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"SOCIAL INTELLIGENCE, FAMILY RELATIONSHIP AND LEARNING BEHAVIOUR IN ADOLESCENT STUDENTS"

"ताज्जू विद्यार्थीओं की सामाजिक बुद्धि, जैविक संबंध अने शैक्षिक परिवार"

मार्गदर्शक
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आसी. प्रोफेसर
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भोपाल युनिवर्सिटी,
राजकोट-360001

--- व्यक्तिगत माहिती पंक्र ---

नाम: .................................................................

उम्र: .................................................................

धर्म: .................................................................

जाति: पुरुष / स्त्री

जन्म क्षेत्र: प्रथम / द्वितीय

कुटुंबीय प्रकार: समुदायक / विनायक

शारीरिक माध्यम: शुरुआती / अंतिम

--- सूर्यनाम ---

हुत मनोविज्ञान विभवन, भोपाल युनिवर्सिटी जी.ए.angkan अभ्यास करू बुझः अभ्यास के आंदोलन कर्य करवाने होते, आपनी पास सवा जरूरी आवश्यकतावाँ वळण दिया हुए, मारा अभ्यासकरण सवा आधार ते आपली विचारली सत्यता पर ज दे. ते मी जे कोरी माहिती आपणे तीनी उपयोग मारा संशोधन मात्र ज करवावा आपणे. आपण आपली माहिती वाचवली राहत. तीनी हुत पूरी आणि आपु हुत आशा चे के मी ने पूर्णपूर्ण सहकर आपणे.

आ माहितीमारे एकदम विचारली आपणांचे आणि ते मी आणि विचारण के विकल्प यसू विच्छेद द्वारे तीनी सामू (७) मदती निशानी करो.

आलार्ड....

अमितकुमार श्री. परमार
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>झें भोजन करता है, अनुसार न बताया होगा तो पता है लेकिन माता घरीफता है।</td>
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<td>૨૮.</td>
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# FAMILY RELATIONSHIP

**Dr. (Smt.) ALKA DAVID**

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## LEARNING BEHAVIOUR

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SOCIAL INTELLIGENCE, FAMILY RELATIONSHIP AND LEARNING BEHAVIOUR IN ADOLESCENT STUDENTS

A SYNOPSIS
SUBMITTED TO THE SAURASHTRA UNIVERSITY FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN PSYCHOLOGY UNDER THE FACULTY OF ARTS

BY :
AMITKUMAR B. PARMAR (M.A., M.Phil., GSET) DEPARTMENT OF PSYCHOLOGY SAURASHTRA UNIVERSITY RAJKOT-360005 (GUJARAT)

GUIDED BY Dr. YOGESH A. JOGSAN (M.A., Ph.D.) ASSISTANT PROFESSOR DEPARTMENT OF PSYCHOLOGY SAURASHTRA UNIVERSITY’ RAJKOT-360005

Reg. No. 14234 Date : 1st February-2014

Year : 2016
DEPARTMENT OF PSYCHOLOGY
SAURASHTRA UNIVERSITY
RAJKOT-360 005

CERTIFICATE OF APPROVAL

This is to Certify that the thesis entitled on “Social Intelligence, Family Relationship and Learning Behaviour in Adolescent Students” submitted by Miss. AMITKUMAR B. PARMAR to the Saurashtra University, Rajkot in Partial fulfillment of the requirement for the Degree of Doctor of Philosophy in Psychology under the faculty of arts in her original work.

This synopsis Directed and supervised by her the candidate's Guide has been accepted by the Department of Psychology.

Date :

Place : RAJKOT

Signature of Guide
Dr. YOGESH A. JOGSAN
(M.A., Ph.D.)
ASSISTANT PROFESSOR
DEPARTMENT OF PSYCHOLOGY
SAURASHTRA UNIVERSITY
RAJKOT-360005
DECLARATION

I declare that the thesis titled “Social Intelligence, Family Relationship and Learning Behaviour in Adolescent Students” Submitted by me for the degree of Doctor of Philosophy incorporated in the present thesis is original and has not been submitted to any institute or University for the award of any degree or diploma.

I further declare that the materials obtained from other sources have been duly acknowledged in the synopsis.

Date :
Place : RAJKOT

AMITKUMAR B. PARMAR
(M.A., M.Phil., GSET)
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SOCIAL INTELLIGENCE, FAMILY RELATIONSHIP
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ADOLESCENT STUDENTS

1.0 Introduction

In the progressive era of today psychological researches can be proved useful unlike physics, experiments are conducted in psychology, but experimental related variables can not be controlled to tally and the constant result of its is discussed.

But the problems existing in society can not be taken into a laboratory and can't be controlled completely. Therefore, such problems prevailing in the society can be studied through social science like sociology, economics, psychology etc. And though these searches and researcher something new is invented and these types of researches are beneficial for us and such researches are always welcome. In this circumstance this is my humble attempt to do research on such beliefs of the society.

