

Research Paper

## Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control

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### ABSTRACT

The present study seeks to determine the influence of social intelligence on self-esteem in adolescents, while also taking into consideration the locus of control in individuals. Social Intelligence encompasses social competence, which is important in interacting with others and carries a great importance in achieving self-esteem. The present study investigates the interface of teenage social intelligence to work out and address these issues in respect of adolescent self-esteem and locus of control. This study was conducted on adolescents attending schools in Kerala. The analysis made use of a number of statistical techniques mean, median, standard deviation, correlation, and standard error in order to evaluate the interaction between social intelligence, locus of control and self-esteem. Three hypotheses were therefore formulated with regard to the relationships between these variables with the intention to find out how the level of social intelligence in different teenagers with different orientations of locus control influences their self-esteem. Among the social intelligence and the locus of control tested, the results showed that there was also an existing relationship for social intelligence and self-esteem variables. Higher social intelligence among adolescents was associated with higher self-esteem and this was related to the adolescents' locus of control orientation. These results are so significant in regard to the need to promote the development of social intelligence in educational and developmental intervention strategies relative to self-esteem among adolescents.

**Keywords:** *Social Intelligence, Locus of Control, Self Esteem, Adolescents, Personality Building*

Adolescent development and adjustment have always been a major area of psychological research. Adolescence is a transitional period in life when the individuals search for themselves to find some form of identity and meaning in their lives. Teenage has also been regarded as a unique period of growth and development with wide range of difficulties and problems in their transition to adulthood. This is a period when personality of the individual takes new orientation under the influence of psychosocial forces lying both inside and outside the person. The vulnerability to the pressure of the forces depends primarily upon the individual's general belief in the amount of control

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## **Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

they have over their lives. This generalized expectancy of the extent to which individuals perceive that events in their life are consequences of their behavior, is defined by Rotter (1966) as locus of control.

Furthermore, social intelligence necessitates self-regulation, characterized as the capacity to effectively govern one's emotions and behaviors within social contexts, thereby ensuring that responses are both appropriate and constructive. It also encompasses conflict resolution capabilities, which assist individuals in managing disagreements or tensions in a manner that is constructive and sustains positive interpersonal relationships. Individuals exhibiting high social intelligence possess a remarkable proficiency in recognizing and managing group dynamics, thereby fostering cooperation and effectively leading or motivating others. In contrast to other forms of intelligence, social intelligence is not exclusively innate; rather, it can be cultivated and enhanced through experiences, observations, and deliberate practice. This capability is of paramount importance in both personal and professional domains, as it has a direct influence on one's capacity to establish and sustain relationships, collaborate effectively, and navigate the multifaceted nature of social environments. Ultimately, social intelligence is instrumental in contributing to an individual's overall emotional well-being and success in both social and professional endeavors.

In psychology, a person's evaluation of his/her own worth plays a prominent role in understanding a person's behaviour. There is no value-judgment more important to man - factor more decisive in his psychological development and motivation - than the estimate he passes on himself. How we value ourselves and how important we think we are affecting our behaviour. It affects our thinking process, emotions, desires, values and goals. An individual's overall subjective emotional evaluation of his or her own worth is called, in psychology, as self-esteem (Redenbach, 1991). It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs and emotions such as triumph, despair, pride, and shame. The self-concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it. Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behaviour. Self-esteem can apply specifically to a particular dimension or a global extent. Psychologists usually regard self-esteem as an enduring personality characteristic, though normal, shortterm variations ("state" self-esteem) also exist.

Man is a social animal. He cannot survive without depending on others. It is needed for meeting even basic needs. This interdependence of human beings necessitates the development and maintenance of healthy interpersonal relationships. Maintaining good relationship with others thus becomes crucial for successful societal functioning. Social interactions play a major role in relationship building. The kind of relationship one develops with others is determined by their behaviour in interpersonal situations. Though the ability to understand other peoples - their thoughts, feelings, intentions and actions- and then to interact effectively with them is considered a valuable asset for social living, it is found in people in varying degrees. The idea that Social Intelligence is different from other intellectual process, such as academic skills was first presented by Thorndike in 1920. He depicted human intelligence as consisting of 3 facets: Abstract, Mechanical and Social Intelligence. Thorndike (1920) defined Social Intelligence as the ability to understand others and act wisely in human

## **Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

relations. Psychologists have been interested in social intelligence for a long time, dating all the way back to at least the 1920s. This interest is rooted in a powerful intuition that there are many educationally-relevant aspects of human abilities that are not accounted for by traditional conceptions of academic intelligence. The research on Social Intelligence has often waxed and waned for various reasons. Difficulties in measuring Social Intelligence and confusions regarding its underlying mechanisms existed. High correlations found between measures of Social Intelligence and measures of IQ made psychologists to think that there may be no real difference between academic and social talents. This was major reason Social Intelligence research was largely abandoned. Over the past years, researches on Social Intelligence suggest how it is linked with everything from workplace success and student achievement to general well-being and health (Bar-On, 2005; Druskat et al., 2006). Investigations have shown that persons having high level of Social Intelligence are able to meet the demands of everyday functioning and are equipped to handle participation and responsibility for their own welfare and of others. The kind of relationship one develops with others is determined by their behaviour in interpersonal situations. Though the ability to understand other people – their thoughts, feelings, intentions and actions – and then to interact effectively with them is considered as an asset for social living, it is found in people in varying degrees. Some people prosper in a variety of social situations. They seem to be comfortable even under the most awkward social situations. They can easily interact with other people from different backgrounds and are also able to make others feel relaxed and comfortable. Whereas, some others, though may possess high intellectual abilities, seems to struggle in situations involving social interactions. They find it very difficult to master social skills which enable them to interact successfully with other people. This ability of an individual to get along with others successfully is recognized as ‘social intelligence’ in psychological literature.

