

# Influence Of Family Climate on the Social Intelligence of Adolescents

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**Abstract:** *This study investigates the relationship between social intelligence and family climate among adolescents, with a specific focus on differences between those attending government and private schools. A sample of adolescent boys and girls was assessed using standardized measures of social intelligence and family climate. The results revealed no significant differences in the social intelligence scores of adolescent boys and girls across school types, indicating that social intelligence is independent of gender and school type. Similarly, no significant differences were found in the family climate scores among adolescent boys' and girls', suggesting that family climate is also not influenced by gender and type of school. However, a significant relationship was identified between social intelligence and family climate patterns in adolescents, highlighting the interconnection between these two constructs. The findings underscore the importance of considering family climate in understanding and fostering social intelligence in adolescents.*

**Key Words:** *Social Intelligence, Family Climate, Adolescents, Government Schools, Private Schools, Gender Differences, Educational Environment.*

## 1. INTRODUCTION :

Education is a relentless process. To the human being we educate and to the animal we train. According to the Encyclopaedia, education in the broadest sense is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. In its technical sense, education is a process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another. It helps in creating innovations and meeting the growing needs of every nation. The nation has developed through a well-defined system of education. The home and the family were the original social institutions from which all other institutions developed. The aim of school education is generally to prepare a child for his future and the potential to live life successfully. The home and family are the centres of social, emotional, and moral education and values. No family would tolerate immoral deeds of any one of its members since it brings slur to the name and prestige of the whole family. There was a time when no school existed. Then the home was the only educational agency. It was the basis of social life. Children used to learn everything by imitating other people and by getting instructions from them [1]. The foremost duty of the parents is to provide their child with need satisfaction by creating a home, a climate conducive to their healthy social adjustment. If the overall home environment favours the development of good social attitudes, the chances are that those children will become socially more intelligent. Children from favourable environment homes are found to be warm-hearted, outgoing, and socially more intelligent than children from unfavourable homes [2]

Adolescence is a critical developmental stage marked by rapid physical, emotional, and psychological changes. Often described as a period of "storm and stress," it involves the formation of identity, the establishment of personal goals, and the development of social relationships [3]. One significant factor influencing adolescent development is the family climate, which encompasses the social and physical interactions within the family, including emotional support, communication patterns, and overall family dynamics [4]. Understanding how family climate affects adolescents' social intelligence—the ability to understand and manage social interactions—is essential for fostering their social competence and well-being.

Social intelligence, defined as the ability to navigate and negotiate complex social relationships and environments, plays a critical role in adolescent development [5]. During adolescence, individuals undergo significant

social, emotional, and cognitive changes that shape their social skills and interpersonal competence. The family environment, or family climate, is a crucial factor influencing these developmental aspects [6]. This paper explores the relationship between family climate and the social intelligence of adolescents, aiming to understand how familial interactions, emotional support, and communication patterns impact adolescents' social capabilities.

Family climate encompasses various dimensions such as emotional warmth, cohesion, expressiveness, conflict, and organization within the family unit [7]. Positive family climates characterized by supportive and nurturing interactions are believed to foster higher levels of social intelligence among adolescents [8]. Conversely, negative family climates marked by conflict and poor communication can hinder social development and lead to difficulties in social interactions [9]. Understanding this relationship is vital for educators, psychologists, and parents to support adolescents' social growth and overall well-being.

## **2. LITERATURE REVIEW:**

Social intelligence involves understanding and managing social interactions effectively. [10] initially conceptualized social intelligence as the ability to understand and manage people. Later, Goleman [11] expanded on this idea, suggesting that social intelligence includes social awareness and social facility, encompassing empathy, attunement, social cognition, and influence.

Family climate has been extensively studied in relation to various aspects of adolescent development. According to Baumrind [12], parenting styles significantly impact children's social competencies. Authoritative parenting, characterized by high responsiveness and high demands, is associated with higher social competence in children [2]. Similarly, supportive family environments have been linked to better emotional regulation and social skills in adolescents [13].

As far as the relationship between Social Intelligence and Family Environment is concerned, previous research indicates a strong connection between family environment and the development of social intelligence in adolescents. For instance, a study by [14] found that adolescents who perceived their family environment as supportive and communicative displayed higher levels of empathy and prosocial behaviour. Similarly, a study by Morris and his colleagues [15] highlighted that family emotional climate significantly predicted adolescents' social competence and peer relationships.

Family climate which includes cohesion, adaptability, and communication patterns, is critical in shaping adolescents' social intelligence. Olson and his colleagues [16] developed the Circumplex Model of Marital and Family Systems, which emphasizes the importance of balanced family cohesion and adaptability for healthy family functioning. Studies by McHale and his colleagues [17] and Vandell [18] suggest that positive family climate contribute to better social outcomes in adolescents. Conversely, negative family climates characterized by conflict, neglect, or poor communication can impede the development of social intelligence. Research by Repetti et al. [9] shows that high-conflict family environments are associated with lower social competence and increased behavioural problems in adolescents. Similarly, Conger et al. [19] found that economic stress and family discord negatively impacted adolescents' social adjustment and peer relationships.