Adolescence emerges as a period of risk of psychological maladjustment where the physical, psychological and social formations lend to adolescent experiencing more frequent and more intense emotions than younger and older individuals (Larson & Lampaman Petraits, 1989). Adolescents are more interpersonally attracted towards person with attitude similarity backgrounds, values and beliefs. We tend to have more positive emotions towards a person when we came to know that he or she was same attitude as ours (Byrne, 1971). Similarity is of great significant to adolescents because they are always in need of other conforming to their value and beliefs (or buch & Sprecher, 2003. Romantic experiences not only are central in the daily lives of adolescents but also they are thoughts to shape both intimacy and identity development (Erikson, 1986; Fyrman & Shaffer, 2003). They may also help adolescents successfully establish autonomy as they explore extra family relationships and came to rely less one parent (Furman & Shaffer, 2003). They many also help adolescents successfully establish autonomy as they explore extra familiar relationships and came to really less on parents (Furman & Shaffer, 2003).

Social intelligence (S.I.) is the ability to get along well with others and to get them cooperate with your sometimes referred to simplistically as people skills, S.I. an awareness of self situations, social dynamics that govern them a knowledge of interaction styles, strategies that can help a person achieve his or her objective in dealing with others, ability to understand and manage men and women, boys and girls get with along with.
Man is a social animal. The base of his social life is his home and his family. The personal development of a person is made possible through the family system. His primary personality is developed through his family. The family is a important for the origin and development of human personality.

Psychologically, the family is more important the family is a small but nearest atmosphere of human being. Each child cultivates its personality in it. The changes which are found in his behaviour, nature or civilization are widely influenced by the role of the family.

Learning in psychology subject is a very active field, because learning is the most initial psychological process according to Domjan and Krause (2002). Learning plays a vital role for a person to adjust with the atmosphere. Normally learning means the change in social intercourse. But the change in all sorts of social intercourses is not called Learning. E.g. the fatigue is felt because of taking medicine or because of sickness or maturity. In psychology, learning starts from the change, which occurs through study or realisation. Generally the objective of the change is made possible for a person to adjust and to manage in atmosphere. The birth at the time of a child its capacity or responding abilities are limited but that child gets proper stimulus from the atmosphere and these responding abilities are created automatically. As soon as a child grows and acquires the maturity. It becomes capable to give the various responses for example he knows and identify certain persons as grandfather, grandmother even after that it learns how to speak and write these words. The child observes people working in different situation and follows them he learns about various objects like mango, an orange, a cow, a book, a boy or a girl etc. and remembers them. Gradually the child grows by age he observes many incidents and things and learns about their specific characteristic divides the things in various categories like fruits, animals, furniture, liquids etc. He learns to drive different vehicles like scooter, car etc. He communicates and interacts with others effectively. All the things are become possible due to learning. Each and every person manages one's life and solves various kinds of problems of one's life because he has acquired a capacity and ability to learn and adjust new things.

2.0 Significance of Research

The social world of an adolescent of comprises of his home, school, friends and neighborhoods but as the adolescence grew up his social world becomes more and more wide and complex. If only he acquires necessary social skills and sensitivities essential for the in formation of healthy interpersonal relationship, he can lead an active and successful social life, family relationship and good learning behaviour in
his/her years. A world where, people can effectively handle their relationship with others specialty family would be a better place to live.

Social intelligence helps him or her develop social world. Social intelligence terms out to be especially important in crisis situation adolescence as a period of growth in which identify formats is addressed (Muss, R. 1996). Social intelligence has a significant influence on many area of adolescent development, but now a day adolescence exhibit a low level of social intelligence. The rapid growth of population and the advancement of science and technology have made the social structure and social live more complex than ever before. Today’s adolescent are not getting ample opportunities for learning necessary competencies for effective social interaction. In a world where relations with the society and even family relationships are being shrunken in to a divided form, where adolescence’s social interaction, family relationship limits to his/her parents, social intelligence and family relationship can hardly develop.

The investigator’s previous experience as a teacher also pointed out the ardent need for enhancing social intelligence of students. Students were found to possess low level of social skills Adler et al. (1992) demonstrated that boys who have extremely poor social and interpersonal skills often have difficult social lives and low perceived popularity. Girls who are perceived as popular are viewed as prosaically, socially visible and using social aggressive strategies the establish and maintain a popular status in this study same types of question current generation adolescence grow the period very strongly growth they can’t understand what is social intelligence can play role, but here Throndike (1920) says social intelligence very important plays role in this period because. “Social intelligence is ability to understand and manage other people and engage in adoptive social interaction here. Some many important questions is boys and girls difference or same social intelligence and what is play role social intelligence in family relationship, here question are family and dived family adolescence student are difference social intelligence? When adolescent doing study that time medium (Gujarati and English) both are same or different? In social intelligence medium boys and girls adolescent students better as compare Gujarati mediums students. So these questions here try to finding. In this study upper question try to finding upper questions given as well as possible good result and that result will be useful parents, teacher, and society counselor. Student and many people.