The three factors—social intelligence, self-esteem, and locus of control—are interrelated and significantly impact personality development with overall well-being particularly during adolescence. Parents, teachers, psychologists, school counsellors, school administrators, etc. who are associated with adolescents should know the interplay of these vital psychological factors for ensuring the optimal development of the abilities of youngsters. The interplay between these factors can affect adolescents' adjustment, achievement, and overall development. The relevance of scientific studies in this direction has been multiplied due to high incidence of maladaptive behaviour, drug abuse, crimes and other sociopathic behaviour among adolescents of Kerala. Therefore, there is a call for further research to explore these relationships more deeply, particularly in the context of Kerala, to develop interventions aimed at strengthening adolescents' internal locus of control by enhancing their social intelligence and self-esteem.

In view of the above, the main objectives of this paper is to study the relationship between locus of control and social intelligence of adolescents and to study the relationship between social intelligence and self-esteem of adolescents. The hypotheses for the present study were formulated based on popular observations as well as review of the related studies. The following null hypotheses were tested for the study: 1. Adolescents with internal locus of control and external locus of control will not differ significantly with regard to their social intelligence. 2. There will be a significant relationship between locus of control and social intelligence of adolescents. 3. There will be a significant relationship between social intelligence and self-esteem of adolescents.

## **LITERATURE REVIEW**

Research on social intelligence started only a few years after Spearman (1904) introduced academic intelligence. Thus, social intelligence was one of the first candidates for a new intelligence construct to complement traditional human ability concepts. Social intelligence has the longest history. The idea goes back to Thorndike (1920), who defined social intelligence as “the ability to understand and manage men and women, boys and girls – to act wisely in human relations”. Several studies have shown that social intelligence is multidimensional and distinguishable from general intelligence domains (Dong *et al.*, 2008). The concept of emotional intelligence has roots in social intelligence developed by Thorndike (1920) who proposed multiple forms of intelligence including abstract, mechanical and social (Parolini, 2005). Daniel Goleman, who has written extensively on emotional intelligence, published social intelligence in late 2006 (Dong *et al.*, 2008). Emotional intelligence has become a common phrase in the vocabularies of organizational leaders and managers today. Salovey & Mayer (1990) defined it as “the subset of social intelligence that involves the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s own thinking and actions”. In this regard Mayer & Salovey (1990) and Salovey & Mayer (1993) asserted that social intelligence is a broader construct that subsumes emotional intelligence (Bosman, 2003). Few representative studies undertaken in recent years in the area of social intelligence are presented hereunder:

The latest Indian study in the field of Social Intelligence is that of Singh (2016) who reported the difference between mental health and social intelligence of adolescents. Data were collected from a random sample of 120 higher secondary school students of SBS Nagar district by administering the Mental Health Inventory and Social Intelligence Scale developed for the purpose. The findings of the study showed that there was insignificant difference in mental health and social intelligence of boys and girls.

In one of the latest Indian studies Nazir *et al.* (2015) explored the differential effect of residential locale on various component abilities of social intelligence and the way they are associated with educational attainment of college students. Data were collected from 390 undergraduate students (rural = 187; urban = 1203) selected on the basis of stratified random sampling from Srinagar district of Jammu and Kashmir. Social intelligence scores of the participants were collected with the help of the Social Intelligence Scale (Chaddha & Ganesan; 1986), and secondary data pertaining to academic attainment was procured from college records. Analysis disclosed significant difference between locale bases sub-samples in social intelligence and achievement wherein the urbanites excelled their rural counterparts in both variables.

Rengini (2015), by taking higher secondary school students of Kerala (India) as sample, studied the effect of domestic violence on social intelligence, along with other two variables viz., mood state and study involvement. A big sample of 3100 secondary school students selected on stratified random sampling basis upon whom a domestic violence scale developed by the investigator and the Social Intelligence Scale developed by Chadha & Ganesan (2005) were administered to gather data. The analysis exposed a significant difference in social intelligence of secondary school students with regard to socio-demographic variables. Presence of significant relationship between total and different dimensions of victimization of domestic violence and social intelligence was also revealed

## **Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

from the analysis. Further, the study came out with evidence that victimization of domestic violence significantly predicts social intelligence.

In a recent Indian study, Ganaie & Mudasir (2015) examined the association between social intelligence and educational attainment of undergraduates. A random sample of 275-degree students of Science and Social Science streams were drawn as participants of the study. Social intelligence was measured in terms of the total score of 8 factors *viz.* Confidence, Patience, Sensitivity, Cooperativeness, Tactfulness, Recognition of social environment, Social memory, and Sense of humour with the help of Social Intelligence Scale of Chadha and Ganeshan (1986). Analysis exposed that academic stream of study is a significant factor discriminating college students in terms of their social intelligence wherein Social Science students surpassed Science stream students. Science stream students, however, was reported to have better academic scores than the Social Science students.

In another Indian study by Nagra (2014), examined the differential effect of gender and type of school on social intelligence and psycho-social adjustment of adolescents. Data generated from a sample of 200 secondary school students by administering standardised Social Intelligence Scale and Adjustment Inventory were subjected to statistical treatment. The analysis brought out that social intelligence and adjustability of secondary schoolers are just average. Further, neither gender nor the type of school is decisive factor in separating the sample on the basis of either social intelligence or psychological adjustment.

Bartwal (2014) examined the relationship between mental health and social intelligence, and the effect of residential locale on these two variables. The study consumed data collected from a random sample of 400 adolescents drawn from two states of India *viz.*, Uttarakhand and Uttar Pradesh. Self-made but standardised instruments were administered to gather information relevant for the study followed by estimation of product moment correlation and two tailed test of significance for the differences between two independent means. Analysis revealed that significant rural-urban difference do not exists in mental health of the sample. However, the variable is positively and significantly associated with social intelligence.

In yet another Indian study of social intelligence, Kumar (2014) compared the adolescent boys and girls. The study made use of a sample of 70 students (boys and girls in 1:1 ratio), selected randomly from the different junior college of Hazaribag district of Jharkhand (India). Data were collected with the help of Social Intelligence Scale of Chadha and Ganeshan (1986) followed by statistical treatment. Two tailed test of significance for the differences between two independent means were used to compare the group difference in social intelligence of boys and girls. It was exposed that gender is decisive in the social intelligence wherein boys surpassed girls.