In short, the family climate plays a pivotal role in shaping the social intelligence of adolescents. Positive family environments foster social competence and effective interpersonal skills, while negative family climates can hinder social development. Further research is essential to explore the nuanced mechanisms through which family dynamics influence social intelligence, providing insights for interventions aimed at enhancing adolescent social development.

## **3. NEED OF THE STUDY:**

Adolescent stage is a very crucial stage for the children. Adolescence is the period of rapid changes occurs in the physical and psychological development of an individual considered as the period of storm and stress. The adolescents are in the process of deciding their goals, priorities and values. During this period, adolescents are in the process of defining their goals, priorities, and values. The concept of family climate is broader than merely the influence of parents and siblings; it encompasses the social and physical activities of the child and their family members, which significantly affect the cognitive, social, and intellectual development of the children. Adolescents, as a distinct section of the population, face unique lifestyle challenges and social problems, necessitating focused research on their development and well-being. Understanding the impact of family climate on their social intelligence can help in addressing these challenges and supporting their growth.

## **4. OBJECTIVES:**

- To study the social intelligence of adolescent boys studying in govt. and private schools.
- To study the social intelligence of adolescent girls studying in govt. and private schools.

- To study the family climate of adolescent boys studying in govt. and private schools.
- To study the family climate of adolescent girls studying in govt. and private schools.
- To study the relationship of social intelligence and family climate of adolescents.

#### 5. HYPOTHESES:

1. There will be no significant difference between social intelligence of adolescent boys studying in govt. and private schools.
2. There will be no significant difference between social intelligence of adolescent girls studying in govt. and private schools.
3. There will be no significant difference between family climate of adolescent boys studying in govt. and private schools.
4. There will be no significant difference between family climate of adolescent girls studying in govt. and private schools.
5. There will be no significant difference between social intelligence and family climate.

#### 6. METHODOLOGY:

##### Sample:

The study involved a sample of adolescent boys and girls from government and private schools. The participants were selected using a stratified random sampling technique to ensure representation from both types of schools from Ludhiana district of Punjab. The sample consisted of:

- Adolescent boys: A total of 100 boys, with 50 from government schools and 50 from private schools.
- Adolescent girls: A total of 100 girls, with 50 from government schools and 50 from private schools.

The age range of the participants was between 13 and 18 years. The demographic characteristics, such as socioeconomic status and parental education levels, were controlled to minimize their impact on the study outcomes.

##### Design of the Study:

The aim of the present investigation is to investigate the relationship between social intelligence and family environment of adolescents. To meet the objectives of the study, descriptive survey method was used. Coefficient of correlation was employed to find the social intelligence of adolescents in relation to their family climate.

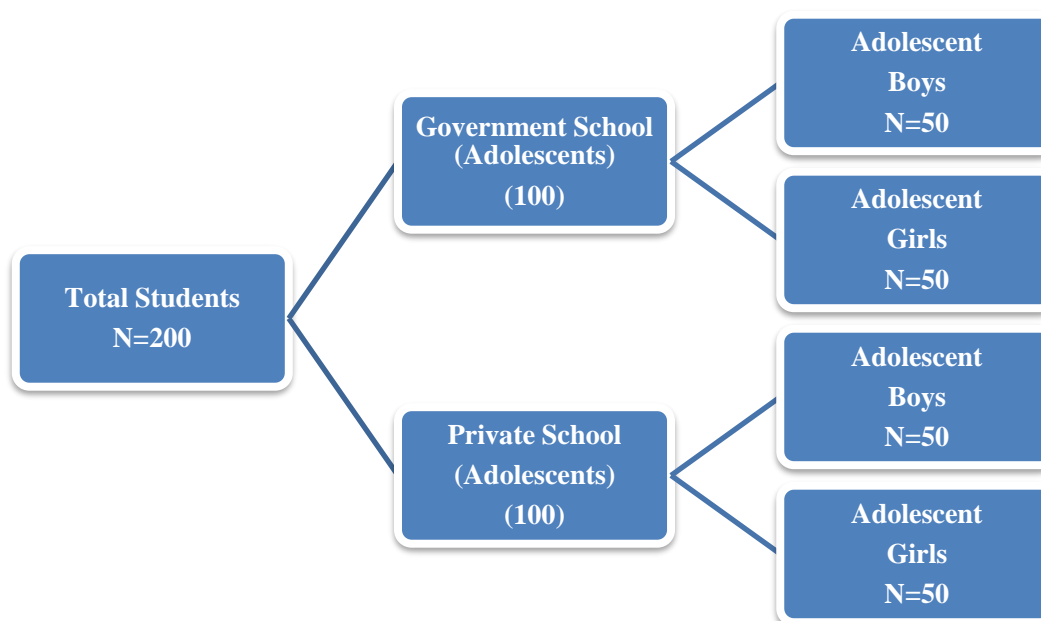


Figure 1: Design of the Study

##### Tools:

Selecting appropriate tools is crucial for collecting reliable and valid data in any research study. For this study, the following tools were selected:

### 1. Social Intelligence Scale by N.K. Chadda

This scale is designed to measure the social intelligence of adolescents. It evaluates various dimensions of social intelligence, such as social awareness, social information processing, and social skills. The scale provides comprehensive insights into the social capabilities of the participants.

### 2. Family Climate Scale by Dr. Beena Shah

This scale assesses the family climate of adolescents. It measures aspects such as family support, communication, and conflict resolution. The scale helps in understanding the overall environment within the family and its impact on the adolescents. These tools were chosen because they are well-established and have been validated for use with adolescent populations, ensuring the accuracy and relevance of the collected data.

### 7. ANALYSIS & INTERPRETATION OF DATA:

To investigate the significance difference between means, if any, of social intelligence of adolescent in relation to family climate based on gender and area from where the variables are assessed in the terms of their scores in the test in these variable and t-test was employed. As the present study is intended to find out the relationship between level of social intelligence of adolescent in relation to family climate Pearson 's Moment correlation technique was also employed.

**Hypothesis 1: There will be no significant difference between social intelligence of adolescent boys studying in govt. and private schools.**

**Table 1: Distribution of scores of social intelligence of adolescent boys studying in govt. and private schools**

S. No.	Group	N	Mean	SD	SEM	t-value	Significance
1.	Govt. adolescent boys	100	69.80	11.62	0.47	0.95	Not significant at 0.05
2.	Private adolescent boys	100	71.30	10.65			

Table 1 reveals that the mean scores of social intelligence for adolescent boys are 69.80 for those in government schools and 71.30 for those in private schools, with standard deviations of 11.62 and 10.65, respectively. The t-ratio is 0.95, which is not significant at the 0.05 level of confidence. This indicates that there is no significant difference in the social intelligence of adolescent boys studying in government and private schools. Therefore, the hypothesis stating that "There will be no significant difference in the level of social intelligence of adolescent boys studying in government and private schools" is accepted.

**Hypothesis 2: There will be no significant difference between social intelligence of adolescent girls studying in govt. and private schools.**

**Table 2: Distribution of scores of social intelligence of adolescent girls studying in govt. and private schools.**

S. No.	Group	N	Mean	SD	SEM	t-value	Significance
1.	Govt. adolescent girls	100	70.30	11.18	0.06	0.32	Not significant at 0.05
2.	Private adolescent girls	100	70.80	11.15			

Table 2 reveals that the mean scores of social intelligence for adolescent girls are 70.30 for those in government schools and 70.80 for those in private schools, with standard deviations of 11.18 and 11.15, respectively. The t-ratio is 0.32, which is not significant at the 0.05 level of confidence. This indicates that there is no significant difference in the social intelligence of adolescent girls studying in government and private schools. Therefore, the hypothesis stating that "There will be no significant difference in the level of social intelligence of adolescent girls studying in government and private schools" is accepted.

**Hypothesis 3: There will be no significant difference between Family climate of adolescent boys studying in govt. and private schools.**

**Table 3: Distribution of scores of Family climate of adolescent boys studying in govt. and private schools.**

S. No.	Group	N	Mean	SD	SEM	t-value	Significance
1.	Govt adolescent boys	100	12.50	3.64	1.5	1.39	Not significant at 0.05
2.	Private adolescent boys	100	13.40	5.12			

Table 3 shows the mean scores of family climate for adolescent boys as 12.50 for those in government schools and 13.40 for those in private schools, with standard deviations of 3.64 and 5.12, respectively. The t-ratio is 1.39, which is not significant at the 0.05 level of confidence. This indicates that there is no significant difference in the family climate of adolescent boys studying in government and private schools. Therefore, the hypothesis stating that "There will be no significant difference in the level of family climate of adolescent boys studying in government and private schools" is accepted.

**Hypothesis 4: There will be no significant difference between family climate of adolescent girls studying in govt. and private schools.**

**Table 4: Distribution of scores of Family climate of adolescent girls studying in govt. and private schools**

S. No.	Group	N	Mean	SD	SE <sub>M</sub>	t-value	Significance
1.	Adolescents (Govt.) Girls	100	12.60	4.42	0.9	1.67	Not significant at 0.05
2.	Adolescents (Pvt.) Girls	100	13.30	4.72			

Table 4 shows that the mean scores of family climate for adolescent girls are 12.60 for those studying in government schools and 13.30 for those in private schools. The standard deviations are 4.42 and 4.72, respectively. The t-ratio is 1.67, which is not significant at the 0.05 level of confidence. This indicates that there is no significant difference in the family climate of adolescent girls studying in government and private schools. Therefore, the hypothesis stating that "There will be no significant difference in the level of family climate of adolescent girls studying in government and private schools" is accepted.