The social set up like the joint family system prevalid during early days contributed to the social and emotional development of young. Hence in these days, a content oriented curriculum was not a mother of concern. But now the situation has changed. The society follows a divided family system within with both the parents are busily
engaged in their careers. The number of broken families is also increasing these days. In such a situation, it is sole responsibility of our education system to make provisions for the over all development of adolescent. Educational institution should help adolescent to develop an insight to human relationships, attitudes and habits conducive for the all round development of their personalities. Family is first institution to connect with us. So family is construction of personality and culture. Family gave adolescent purification. Family is small institute of society. The structure of family relationships influence economic behaviour and attitudes family is the environment where the adolescent learned to use there facilities and understand and cope with physical world. Now generation are changing much family become small, that time family relationship can not continues. So family relationship is important this study is useful to many family that how plays to role family relationship in adolescent student. Now many family leaves a village for vocational and many other reason. They are go to city so that time family are dived that influence adolescent mental health this study try to searching joint family plays better role as compare divided family. Attitude of family to day by day generation going very fast many people say “Small family happy family” that time birth order is important plays role when the children grow up and who will comply with them that time many family thinking one or two child is enough so here is important question birth order. So here question are first born boys are good (living with joint/ divided family) family relationship as compare. Second born adolescent student, others question Gujarati medium and English medium boys and girls different family relationship? Here is in this study some of type hypothesis question make and try finding and solution upper question that result useful for family counseling center people society will understand how are play role family relationship in adolescent student. Learning is part of life during adolescences period most complicate behaviour because many changing in their body if adolescents can not attention their study during class room so that they can not easily learning and their learning behaviour will low and if adolescent good attention, motivation, flexibility attitude toward learning good so their learning behaviour very good and he / she are success in their education. According to carl Rogers (1983) Learning is a powerful incentive for many employees to sick to certain organizations. Learning has a significant impact on individual behaviour as it influences abilities, role perceptions and motivation. Along with its role in individual behaviour learning is essential for knowledge management. Knowledge management enhances an organizations capacity to acquire share and knowledge in ways that improve. It is survival and success. So that definition indicates learning play in good role in life according to card. Rogers definitions if good learning behaviour people can improve, knowledge and success. So in this study try to searching what types
learning behaviour current generations. So at the time of many people says English medium boys and girls are good knowledge. Learning behaviour, skill many more and they will easily success. In this study try to finding what will be English medium and Guajarati medium (mother tongue) boys and girls. First born and second born which types of learning behaviour, and family relationship are play significance role in adolescent student during their study time? So many types of questions in this study try to finding and that result will helps society, teacher, counselor and people basically learning behaviour results are useful education field.

So all of the above mentioned factor channeled the investigator to carry out the present study focusing on the enhancement of social intelligence, family relationship and learning behaviour an essential ingredient for the survival of human species.

3.0 Research Problem

In the research First and Foremost step happens to be that of selecting and properly defining a research problem and research problem may be taken from a research guide in this connection. We often quite “We all hear that a problem clearly stated is a problem half solve d”. In many questions helps research problem some question like. I.e. what data is to be collected? What characteristics of data are relevant? What techniques are to be used the purpose? And similar other questions cross one’s mind of researcher who can well design his strategy and find answers to all such question only when the research problem has been well defined so that defining a research problem properly is a pre requisite for any study and is a first step of most. The Research problem of this research as follows.

“SOCIAL INTELIGENCE, FAMILY RELATIONSHIP AND LEARNING BEHAVIOUR IN ADOLESCENT STUDENTS”

4.0 Objectives of the Research

Objectives of present research are as under:

1) To investigate the main effect of social intelligence, family relationship and learning behaviour in the context of sex, types of family, birth order and medium variables in adolescent students.

2) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of sex and types of family variables in adolescent students.

3) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of sex and birth order variables in adolescent students.
4) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of type of family and birth order variables in adolescent students.

5) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of sex and medium variables in adolescent students.

6) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of family types and medium variables in adolescent students.

7) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of birth order and medium variables in adolescent students.

8) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of sex, types of family and birth order variables in adolescent students.

9) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of sex, types of family and medium variables in adolescent students.

10) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of sex, birth order and medium variables in adolescent students.

11) To investigate the internal effect of social intelligence family relationship and learning behaviour in the context of types of family, birth order and medium variables in adolescent students.

12) To investigate the internal effect of social intelligence, family relationship and learning behaviour in the context of sex, types of family, birth order and medium variables in adolescent students.

13) To investigate relationship between social intelligence and family relationship.

14) To investigate relationship between social intelligence and learning behaviour.

15) To investigate relationship between family relationship and learning behaviour.
5.0 Hypotheses of the Research

Null hypotheses of present research are as under:

1) There will be no significant main effect of social intelligence in the context of sex variable in adolescent students.

2) There will be no significant main effect of social intelligence in the context of types of family variable in adolescent students.

3) There will be no significant main effect of social intelligence in the context of birth order variable in adolescent students.

4) There will be no significant main effect of social intelligence in the context of medium variable in adolescent students.

5) There will be no significant internal effect of social intelligence in the context of sex and types of family variables in adolescent students.

6) There will be no significant internal effect of social intelligence in the context of sex and birth order variables in adolescent students.

7) There will be no significant internal effect of social intelligence in the context of sex and medium variables in adolescent students.

8) There will be no significant internal effect of social intelligence in the context of types of family and birth order variables in adolescent students.

9) There will be no significant internal effect of social intelligence in the context of types of family and medium variables in adolescent students.

10) There will be no significant internal effect of social intelligence in the context of birth order and medium variables in adolescent students.

11) There will be no significant internal effect of social intelligence in the context of sex, types of family and birth order variables in adolescent students.

12) There will be no significant internal effect of social intelligence in the context of sex, types of family and medium variables in adolescent students.

13) There will be no significant internal effect of social intelligence in the context of types of family, birth order and medium variables in adolescent students.

