

Influence of Locale and Subject Specification on Social Intelligence and Life Satisfaction among Higher Secondary School Students

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Abstract:

Influence of social Intelligence enables individuals to navigate complex social situations, resolve conflicts and build meaningful relationships contributing to enhanced overall life satisfaction with well-being. The major objective of this study is to identify significant difference between Social Intelligence and Life satisfaction among Higher Secondary School Students. Study is quantitative design; Sample size is 500 Higher Secondary School Students and statistical techniques are t-test and ANOVA. The findings of the study demonstrated that the Rural Higher Secondary School Students are possessor more Social Intelligence and Life satisfaction than the Urban Higher Secondary students, science students exhibited significantly higher levels of Social Intelligence and Life satisfaction compared to Humanities and Commerce students.

Introduction

Adolescence is a critical developmental stage characterized by significant biological, psychological, and social changes. During this period, individuals experience rapid growth in various aspects of their lives, including cognitive abilities, emotional regulation, and social skills (Santrock, 2019). As adolescents navigate through these transformative years, two crucial factors emerge as essential components of their overall well-being: social intelligence and life satisfaction. Life satisfaction is a key component of subjective well-being and is closely linked to positive mental health, academic achievement, and adaptive functioning among adolescents.

Social intelligence, defined as the ability to effectively navigate and negotiate complex social relationships and environments, encompasses a range of skills that help individuals understand others' motivations, empathize with their feelings, and respond appropriately in various social contexts (Goleman, 2006). It is composed of several key components, including social awareness, social cognition, social skills and behaviour, and empathy and perspective-taking. Life satisfaction, on the other hand, is a

subjective evaluation of one's overall quality of life. It is a key component of subjective well-being and reflects a positive orientation towards one's life in general. For adolescents, life satisfaction is influenced by various factors, including psychological well-being, social support, school environment, and developmental attributes (Huebner, 2001). The interplay between social intelligence and life satisfaction among adolescent school students is a topic of growing interest in the fields of psychology, education, and adolescent development. Understanding this relationship can provide valuable insights into how to support and enhance the well-being of young people during this crucial stage of their lives.

Research suggests a strong relationship between social intelligence and life satisfaction among adolescents. Students with higher social intelligence tend to experience better peer relationships, lower stress levels, and greater emotional stability, all of which contribute to higher life satisfaction.

Need and Significance

Adolescence is a period of significant social and emotional development. Understanding how social intelligence influences life satisfaction can help identify key areas for intervention and support during this critical stage. The relationship between social intelligence and life satisfaction has potential implications for adolescent mental health. By exploring this connection, we can develop strategies to promote positive mental health outcomes and prevent issues such as social anxiety and depression. Social intelligence and life satisfaction are both linked to academic success and motivation. Investigating their relationship can inform educational practices that foster both social skills and overall well-being, leading to improved academic outcomes. Life satisfaction during adolescence is a predictor of future well-being and success. Understanding how social intelligence contributes to life satisfaction can help in developing interventions that have long-lasting positive effects. With the increasing influence of digital technologies and social media on adolescent social interactions, there is a need to understand how social intelligence operates in both online and offline contexts and its impact on life satisfaction (Aymerich, M., et al., 2021).

This research contributes to our understanding of adolescent education, particularly in the areas of social cognition and subjective well-being. It can help identify protective factors against psychological distress and inform the development of targeted interventions. Understanding the relationship between social intelligence and life satisfaction can guide the development of educational programs that enhance social skills and emotional well-being. This can lead to more holistic approaches to education that prioritize both academic and social-emotional learning. The study of

social intelligence and life satisfaction provides insights into the complex process of adolescent development. It highlights the importance of social skills in forming identity, building relationships, and achieving overall life satisfaction during this crucial period. By understanding how social intelligence affects life satisfaction, psychologists and educators can develop more effective intervention strategies to support adolescents who may be struggling with social skills or experiencing low life satisfaction. Studying these effects across different cultural contexts can provide valuable insights into the universal and culture-specific aspects of social intelligence and life satisfaction, contributing to a more nuanced understanding of adolescent development globally. This area of study opens up new avenues for research in adolescent psychology, potentially leading to the development of new theories and models of social-emotional development and well-being.

