

Social Intelligence and Family Relationship in Boys and Girls

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Abstract

The primary aim of this study was to examine the mean differences in Social Intelligence and Family Relationship among adolescents based on gender, and to explore the correlation between these two variables. A total of 100 adolescents (50 boys and 50 girls) were selected as the sample. The Social Intelligence Scale was used to assess social intelligence, while Alka Deva's Family Relationship Scale was employed to measure the quality of family relationships. To determine gender-based differences, the t-test was applied, and the Pearson correlation method was used to examine the relationship between social intelligence and family relationship. The results indicated a significant difference between boys and girls in both social intelligence and family relationship at the 0.01 level of significance. Furthermore, the correlation analysis revealed a significant positive relationship between social intelligence and family relationship, suggesting that higher social intelligence is associated with better family relationships among adolescents.

Keywords: social intelligence, family relationship, Adolescence

Social intelligence refers to the ability to interact harmoniously with others and to encourage cooperation in social settings. Often called "people skills," this form of intelligence involves being mindful of social contexts and understanding the dynamics that influence human interactions. It also includes the ability to apply effective communication styles and interpersonal strategies to reach one's goals in dealing with others.

Another key aspect of social intelligence is self-awareness—understanding how one's thoughts, emotions, and behaviors affect interactions with others. This self-knowledge helps individuals navigate social situations more effectively.

The concept of social intelligence has deep roots. Psychologist Edward Thorndike introduced the idea in 1920, describing it as the ability to understand and manage people. Decades later, Karl Albrecht (2005) expanded on this by describing social behaviors on a spectrum ranging from "toxic" to "nourishing." Toxic behaviors leave others feeling dismissed, frustrated, or inadequate, while nourishing behaviors make people feel valued, respected, and empowered. Regular displays of toxic behavior are often linked to low social intelligence, while consistently positive, encouraging behavior is a sign of high social intelligence.

Nicholas Humphrey (1976) emphasized that what truly sets humans apart is not just analytical thinking, but the depth and quality of our social connections—our qualitative intelligence. In a similar vein, Ross

Honeywill (2014) described social intelligence as a mix of self-awareness, empathy, and the ability to adapt to complex social environments.

At its core, social intelligence is the human skill of understanding and responding appropriately to social cues and events. It plays a crucial role in helping people make wise choices while maintaining strong, healthy relationships. This skill is unique to humans and is increasingly recognized as separate from traditional intelligence. In fact, it's been observed that many highly intelligent individuals may face challenges in social situations, highlighting the importance of developing social intelligence alongside cognitive skills.

Family relationships play a critical role in shaping an individual's emotional, psychological, and social development. These connections serve as the foundation for identity formation, emotional regulation, and interpersonal skills. According to Olson and Gorall (2006), families function as systems where members are interdependent and continuously influence one another. Healthy family relationships are characterized by strong emotional bonds, open communication, and mutual support, which contribute to greater life satisfaction and psychological well-being (Grotevant & Carlson, 2019). Conversely, dysfunctional family dynamics—such as high conflict, neglect, or poor communication—have been linked to increased risk of mental health issues, including anxiety and depression (Amato, 2000). In recent years, the concept of family has evolved to include diverse structures such as single-parent households, blended families, and same-sex parenting, challenging traditional norms and expanding the definition of family (Pew Research Center, 2015). Regardless of structure, the quality of family relationships remains a central determinant of individual outcomes across the lifespan.

Review Literature:

Social relationships are essential to human well-being and psychological development, influencing everything from emotional health to physical longevity. Numerous studies have demonstrated that individuals with strong social connections experience higher levels of life satisfaction and lower rates of anxiety and depression (Holt-Lunstad et al., 2010). Social relationships provide emotional support, a sense of belonging, and practical assistance, which are vital for coping with stress and enhancing resilience (Umberson & Montez, 2010).

The quality of social interactions, rather than the quantity, plays a crucial role in determining the benefits of these relationships. Reis and Collins (2004) emphasized that supportive and meaningful relationships contribute more significantly to psychological well-being than casual or superficial ones. Furthermore, the presence of close, trusting relationships has been associated with improved self-esteem and greater emotional regulation (Baumeister & Leary, 1995).

Social relationships also have significant implications for physical health. In a meta-analytic review, Holt-Lunstad et al. (2010) found that individuals with stronger social ties had a 50% increased likelihood of survival compared to those with weaker relationships, suggesting that social connection is as influential as well-known risk factors such as smoking and obesity.