14) There will be no significant internal effect of social intelligence in the context of sex, birth order and medium variables in adolescent students.
15) There will be no significant internal effect of social intelligence in the context of sex, types of family, birth order and medium variables in adolescent students.

16) There will be no significant main effect of family relationship in the context of sex variable in adolescent students.

17) There will be no significant main effect of family relationship in the context of types of family variable in adolescent students.

18) There will be no significant main effect of family relationship in the context of birth order variable in adolescent students.

19) There will be no significant main effect of family relationship in the context of medium variable in adolescent students.

20) There will be no significant internal effect of family relationship in the context of sex, types of family variables in adolescent students.

21) There will be no significant internal effect of family relationship in the context of sex and birth order variables in adolescent students.

22) There will be no significant internal effect of family relationship in the context of sex and medium variables in adolescent students.

23) There will be no significant internal effect of family relationship in the context of types of family and birth order variables in adolescent students.

24) There will be no significant internal effect of family relationship in the context of types of family and medium variables in adolescent students.

25) There will be no significant internal effect of family relationship in the context of birth order and medium variables in adolescent students.

26) There will be no significant internal effect of family relationship in the context of sex, types of family and birth order variables in adolescent students.

27) There will be no significant internal effect of family relationship in the context of sex, types of family and medium variables in adolescent students.

28) There will be no significant internal effect of family relationship in the context of types of family, birth order and medium variables in adolescent students.

29) There will be no significant internal effect of family relationship in the context of sex, birth order and medium variables in adolescent students.
30) There will be no significant internal effect of family relationship in the context of sex, types of family, birth order and medium variables in adolescent students.

31) There will be no significant main effect of learning behaviour in the context of sex variable in adolescent students.

32) There will be no significant main effect of learning behaviour in the context of types of family variable in adolescent students.

33) There will be no significant main effect of learning behaviour in the context of birth order variable in adolescent students.

34) There will be no significant main effect of learning behaviour in the context of medium variable in adolescent students.

35) There will be no significant internal effect of learning behaviour in the context of sex and types of family variables in adolescent students.

36) There will be no significant internal effect of learning behaviour in the context of sex and birth order variables in adolescent students.

37) There will be no significant internal effect of learning behaviour in the context of sex and medium variables in adolescent students.

38) There will be no significant internal effect of learning behaviour in the context of types of family and birth order variables in adolescent students.

39) There will be no significant internal effect of family learning behaviour in the context of types of family and medium variables in adolescent students.

40) There will be no significant internal effect of learning behaviour in the context of birth order and medium variables in adolescent students.

41) There will be no significant internal effect of learning behaviour in the context of sex, types of family and birth order variables in adolescent students.

42) There will be no significant internal effect of learning behaviour in the context of sex, types of family and medium variables in adolescent students.

43) There will be no significant internal effect of learning behaviour in the context of types of family, birth order and medium variables in adolescent students.

44) There will be no significant internal effect of learning behaviour in the context of sex, birth order and medium variables in adolescent students.
45) There will be no significant internal effect of learning behaviour in the context of sex, types of family, birth order and medium variables in adolescent students.

46) There will be no significant correlation between social intelligence and family relationship.

47) There will be no significant correlation between social intelligence and learning behaviour.

48) There will be no significant correlation between family relationship and learning behaviour.

6.0 Research Variables

Variables of the present study are as under:

6.1 Independent Variables

In present research, total four independent variables are as under:

<table>
<thead>
<tr>
<th>(A)</th>
<th>Sex</th>
<th>Boys (A₁) and Girls (A₂)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B)</td>
<td>Types of Family</td>
<td>Joint family (B₁) and Divided family (B₂)</td>
</tr>
<tr>
<td>(C)</td>
<td>Bird order</td>
<td>Firstborn (C₁) and Second born (C₂)</td>
</tr>
<tr>
<td>(D)</td>
<td>Medium</td>
<td>Gujarati (D₁) and English (D₂)</td>
</tr>
</tbody>
</table>

6.2 Dependent Variables

A total score of social intelligence, family relationship and learning behaviour are relying on questionnaires.

1) Social intelligence score.

2) Family relationship score.

3) Learning behaviour score.

7.0 Research Design

The aim of present research is social intelligence, family relationship and learning behaviour in adolescent students for these total 640 adolescent students will be taken as a sample. In present study to check the main and internal effect of four variables to collect the data is 2x2x2x2 factorial designed. To make the research design are as under.
Table No. 1
Factorial Design (2 x 2 x 2 x 2) (N=640)

<table>
<thead>
<tr>
<th></th>
<th>A₁ Boys</th>
<th></th>
<th>A₂ Girls</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B₁</td>
<td>B₂</td>
<td>B₁</td>
<td>B₂</td>
</tr>
<tr>
<td></td>
<td>Joint Family</td>
<td>Divided Family</td>
<td>Joint Family</td>
<td>Divided Family</td>
</tr>
<tr>
<td>C₁</td>
<td>First Born</td>
<td>C₂</td>
<td>First Born</td>
<td>C₂</td>
</tr>
<tr>
<td>D₁</td>
<td>Gujarati Medium</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>D₂</td>
<td>English Medium</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