Higher secondary school student is a formative period characterized by rapid physical, emotional, and social changes. During this stage, adolescents face increasing demands to navigate complex social environments, form meaningful relationships, and establish their identities. The prevalence of mental health challenges among adolescents underscores the urgent need for skills that promote well-being and resilience. Globally, one in seven adolescents aged 10-19 experiences a mental disorder, accounting for 15% of the global burden of disease in this age group. In the United States alone, over 20% of adolescents aged 12-17 have a diagnosed mental or behavioral health condition, and nearly 42% reported feelings of sadness and hopelessness in 2021, a significant increase from previous years (National Survey of Children's Health, 2023)

Review of Related Literature

Azpiazu, I. L et al., (2021) was conducted a study that Adolescent Life Satisfaction Explained by Social Support, Emotion Regulation, and Resilience. The main objective of this study was to examine the dynamics of a set of variables that contribute to life satisfaction. A total of 1,188 adolescents (aged between 12 and 16 years) completed the Perceived Social Support from Family and Friends and Perception of the School Environment Questionnaires, the Trait Meta Mood Scale (TMMS), Connor-Davidson Resilience Scale-10 (CD-RISC), and Satisfaction with Life Scale (SWLS) for social support, emotion regulation, resilience, and life satisfaction. By applying structural equation modelling (SEM), the results reveal a direct prediction of family support, emotion regulation, and resilience on life satisfaction. Support from friends and emotion regulation was also found to explain resilience, and support from family and teachers was found to predict emotion regulation. In conclusion, emotion regulation and social support were found to indirectly affect life satisfaction among adolescents

through resilience. The theoretical and practical implications of these results are discussed.

Objectives

- To find out the significant relationship between Social Intelligence on Life Satisfaction for total sample.
- To find out the significant difference between Social Intelligence and Life Satisfaction in the subsamples based on;
 - a. Locality
 - b. Subject Specification

Hypothesis

- There is no significant relationship between Social Intelligence and Life Satisfaction for total sample.
- There is no significant difference between Social Intelligence and Life Satisfaction in the subsamples based on;
 - c. Locality
 - d. Subject Specification

Method

The present study is carrying out on quantitative design, descriptive research and used survey method. Sample of Higher Secondary School Students in Calicut and Malappuram districts of Kerala State were taken. The sample size is 500. Stratified random sampling technique is used on the bases of locale and subject specification of students.

Instruments

The investigator used the following tools for the study;

- Scale on Social Intelligence (SIS)
- Scale on Life Satisfaction (SLS).

Analysis

The data were analyses using Persons' correlation of co-efficient, t-Test of Significance between mean score (t-test) and ANOVA on the total population and the relevant subsample.

The extent of relationship between Social Intelligence on Life Satisfaction of Higher Secondary school students.

To find out significant relationship between Social Intelligence and Life satisfaction of total sample of Higher Secondary School Students, the investigator used the technique of correlation of coefficient (r). The details of the statistics are presented in table 1,

Table: 1***Coefficient of correlation between Social Intelligence on Life Satisfaction of Higher Secondary School Students***

Variables	N	Correlation
Social Intelligence on Life Satisfaction	500	0.525

The collected data has been analysed to find out the extent of relationship of Social Intelligence on Life satisfaction of Higher Secondary School Students. It is estimated using Pearson's Product Moment Coefficient of Correlation(r). The investigator could use Pearson's Product Moment Coefficient of Correlation as the entire variables involved in the study are continuous and of interval type measurement. As all the assumptions are satisfied, the investigator proceeded with the computation of Pearson's 'r'.

The coefficient of correlation obtained for the Social Intelligence of Higher Secondary School Students is 0.525. The value obtained suggests that the relation between the variables is significant at 0.01 level as the 'r' is greater than the tabled value required for significance at 0.01 level. The magnitude and direction of 'r' indicate the existence of moderate and positive relationship between variables. Hence it can be concluded that there exists a significant High and positive relationship between the variables Social Intelligence and Life satisfaction of Higher Secondary School Students.

