



CORRELATES OF HAPPINESS AND SOCIAL INTELLIGENCE AMONG ADOLESCENT STUDENTS WITH AND WITHOUT DISABILITIES

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Abstract

Happiness and social intelligence play a significant role in the life of adolescent students in the present scenario. Happiness and social intelligence are reported to be positively related to each other. Importance of both the variables in the life of an adolescent in various complexities of present world encouraged researchers to study the correlates of happiness and social intelligence among adolescent students. Researchers also initiated to study the effect of disability on the relationship between happiness and social intelligence. Oxford Happiness Questionnaire and Tromso Social Intelligence Scale (TSIS) were administered on 180 adolescent students for the purpose of study. Pearson's Product Moment Co-efficient of correlation was applied to analyze the relationship. The relationship was found to be varying in case of different disabilities. Researchers recommended burden free child centered education system.

Keywords : Social intelligence, Happiness, Adolescents and Disabilities

Happiness and social intelligence as the factors in contributing in the students' development are of more importance in the present scenario due to the increasing complexities of life of an adolescent. Today's competitive life of adolescents demands great interpersonal skills, optimism and patience in the path of their success. Overarching goal of positive psychology is building factors such as hope, wisdom, creativity, happiness, interpersonal skills, optimism, perseverance; that allow individuals, communities and societies to flourish (Seligman & Csikszentimihaly, 2000). It is now quite widely accepted that adolescence is a time of transition involving multi-dimensional changes: biological, psychological (including cognitive) and social. Adolescents experience social changes through school, family and community all together. These changes occur simultaneously and at different paces for each adolescent depending upon his/her gender, structural and environmental factors and also on his/her special deformity or need, if any. Adolescence is the period in which the students get physical, emotional, social and mental maturity. So many factors contribute to the development of student like social intelligence, happiness, personality, intelligence and various aspects of socio-economic status.

Feeling of satisfaction and pleasure in various life aspects are called happiness (Yang, 2008). Argyle et. al.(1995) describe that people usually define happiness as experiencing a positive affecting state such as pleasure, or contentment with life as a whole or partially. Happiness acts as a barometric indicator of an individual's overall degree of emotional and social functioning. Happiness also acts as an influential and motivational feature for various aspects of emotional and social intelligence. Social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change (Honeywill & Day, 2014). Happiness has also been found positively correlated with social intelligence among university stu-

dents (Aminpoor, 2013). The justification of a research lies in its contribution to a social purpose or to society for its welfare. Due to the importance of happiness and social intelligence in the life of adolescent students, the question of the current research was stricken in the mind of researchers so as to know, if a correlation exists between the happiness and social intelligence among adolescents. The study was planned with the following objectives:

To assess the relationship between happiness and social intelligence among students without disabilities.

To assess the relationship between happiness and social intelligence among students with disabilities.

To assess the relationship between happiness and social intelligence among students with visual impairment.

To assess the relationship between happiness and social intelligence among students with hearing impairment.

To assess the relationship between happiness and social intelligence among students with physical challenges.

The following hypotheses were formulated for the study:

There exists no relationship between happiness and social intelligence among students without disabilities.

There exists no relationship between happiness and social intelligence among students with disabilities.

There exists no relationship between happiness and social intelligence among students with visual impairment.

There exists no relationship between happiness and social intelligence among students with hearing impairment.

There exists no relationship between happiness and social intelligence among students with physical challenges.

Methodology

For the present research, descriptive survey method was used to study the relationship between happiness and social intelligence among adolescent students with and without disabilities. Keeping in view the objectives of the study, Pearson's Product Moment Co-efficient of Correlation was used. The



population for the study constituted visually impaired, physically challenged, hearing impaired and non-disabled adolescent students from the districts of Kurukshetra, Karnal and Panipat of Haryana state. The sample of the study was 180 adolescent students out of which 27 visually impaired, 27 physically challenged, 33 hearing impaired and 93 non-disabled adolescent students in the age group 12-17 years, selected through stratified sampling from Kurukshetra, Karnal and Panipat districts of Haryana state. The measures used for the collection of data from the subject were Oxford Happiness Questionnaire developed by Hills, P. & Argyle, M. (2002) containing 21 items and having three dimensions was used to measure the level of happiness among students with and without disabilities and Tromso Social Intelligence Scale (TSIS) Developed by Silvera, Martinussen & Dahl (2001) and adapted for adolescents by Gianluca Gini (2005) containing 23 items and having five dimensions, was used to measure the social intelligence among students with and without disabilities.

Analysis and Interpretation

After collecting the data, it was analyzed using different statistical techniques. The results in the light of objectives are given in the following section:

Table-1 Relationship between happiness and social intelligence among adolescent students without disability

Table with 5 columns: Variables, N, Df, Co-efficient of correlation, Level of Significance. Rows for Happiness and Social Intelligence.