Where
A = Sex    A₁=Boys    A₂=Girls
B = Types of Family  B₁=Joint Family  B₂=Divided Family
C = Birth order  C₁=First Born,  C₂=Second Born
D = Medium  D₁=Gujarati Medium  D₂=English Medium

and,
A₁B₁C₁D₁ = Boys, Joint Family, First Born, Gujarati Medium
A₁B₁C₂D₁ = Boys, Joint Family, Second Born, Gujarati Medium
A₁B₂C₁D₁ = Boys, Divided Family, First Born, Gujarati Medium
A₁B₂C₂D₁ = Boys, Divided Family, Second Born, Gujarati Medium
A₁B₁C₁D₂ = Boys, Joint Family, First Born, English Medium
A₁B₁C₂D₂ = Boys, Joint Family, Second Born, English Medium
A₁B₂C₁D₂ = Boys, Divided Family, First Born, English Medium
A₁B₂C₂D₂ = Boys, Divided Family, Second Born, English Medium
A_{1B_{2}C_{2}D_{2}} = Boys, Divided Family, Second Born, English Medium
A_{2B_{1}C_{1}D_{1}} = Girls, Joint Family, First Born, Guajrati Medium
A_{2B_{1}C_{2}D_{1}} = Girls, Joint Family, First Born, Guajrati Medium
A_{2B_{2}C_{1}D_{1}} = Girls, Divided Family, First Born, Gujarati Medium
A_{2B_{2}C_{2}D_{1}} = Girls, Divided Family, Second Born, Gujarati Medium
A_{2B_{1}C_{1}D_{2}} = Girls, Joint Family, First Born, English Medium
A_{2B_{1}C_{2}D_{2}} = Girls, Joint Family, Second Born, English Medium
A_{2B_{2}C_{1}D_{2}} = Girls, Divided Family, First Born, English Medium
A_{2B_{2}C_{2}D_{2}} = Girls, Divided Family, Second Born, English Medium

8.0 Research Sample

Present study will take 640 data select by randomly whose age 13 to 17. (According to manual). Total 1000 data fill up from different school of Amreli district Gujarat (India) in which study finally randomly selected 640 data. The total participate consisting of 640 participates in 320 boys, 160 joint family and 160 divided family in 80 boys who are first born of parents and 80 boys who are second born of parents, according to medium 40 Gujarati medium and 40 English medium boys selected as a participant. In that way 320 of girls 160 joint family and 160 divided family in 80 girls who are girls first born of parents and 80 girls who are second born of parents, according to medium 40 Gujarati medium girls and 40 English medium girls selected as a participated in this research.
9.0  Research Tools

The main purpose of the study is social intelligence, family relationship and learning behaviour in adolescent students. For this purpose the following scale will be consider with their reliability validity and objectivity mentioned in their respective manuals. Three scales will be used in present study.

1) Individual Data Sheet

According to the aim of the present study here individual data sheet will be in prepare in which name, age, sex(boys or girls), types of family( joint or divided family), birth order (first born or second born) and medium(Gujarati or English).

2) Social Intelligence Scale

To check the social intelligence of subject here social intelligence scale developed by Dr. S. Mathur (2007) in English language and translated into Gujarati by Dr. Yogesh A. Jogsan(2013). This scale has total 50 sentences which measured high social intelligence and low social intelligence. In which sentence no, 1, 4, 6, 8, 10, 13, 14, 15, 16, 18, 20, 22, 24, 26, 28, 29, 33, 37, 39, 41, 42, 44, 45 and 47 and other are sentence number measure low social intelligence. This is three point scales. Here is yes, uncertain and No option were given scores 2, 1, 0 and low social intelligence yes, uncertain and no option were given scores 0, 1, 2. Reliability of present scale has checked by test-retest method that has 0.87. Validity of this scale has established 0.78 by N. K. Chand and Usha Ganesh.

3) Family Relationship

To check the family relationship of subject here family relationship scale developed by Dr. (Smt.) Alka. Devid (1997) in Hindi language and translated into Gujarati by Dr. Yogesh A. Jogsan (2013). This scale has total 40 sentences which measured in good relation and poor relation. Each part has 20 sentences. This scale good relation sentence in which sentence number 5, 12, 13, 14, 15, 16, 19, 20, 21, 23, 25, 29, 32, 35, 36, 37, 38 and 40 are good relation and other are poor relation. This is three point scales. Here in good relation sentence always, some time and never options were given scores 2, 1 and 0 and poor relation sentence always, sometimes and never option were given scores 0, 1, 2 respectively. Reliability of present scale. Checked by two methods in which 0.72 by half split and test-retest has 0.76. Validity 0.52 established by the Dr. G. Tivari.

4) Learning Behaviour Scale

To check the learning behaviour of subject here learning behaviour scale developed by P.A. Mc Dermott, L. F. Green, J. M. Francis & D. S. Stott (1992) translated into
Gujarati by Dr. Yogesh A. Jogsan(2013). This scale has 29 sentences which measured learning behaviour. This is three point scale, all are positive sentence. Here in learning behaviour sentence never, sometime and always option were given scores 0, 1 and 2. To check and validity used for factors.