Comparison of the mean score of Social Intelligence and Life Satisfaction between Rural and Urban Higher Secondary School Students.

To find out the Mean scores of Social Intelligence between rural and urban Higher Secondary School Students, the investigator used the technique of 't'-test. The details of the statistics are presented in table.

Summary of the one-way ANOVA of Social Intelligence by subject specification for total sample**Social Intelligence**

Sl. No	Category	N	Mean	Std. Deviation	't' values	Level of Significance
1	Rural	301	86.96	10.228	2.817	0.05
2	Urban	199	83.92	11.122		
Life satisfaction						

1	Rural	301	97.11	8.605	3.376	0.01
2	Urban	199	93.98	10.149		

From the table, it is found that the mean scores of Social Intelligence and Life satisfaction obtained for Rural and Urban Higher Secondary School Students are 86.96, 83.92 and 97.11, 93.98 respectively. The standard deviations obtained are 10.228, 11.122 and 8.605, 10.149 respectively. The calculated 't' value of Social Intelligence is 2.817. The table value of 't' at 0.05 level of significance is 1.96. Since the calculated 't' value is greater than the tabled value, it can be inferred that there is significant difference in Social Intelligence between Male and Female Higher Secondary School Students. The calculated 't' value of Life satisfaction is 3.376. The table value of 't' at 0.05 level of significance is 1.96. Since the calculated 't' value is greater than the tabled value, it can be inferred that there is significant difference in Life satisfaction between Rural and Urban Higher Secondary School Students.

The above result shows that there is a significant difference on Social Intelligence between Rural and Urban Higher Secondary School Students. The mean scores of rural students in Social Intelligence are greater than urban students. So, the rural Higher Secondary School Students are possessor more Social Intelligence than the Urban students. The analysis of the above data shows that there is significant difference in Life satisfaction between Rural and Urban Higher Secondary School Students. So, the rural Higher Secondary School Students are possessor more Life satisfaction than the Urban Higher Secondary students.

Comparison of mean score of Social Intelligence by Subject Specification of Higher Secondary School Students

To find out whether there exist any significant differences in Social Intelligence among the sub group based on type of subject specification viz humanities, commerce and science, the investigator used the techniques of on- way ANOVA. The details of statistics are given in table. 3

Table. 3

Summary of the one-way ANOVA of Social Intelligence by subject specification for total sample

Social Intelligence	Sum of Squares	Degree of Freedom	Mean Square	F	Level of significance
Between Groups	2207.073	2	1103.537	9.558	0.01

Within groups	57380.245	497	115.453		
Total	59587.318	499			

From the table it can be seen that the F value obtained is 9.558 which is greater than the F-value required for significance at 0.01 level with degrees of freedom at 2/497, which is 4.65, it means that the three groups have significant difference in their Social Intelligence.

The data and result of the post hoc test of Social Intelligence for subject specification in the Higher Secondary School Students statistical details are represent table.7

Table. 4

The post hoc test of Social Intelligence for subject specification

Subject specification	Group compared	Mean differences
Humanities	Commerce	2.09
	Science	3.64*
Commerce	Humanities	-2.09
	Science	-5.07*
Science	Humanities	3.64*
	Commerce	5.07*

Post hoc comparisons using the Scheffe test indicated that the mean difference for the humanities and Science, commerce and science subjects shows significant difference in Social Intelligence. The subject humanities and Science having mean difference (3.64) shows significant difference in Social Intelligence and also shows significant difference for science and commerce subjects with mean difference (5.07). The result shows that there is significant difference in Social Intelligence of Higher Secondary School Students. Therefore, humanities and science, commerce and science subjects' students are significant difference in on Social Intelligence of Higher Secondary School Students in Kerala.