Changes in societal structure and communication technologies have also reshaped how individuals form and maintain relationships. While digital communication can help sustain long-distance connections, it may also reduce the depth of face-to-face interactions (Turkle, 2015). These evolving dynamics have led to new questions about the quality and authenticity of digital-era relationships.

In conclusion, the existing literature underscores the importance of social relationships in both psychological and physical domains. High-quality relationships are consistently linked with better

emotional outcomes, resilience, and even longevity. As social environments continue to evolve, ongoing research is necessary to understand how these changes impact human connection and overall well-being. Family relationships have long been a central focus in psychological and sociological research due to their profound influence on individual development and well-being. Research highlights that family serves as the first social environment, shaping one's identity, emotional health, and interpersonal skills (Olson & Gorall, 2006). Healthy family dynamics, characterized by emotional closeness, open communication, and mutual respect, contribute positively to a person's mental health and life satisfaction (Grotevant & Carlson, 2019). Conversely, dysfunctional family structures or high-conflict relationships often correlate with adverse outcomes, including increased anxiety, depression, and behavioral problems (Amato, 2000).

A family systems perspective emphasizes that members of a family are interconnected, and changes in one individual can affect the whole system (Olson & Gorall, 2006). This view has helped researchers understand the cyclical nature of conflict and support within families. Grotevant and Carlson (2019) further elaborate that positive parent-child relationships enhance identity development and promote autonomy, especially during adolescence.

In recent years, the definition of family has expanded significantly. The traditional nuclear family is no longer the only model; single-parent households, blended families, and same-sex parent families are now increasingly common (Pew Research Center, 2015). Despite varying family structures, the quality of familial relationships remains a significant predictor of psychological and emotional outcomes across all demographics. Research also underscores that resilience in children often stems not from family structure, but from emotional security and supportive parenting within the family (Walsh, 2016).

The literature consistently points to the critical importance of nurturing, communicative, and stable family environments. These relationships, regardless of structure, are foundational for healthy emotional development and social functioning across the lifespan.

Significance of the Study

The present study on social intelligence and family relationships in boys and girls holds significant value in understanding the interplay between gender, family dynamics, and social competency. Social intelligence, defined as the ability to understand and manage interpersonal relationships effectively, is a crucial skill that contributes to emotional well-being, academic success, and long-term personal and professional outcomes (Goleman, 2006). Given that family is often the first and most influential social environment a child is exposed to, the quality and structure of family relationships play a foundational role in shaping a child's social behavior and emotional intelligence (Olson & Gorall, 2006).

This study is particularly important because it explores gender differences in the development of social intelligence, a relatively under-researched area. Boys and girls may experience and interpret family interactions differently, which can lead to varied social outcomes (Chaplin & Aldao, 2013). Understanding these differences can inform educators, parents, and psychologists about how to foster supportive environments tailored to the unique developmental needs of both genders.

Furthermore, the study contributes to existing literature by emphasizing the bidirectional relationship between social intelligence and family dynamics. While family support and cohesion can enhance a child's ability to navigate social situations, a child's social intelligence may also affect how they perceive and respond to family interactions (Grotevant & Carlson, 2019).

In practical terms, the findings of this research can be applied in educational, clinical, and social settings to design gender-sensitive interventions aimed at improving social skills and strengthening family bonds. These insights are especially useful in guiding parenting practices, school counseling programs, and community-based youth development initiatives.

Overall, this study adds depth to the understanding of how gender and family relationships influence the development of social intelligence, ultimately contributing to the well-being and social success of children and adolescents.

Objectives

1. To measure social intelligence in boys and girls
2. To measure family relationship in boys and girls
3. To check correlation between social intelligence and family relationship

Hypotheses

1. There will be no significant mean differences in social intelligence in boys and girls
2. There will be no significant mean differences in family relationship among boys and girls
3. There will be no significant correlation between social intelligence and family relationship

Method:

Participants:

According to purpose of present study total 100 participants has been selected. There were 50 boys and 50 girls were taken as a sample from particular area of Rajkot city (Gujarat)

Instruments:

Following instrument was used for data collection.

(A) Social intelligence scale: scale developed by S. Mathur

(B) Family relationship scale: Scale was developed by Alka Devid

Procedure of Data collection:

In this study, the random sampling method was employed. Participants were selected from a school in Rajkot city, Gujarat. Initially, a total of 150 students were considered, out of which 100 participants were randomly selected for the final sample. During the initial meeting, participants were informed about the purpose of the study, and the nature of the research was clearly explained to them. Emphasis was placed on the confidentiality of the information collected to ensure honest and accurate responses.

