Social Intelligence and Vocational Interests of Specially abled and Normal Female Secondary School Students-A Study of district Pulwama

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ABSTRACT

The aim of the study was to assess social intelligence and vocational interests of physically challenged and Normal female secondary school students. The sample for the study consisted of 180 female secondary school students (90 physically challenged and 90 normal females). The sample was taken through random sampling technique. Social intelligence scale (Chadha and Ganesan, 1986) and R.P. Singh's interest Record (1975) were used to collect the data for the study. The data was analyzed by applying mean, S.D. and t-test. The results of the study revealed that normal female secondary school students were more patient under stressful situations and tactful in putting their views forward in the right way and have strong memory especially in memorizing the relevant issues, names and faces of people than physically challenged female secondary school students. Physically challenged and normal female secondary school students were co-operative and therefore interact with one another more effectively. They were sensitive as well as responsive to human behaviour and were recognized to social environment. Furthermore both the groups were having similar vocational interests.

Key Words : Disability; Social intelligence, Vocational interests, Specially abled, Physically Normal

INTRODUCTION

Almighty Allah has bestowed man with incredible qualities and abilities. The educative ability and high power of thinking makes him quite distinguished from the lower animals. Man always tries to go beyond the limits to reach the heights in the race of progress. He can achieve these goals only by getting education which enables him to be intellectual, broadminded and knowledgeable. People differ from one another in all personality dimensions. The differences and deficiencies in the physical and mental aspects or characteristics of human beings have been of such concern as that of differences in size, shape etc. The disability among human beings has been always a subject of debate among people in all societies. Disability may be caused by disease, malnutrition, incorrect treatment or physical/mental violence, war, accident, due to inadequate protection at the workplace and in traffic situation, increasingly age related diseases, heredity, calamities, worries and industrialization. People in different societies viewed concept of disability differently because of the attitude of the people towards disability is deeply rooted in their socio-cultural values. Effects of disability based discrimination have been particularly severe in the fields such as education, employment, housing, transport, cultural life and access to public places and services. This may result from distinction, exclusion, restriction or preference or denial of reasonable accommodation on the basis of disability which nullifies the recognition, enjoyment or exercise of the rights of persons with disabilities. It has been commonly experienced by teachers that good and healthy relationship amongst the students of a class is conducive to efficient learning. Now-a-days educators are more concerned not only with the student's class achievement but also with factors related to his personally development. The term

'disability' has been defined in many ways. Besides, other terms such as impairment and handicap have been synonymously used for disability. WHO defines each term distinctly.

– Impairment is any loss or abnormality or psychological or anatomical structure or function.

– Disability is any restriction or lack to perform an activity in a manner normal to others.

– Handicap is a disadvantage for a given individual resulting from an impairment or disability that limits or prevents the fulfilment of a role that is normal.

The following five categories of specially abled children requiring special educational facilities have been chosen for the present study are described as:

– Visually impaired means a person with impairment of visual functions even after treatment or standard refractive correction and who is capable of using residual vision with appropriate assistive devices.

– Hearing impaired person is defined as one who generally with the use of a hearing aid has residual hearing sufficient to enable the successful processing of linguistic information through auditions.

– Speech impaired person is one who is found to deviate in terms of his speech abilities from the children of his age or grade so that his speaking behaviour may begin to call attention of his self and others.

– An orthopaedic person has an impairment that interferes with the normal functioning of bones, joints or muscles.

– Crippled person is a person who is unable to walk properly.

Intelligence is a term describing one or more capacities of mind. It can be defined in different context like capacities for abstract thought, understanding communication, reasoning, learning, planning, emotional intelligence and problem solving. Research on the concept of social intelligence began when Thorndike (1920) put forth the idea that intelligence could be separated into three facets-social, mechanical and abstract intelligence. Social intelligence is a mental ability distinct from abstract and mechanical intelligence (1927). Ford and Tisak (1983) defined social intelligence in terms of behavioural outcomes and were successful in supporting a distinct domain of social intelligence. They defined it as one's ability to accomplish relevant objectives in special social settings. Marlowe (1986) equated social intelligence to social competence. He defined it as the ability to understand feelings, thoughts and behaviours of persons, including oneself, interpersonal situation and to act appropriately upon that understanding. It is difficult to lead a successful life in a society without social intelligence. Social intelligence is an important developmental aspect of education. Several studies have shown that social intelligence is multidimensional and distinguishable from general intelligence domains (Jones and Day, 1997; Marlowe, 1986). Concepts of social intelligence are incorporating internal and external perceptions, social skills and other psycho-social variables (Taylor, 1990). William *et al.* (1997) viewed supporting harmony and restoring equilibrium between individual acts of being socially intelligent.

