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The Profile of Young Diverse Learners in Academic Background: A Scoping Review based on Social Intelligence

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Abstract

An essential element in a learner’s educational development is social intelligence. It gives us the ability to know ourselves and others, and is as essential an aspect of experience as the ability to perceive things. The main focus of this review study is social intelligence in relation to the academic background and personal identity (diversity or social identity) of young and diverse learners. This review focuses on the social intelligence of learners; their behavior patterns, gender, socio-economic status, parental profile, socio-economic status, and their ethnic background and especially the social intelligence of learners with disabilities. This allows educators to help learners with social intelligence disadvantages develop healthy interactions with their peers. Even though many studies have been conducted on the social intelligence of learners with various personal identities, but this study uniquely supports the social intelligence of young learners with emphasis on demographic characteristics. Overall, strategies for maintaining healthy social intelligence can be developed to meet the individual needs of learners. This strategy also addresses the identified issues, taking into account the different needs of the learners. This study result will reveals a crisp and concept clarity on the basis of social intelligence of young learners, induces the young community to pass over their schooling with sound knowledge with the assistance of authorities.

Keywords: Social Intelligence, Diverse Learners, Social Identities, Disabled Learners

Introduction

India is a nation with a large population of young learners, and it is distinctive due to the diversity of its religions, cultures, ethnic groupings, languages, and socioeconomic strata. Every year, social mobility causes the young learners in the classroom to become more and more varied. This heterogeneous population highlights the critical need for inclusive learning, which can effectively meet the diverse learning requirements of every unique learner. (Iftikhar) released a press notice that ‘schools in India should ensure inclusivity and celebrate the diversity of learners with different learning needs, the education ministry has recommended in fresh guidelines, which entails making curriculum culturally and socially accommodating, encouraging teachers to develop knowledge and skills to teach all learners in the class, and strengthening resources’. (Nagra) that social intelligence has two key constituents, i.e., intrapersonal and interpersonal. (Pandey) emphasized that intrapersonal intelligence is more comparable to social intelligence; those who possess it excel at relating to others. Also employing this interpersonal intelligence and knowledge, it is possible to reach the concept of diversity which denotes differences in social identities. Therefore, learners with age differences, race, socioeconomic level, gender identity, ethnic origin, disabilities, or inadequate English proficiency are considered diverse learners.

Regarding ensuring the concepts of social intelligence and intrapersonal intelligence, the investigators should emphasize the quotation that was noticed by (Pandey) that, ‘Goleman highlighted Gardner’s interpersonal intelligence same as Social intelligence’. (Adler et al.) define social intelligence as learned and developed from experience with people and learning from success and failures in social settings. It is an important interpersonal skill that helps individuals succeed in all life aspects. (Pandey) quoted that social intelligence, as defined by Edward Thorndike in 1920, is ‘the capacity to comprehend and control men and women, boys and girls, to act prudently in human relations’. Also, social intelligence is a vital life skill that contributes to an individual’s increased sociability. Through this significance of social intelligence in learning was identified. To support young, diverse learners in the community and provide them with a tailored and fair education, the present study examined the social intelligence of these learners.

Context Review

As a characteristic, social intelligence may be viewed as a variable in this review for young diverse learners. Generally speaking, the social intelligence of diverse learners may be assessed along with a few other characteristics of any sample. To understand the study’s importance, the researchers take into account the social intelligence of young learners with their diversity, which includes information on their caste, ethnic origin, gender, behavior, impairments, and parents’ profiles. In light of this, pertinent reviews will be gathered to gauge the level of social intelligence in young, diverse learners.

Social Intelligence of Learners with Disabilities

(Prabhu et al.) conclude that there is a notable variation in the social intelligence of visually impaired learners based on their gender, and they found that it is rather high. (Narváez-Olmedo et al.) found out that poor levels of socio-emotional skills are present in both adolescents and kids with learning disabilities. According to (Narimani and Ghaffari), social intelligence ($r=0.423$) and resilience among parents of children with learning difficulties have a negligible positive correlation.

(Kaukiainen et al.) reported that the learners based on a person-oriented approach suggested that learners with learning disabilities could fit the stereotype of bullied learners that is seen in bullying literature. According to Kaukiainen et al., there were many more bullies among learners with learning disabilities than one might have predicted at random. (Greenspan and Love), social intelligence deficiencies are always present in those with autism, frequently occur in learners with learning disabilities, and are generally observed in conjunction with deficiencies in other domains of intelligence in those learners with mental retardation.

