



# INTERPERSONAL INTELLIGENCE AND SOCIO AWARENESS OF XI STANDARD STUDENTS IN VIRUDHUNAGAR DISTRICT

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**Abstract:** The present survey study was undertaken with the main objective: To find out whether there is significant difference in interpersonal intelligence and in social awareness with its dimensions of XI standard students with reference to sex, medium of instruction, and type of school. The investigator has adopted survey method of research. The population for the present study is XI standard students in and around Virudhunagar District. The investigator has used stratified random sampling technique for selecting the sample from the population. The stratification has been done on the basis of sex, medium of instruction and type of the school. The sample consists of 300 XI standard students from 7 schools. Personal data sheet was developed by Investigator. Interpersonal intelligence and Socio awareness scale developed by Anmary Antony (2015). Mean, S.D., 't' test and F test has used for analyzing and interpreting the data. The obtained results show that some dimensions of variable give significance and some dimensions of variable give significance. Based on the findings, the investigator suggested some recommendations: Adopt strategies for developing interpersonal intelligence and socio awareness for XI standard students. A close positive relationship between the roles played by the students, teachers, principals and administrators is desirable for the development of interpersonal intelligence and socio awareness among youth.

**Index Terms** – Interpersonal intelligence, Socio awareness, XI standard students

## 1. INTRODUCTION

Education is the process of bringing desirable changes in the behavior of human beings. It can also be defined as the process of imparting or acquiring knowledge and habits through instruction or study. Education comprises instruction, teaching, information gathering, knowledge gathering and transmittance, study and reflection, discussion, demonstration of pilot programmes. Imparting knowledge is only a

fragment of education. Real education strives to awaken curiosity of children, develop creative and critical thinking in them and inculcate desirable values.

## SCOPE OF THE STUDY

Interpersonal intelligence and socio awareness is a behavioral aspect of an individual. It has so many characteristics and it can be attributed to as many situations. We can use, it to study at various educational levels, say primary to post-graduate; we can use it to associate with various school subjects we can use it to relate with sex, residence, type of school, teaching and learning situations, physical facilities, and so on. But the present study of Interpersonal intelligence and Socio awareness is concerned with the higher secondary school pupils, viz., XI Standard students. It is also concerned with the sex, medium of instruction and type of school. The interpersonal intelligence and socio awareness aspects studied in this study is academic, peer group, family and socio activity, culture, environment respectively.

## SIGNIFICANCE OF THE STUDY

After the completion of secondary education, the students enter the higher secondary stage, which is the feeder stage for higher learning both for academic and professional lends. Desirable learning outcomes not only stand for the conceptual development, namely mastery of the subject matter and related process skills, but also include the development of interpersonal intelligence of individual and socio awareness. Intelligence of the students is essential. At the same cost interpersonal intelligence of the student's is also essential. The adjustment of the pupil with their surrounding is good for their mental health. The subject knowledge alone never makes a student bright including that conscious about the social issues is also essential. Awareness about our society, culture, our environment is important for school students because they are the future pillars of our country. If we understand the degree of interpersonal intelligence and socio awareness possessed by the students, we can motivate them according to their needs. Also the teaching learning process could be modified.

## OBJECTIVES

1. To find out whether there is significant difference in interpersonal intelligence and its dimensions of XI standard students with reference to sex, medium of instruction, and type of school.
2. To find out whether there is significant difference in socio awareness and its dimensions of XI standard students with reference to sex, medium of instruction, and type of school.

## HYPOTHESIS

### INTERPERSONAL INTELLIGENCE AND ITS DIMENSIONS OF XI STANDARD STUDENTS

1. There is no significant difference in interpersonal intelligence and its dimensions of XI standard students with reference to sex.
2. There is no significant difference in interpersonal intelligence and its dimensions of XI standard students with reference to medium of instruction.

3. There is no significant difference in interpersonal intelligence and its dimensions of XI standard students with reference to type of school.

## **SOCIO AWARENESS AND ITS DIMENSIONS OF XI STANDARD STUDENTS**

1. There is no significant difference in socio awareness and its dimensions of XI standard students with reference to sex.
2. There is no significant difference in socio awareness and its dimensions of XI standard students with reference to medium of instruction.
3. There is no significant difference in socio awareness and its dimensions of XI standard students with reference to type of school.

## **2. METHODOLOGY**

### **METHOD ADOPTED FOR THE STUDY**

The investigator has adopted survey method of research.