The association between ecological factors and social intelligence was the subject of investigation by Thakur *et al.* (2013). Two hundred adolescents in the age range 13-19, selected randomly from Panchrukhi and Bhawarna blocks (Kangra district, Himachal Pradesh) constituted the sample for the study. Standardised Social Intelligence Scale was administered for accomplishing data collection. Up on analysis it was brought out that both gender groups scored fairly well in dimensions of social intelligence like cooperativeness, confidence and patience. But poor performance was observed in dimensions like tactfulness, recognition of social environment, and sense of humour. The study further reported a

## **Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

significant and positive relationship between ecological variables and all the different dimensions of social intelligence.

Prathima & Kulsum (2013) examined the association between social intelligence and mental health by taking secondary school teachers as population. The study further extended to explore the effect of social intelligence on mental health. The participants were 150 secondary school teachers. The findings of the study showed that there was a significant relationship between secondary school teachers' social intelligence and their mental health. The significant difference exists between male and female secondary school teachers' mental health. The results indicated that higher the social intelligence the teachers had the better mental health they possessed.

Lekshmi (2012) undertook a two-phase research investigation of the social intelligence of primary school students of Kerala (India). In the phase a descriptive investigation was conducted to understand the social intelligence of the primary school students as perceived by their teachers. Data were collected from a sample of 150 primary school teachers by administering a Teacher Perception Questionnaire.

Analysis indicated the presence of low levels of social intelligence in primary school students. The second phase of the study followed an experimental design wherein the investigator developed a Social Intelligence Enhancement Package for the promotion of social intelligence in primary school children and tested its effectiveness. The pre- test post-test control group design was used to study the effectiveness of the package, finally verifying its validity and effectiveness for promoting social intelligence in primary school children.

Sembiyan and Visvanathan (2012) studied college students' attitude towards regionalism in relation to their Social Intelligence. The study revealed that there was no significant relationship between attitude towards regionalism and Social Intelligence. It was also found that female students were better than male students with respect to their Social Intelligence. The study highlighted that students in developing countries like India, should be empowered with essential knowledge and information for achieving acceptable levels of Social Intelligence.

The positive association between social intelligence and professional competence of prospective teachers were explored by Minikutty (2009) by taking sample from Kottayam districts of Kerala. Data generated by standardised questionnaires administered on a sample of 286 trainee teachers were subjected to statistical analysis. The student teachers were found to be good in their mental health but having low profile social intelligence. Significant positive correlation between the variables was also reported. The need for a modified curriculum for promoting the social intelligence was emphasized in the paper.

In yet another Indian study, Hooda *et al.* (2009) explored the association between positive psychological health and Social Intelligence of adult population. The study utilized a non-random sample of 300 working adults (172 males and 130 females) from selected cities on India. Data collection was completed by administering Social Intelligence Scale (Chadha & Ganeshan, 1986), Oxford Happiness Scale (Argyle, 2001), and Satisfaction with Life Scale (Diener, 1985). The study established the presence of a significant positive correlation between positive psychological health and social intelligence. Confidence, cooperativeness,

## **Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

tactfulness, sense of humor, sensitivity and social memory are the factors of social intelligence which was found associated with satisfaction with life and happiness components of positive psychological health.

Differential effect of selected socio-demographic factors on the social intelligence of B.Ed. degree students was the topic of investigation by Suresh (2009). 320 student teachers drawn on the basis of stratified random sampling from Guntur district of Andhra Pradesh constituted the sample for the study. Analysis of questionnaire data disclosed the presence of satisfactory levels of social intelligence in student teachers. However, the selected demographic factors like gender, residential locale, academic stream of study and basic qualification were found to throw insignificant effect on social intelligence dimensions of the prospective teachers.

In a descriptive study in Kerala context, Babu (2013) examined the association between social intelligence and aggressive behaviour of higher secondary school students in Malappuram district. Data collected from a simple random sample of 84 higher secondary school students (average age = 16.5 years) by employing the Social Intelligence Scale developed by Chandha & Ganeshan (2004). Statistical analysis disclosed that the higher secondary school students possess only average social intelligence, but have manifest aggression at a higher level. The estimated coefficient of correlation between social intelligence and aggression was found to be negative, but insignificant. The study has highlighted the need for promoting the social intelligence of secondary school students by appropriate programmes.

In an Iranian study Abadi & Mazaher (2014) examined the effect of computer games on social intelligence and academic self-efficacy of gifted boys. A purposive sample of 60 adolescent boys selected from the junior high schools of Zahedan City constituted the sample for the study. The study followed an experimental design wherein boys scored lower in computer games were assigned randomly to control and experimental groups. The experimental group was subsequently provided with computer game intervention. Pretest and posttest data gathering was accomplished with the help of standardised questionnaires. Statistical evidence generated from analysis revealed that computer games are not powerful for promoting neither social intelligence nor academic self-efficacy of gifted boys. The intervention, however, brought out significant hike in the academic achievement of experimental group.

McQuade (2013) conducted a quantitative cum qualitative investigation to study the association between K-12 principal's social intelligence and professional improvement of K-12 teachers. The study utilised a random sample of 127 principals and 331 teachers from K-12 in Massachusetts. Data collection was accomplished through internet based electronic survey software (Survey Money, 2013) which administered an open-ended questionnaire. The data analysis indicated that most of the principals have an understanding of social intelligence and claimed that they use their social intelligence for the continuous improvement of the teachers. Principals and teachers shared similar perceptions of effective social intelligence for leading teachers for professional improvement.

The effect of social intelligence on leadership abilities in organizational setup was explored by Beheshtifar & Roasaci (2012). A purposive sample of 84 managerial cadre official were drawn from business establishments and data collection was realized with the help of self-

## **Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

made multi-dimensional questionnaire. The social intelligence scores of the participants were found to be correlated with positive interpersonal experience, greater problem solving abilities, and experienced leadership. In the light of the findings recommendations have been made for developing strategies for promoting the social intelligence of managers for effective leadership and business success.