People get occupations by sheer chance or luck. A job is accepted without being given serious thought to its stability or to the status it gives to its aspirants or occupants. Vocational planning must be involved in the task of selecting the right work. It requires sufficient amount of knowledge of the factors related to either with the vocational development or choice formation. Bellin (1952) believes that experience gives a person a real understanding of a job which he drives to take up. Forer (1953) found that the personality and emotional needs of the individual largely influences his occupational choices, often operating unconsciously. Blau *et al.* (1956) indicated that economic, social and psychological factors influence an individual's vocational selection. Vocational interests of the student depend upon the knowledge, attitudes, values, physical characteristics and environmental influences. Lack of awareness of personal characteristics, meagre knowledge and limited experiences combine together to produce a confused interest configuration for many boys and girls. Vocational interests mean the dreams and aspirations of the students working in a particular profession. Vocational interests mean liking or disliking of a person for a job (Edward Strong, 1943). Strong's definition compares vocational interests to "tropisms or activities" for which we at least continue or discontinue that status quo. Furthermore they may or may not be performed to other interests and they may continue over varying intervals of time. Vocational interest is mainly linked with likeness of one has for a particular job or vocation. Ekennia (2011) says that no individual can perform any job well without any element of interest. A major viewpoint is that a person's choice of a vocation is an expression of his personality and their preferred environments.

Objectives:

1. To compare physically challenged and Normal female secondary school students on various dimensions of social intelligence.

2. To compare physically challenged and Normal female secondary school students on various dimensions of vocational interests.

Hypotheses:

1. There is no significant difference between physically challenged and Normal female secondary school students on various dimensions of social intelligence.

2. There is no significant difference between physically challenged and Normal female secondary school students on various dimensions of vocational interests.

METHODOLOGY

Descriptive method of research has been used as it helps to obtain pertinent and precise information concerning the current status of the study.

The sample for the present study consisted of 180 female secondary school students (90 physically challenged and 90 Normal female secondary school students) and the sample has been taken on the basis of simple random sampling technique.

Tools used:
Social Intelligence Scale (Chadha and Ganesan, 1986):

This scale was used to assess the social intelligence of physically challenged and Normal female secondary school students. It includes eight dimensions- patience, co-operativeness, confidence, sensitivity, recognition to social environment, tactfulness, sense of humour and memory.

R.P. Singh's Interest Record Scale (1975):

It was used to assess the vocational interests of physically challenged and Normal female secondary school students. It includes seven dimensions-mechanical, business, scientific interest, aesthetic, social, clerical and outdoor.

Statistical treatment:

The data was analyzed by applying mean, S.D. and t-test.

RESULTS AND DISCUSSION

Table 1 reveals the mean comparison of physically challenged and Normal female secondary school students

Sr. No.	Dimensions	Group	N	Mean	S.D	t. value	Level of significance
1.	Patience	Physically challenged	90	16.92	2.28	2.61	Significant at 0.01
		Normal	90	17.96	3.00		
2.	Co-operativeness	Physically challenged	90	23.20	2.89	1.18	Insignificant
		Normal	90	23.74	3.30		
3.	Confidence	Physically challenged	90	17.64	2.29	0.02	Insignificant
		Normal	90	17.65	2.78		
4.	Sensitivity	Physically challenged	90	19.35	2.96	1.00	Insignificant
		Normal	90	19.78	2.79		
5.	Recognition of social	Physically challenged	90	1.15	0.73	0.48	Insignificant
	Environment	Normal	90	1.20	0.74		
6.	Tactfulness	Physically challenged	90	3.10	1.23	2.13	Significant at 0.05
		Normal	90	3.51	1.39		
7.	Sense of humour	Physically challenged	90	2.66	1.39	1.93	Insignificant
		Normal	90	3.05	1.32		
8.	Memory	Physically challenged	90	5.28	3.17	3.02	Significant at 0.01
		Normal	90	6.61	2.86		
Total		Physically challenged	90	89.30	16.94	1.60	Insignificant
		Normal	90	93.50	18.18		