### **POPULATION FOR THE STUDY**

The population for the present study is XI standard students in and around Virudhunagar District.

### **SAMPLES FOR THE STUDY**

The investigator has used stratified random sampling technique for selecting the sample from the population. The stratification has been done on the basis of sex, medium of instruction and type of the school. The sample consists of 300 XI standard students from 7 schools.

### **TOOLS USED IN THE PRESENT STUDY**

1. Personal data sheet was developed by Investigator.
2. Interpersonal intelligence and Socio awareness scale developed by Anmary Antony (2015).

### **STATISTICAL TECHNIQUES USED**

Mean, S.D., 't' test and F test has used for analyzing and interpreting the data.

## **3. FINDINGS**

### **Hypothesis of interpersonal intelligence and socio awareness**

#### **Hypothesis 1**

There is no significant difference in interpersonal intelligence and its dimensions of XI standard students with reference to sex.

TABLE 1

**Difference between male and female xi standard students in their interpersonal intelligence**

Dimensions	Sex	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Academic	Male	169	18.95	3.829	0.54	N.S
	Female	131	18.71	3.838		
Peer Group	Male	169	21.50	3.845	2.11	S
	Female	131	22.33	2.579		
Family	Male	169	21.25	3.539	0.51	N.S
	Female	131	21.46	3.489		
Total	Male	169	61.32	8.700	0.92	N.S
	Female	131	62.23	8.097		

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the above table that there is no significant difference between male and female XI standard students in their academic, family and in total, but there is significant difference between male and female XI standard students in their peer group. While comparing the means of male (Mean=21.50) and female (Mean=22.33) students, female students have more peer group interpersonal intelligence than the male students.

## Hypothesis 2

There is no significant difference in interpersonal intelligence and its dimensions of XI standard students with reference to medium of instruction.

TABLE 2

**Difference between tamil and english medium xi standard students in their interpersonal intelligence**

Dimensions	Medium of Instruction	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Academic	Tamil	138	18.63	3.980	1.33	N.S
	English	162	19.25	3.513		
Peer Group	Tamil	138	21.78	3.368	0.55	N.S
	English	162	22.01	3.390		
Family	Tamil	138	21.04	3.437	2.01	S
	English	162	21.90	3.600		
Total	Tamil	138	60.98	8.458	2.07	S
	English	162	63.09	8.273		

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the above table that there is no significant difference between Tamil medium and English medium XI standard students in their academic and peer group, but there is significant difference

among Tamil and English medium XI standard students in their family and in total. While comparing the means of Tamil medium (Mean=21.04) and English medium (Mean=21.90) in their family interpersonal intelligence, English medium students have more family interpersonal intelligence than Tamil medium students. While comparing the means of Tamil medium (Mean=60.98) and English medium (Mean=63.09) in their interpersonal intelligence in total, English medium students have more family interpersonal intelligence than Tamil medium students.

### Hypothesis 3

There is no significant difference in interpersonal intelligence and its dimensions of XI standard students with reference to type of school.

**TABLE 3**

**Difference between government, aided and private xi standard students in their interpersonal intelligence**

Dimensions	Source of variations	df = 2,297		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Mean square		
Academic	Between	84.124	42.062	2.90	NS
	Within	4298.822	14.474		
Peer Group	Between	10.484	5.242	0.45	NS
	Within	3388.912	11.410		
Family	Between	34.263	17.132	1.39	NS
	Within	3655.057	12.307		
Total	Between	457.773	228.887	3.26	S
	Within	20843.143	70.179		

(The table value of 'F' at 5% level of significance is 3.03 for (2, 297) df)

It is inferred from the above table that there is no significant difference among government, aided, and private school XI standard students in their academic, peer group, and family, but there is significant difference among government, aided, and private XI school students in total interpersonal intelligence. While comparing the means of government school students (Mean=61.95), aided school students (Mean=60.59), private school students (Mean=63.43) it is observed that private school students have more interpersonal intelligence than government and aided school students in total.

**Hypothesis 4**

There is no significance difference in socio awareness and its dimensions of XI standard students with reference to sex.

**TABLE 4**

**Difference between male and female xi standard students in their socio awareness**

Dimensions	Sex	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Socio Activity	Male	169	20.77	3.430	0.24	N.S
	Female	131	20.67	3.355		
Culture	Male	169	20.70	3.474	1.44	N.S
	Female	131	20.09	3.775		
Environment	Male	169	18.95	3.904	1.01	N.S
	Female	131	19.38	3.478		
Total	Male	169	60.18	8.715	0.50	N.S
	Female	131	59.64	9.622		

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the above table that there is no significant difference between male and female students in their Socio awareness; socio activity, culture, environment and in total.