**Hypothesis 5: There will be no significant difference between social intelligence and family climate of adolescents.**

**Table 5: Coefficient of correlation between social intelligence and family climate of Adolescents**

<b>Coefficient of correlation between social intelligence and family climate</b>	<b>0.74</b>
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Table 5 indicates that the correlation value is 0.74, which is significant at the 0.05 level. This value demonstrates a strong positive relationship between social intelligence and family climate among adolescents. Consequently, the hypothesis stating that "There is no significant relationship between social intelligence and family climate of adolescents" is rejected.

## 8. FINDINGS :

Based on the statistical analysis of data, the following conclusions were drawn:

- No significant difference was found between mean scores of social intelligence of adolescent boys studying in govt and private schools. This indicate that social intelligence of adolescents does not differ based on their gender.
- No significant difference was found between mean scores of social intelligence of adolescent girls studying in govt and private schools. This indicate that social intelligence of adolescents does not differ based on their gender.
- No significant difference was found between mean scores of family climate of adolescent boys. This indicate that family climate of adolescents does not differ based on their gender.
- No significant difference was found between mean scores of family climate of adolescent girls. This indicate that family climate of adolescents does not differ based on their gender.
- Strong Positive relationship was found between social intelligence and family climate of adolescents.

## 9. EDUCATIONAL IMPLICATIONS:

Based on the study results regarding the relationship between family climate and the social intelligence of adolescents, several educational implications can be drawn:

### 1. Parental Involvement Programs:

Schools should implement programs that actively involve parents in their children's education. These programs can educate parents on the importance of creating a positive home environment that supports social development. Workshops and seminars can be conducted to guide parents on effective communication, emotional support, and conflict resolution within the family.

### 2. Social-Emotional Learning (SEL) Curriculum:

Integrating social-emotional learning into the school curriculum can enhance students' social intelligence. SEL programs focus on teaching skills such as empathy, emotional regulation, effective communication, and relationship-building. By fostering these skills in the classroom, educators can complement the social learning that occurs at home.

### 3. Family-School Partnerships:

Schools should foster strong partnerships with families to ensure a consistent approach to social development. Regular communication between teachers and parents can help monitor and support students' social progress. Parent-teacher meetings, newsletters, and school events can strengthen this partnership.

### 4. Counselling and Support Services:

Providing access to counselling and support services within schools can help students who come from less favourable family environments. School counsellors can offer individual, or group sessions focused on building social skills, managing emotions, and navigating social challenges.

### 5. Teacher Training:

Educators should be trained to recognize the signs of social intelligence deficits and the impact of family climate on student behaviour and performance. Professional development programs can equip teachers with strategies to support students' social development and address any social-emotional issues that arise in the classroom.

### 6. Positive School Climate:

Schools should strive to create a positive school climate that mirrors the supportive family environment. This includes promoting values such as respect, inclusivity, and collaboration among students and staff. A positive school climate can reinforce the social skills and behaviours encouraged at home.

### 7. Peer Mentoring Programs:

Implementing peer mentoring programs can provide students with additional social support. Older or more socially adept students can mentor their peers, offering guidance and modelling positive social interactions. This can help students develop their social intelligence in a supportive peer context.

### 8. Extracurricular Activities:

Encouraging participation in extracurricular activities can provide students with opportunities to develop social skills in diverse settings. Activities such as sports, drama, debate clubs, and community service can help students practice teamwork, leadership, and communication.

### 9. Monitoring and Assessment:

Schools should regularly assess students' social intelligence and the influence of family climate on their development.

### 10. Community Engagement:

Schools can engage with the broader community to provide resources and support for families. Community partnerships can offer parenting classes, family counselling, and other services that contribute to a positive family climate.

By addressing these educational implications, schools can play a crucial role in supporting the social intelligence and overall well-being of adolescents, helping them to navigate social relationships effectively and succeed in various life domains.

## 10. RECOMMENDATIONS:

In the present study, the researcher has studied the relationship of social intelligence and family climate of the adolescents. There is need for further development in these areas the investigator made following suggestions for further research.

- Research studies may be carried out by taking a large sample of secondary and senior secondary school students.
- The present study may be extended by taking variables such as stream, social category and level of aspiration.
- The study was conducted in one district of Punjab. Similar study may also be conducted through the state or comparison can be done state wise also.
- Similar research studies need to be conducted among students at college and university level.

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