Table 1 : Mean comparison of physically challenged and Normal Female secondary school students on various dimensions of Social Intelligence

on various dimensions of social intelligence. The perusal of the table indicates that the two groups does not show any significant difference on co-operativeness (t.value 1.18<0.01) and confidence (0.02<0.01) dimensions of social intelligence scale. The table further highlights that the two groups show insignificant difference on the dimensions of sensitivity (t.value 1.00<0.01), recognition of social environment (t.value 0.48<0.01) and sense of humour (t.value 1.93<0.01). It is clear from the above table that the two groups show significant mean difference on the dimensions of patience (t. Value 2.61>0.01), tactfulness (t.value 2.13>0.01) and memory (t.value 3.02>0.01) of social intelligence scale. It means that the normal female secondary school students are more patient, tactful and have good memory than physically challenged female secondary school students.

On composite score, it has been found that the two groups do not differ significantly. Therefore the hypothesis which reads as, "There is no significant difference between social intelligence of normal and physically challenged female secondary school students of district Pulwama" stands accepted.

Table 2 reveals the mean comparison of physically challenged and Normal female secondary school students on various dimensions of Vocational Interests. The perusal of the table indicates that the two groups viz physically challenged and normal female secondary school students and does not show any significant difference on mechanical (t.value 0.11<0.01), business (t.value 0.20<0.01) and scientific (t.value 0.97<0.01) dimensions of vocational interest scale. The table further highlights that the two groups show insignificant difference on the dimensions of aesthetic (t.value 0.62<0.01) and social (t.value 0.08<0.01) of vocational interest scale. It is clear from the above table that the two groups do not show any significant difference on the clerical (t.value 0.23<0.01) and outdoor (t.value 0.01<0.01) dimensions of the vocational interest scale.

On composite score, it has been found that the two groups do not differ significantly. Therefore the hypothesis which reads as," There is no significant difference between vocational interests of normal and physically challenged female secondary school students of district Pulwama" stands accepted.

Conclusion:

The results of the study revealed that normal female secondary school students were more patient under stressful situations and tactful in putting their views forward in the right way and have strong memory especially in memorizing the relevant issues, names and faces of people than their counterparts. The results further revealed that physically challenged and normal female secondary school students were co-operative and therefore interact with one another more effectively. They were sensitive as well as responsive to human behaviour and recognized to social environment. Furthermore both the groups were having similar vocational interests.

Table 2 : Mean comparison of physically challenged and normal Female secondary school students on various dimensions of Vocational Interests							
Sr. No.	Dimensions	Group	N	Mean	S.D	t. value	Level of significances
1.	Mechanical	Physically challenged	90	23.05	4.93		Insignificant
		Normal	90	23.13	4.55	0.11	
2.	Business	Physically challenged	90	22.01	3.87	0.20	Insignificant
		Normal	90	23.13	4.67		
3.	Scientific	Physically challenged	90	28.02	4.87	0.97	Insignificant
		Normal	90	28.82	6.18		
4.	Aesthetic	Physically challenged	90	23.02	5.07	0.62	Insignificant
		Normal	90	23.46	4.38		
5.	Social	Physically challenged	90	31.90	5.01	0.08	Insignificant
		Normal	90	31.96	5.11		
6.	Clerical	Physically challenged	90	18.30	4.03	0.23	Insignificant
		Normal	90	18.43	3.48		
7.	Outdoor	Physically challenged	90	20.01	3.72	0.01	Insignificant
		Normal	90	20.75	4.69		
Total		Physically challenged	90	166.31	31.50	0.56	Insignificant
		Normal	90	168.68	33.06		

Educational Implications:

1. Physically challenged boys and girls should be admitted separately in schools where there is lack of special schools.

2. Different models and approaches to education like closed circuit, large print material, Braille system, bilingual bicultural auditory, oral and lip reading should be used to teach different categories of physically challenged students.

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