Structural Equation Modelling was employed by Hampel et al., (2011) to investigate the association between social intelligence and social anxiety. The Social Anxiety Scale (Clark & Wells, 1995) was administered on 100 people drawn randomly from general population, and social intelligence was appraised by a self-made questionnaire covering three dimensions viz., social perception, social understanding, and social memory. Correlational analysis exposed the presence of moderate but significant correlation of different domains of social anxiety with social understanding and social perception.

The first attempt to develop a performance test to assess social intelligence was made by Unterborn (2011). It adopted the format of situational test which permit the appraisal of the fullness of real-world situations. The test was standardized by correlating the scores of the new test with that of an already standardized general mental ability test (construct validity) and by comparing that with personality traits. The criterion related validity of the instrument was established by correlating with the ratings individual behaviour in novel social situations and by observing socially responsible behaviour. The study concluded that the psychological construct social intelligence is independent from cognitive abilities, but related to general mental ability.

Meijs et al., (2010) in their study attempted to predict sociometric popularity of adolescents from their academic achievement and social intelligence. A purposive sample of 108 adolescents in the age range 14-19 (mean age = 16.9) was subjected to sociometric analysis apart from administering social intelligence questionnaire to measure their ability to deal interpersonal relationship. Secondary data pertained to academic achievement was taken as indicative of their cognitive intelligence in the study. Analysis exposed significant association between social intelligence and perceived popularity of the adolescents. Although no significant relationship could be established between academic achievement and social intelligence, the regression model significantly predicted sociometric popularity from academic achievement and social intelligence.

In a Turkish study Tanakinci & Yildirim (2010) explored the effect of social intelligence on educational outcome of vocational students of media studies. A purposive sample 120 vocational stream students in the age range 18-21 was taken as sample upon whom a self-made questionnaire was administered to measure social intelligence. Grades converted to percentages, procured from institutional records, formed secondary data of academic achievement. Correlational analysis revealed the presence of low positive correlation between social intelligence scores and achievement scores.

In yet another Turkish study, Dogan & Cetin (2009) examined the association between social intelligence and depression among university students. Information generated by administering a standardised Social Intelligence Scale and an adopted version of Depression Inventory on a sample of 520 undergraduate students (female= 287; male = 233) drawn randomly from Sakarya University, were exploited for the investigation. Statistical treatment exposed that the levels of depression have significant relationship with social intelligence of



## **Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

the participants. Though the social skill and social awareness components of social intelligence was found have significant relationship with depression level of the participants, no such association reported between social information processing and depression.

A situational test to ascertain cross cultural social intelligence was developed by Ascalon et al., (2008). The construction of the instrument was realised by getting information from a total of 184 employees hailing from different socio-cultural and ethnic identities. The test construction progressed through four formal phases. The first step involved the situation development, which is given to the employees in the second phase for getting appropriate response alternatives. The third phase involved the analysis of the themes for their adequacy, and finally the construct validity was established by correlating with scores of a standard mental ability test. Though the test proved to have content validity and construct validity in cross cultural situations, it failed to establish its criterion validity and the scores of the instrument was found to have low correlation with job performance.

In Indiana, Lovejoy (2008) studied the effect of gender and experience on social intelligence among school administrators. Data collected from a convenient sample of 170 school superintendents by administering a questionnaire were subjected to statistical analysis to disclose the inherent relationship between the variables. It was reported that there is no significant difference between male and female superintendents in their overall social intelligence. The gender groups were found alike with regard to the three component factors of social intelligence, viz. social awareness, social skill and ability for social information processing. A significant difference, however, was reported between junior groups and senior groups of superintendents wherein the senior batch administrators surpassed juniors in their social intelligence.

The exploratory study of Wessel et al. (2008) investigated the interrelationship between emotional- social intelligence to leadership quality of university sophomores. The study further extended to explore the way social intelligence is associated with moral judgement and caring. Analysis of data collected from 342 undergraduate students revealed significant positive correlation between emotional- social intelligence and leadership abilities of the students. Although emotional- social intelligence of the undergraduate students was found to have significant relationship with caring, it is found independent of their ability to make moral judgement.

The effect of social intelligence on the selection of social influence strategy was studied by Hackworth & Brannon (2006). The study was conducted in two sessions. In the first session a discriminative facility scale was administered on the participants. In the second session the participants were prompted to choose social influence strategies that they will apply in 14 different given situations. The investigators reported that persons having higher social intelligence selects wider range of persuasion tactics than their counterparts with lower social intelligence. In the light of the findings the authors claimed discriminative facility as a component factor of social intelligence that impacts social influence.

In a Czechoslovakian study, Makovska & Kentos (2006) investigated the relationship between social intelligence and abstract intelligence in school children. A sample of 220 ninth grade students selected from Czech and Slova elementary schools constituted the sample for the study. Scores of cognitive intelligence and social intelligence were gathered by administering Test of Intellect Potential (Rican, 1971) and Tromso Social Intelligence

## **Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

Scale (Silvera et al., 1999). Statistical treatment of the data disclosed significant positive correlation between the two kinds of intelligence. The social awareness dimension was found to be more strongly associated with classical intelligence than the two other dimensions of social intelligence, viz. social skill and social information processing.

The study of Vyrost & Kyselova (2006) opened up the interrelationship among social intelligence, interpersonal personality traits, values and wisdom by taking 44 university students as sample. Statistical analysis of the collected information disclosed the presence of significant correlation between social intelligence and wisdom related knowledge, which in turn is found associated significantly with values such as conventionality, universalism, and compassion. Significant positive correlation was also found to exist between social intelligence and interpersonal personality traits like extraversion and dominance.

### **METHODOLOGY**

The purpose of the present investigation is to study the differential effect of Social Intelligence on the relationship between the Locus of Control and Self-Esteem of adolescents of Kerala. To provide valid answers to the specific research questions raised in the study, it was decided to follow the descriptive research design for the study. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question. The characteristics used to describe the situation or population are usually some kinds of categorical scheme also known as descriptive categories. A descriptive study is one in which information is collected without changing the environment (i.e., nothing is manipulated). Sometimes these are referred to as "correlational" or "observational" studies. Descriptive studies are also conducted to demonstrate associations or relationships between things in the world around us. From the different approaches that may be employed in descriptive research, normative survey was selected for collecting data relevant for the study, considering the objectives of the study and the nature of data required for their realization.