Learner Social Intelligence and Behavior

(Rani et al.) reported that there is a considerable difference in the social intelligence of learners based on the kind of family and yearly income, as well as their sense of humor in the study conducted on the state of Haryana’s Hisar district. (Kharluni) reported that regarding the other aspects of social intelligence of young learners confidence, sensitivity, awareness of one’s social surroundings, sense of humor, and memory there is no discernible difference. (Kharluni) researched the pro-social behavior and social intelligence of students in the Mehalaya district. The study concluded that pro-social behavior and academic achievement increase in tandem with increases in social intelligence, and vice versa. Thus, to boost and enhance academic performance, learners ought to act in a pro-social manner toward one another. According to research by (Dhingra and Tiakala), there is a gender variation in the social intelligence characteristics of cooperativeness, sensitivity, and confidence level. Also, the authors reported that there is a notable variation in learners’ social intelligence based on the number of siblings they have, except for confidence. The confidence increases with the number of siblings. (Aminpoor)’s research, social intelligence, and happiness have a strong and favorable correlation. Additionally, the author concluded that while learner’s happiness and social intelligence were shown to be positively correlated, there were differences in these correlations in cases of disability.

Social Intelligence and Gender

(Kharluni) reports regarding some aspects of social intelligence, such as patience, cooperativeness, and tactfulness, there is a significant difference between male and female higher secondary learners in Mehalaya District. The mean difference is in favor of female students for cooperativeness and patience, and male students for tactfulness. (Sini and Amalraj) investigated the connection between young students' academic success and social intelligence in the Kerala district of Kollam. We may infer that there is no statistically significant difference in social intelligence and academic success between male and female secondary school learners. (Kharluni and Erigala) found there is no significant difference between male and female, government-aided and private higher secondary learners, the possible reason is that male and female, government-aided or private students are given equal opportunity to learn and to grow side by side in the schools. They provide equal opportunities for students to grow socially through social activities and work experience. (Thadayoose and Asha) reported that female learners have better Social Intelligence compared to male learners where studies were conducted in nine districts of Kerala. According to (Dhingra and Tiakala), girls outperform boys in Nagaland's higher secondary learners, with mean scores in the cooperativeness component of 29.56 and 30.39, respectively. (Bhat and Khandai) investigate the academic performance, study habits, and social intelligence of young students in District Pulwama. However, research shows that 72% of female and 75% of male college students have outstanding study habits. (Nagra) discovered negligible variations in the social intelligence and gender adjustment of secondary school learners in several regions of Punjab.

Learner Social Intelligence and Parent Profiles

(Vengaluvakkal and John) investigated the influence of social intelligence on teenagers in the Thrissur area of Kerala state. The findings showed that there were statistically significant differences between adolescent social IQ and mother education. (Meera Rani et al.) researched how adolescents' social intelligence affected their parental education. The average results showed that adolescents with parents

who had completed schooling up to matriculation and beyond had superior memories than adolescents with parents who had not completed schooling. (Gnanadevan) reported that there is no discernible difference in the social intelligence of mothers who work but are unemployed and fathers who have completed school. (Gnanadevan) investigated the social intelligence of young learners in the Cuddalore district, finding that parents' wealth and percentage of college graduates varied considerably.

Learner Social Intelligence and Socio-Economic Status

(Raj and Komalavalli) attempted to study the influence of social intelligence on the academic achievement of high school students in the Chennai District. But, while observing the type of institution, government school students were higher in social intelligence whereas private school students scored better in academic achievement. (Rani et al.) reported that young learners in Hisar district of Haryana state have no significant differences in the aspects of social intelligence of adolescents as per number of siblings and castes. (Lone and Khan) reported in a comparative Study of the Social Intelligence of Tribal and Non-Tribal Students of Kashmir, that non-significant differences existed in all aspects of the social intelligence of adolescents as per the number of siblings and castes. Gnanadevan studied the social intelligence of higher secondary students about their socioeconomic status in Tamil Nadu. It is found that learners differ significantly in different caste settings.

Learner Social Intelligence and Ethnic Background

(Prabhu et al.) stated that there exists a significant difference in the social intelligence according to the location of school students with visual impairment and found that it is high. The location of the school was Sivagangai District, Tamil Nadu. The author revealed that in general the social intelligence of higher secondary students is high. (Sini and Amalraj) investigated the connection between academic success and social intelligence in young students in the Kollam area. Additionally, it was shown that secondary school pupils from rural

and urban areas varied significantly in terms of their social intelligence and academic performance. (Kanimozhi and Vasimalairaja) studied the social intelligence level of High School Students in the Chennai district and found that it is at a moderate level. (Kharluni and Erigala) studied the social intelligence of higher secondary students of Myllem Block at Hill district in Meghalaya, They found that Social intelligence is average level; The investigator observed that most of the learners could easily mix with their peer groups. They were comfortable in the classrooms and participated in school social activities. Hence, the highest number of students have an average level of social intelligence. (Thadayoose and Asha) reported that the majority of the Coastal School learners in Kerala have only moderate Social Intelligence. (Sreeja and Nalinilatha) results showed that young students' academic success in the Palakkad district is not significantly correlated with social intelligence. According to this study, schools do not provide learners with a conducive atmosphere for growing in social intelligence. The atmosphere that schools should be creating for students to grow in terms of improved connections, positive conduct, social skills, positive attitudes, and mental health, is lacking. According to (Nazir et al.), research on young students in Srinagar District was done. According to the data analysis, urban college students outperformed rural college students in terms of academic accomplishment and social intelligence. They also showed higher social intelligence. (Nagra) revealed the average levels of social intelligence and adjustment in learners in selected areas of Punjab.