### Test-Retest Reliability (N=77)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence Motivation (CM)</td>
<td>0.92</td>
</tr>
<tr>
<td>Attitude Towards Learning (AL)</td>
<td>0.91</td>
</tr>
<tr>
<td>Attention / Persistence (AP)</td>
<td>0.92</td>
</tr>
<tr>
<td>Strategy/Flexibility (SF)</td>
<td>0.93</td>
</tr>
</tbody>
</table>

### Inter-Rater Reliability (N=72)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence Motivation (CM)</td>
<td>0.83</td>
</tr>
<tr>
<td>Attitude Towards Learning (AL)</td>
<td>0.83</td>
</tr>
<tr>
<td>Attention / Persistence (AP)</td>
<td>0.83</td>
</tr>
<tr>
<td>Strategy/Flexibility (SF)</td>
<td>0.83</td>
</tr>
</tbody>
</table>

### Internal Consistency – I

<table>
<thead>
<tr>
<th>LSB Factor</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence Motivation (CM)</td>
<td>0.85</td>
<td>0.85</td>
</tr>
<tr>
<td>Attitude Towards Learning (AL)</td>
<td>0.87</td>
<td>0.80</td>
</tr>
<tr>
<td>Attention/Persistence (AP)</td>
<td>0.85</td>
<td>0.80</td>
</tr>
<tr>
<td>Strategy/Flexibility (SF)</td>
<td>0.76</td>
<td>0.70</td>
</tr>
</tbody>
</table>

### Internal Consistency – II

<table>
<thead>
<tr>
<th>LSB Factor</th>
<th>Male 5-11 (N=817)</th>
<th>Female 12-17(N=683)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence Motivation (CM)</td>
<td>0.85</td>
<td>0.85</td>
</tr>
<tr>
<td>Attitude Towards Learning (AL)</td>
<td>0.83</td>
<td>0.86</td>
</tr>
<tr>
<td>Attention/Persistence (AP)</td>
<td>0.85</td>
<td>0.84</td>
</tr>
<tr>
<td>Strategy/Flexibility (SF)</td>
<td>0.74</td>
<td>0.74</td>
</tr>
</tbody>
</table>
Validity of Learning Behaviour Scale

<table>
<thead>
<tr>
<th></th>
<th>CM</th>
<th>AL</th>
<th>AP</th>
<th>SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability</td>
<td>0.39</td>
<td>0.22</td>
<td>0.27</td>
<td>0.11</td>
</tr>
<tr>
<td>Read</td>
<td>0.35</td>
<td>0.21</td>
<td>0.25</td>
<td>0.12</td>
</tr>
<tr>
<td>Math</td>
<td>0.36</td>
<td>0.22</td>
<td>0.23</td>
<td>0.08</td>
</tr>
<tr>
<td>T-read</td>
<td>0.52</td>
<td>0.47</td>
<td>0.51</td>
<td>0.26</td>
</tr>
<tr>
<td>ADHD</td>
<td>-0.50</td>
<td>-0.53</td>
<td>-0.70</td>
<td>-0.63</td>
</tr>
<tr>
<td>Avoids</td>
<td>-0.34</td>
<td>-0.49</td>
<td>-0.31</td>
<td>-0.04</td>
</tr>
</tbody>
</table>

10.0 Data Collection

This section brings out the various organizations in this the study was undertaken and under which guidance the study was authorized Saurashtra University, Department of Psychology, Rajkot in Gujarat State (India) authenticated the research work and under the guidance of Dr. Y. A. Jogsan Assistance Professor department of Psychology Saurashtra University.

The participant of present study will be 640 subjects total 1000 data fill up from different areas & schools in which randomly selected 640 data from different areas Amreli district from Gujarati State.

Population of general category from of Saurashtra. Amreli, Junagadh etc. region and also population of various organizations working in this region have been considered for the study. The group was randomly selected by administering the testing inventories. The Library of Saurashtra University have largely benefited in collection of the historical evidence of psychology.

The aim of present study is social intelligence, family relationship and learning behaviour in adolescent students. For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. The present study three (03) scales used in this research. Here used to collect the data. For social intelligence, the scale for social intelligence was developed by Dr. S. Mathur used in this research used to collect data for social intelligence, the scale for family relationship was developed by Dr. (Smt.) Alka Devid used in this research and used to collect the date for learning behaviour the scale for learning behaviour was developed by P.A. McDermott, L.F. Green, J. M. Francis & D. S. Stott used in this research. So here the participated of present study will be 640 participants, randomly selected from different schools of Amreli district of Gujarat State (India).
The total participates consisting. 640 samples in 320 boys, 160 joint family and 160 divided family in 80 boys who are first born of parent’s and 80 boys who are second born of parent’s according to medium 40 Gujarati medium and 40 English medium adolescent students selected as a participant in that way 320 girls, 160 joint family and 160 divided family in 80 girls who are first born of parent’s and 80 girls who are second born of parent’s according to medium. 40 Gujarati medium and 40 English medium students were taken for this research.

11.0 Statistical Frame Work for the Research

The 640 participant of present study randomly selected from different area of Amreli district, Gujarat State, India. So collect the data as 2 x 2 x 2 x 2 factorial designed. Then after collect the data to choose statistical technique for interpretation of the results. Here that used the ‘F’ test ANOVA was applied to check significant of main and internal effect social intelligence, family relationship and learning behaviour in adolescent students also use the L.S.D. (Least significance difference) was used and Pearson’s was used to check the correlation of social intelligence, family relationship and learning behaviour.