A suitable time was scheduled for data collection that was convenient for the participants. Before administering the scales, the objectives of the study were reiterated, and efforts were made to establish good rapport with the participants to encourage sincere participation. Clear instructions and guidelines were provided for accurately completing the scales.

After this, both the Social Intelligence Scale and Family Relationship Scale were distributed to the participants. They were requested to fill in the scales carefully according to the given instructions. Once completed, the scales were collected, and the participants were thanked for their time, cooperation, and participation in the study.

Research Design:

The aim of present research was to a study of impact of social intelligence and family relationship in boys and girls . For these total 100 samples were taken with used random method. To check significant difference between groups t-test was used.

Result and Discussion:

The main objective of present study was to measure the social Intelligence and family Relationship in boys and girls. The result and Discussion is as follow.

Table-1

t-value of social intelligence

Sr. No	Variable	N	Mean	S.D.	t
1	Boys	50	60.90	17.65	3.97
2	Girls	50	64.23	18.61	

Sig. level=0.05=1.98

0.01=2.59.

NS=Not significant

An independent samples t-test was conducted to compare the mean Social Intelligence scores of boys and girls. The findings revealed that girls ($M = 64.23$, $SD = 18.61$) scored significantly higher than boys ($M = 60.90$, $SD = 17.65$). The t-value of 3.97 indicates that this difference is statistically significant.

These results suggest that gender plays a role in social intelligence, with girls demonstrating higher social intelligence than boys in this sample. This finding aligns with previous literature which often indicates that females may exhibit stronger interpersonal and empathetic skills, which are key components of social intelligence.

Possible reasons for this difference may include:

- Socialization patterns that encourage emotional expressiveness and relationship-building in girls.
- Educational and cultural influences that reinforce different social roles for boys and girls.
- Biological or developmental factors influencing emotional processing and communication.

There is a statistically significant difference in the Social Intelligence levels of boys and girls, with girls outperforming boys. These findings underscore the importance of considering gender differences in educational and developmental interventions aimed at enhancing social skills.

Table-2

t-value of Family Relationship

Sr. No	Variable	N	Mean	S.D.	t
1	Boys	50	65.23	18.32	3.90
2	Girls	50	67.50	18.97	

Sig.level=0.05=1.98

0.01=2.59

NS=Not significant

The analysis reveals that girls ($M = 67.50$, $SD = 18.97$) scored higher than boys ($M = 65.23$, $SD = 18.32$) on the Family Relationship scale. The t -value of 3.90 suggests that this difference is statistically significant, indicating a meaningful variation between the two groups.

These findings imply that girls tend to report stronger or more positive family relationships compared to boys. This may be attributed to several factors, including:

- Greater emotional expressiveness and openness among girls, which may enhance family communication.
- Cultural and societal expectations that often position girls as more relational or family-oriented.
- Potential differences in parent-child dynamics based on gender.

This result is in line with existing research suggesting that females often place more emphasis on emotional closeness and familial bonds, which could contribute to higher perceived quality of family relationships.

There is a significant difference in the perception or experience of family relationships between boys and girls, with girls scoring higher. These insights could be valuable for parents, educators, and counselors in fostering stronger family dynamics and support systems, particularly for boys who may benefit from targeted emotional and relational support strategies.

Table -3

Correlation between Social Intelligence and Family relationship

Variables	N	Mean	r
Social Intelligence	100	62.57	0.63
Family relationship	100	67.25	

The results revealed a positive and significant correlation ($r = 0.63$) between Social Intelligence and Family Relationship. This indicates a moderate to strong relationship, suggesting that individuals who score higher in social intelligence also tend to report better family relationships.

This finding supports the idea that social intelligence—skills such as empathy, communication, and interpersonal understanding—plays a critical role in maintaining healthy and supportive family dynamics. Individuals with high social intelligence are often better at managing emotions, resolving conflicts, and building trust, all of which are essential for strong family bonds.

- The correlation of 0.63 indicates that as social intelligence increases, the quality of family relationships tends to improve.
- This may be because socially intelligent individuals are more likely to understand family members' needs, express themselves constructively, and respond effectively in emotionally charged situations.

There is a significant positive correlation between social intelligence and family relationship scores, highlighting that social intelligence is an important predictor of the quality of family life. These findings suggest that programs aiming to enhance social intelligence may also positively influence family dynamics and interpersonal harmony.

Conclusion:

There was significant difference in social intelligence and boy's and girl's there was significant difference in family relationship in boys and girls.

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