#### ***Population of the Study***

Population is the entire set of individuals which share some common characteristic defined by the sampling criteria fixed by the investigator. Adolescents in the age range 13-18, studying in secondary and higher secondary schools within the revenue boundary of the state of Kerala (India) constitute the population of the study.

#### ***Sample Selected for the Study***

The data collection is performed with the help of teachers working in schools distributed in different places of Palakkad district. Data collection was completed by sharing the tools prepared in Google Forms via WhatsApp groups formed by teachers for online teaching. Though the investigator shared the tools prepared in Google Forms to groups having a size of approximately 300, only 264 students returned the entire set of marked-up tools in usable form. The effective sample size of the study was thus 264, the split-up of which is given in Table 1.

**Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

*Table 1: Gender, locale and age-wise distribution of the final sample*

Groups	Boys		Girls		Total
	Rural	Urban	Rural	Urban	
13	14	11	20	12	57
14	12	11	19	11	53
15	11	12	10	16	49
16	16	13	11	11	51
17	16	12	16	10	54
<b>Sub-total</b>	<b>69</b>	<b>59</b>	<b>76</b>	<b>60</b>	<b>264</b>
<b>Total</b>	<b>128</b>		<b>136</b>		

***Tools and Techniques Used for the Study***

The following standardized tools were used for measuring various variables involved in the study: 1) Adapted Version of Rotter's Internal-External Locus of Control Scale (Arjunan & Abraham, 2003) 2) Calicut University Social Intelligence Test (Arjunan, 2014) 3) Kerala Self-Esteem Scale (Nambeesan & Chandran, 2009):

**1. Adapted Version of Rotter's Internal-External Locus of Control Scale**

The locus of control of the subjects was measured using an Adapted version of the Internal-External Locus of Control Scale (Arjunan & Abraham, 2003), developed originally by Rotter (1966). The original I-E Scale contains 29 forced-choice items, 23 of those items being designed to measure the locus of control expectancies and the remaining 6 being filler items. Each item consists of a pair of statements. The respondents have to choose between an internal and an external alternative. To suit the Indian culture and social background, the Rotter's Internal-External Scale was adapted to Indian context by incorporating some changes and adding three more filler items, thus the total number of items in the new version being 32. The adapted scale was found to have an external validity of 0.93 (correlation with the original scale in a bilingual sample) and a test-retest reliability (four weeks interval) of 0.88.

**2. Calicut University Social Intelligence Test**

The social intelligence of the adolescents was measured by using the Calicut University Social Intelligence Test developed by Arjunan (2014). It is a standardized tool that measures the ability of adolescents (in the age range 13 - 17) to navigate and negotiate complex social relationships and environments effectively. It is a 50 item objective type test measuring five components of social intelligence viz., Social awareness, Social understanding, Social memory, Prosocial Attitude, and Social Skills. The first 41 items of the test are multiple choice type having four response alternatives, while the remaining 9 items are recall-type questions where the respondent is expected to write down suitable words(s). The test is found to have a concurrent validity of 0.71 with another established test (Chadda & Ganesan, 2004), and a test-retest reliability (4-weeks interval) of 0.86.

## **Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

### **3. Kerala Self-Esteem Scale**

The self-esteem of the adolescents was measured by using the Kerala Self-Esteem Scale developed by Nambeesan and Chandran (2009). The scale consists of 60 items in which 33 items are positive and 27 items are negative, with a provision of marking 'A-Strongly Agree', 'B-Agree', 'C-Undecided', 'D-Disagree', 'E-Strongly Disagree'. Of these questions, fourteen questions related to emotional domains, fourteen questions concerned with social aspects, seven regarding the familial aspects, fourteen questions related to physical aspects and eleven questions related to academic aspects. All the items were arranged in random manner giving almost equal weightage to each aspect of the scale. Necessary directions for the respondents were also included. The obtained coefficient of correlation was found to be 0.56 showing that the scale is practically valid. The reliability co-efficient was found to be 0.87 and were found that the scale is reliable.

#### ***Procedure Adopted for the Study***

As a first step for selecting data, the investigator prepared a list of secondary schools of Palakkad district where at least one teacher whom he knows personally works. This included Government, Aided and Unaided schools affiliated to Kerala Board of Secondary Education (KBSE), but excluded schools affiliated to Central Boards and International Boards of Education. Online mode of data collection was selected by the investigator as it was the safest and practically viable method of data collection. This is required to prepare the data collection instruments in Google Forms and send to the participants through WhatsApp groups. Since the study included only those students whose mother tongue is Malayalam, the Malayalam version of the tools was prepared in Google Forms with the help of an expert. As the next step towards the selection of sample, the investigator contacted the Principal/HM of the shortlisted schools. The purpose and scope of the study, nature of data going to be collected, mode of data collection etc. were explained to the Principal/HM. The investigator gave a formal request to the Principal/HM for granting permission for collecting data from the students. Of the 12 schools shortlisted, only nine of them gave permission for data collection. This included four Government Schools, three Aided Private Schools and two Unaided Private School. Considering the request made by the investigator, assistance of one of the teachers (supporting teacher) from each school was also made available for helping the investigator in data collection. The investigator contacted the selected group of students through their class WhatsApp group. The investigator introduced himself to the students and explained the purpose and type of information going to be collected from them. The details were also sent to them as text message. They were also asked to inform their parents about the data collection and get their permission to participate in. The investigator then sent the Google Forms through WhatsApp group. Though the investigator shared the Google Forms in groups whose total strength was around 300, only 264 of them returned all the tools and General Data Sheet after marking the responses in usable form. The summated scores produced by different instruments were tabulated into a Master Tabulation Sheet prepared with the help of Excel sheet. Information about socio-demographic factors, procured from the General Data Sheet were also entered to the Master Tabulation Sheet and run in SPSS (version 16.0 for Windows) for statistical analysis.