N-Number of Students, Df-Degree of freedom It is revealed from table-1 that there was a significant relationship between happiness and social intelligence among students without disabilities. The coefficient of correlation i.e. 0.36 was found to be significant at .01 level of significance. Hence, the earlier formulated hypothesis that there exists no significant relationship between happiness and social intelligence among adolescent students without disabilities was rejected.

Table-2 Relationship between happiness and social intelligence among adolescent students with disability

Table with 5 columns: Variables, N, Df, Co-efficient of correlation, Level of Significance. Rows for Happiness and Social Intelligence.

N-Number of Students, Df-Degree of freedom Table-2 depicts a significant relationship between happiness and social intelligence among students with disabilities at the 0.01 level of significance with 0.365 as value of co-efficient of correlation. Hence, the hypothesis that there exists no significant relationship between happiness and social intelligence among adolescent students with disabilities was rejected.

Table-3 Relationship between happiness and social intelligence among visually impaired adolescent students

Table with 5 columns: Variables, N, Df, Co-efficient of correlation, Level of Significance. Rows for Happiness and Social Intelligence.

Df-Degree of freedom, N-Number of students It is interpreted from the table-3 that a significant relationship between happiness and social intelligence among visually impaired adolescent students existed as the coefficient of correlation (0.49) was found to be significant at the 0.01 level of significance (when analyzed separately). Hence, the hypothesis that there exists no significant relationship between happiness and social intelligence among visually impaired adolescent students was rejected.

Table-4 Relationship between happiness and social intelligence among hearing impaired adolescent students

Table with 5 columns: Variables, N, Df, Co-efficient of correlation, Level of Significance. Rows for Happiness and Social Intelligence.

Df-Degree of freedom, N-Number of students Table-4 indicates that no significant relationship was found between happiness and social intelligence among hearing impaired adolescent students (when analyzed separately). The coefficient of correlation (-0.132) was not found to be significant at any level of significance. Hence, the hypothesis that there exists no significant relationship between happiness and social intelligence among hearing impaired students was retained.

Table-5 Relationship between happiness and social intelligence among physically challenged adolescent students

Table with 5 columns: Variables, N, Df, Co-efficient of correlation, Level of Significance. Rows for Happiness and Social Intelligence.

Df-Degree of freedom, N-Number of students A significant relationship between happiness and social intelligence among hearing impaired adolescent students with 0.52 as a value of co-efficient of correlation was found to be significant at the 0.01 level of significance (when analyzed separately) as is revealed in table-5. Hence, the hypothesis that there exists no significant relationship between happiness and social intelligence among hearing impaired students was rejected.

Findings

A significant positive relationship had been found between happiness and social intelligence among adolescent students without disabilities. There was also found a significant positive relationship between happiness and social intelligence among visually impaired and physically challenged adolescent students. Except, no significant relationship was found be-



tween happiness and social intelligence among hearing impaired adolescent students.

Discussion

The study revealed a positive and significant relationship between happiness and social intelligence. Aminpoor (2013) supported the result of present study; he also found a positive significant relationship between social intelligence and happiness among college students. This means that increase in social intelligence leads to increase in happiness. Hooda, Sharma & Yadav (2009) also examined the relationship between positive psychological health and social intelligence and reported that out of eight, seven factors of social intelligence significantly predict one or the other positive health dimensions. Rajabimoghaddama (2011) found positive correlations between happiness and self-control, problem solving, reappraisal coping and being responsible. He also found a negative correlation between happiness and escape-avoidance. There weren't any significant correlations between happiness and other styles of coping. A correlation analysis showed that both actual school grades and self-confidence in terms of academic performance were significantly related to general happiness when Cheng & Fumhan (2002) investigated the extent to which peer relations, self-confidence and school performance correlated with happiness. Thus, supportive studies persuaded researchers in generalizing the findings of present study that social intelligence can be improved by improving the level of happiness among adolescent students.

Conclusion

Though happiness and social intelligence among adolescent students were found to be having positive relationship, yet difference in this relationship are found to be varying in case of disabilities. It is clear from the results that disabilities affect both the variables (happiness and social intelligence) in the life of adolescent students. There is a growing body of literature on the consequences of happiness (Lyubomirsky, Diener & King 2005) on cognitive development. It is also perceived by the researchers on the basis of review that these two variables also affect the academic and non-academic development of a student. Thus, working on these two becomes essential for all professional linked with education so that the role of education in the development of student can be sustained. A positive relationship recommends that parents, teachers, society, school and other professionals must work in the area of social intelligence by increasing the happiness level among adolescents and vice-versa. For this, burden in the name of education must be reduced from the mind of adolescents by mak-

ing education more child centered, so that, the level of happiness can be improved which further helps in improving social intelligence which is the most important factor for living happily in society. This co-relational cycle can re-inculcate our lost social values in society. Our education system must orient towards social values and social demands to make adolescents mentally healthy. Realistic philosophy has also given the recommendation to education system by calling school as a miniature of society.

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