Comparison of mean score of Life satisfaction by Subject Specification of Higher Secondary School Students

To find out whether there exist any significant differences in Life satisfaction among the sub group based on type of subject specification viz humanities, commerce and science, the investigator used the techniques of on- way ANOVA. The details of statistics are given in table. 3

Table. 3

Summary of the one-way ANOVA of Life satisfaction by subject specification for total sample

Life satisfaction	Sum of Squares	Degree of Freedom	Mean Square	F	Level of significance
Between Groups	703.765	2	351.883	3.653	0.05
Within groups	47871.147	497	96.320		
Total	48574.912	499			

From the table it can be seen that the F value obtained is 3.653 which is greater than the F-value required for significance at 0.05 level with degrees of freedom at 2/497, which is 3.014, it means that the three groups have significant difference in their Life satisfaction.

The data and result of the post hoc test of Life satisfaction for subject specification in the Higher Secondary School Students statistical details are represent table.7

Table. 4

The post hoc test of Social Intelligence for subject specification

Subject specification	Group compared	Mean differences
Humanities	Commerce	-1.049
	Science	3.72*
Commerce	Humanities	-1.049
	Science	-1.78
Science	Humanities	3.72*
	Commerce	1.78

Post hoc comparisons using the Scheffe test indicated that the mean difference for the humanities and Science subjects shows significant difference in Life satisfaction. The subject humanities and Science having mean difference (3.72) shows significant difference in Life satisfaction and shows no significant difference for humanities and commerce, commerce and science subjects in Life satisfaction. Therefore, humanities and science subjects' students are significant difference in on Life satisfaction of Higher Secondary School Students in Kerala.

Findings

Major findings are there is moderate and positive relationship between Social Intelligence on Life satisfaction ($r = 0.525$), there is rural and urban significant difference in Social Intelligence ($t = 2.817$) and in Life

satisfaction ($t = 3.376$), there is humanities and Science ($F = 3.64$), commerce and Science ($F = 5.07$) significance difference in Social Intelligence and there is difference in Humanities and Science ($F = 3.72$) in Life satisfaction of Higher Secondary School Students.

Educational Implications

- School should implement structured Social-Emotional Learning programs that emphasis on enhancing key elements of social intelligence, such as empathy, communication, conflict resolution and emotional regulation.
- Educators should receive professional development on how to model and teach social intelligence in classrooms and teachers can incorporate peer mentoring, collaborative projects and reflective discussion to strengthen students' interpersonal skills.
- Socially intelligent students tend to have better communication skills, which help them in collaborative learning, group projects, and classroom discussions.
- Higher life satisfaction is linked to increased motivation and engagement in learning, leading to better academic achievement.
- Adolescents with strong social intelligence can navigate peer relationships effectively, reducing the chances of conflicts and bullying.
- A positive school environment fosters emotional resilience, improving students' ability to handle stress and setbacks.
- Students with high social intelligence exhibit better self-regulation, leading to improved classroom discipline and attentiveness.
- Life satisfaction enhances students' intrinsic motivation, making them more likely to participate in class activities and extracurricular programs.
- Teachers can foster better relationships with students who possess high social intelligence, leading to a more supportive and inclusive learning environment.
- Happy and satisfied students are more likely to develop a positive attitude toward teachers and learning.
- Social intelligence helps adolescents develop leadership skills, teamwork, and adaptability, which are essential for future careers.
- Life satisfaction contributes to a balanced and goal-oriented mindset, preparing students for challenges beyond academics.
- Schools should integrate programs that enhance social intelligence (e.g., emotional literacy, conflict resolution) to promote mental well-being.
- Higher life satisfaction reduces anxiety and depression, leading to a healthier school experience.

Educational Strategies to Enhance Social Intelligence and Life Satisfaction

1. Social-Emotional Learning (SEL) Programs – Teach students self-awareness, empathy, and relationship management.
2. Peer Mentoring and Group Activities – Encourage collaborative learning and teamwork.
3. Mindfulness and Stress Management – Promote positive mental health practices in schools.
4. Counselling and Guidance Services – Provide emotional support for students facing challenges.
5. Inclusive and Positive School Culture – Foster respect, diversity, and a sense of belonging.

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