Independent Samples t-Test to analyze the difference between the means of social intelligence of secondary school students of the total sample, based on each of the classificatory variables, namely, gender, locale and type of management. The details of each of the analyses are presented below.

HYPOTHESIS 4.1

There exists a significant difference in the mean scores of social intelligence of secondary school students with respect to gender.

The difference between the means of social intelligence for secondary school students on the basis of students' genders, was compared by the investigator using Independent t-Test value.

The details of the analysis are presented in Table 8 followed by its interpretation.

Table 8 Comparison of Mean Scores of Social Intelligence based on Gender

Gender	Variable	Mean	Standard Deviation	N	t-value
Male	Social Intelligence	124.25	14.831	180	1.952
Female		121.30	13.818	180	

It is clear from Table 8 that there is no significant difference in the means of social intelligence between male and female students, as the value of $|t|$ is less than the critical value 1.96 at 0.05 level of significance.

HYPOTHESIS 4.2

There exists a significant difference in the mean scores of social intelligence of secondary school students with respect to locale.

The difference between the means of social intelligence for secondary school students on the basis of students' school locales, was compared by the investigator using Independent t-Test value.

The details of the analysis are presented in Table 9, followed by its interpretation.

Table 9 Comparison of Mean Scores of Social Intelligence based on Locale

Locale	Variable	Mean	Standard Deviation	N	t-value
Urban	Social Intelligence	123.56	14.788	180	1.037
Rural		121.99	13.976	180	

It is clear from Table 9 that there is no significant difference in the means of social intelligence between students of urban and rural schools, as the value of $|t|$ is less than the critical value 1.96 at 0.05 level of significance.

HYPOTHESIS 4.3

There exists a significant difference in the mean scores of social intelligence of secondary school students with respect to type of management.

The difference between the means of social intelligence for secondary school students on the basis of the type of management of students' schools, was compared by the investigator using Independent t-Test value. The details of the analysis are presented in Table 10, followed by its interpretation.

Table 10 Comparison of Mean Scores of Social Intelligence based on Type of Management

Type of Management	Variable	Mean	Standard Deviation	N	t-value
Government	Social Intelligence	121.03	12.480	130	-1.734
Government Aided		123.76	15.302	230	

It is clear from Table 10 that there is no significant difference in the means of social intelligence between students of government and government-aided schools, as the value of $|t|$ is less than the critical value 1.96 at 0.05 level of significance.

HYPOTHESIS 5

There exists a significant difference in the mean scores of mental health of secondary school students with respect to (a) Gender,

(b) Locale, and (c) Type of Management.

The investigator used Independent Samples t-Test to analyze the difference between the means of mental health of secondary school students of the total sample, based on each of the classificatory variables, namely, gender, locale and type of management.

The details of each of the analyses are presented below.

HYPOTHESIS 5.1

There exists a significant difference in the mean scores of mental health of secondary school students with respect to gender.

The difference between the means of mental health for secondary school students on the basis of students' genders, was compared by the investigator using Independent t-Test value.

The details of the analysis are presented in Table 11, followed by its interpretation.

Table 11 Comparison of Mean Scores of Mental Health based on Gender

Gender	Variable	Mean	Standard Deviation	N	t-value
Male	Mental Health	50.72	7.612	180	3.799
Female		47.51	8.408	180	

It is clear from Table 11 that there is a significant difference in the means of mental health between male and female students, as the value of $|t|$ exceeds the critical value 1.96 at 0.05 level of significance.

HYPOTHESIS 5.2

There exists a significant difference in the mean scores of mental health of secondary school students with respect to locale.

The difference between the means of mental health for secondary school students on the basis of students' school locales, was compared by the investigator using Independent t-Test value. The details of the analysis are presented in Table 12, followed by its interpretation.

Table 12 Comparison of Mean Scores of Mental Health based on Locale

Locale	Variable	Mean	Standard Deviation	N	t-value
Urban	Mental Health	49.32	7.740	180	0.477
Rural		48.91	8.592	180	

It is clear from Table 12 that there is no significant difference in the means of mental health between students of urban and rural schools, as the value of $|t|$ is less than the critical value 1.96 at 0.05 level of significance.

HYPOTHESIS 5.3

There exists a significant difference in the mean scores of mental health of secondary school students with respect to type of management.

The difference between the means of mental health for secondary school students for on the basis of the type of management of students' schools, was compared by the investigator using Independent t-Test value.

The details of the analysis are presented in Table 13, followed by its interpretation.

Table 13 Comparison of Mean Scores of Mental Health based on Type of Management

Type of Management	Variable	Mean	Standard Deviation	N	t-value
Government	Me _i	48.57	8.163	130	-0.946
Government Aided		49.42	8.173	230	

It is clear from Table 13 that there is no significant difference in the means of mental health between students of government and government- aided schools, as the value of t is less than the critical value 1.96 at 0.05 level of significance.

The findings of the study reveal that secondary school students have varied levels of social intelligence and mental health. Analyzing the significance of the relationship between social intelligence and mental health for the total sample revealed a positive correlation between the two; an increase in one variable would lead to an increase in the other variable. Based on each of the classificatory variables also, the relationship between social intelligence and mental health proved significant through a positive correlation for each gender, each locale and each type of management. However, the difference in the correlation coefficients for each classificatory variable revealed a significant difference between social intelligence and mental health based on locale but not with respect to gender or type of management.

Based on each of the classificatory variables, the difference in the mean scores of social intelligence proved not significant for gender, locale and type of management. In the case of mean scores of mental health, however, the difference proved significant for gender but not for locale or type of management.

EDUCATIONAL IMPLICATIONS

Keeping in perspective the emerging new trends and challenges at various careers and work places, there is a need for developing a high level of social intelligence among students, along with maintaining their mental well-being. Not just academics, the all-round development of students is essential for better achievement in all walks of life. The educational implications of the present study are:

- The study highlights the need for developing proper social intelligence and mental health among secondary school students.
- Schools could better support the development of more professional social skills through workshops and organised community activities.
- The study informs stakeholders of education about how social intelligence and mental health are related to each other, in the case of secondary school students, so there can be modifications made in the curriculum, as needed.
- Parents and caretakers should expand and diversify their own social networks and encourage teenagers to have conversations with other adults.
- Schools and other agencies should consider how to support parents and caretakers in nurturing social intelligence in their children by recommending programmes and activities outside of school and providing guidance.
- Confidence in social interaction skills could be better built within peer groups before young people are exposed to new groups.
- Young people should be encouraged to take part in extracurricular activities such as joining sports clubs, volunteering and NSS – which bring them into contact with a more diverse group of peers, and nurture social intelligence.
- Adolescents who struggle with social skills and are unable to maintain stable and reciprocal friendships should be carefully monitored for signs of poor mental health and be advised on how to seek help.
- New tests for social intelligence should be set up for employers to take into account more subtle abilities to understand social relationships (e.g. being able to maintain fruitful collaborations with other people from different backgrounds and via online exchanges).

Employers should adapt their application and interview processes to spot the signs of high social intelligence

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