12.0 Research Conclusions

1) There is no significance in the main effect of sex variable on social intelligence. Here ‘f’ value is 0.31. It is not significant. Here HO1 is accept.

2) There is no significance in the main effect of types of family variable on social intelligence. Here ‘f’ value is 9.10. It is significant at 0.01 level. Here HO2 is reject.

3) There is no significance in the main effect of birth order variable on social intelligence. Here ‘f’ value is 2.35. It is not significant. Here HO3 is accept.

4) There is no significance in the main effect of medium variable on social intelligence. Here ‘f’ value is 3.53. It is not significant. Here HO4 is accept.

5) There is no significance in the internal effect of sex and types of family variables on social intelligence. Here ‘f’ value is 6.05. It is not significant at 0.05. Here HO5 is reject.

6) There is no significance in the internal effect of sex and birth order variables on social intelligence. Here ‘f’ value is 3.17. It is not significant. Here HO6 is accept.

7) There is no significance in the internal effect of sex and medium variables on social intelligence. Here ‘f’ value is 1.22. It is not significant. Here HO7 is accept.
8) There is no significance in the internal effect of types of family and birth order variables on social intelligence. Here ‘f’ value is 3.28. It is not significant. Here HO8 is accept.

9) There is no significance in the internal effect of types of family and medium variables on social intelligence. Here ‘f’ value is 0.13. It is not significant. Here HO9 is accept.

10) There is no significance in the internal effect of birth order and medium variables on social intelligence. Here ‘f’ value is 1.52. It is not significant. Here HO10 is accept.

11) There is no significance in the internal effect of sex, types of family and birth order variables on social intelligence. Here ‘f’ value is 1.72. It is not significant. Here HO11 is accept.

12) There is no significance in the internal effect of sex, types of family and medium variables on social intelligence. Here ‘f’ value is 0.22. It is not significant. Here HO12 is accept.

13) There is no significance in the internal effect of types of family, birth order and medium variables on social intelligence. Here ‘f’ value is 0.50. It is not significant. Here HO13 is accept.

14) There is no significance in the internal effect of sex, birth order and medium variables on social intelligence. Here ‘f’ value is 3.34. It is not significant. Here HO14 is accept.

15) There is no significance in the internal effect of sex, types of family, birth order and medium variables on social intelligence. Here ‘f’ value is 10.50. It is significant at 0.01 level. Here HO15 is reject.

16) There is no significance in the main effect of sex variable on family relations. Here ‘f’ value is 22.60. It is significant at 0.01 level. Here HO16 is reject.

17) There is no significance in the main effect of types of family on family relationship. Here ‘f’ value is 54.40. It is significant at 0.01 level. Here HO17 is reject.

18) There is no significance in the main effect of birth order variable on family relationship. Here ‘f’ value is 2.53. It is not significant. Here HO18 is accept.

19) There is no significance in the main effect of medium variable on family relationship. Here ‘f’ value is 0.06. It is not significant. Here HO19 is accept.
20) There is no significance in the internal effect of sex and types of family variables on family relationship. Here ‘f’ value is 6.21. It is significant at 0.05 level. Here HO₂₀ is reject.

21) There is no significance in the internal effect of sex and birth order variables on family relationship. Here ‘f’ value is 0.71. It is not significant. Here HO₂₁ is accept.

22) There is no significance in the internal effect of sex and medium variables on family relationship. Here ‘f’ value is 0.88. It is not significant. Here HO₂₂ is accept.

23) There is no significance in the internal effect of types of family and birth order variables on family relationship. Here ‘f’ value is 0.38. It is not significant. Here HO₂₃ is accept.

24) There is no significance in the internal effect of types of family and medium variables on family relationship. Here ‘f’ value is 0.07. It is not significant. Here HO₂₄ is accept.

25) There is no significance in the internal effect of birth order and medium variables on family relationship. Here ‘f’ value is 0.33. It is not significant. Here HO₂₅ is accept.

26) There is no significance in the internal effect of sex, types of family and birth order variables on family relationship. Here ‘f’ value is 0.59. It is not significant. Here HO₂₆ is accept.

27) There is no significance in the internal effect of sex, types of family and medium variables on family relationship. Here ‘f’ value is 0.68. It is not significant. Here HO₂₇ is accept.

28) There is no significance in the internal effect of types of family, birth order and medium variables on family relationship. Here ‘f’ value is 0.11. It is not significant. Here HO₂₈ is accept.

29) There is no significance in the internal effect of sex, birth order and medium variables on family relationship. Here ‘f’ value is 0.35. It is not significant. Here HO₂₉ is accept.

30) There is no significance in the internal effect of sex, types of family, birth order and medium variables on family relationship. Here ‘f’ value is 0.40. It is not significant. Here HO₃₀ is accept.
31) There is no significance in the main effect of sex variable on learning behaviour. Here ‘f’ value is 2.21. It is not significant. Here HO31 is accept.

32) There is no significance in the main effect of types of family variable on learning behaviour. Here ‘f’ value is 21.67. It is significant at 0.01 level. Here HO32 is reject.

33) There is no significance in the main effect of birth order variable on learning behaviour. Here ‘f’ value is 0.96. It is not significant. Here HO33 is accept.