#### ***Statistical Techniques used for Data Analysis***

The nature of the specific objectives and the hypotheses of the study indicated the statistical techniques to be used for analyzing the data. Computations of statistical indices like Mean, Median, Skewness,  $SE_M$ ,  $M_{POP}$ , Standard Deviation etc. to study the general nature of Social

## Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control

Intelligence and Self-Esteem scores of total sample and sub-samples. The major statistical techniques used for data analysis are the following:

1. Computations of statistical indices like Mean, Median, Skewness,  $SE_M$ ,  $M_{POP}$ , Standard Deviation etc.
2. Independent sample t-test
3. Pearson's Product-Moment Coefficient of Correlation ( $r$ -value), and  $r_{POP}$
4. Fisher's z-transformation test
5. Multiple Linear Regression Analysis

### RESULTS AND DISCUSSION

The scores obtained on Social Intelligence Test administered on the adolescents generated a measure of their competence to understand their environment optimally and react appropriately for socially successful conduct. To make quantitative inferences easy, important statistical indices such as Mean (M), Median (Mdn), Standard Deviation ( $\sigma$ ), Standard Error of Mean ( $SE_M$ ), Skewness (Sk), Kurtosis (Ku) and Population values of the Mean ( $M_{POP}$ ), calculated from the social intelligence scores of the Total Group and sub-samples based on locus of control are presented in Table 2.

**Table 2: Statistical Indices Relating to Social Intelligence Scores of Adolescents of Kerala (Total Group and Sub-Sample based on Locus of Control)**

<i>Statistical Indices</i>	<i>Total Group</i>	<i>Sub-samples based on LOC</i>	
		<i>Internal LOC</i>	<i>External LOC</i>
N	264	50	57
Range	84	65	84
Mean	78.42	83.50	65.81
Median	77.00	83.50	63.00
SD ( $\sigma$ )	19.41	17.57	19.23
Skewness	-0.021	-0.047	0.574
Kurtosis	-0.663	-1.084	0.016
$SE_M$	1.195	2.49	2.55
$M_{POP} .05$	76.08 – 80.76	78.62 – 88.38	60.81 – 70.81
$M_{POP} .01$	75.34 – 81.50	77.08 – 89.92	– 72.39

The data presented in Table 2 shows that with respect to Social Intelligence, the group under study is a heterogeneous one. The mean of the Social Intelligence scores of the total group under study is 78.42, with a Standard Deviation of 19.41. The estimated median (77.00) is very close to the arithmetic mean (78.42) and the distribution shows a slight skewness to the left (-0.021). The Mean population value ( $M_{POP}$ ) lies between 76.08 and 80.76 at 0.05 levels; and between 75.34 and 81.50 at 0.01 levels ( $SE_M$  for the Total Group is 1.195).

Based on the norms of the Social Intelligence Scale, the whole sample was classified into High- (above 95.52), Average- (between 95.52 and 58.14), and Low Social Intelligence

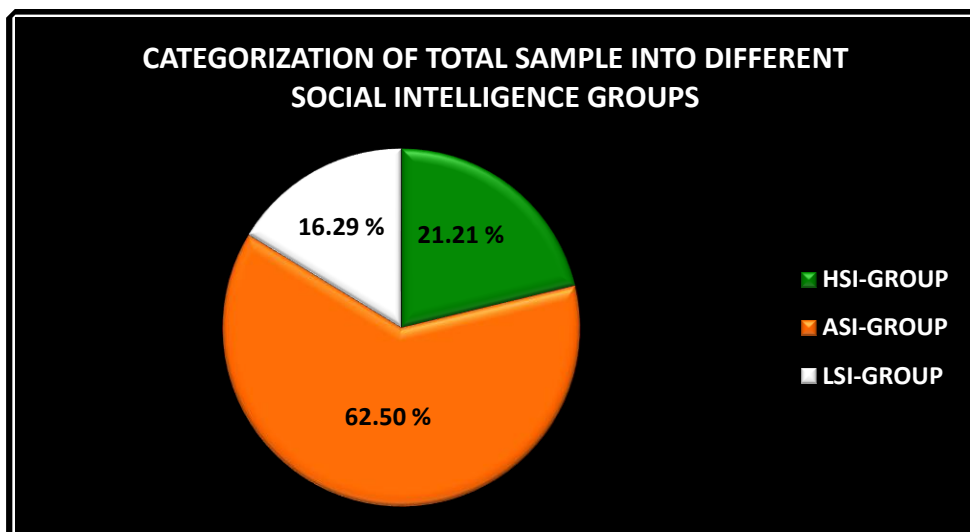
**Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

Groups (below 58.14). The distribution of the subjects into different levels of Social Intelligence is presented in Table 3.

**Table 3: Classification of Total Group into High-, Average-, and Low Social Intelligence Levels**

Sl. No.	Social Intelligence Groups	Subjects	
		No.	%
1	High Social Intelligence Group (96 and above)	56	21.21
2	Average Social Intelligence Group (Between 59 and 95)	165	62.50
3	Low Social Intelligence Group (58 and below)	43	16.29
<b>Total</b>		<b>264</b>	<b>100.00</b>

The data presented in Table 3 shows that only 21.21% of the adolescents under study possess ‘High’ Social Intelligence. Majority of the subjects fall in the ‘Average’ (62.50%) and a smaller proportion (16.29%) fall in the ‘Low’ Social Intelligence Groups. The distribution of the subjects into the three Social Intelligence Groups viz., the High Social Intelligence Group (HSI-group), the Average Social Intelligence Group (ASI-group), and the Low Social Intelligence Group (LSI-group) is depicted diagrammatically in Figure 1.



**Figure 1: Proportion of High-, Average-, and Low Social Intelligence Groups in Total Group**

The total number of subjects in the ‘Average-’ and ‘Low Social Intelligence Groups’ comes about 80 per cent of the sample. This shows that the adolescents of Kerala, with the exception of a few, do not have High Social Intelligence. Studies conducted in areas of other ability factors such as Emotional Intelligence, Multiple Intelligence, Abstract Intelligence etc., only a minority has been found to possess high scores, and as such they fall in the high ability groups, whereas most of the subjects were found to belong in the average ability groups. The proportion of the individuals falling in the low end of the distribution is also found to be minority (Taylor, 2010; Jones & Day, 2017).

## Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control

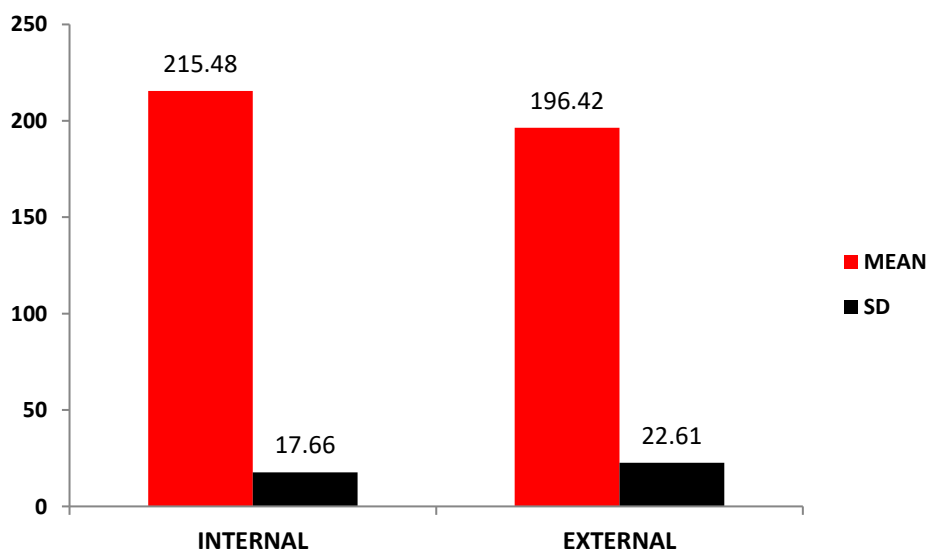
### *Comparison of Social Intelligence of Adolescents with Internal and External Locus of Control*

The sub-samples based on the locus of control of the subjects were compared to find out whether there is any significant difference between the groups with respect to their Social Intelligence. The comparison was done by applying the two-tailed test of significance for difference between means. The details of the comparison are presented in Table 4.

**Table 4: Comparison of the Social Intelligence of the Sub-samples based on Locus of Control**

Sub-samples	Statistical indices			t-value	Sig.
	N	M	SD		
Internal LOC	50	83.50	17.57	4.94	.01
External LOC	57	65.81	19.23		

Table 4 shows that the adolescents with Internal and External locus of control differ significantly ( $t = 4.94.10$ ;  $p < .01$ ) with respect to their Social Intelligence. A closer analysis of the mean scores reveals that adolescents with internal locus of control have better Social Intelligence compared their counterparts with external locus of control. The mean difference in the social intelligence of adolescents with internal and external locus of control is shown in Figure 2.



**Figure 2: Mean difference in the social intelligence of adolescents with internal and external locus of control**

### **Tenability of Hypothesis-1**

The data presented in Table 4 shows that the sub-samples based on locus of control of the adolescents differ significantly in their Social Intelligence. Hence the hypotheses formulated in this context, i.e., Hypothesis-1 (*adolescents with internal locus of control and external locus of control will not differ significantly with regard to their social intelligence*) is **rejected**.

### **Relationship Between Social Intelligence and Locus of Control of Adolescents**

The construct of social intelligence incorporates in itself a number of abilities, including the ability to interpret social cues, ability to predict outcome of social situations, capacity for

## Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control

extracting the rules, protocols and appropriate behaviour in a given social setting. People have a generalized belief about the amount of control that they have over their own lives. One's locus of control explains one's own successes, failures or other experiences when environmental conditions do not provide an obvious explanation. The relationship between Social Intelligence and Locus of Control of adolescents of Kerala for the total group was estimated by calculating Pearson's Product Moment Coefficient of Correlation ( $r$ -value). The details of the analysis are presented in Table 5.

**Table 5: Relationship between Social Intelligence and Internal Locus of Control of Adolescents: Major Statistical Indices**

Sample	N	$r$	$SE_r$	Sig.	$r_{POP}$ .05 level	.01 level
Total Group	264	0.328*	0.055	.01	0.22 - 0.44	0.19 - 0.47

The value of coefficient of correlation ( $r$ ) between Social Intelligence and Internal Locus of Control for the total group of adolescents was estimated to be 0.328 with its population values positioned between 0.22 and 0.44 at 0.05 confidence interval and between 0.19 and 0.47 at 0.01 confidence interval. The standard error ( $SE_r$ ) of the correlation for the total group was estimated to be 0.055. The obtained  $r$ -value is positive and significant at 0.01 level indicating the existence of a *low but significant correlation* between the variables under study. It reveals that greater internal orientation is an indication for higher capacity to understand what is happening in the society and responding to that understanding in the personality and socially effective manner.

### Tenability of Hypothesis-2

The preceding discussion based on facts and statistical figures shows that the two variables selected for the study is correlated in the adolescents of Kerala. Adolescents with more internal orientations in life possess greater ability to properly and effectively interact with people in society. The hypothesis formulated in this context viz., Hypothesis-2 (*There will be a significant relationship between locus of control and social intelligence of adolescents*) is accepted.

### Relationship Between Social Intelligence and Self-Esteem of Adolescents

The social intelligence refers to the ability to deal with people and the application of means to manipulate the responses of others. It also involves the ability to act appropriately upon an understanding of the feelings, thoughts, and behaviors of persons, including oneself. Self-esteem is generally considered as how much value people place on themselves, and has been referred to as the evaluative component of self-knowledge. The research question posed in this context was how far these two vital psychological factors are associated among adolescents. The degree of relationship between Social Intelligence and Self-esteem of the total group was estimated by calculating the coefficient of correlation between the variables by Product Moment Method. The results of the analysis are presented in Table 6.



**Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control**

**Table 6: Relationship between Social Intelligence and Self-esteem of Adolescents: Major Statistical Indices**

Groups	N	r	SE <sub>r</sub>	Sig.	r <sup>POP</sup> .05 level	.01 level
Total Group	264	0.443*	0.050	.01	0.34 - 0.54	0.31 - 0.57
Internal LOC	50	0.392*	0.120	.01	0.15 - 0.63	0.08 - 0.70
External LOC	57	0.334*	0.128	.01	0.08 - 0.58	0.00 - 0.66

The coefficient of correlation between social intelligence and self-esteem for the total group of adolescents was calculated to be 0.443 with a standard error (SE<sub>r</sub>) of 0.05. The population value of 'r' for the total group was found to lie between 0.34 and 0.54 at .05 level of confidence interval and between 0.31 and 0.57 at .01 level of confidence interval. The obtained value of 'r' is positive and significant at 0.01 level indicating a *substantial correlation* between social intelligence and self-esteem of adolescents in Kerala. It is further revealed from Table 4.9 that the values of the coefficients of correlation for the sub-samples based on Locus of Control are also positive and significant at .01 level. The r-values obtained for the sub-samples, however, show the existence of only a *'low correlation'* between the variables.

### Tenability of Hypothesis-3

The preceding discussion based on facts and statistical inferences shows that the social intelligence and self-esteem of adolescents are related significantly. The hypothesis formulated in this context viz., Hypothesis-3 (*there will be a significant relationship between social intelligence and self-esteem of adolescents*) is accepted.

## CONCLUSION

The major findings emerged from statistical analysis of data are discussed hereunder in the light of earlier studies and related theoretical support: The study has brought out that only a small proportion (21.21%) of the adolescent population of Kerala has high social intelligence. This finding is in line with the findings of Indian authors like Joy (2019), Singh (2016) and Rengini (2015) who reported that majority of Indian learners possess either low or average social intelligence. This is not simply an Indian phenomenon. Studies conducted abroad has also shown similar results (e.g., Abadi & Mazaher, 2014; Meijs, Cillessen, Scholte, Segers & Spijkerman, 2010). An important finding of the present study is that adolescents with external locus of control trail behind their counterparts with internal locus of control in their social intelligence. The research literature is silent about the decisive role of one's locus of control in the social intelligence of the person. The social intelligence of an individual is an outcome of his/her social awareness, social understanding, prosocial attitude, social skills etc. As persons with internal locus of control is ready to take up the responsibility for their actions and the consequences thereof, they behave in more socially responsible manner. Further, they are aware of their strength and limitations, understand the challenges of social situation, possess higher interpersonal intelligence and ability to manage social situations. A recent Indian study conducted by Joy (2019), however, has reported the absence of any significant association between flexible locus of control and social intelligence. Therefore, the major findings are concluded as follows:

1. Majority of the adolescents of Kerala do not have high social intelligence. This conclusion is arrived at on the basis of the following major finding: Classification of

## Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control

the adolescents under study into three Social Intelligence levels viz., High-, Medium-, and Low Social Intelligence Groups based on arithmetic mean ( $M = 78.42$ ) and standard deviation ( $\sigma = 19.41$ ) showed that only a smaller proportion (21.21%) of the subjects fall in the High Social Intelligence Group, while majority fell in the Average (62.50%) and the Low (16.29%) Social Intelligence Groups (vide Table 3).

2. There is significant difference between adolescents with internal locus of control and external locus of control with respect to their social intelligence. The comparison of the mean Social Intelligence scores of subjects with Internal and External Locus of Control showed that the two groups differ significantly ( $t = 4.94$ ;  $p < 0.01$ ) in their social intelligence (vide Table 4). The study revealed that the social intelligence of adolescents with external locus of control is lower than their counterparts with internal locus of control. The hypothesis formulated in this context, viz. Hypothesis-1 (*adolescents with internal locus of control and external locus of control do not differ significantly with regard to their social intelligence*) is rejected.
3. The social intelligence of adolescents of Kerala has significant relationship with their internal locus of control. The above conclusion is arrived at on the basis of the following major finding: The correlational analysis showed a *low but positive and significant correlation* between social intelligence and internal locus of control for the total sample ( $r = 0.328$ ;  $p < .01$ ; vide Table 5). The hypothesis formulated in this context, Hypothesis-2 (*there will be a significant relationship between locus of control and social intelligence of adolescents*) is accepted.
4. *The social intelligence of adolescents has significant relationship with their self-esteem.* This inference is drawn on the basis of the following finding: The computation of the degree of relationship between social intelligence scores and self-esteem scores showed a marked, positive and significant correlation between social intelligence and self-esteem for the total sample ( $r = 0.443$ ;  $p < .01$ ) and sub-samples based on Locus of Control, i.e., adolescents with Internal Locus of Control ( $r = 0.392$ ;  $p < .01$ ) and adolescents with External Locus of Control ( $r = 0.334$ ;  $p < .01$ ) (vide Table 6). The hypothesis formulated in this context viz., Hypothesis-3 (*there will be a significant relationship between social intelligence and self-esteem of adolescents*) is accepted.

The study revealed the existence of a significant positive correlation between social intelligence and internal locus of control of our adolescents. In terms of social intelligence, a more internal locus of control is associated with enhanced ability to deal with relationships, improved psychological well-being and less psychological distress. Activities organized in schools and youth centres to promote the social intelligence will be beneficial for individuals with external locus of control to orient internally. The coefficient of correlation between social intelligence and self-esteem, obtained in the present study, is positive, substantial and significant. Activities should be planned for adolescents to nurture in them the abilities to deal with social relationships, to process social information, ability to speak effectively, and the ability to attain relevant social goals.

Though the investigator is quite aware of the limitations that have crept into the study, he would feel amply rewarded if the findings of this study will lead to a better understanding of the relationship among social intelligence, locus of control and self-esteem of various groups

## Role of Social Intelligence in Shaping Self-Esteem: A Comparative Study of Adolescents with Internal and External Locus of Control

of children and adolescents and provoke further research in the area. It is hoped that the improved understanding, resulting from the study would directly or indirectly help in promoting the social intelligence and self-esteem of children and adolescents at different levels.

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### **Conflict of Interest**

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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