**Hypothesis 5**

There is no significant difference in socio awareness and its dimensions of XI standard students with reference to medium of instruction.

**TABLE 5**

**Difference between english and tamil medium xi standard students in their socio awareness**

Dimensions	Medium of Instruction	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
Socio Activity	Tamil	138	20.67	3.225	0.41	N.S
	English	162	20.84	3.695		
Culture	Tamil	138	20.22	3.501	1.39	N.S
	English	162	20.83	3.804		
Environment	Tamil	138	18.86	3.760	1.80	N.S
	English	162	19.66	3.618		
Total	Tamil	138	59.22	8.884	1.89	N.S
	English	162	61.30	9.410		

(The table value of 't' at 5% level of significance is 1.96)

It is inferred from the above table that there is no significant difference between English and Tamil medium XI standard students in their Socio awareness; socio activity, culture, environment and in total.



## Hypothesis 6

There is no significant difference in socio awareness and its dimensions of XI standard students with reference to type of school.

**TABLE 6**

**Difference among government, aided, private xi standard students in their socio awareness**

Dimensions	Source of variation	df = 2,297		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Mean square		
Socio Activity	Between	18.130	9.065	0.787	N.S
	Within	3421.457	11.520		
Culture	Between	41.623	20.812	1.599	N.S
	Within	3866.043	13.017		
Environment	Between	137.581	68.791	5.095	S
	Within	4009.816	13.501		
Total	Between	440.563	220.282	2.684	N.S
	Within	24375.473	82.072		

(The table value of 'F' at 5% level of significance is 3.03 for (2, 297) df)

It is inferred from the above table that there is no significant difference among government, aided, and private school XI standard students in their Socio awareness; socio activity, culture and in total, but there is significant difference among government, aided, and private school XI standard students in their environment. While comparing the means of government school students (Mean=17.90), aided school students (Mean=19.21), private school students (Mean=19.84), private school students have more environmental socio awareness than the government school and aided school students.

## 4. INTERPRETATIONS

The 't' test result reveals that XI standard female students (22.33) are better than male students (21.50) in their interpersonal intelligence in peer group. This may be due to the fact that the female students are basically soft in nature and feel shy to be alone. So they tend to make friends and they will be always with their group. Also female students are more adjustable than male students with their group.

The 't' test result reveals that XI standard English medium students (21.90) are better than Tamil medium students (21.04) in their interpersonal intelligence in family. This may be due to the fact that the English medium students may have lessons and classes regarding interpersonal skill developing. Thus the English medium students can understand others feelings and mood also they will be cooperative with their family members. Moreover the English medium students (63.09) are better than Tamil medium students (60.98) in total interpersonal intelligence. This may be due to hat English medium schools conduct

exhibitions, workshops and celebrate all the functions frequently than Tamil medium schools. This may lead them to be good in interpersonal intelligence.

The 'F' test reveals that private school XI standard students (63.43) are better than the government (61.95) and aided school students (60.59) in total interpersonal intelligence. This may be due to the fact that the private school's provides more activities to develop the interpersonal skills of the students. The structure of the curriculum also induce and tend to shape the behavior of the students in school, family, and with the friends. More cultural competitions, good coaching, effective academic activities will be provided. The education will be always student centered. Direct and in direct soft skills training will be provided in and outside of the class room.

The 'F' test reveals that private school XI standard students (19.84) are better than government (Mean=17.90), aided school students (Mean=19.21) in environmental socio awareness. This may be due to the fact that the private schools provide many opportunities to participate the students in social activities. They are conducting so many cultural and social activities. They are given more attention for individual students. They bring experts speech about socio awareness programme into classroom through video conferencing.

## 5. RECOMMENDATIONS

1. Adopt strategies for developing interpersonal intelligence and socio awareness for XI standard students.
2. A close positive relationship between the roles played by the students, teachers, principals and administrators is desirable for the development of interpersonal intelligence and socio awareness among youth.
3. Students can be encouraged for group learning and social activities.
4. Students can be encouraged to actively participate in cultural competitions to develop their interpersonal intelligence and socio awareness.
5. Opportunities for participation in extracurricular and co-curricular activities like quiz, drama etc should be given.
6. Students can be asked to do mini project, so as to improve their interpersonal intelligence and socio awareness.



## 6. REFERENCES

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