34) There is no significance in the main effect of medium variable on learning behaviour. Here ‘f’ value is 0.008. It is not significant. Here HO34 is accept.

35) There is no significance in the internal effect of sex and types of family variables on learning behaviour. Here ‘f’ value are 2.17. It is not significant. Here HO35 is accept.

36) There is no significance in the internal effect of sex and birth order variables on learning behaviour. Here ‘f’ value is 0.49. It is not significant. Here HO36 is accept.

37) There is no significance in the internal effect of sex and medium variables on learning behaviour. Here ‘f’ value are 0.13. It is not significant. Here HO37 is accept.

38) There is no significance in the internal effect of types of family and birth order variable on learning behaviour. Here ‘f’ value is 9.47. It is significant at 0.01 level. Here HO38 is reject.

39) There is no significance in the internal effect of types of family and medium variables on learning behaviour. Here ‘f’ value are 0.10. It is not significant. Here HO39 is accept.

40) There is no significance in the internal effect of birth order and medium variables on learning behaviour. Here ‘f’ value are 0.07. It is not significant. Here HO40 is accept.

41) There is no significance in the internal effect of sex, types of family and birth order variables on learning behaviour. Here ‘f’ value is 0.70. It is not significant. Here HO41 is accept.

42) There is no significance in the internal effect of sex, types of family and medium variables on learning behaviour. Here ‘f’ value is 1.37. It is not significant. Here HO42 is accept.
43) There is no significance in the internal effect of types of family, birth order and medium variables on learning behaviour. Here ‘f’ value is 1.55. It is not significant. Here HO\textsubscript{43} is accept.

44) There is no significance in the internal effect of sex, birth order and medium variables on learning behaviour. Here ‘f’ value is 2.61. It is not significant. Here HO\textsubscript{44} is accept.

45) There is no significance in the internal effect of sex, types of family, birth order and medium variables on learning behaviour. Here ‘f’ value is 4.04. It is significant at 0.05 level. Here HO\textsubscript{45} is reject.

46) There is positive significance correlation between social intelligence and family relationship. Here ‘r’ value is 0.42. It is significant at 0.05 level. Here HO\textsubscript{46} is reject.

47) There is negative correlation between social intelligence and learning behaviour. Here ‘r’ value is -0.26. It is significant at 0.01. Here HO\textsubscript{47} is reject.

48) There is negative correlation between family relationship and learning behaviour. Here ‘r’ value is 0.28. It is not significant. Here HO\textsubscript{48} is reject.

The social intelligence of girls higher than boys. Here not significant seen. Who are living with divided family their social good as compare divided family adolescent students, also significant at 0.01 level. Who are first born their parent their social intelligence higher than second born. While Guajarati medium adolescent students more as compare English medium.

The family relationship of girls higher than boys and here significant can see at 0.01 level. Who are living in divided their family relationship good as compare joint family. Also here significant can be seen at 0.01 level. Here are first born of their parents his family relationship good as compare second born. While Guajarati medium and English medium adolescent student’s family relationship not difference seen.

The learning behaviour of boys’ adolescent students is lower than girls. In joint family adolescent student higher learning behaviour as compare divided family also here. Significant can see at 0.01 level. First born adolescent students higher learning behaviour as compare second born. While in medium of Guajarati and English no difference can be seen.
13.0 Limitations of the Research

In any social science research, the external validity of the results of the study is limited by many constrains related to the sample selection, research design, Reliability and Validity of the tools under the study and number of variables feasible to research at a time. Thus the researcher has been able to sort out the following limitation in the present research.

* The study was limited to some adolescent’s students who were available at their school.
* The study was carried out in the same. Amreli district of Gujarat State.
* The present study includes 640 samples. So generalization of the result might be unfit here.
* Only students who are speaking Gujarati and English studied so no other student speaking in different language would be affected here.
* No other method except questionnaires had been adopted in the present research. Work for the collection of information.
* In sample selection for this Research simple random sample method was followed.
* The finding made in the study may be biased by the incorrect information given by participants.
* The present Research is only a part of the study thus generalization should not be consummated.
* The result deducted from the other Research might not have the similarity with the result of the present research.

15.0 Suggestions for Future Research

To solve the problems and to direct the research of posterity in the same direction following suggestions are asserted.

* A similar study can be done on private and government school adolescent student also.
* A similar study can be done on urban and rural school adolescent student also.
* A study of creativity, self-esteem and problem solving ability of adolescent students can be done.
* A study of student problem, student stress and well-being of school student can be done also.

* A comparative study of social intelligence family relationship and learning behaviour at student of CBSC Board and Gujarat Board can be also done.

* A similar Research can be done on sample taken from other district of Gujarat State of India and results can be compared with those the present Research.

* For the accumulation of information, variegated methods except questionnaires can be adopted.

* To crown the edifice of the Research work, other method of selecting sample can be appropriated.

* Attempt should be made to find out social intelligence, family relationship and learning behaviour of tribal, non-tribal and other casts like Schedule casts and other backward class of Gujarat.

* To Attempt for study you can be take more than 640 samples.

* Adolescent students social intelligence, family relationships and learning behaviour were studied in the present research, other variable like of academic achievement, achievement, motivation, personality, social skill, curiosity, etc. can be taken as a dependent variable.
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