Learner Social Intelligence and Academic Ability

(Raj and Komalavalli) made an effort to investigate the relationship between social intelligence and high school students' academic success in the Chennai District. The findings showed a strong correlation between high school student's academic success and social intelligence. Additionally, it was shown that social intelligence and academic success varied significantly according to gender. In terms of academic success and social intelligence, girls outperformed. (Kharluni) researched the pro-social behavior and social intelligence of students in the Meghalaya district. The study concluded that pro-

social behavior and academic achievement increase in tandem with increases in social intelligence, and vice versa. Thus, in order to boost and enhance academic performance, learners ought to act in a pro-social manner toward one another. (Sini and Amalraj) investigated the relationship between academic success and social intelligence in young students in the Kollam District, Kerala. The study's key conclusion indicates that academic success and social intelligence among secondary school learners are significantly correlated. (Bhat and Khandai) investigate the academic performance, study habits, and social intelligence of young students in District Pulwama. The study's findings, according to the authors, demonstrate that female college students outperform male students in terms of both academic success and social intelligence. (Ganaie and Mudasir) investigated the academic performance and social intelligence of college students in the J&K district of Srinagar. It has also been discovered that there are notable differences in academic success between two categories of college students: science and social science. The survey also showed that college students majoring in science achieve more academically than those majoring in social science.

Utterance of Young Learners with Social Identities

Nowadays, young learners in our country live in a multicultural society. Diversity in learner refers to how they understand education in light of their individual or societal identities. This inquiry may be carried out using certain social identities such as gender, ethnic origin, disabilities, behavior, parent profile, socioeconomic level, and academic success. They will be particularly well-known as a driving social identity for our community's young students. This study broadens the possibility for learners since the examined social identity may be seen as the psychological space between the personal and social selves that best meets individual requirements. Thus the investigator documented the output and made recommended areas, however, they redacted the data. All of the material was made available beginning in 2011.

As a summary of the review of disabled learners, and visually impaired learners, their social

intelligence varies significantly depending on their gender, which might cause issues for young learners in society, particularly in schools (Prabhu et al.); also found that in aspects of socio-emotional skill, it was found to be low in level (Narváez-Olmedo et al.) Further it has been noticed that learners with attention-deflect hyperactive disorder rated their language & interpersonal abilities lower than learners without attention-deflect hyperactive disorder.

In general, any form of disability demonstrates parental perseverance, which may correlate with the stereotype of a learner who has been bullied (Kaukiainen et al.); It is also disclosed that some of the weaknesses would be sensor and social intelligence impairments, which are always present in people with autism and commonly exist in students with learning challenges. Greenspan disclose that social intelligence deflects are generally observed in conjunction with deficiencies in other domains of intelligence in those learners with mental retardation (Greenspan and Love).

The intrapersonal identities of the learners will be consolidated below in the assessment of their behavior and social intelligence, with a focus on avoiding any identities associated with non-trouble behavior. In the state of Haryana's Hisar area, there is a significant variation in the social intelligence of learner's family category, yearly income, and sense of humor, reported by (Rani et al.); also it is found that there is no discernible difference regarding the other aspects of social intelligence, confidence, sensitivity, awareness of one's social surroundings, sense of humor, and memory (Kharluni); as well as an another conclusion by the same researcher is that on learners in the Mehalaya district, the pro-social behavior and academic achievement increase in tandem with increases in social intelligence, and vice versa. Thus, to boost and enhance academic performance, learners ought to act in a pro-social manner toward one another. Reports in another study disclose that confidence increases with the number of siblings. There is a gender variation in the social intelligence characteristics of cooperativeness, sensitivity, and confidence level. Also, the authors reported that there is a notable variation in learners' social intelligence based on the number of siblings they have, except for confidence (Dhingra and

Tiakala), in the phase of happiness on learners, it has a strong favorable correlation with social intelligence. Additionally, the author concluded that while learner's happiness and social intelligence were shown to be positively correlated, there were differences in these correlations in cases of disability. Furthermore conclusion is that the young learners will differ significantly in terms of sense of humor (Meera Rani et al.), some learners recognized with sensitivity, and poor confidence (Dhingra and Tiakala).

Concerning young learners with their gender, there are significant differences in patience, cooperativeness, and tactfulness, female learners favored cooperativeness and patience, and male learners favored tactfulness. (Kharluni) and some conclusion reveals that there is no statistically significant difference in social intelligence and academic success between males and females (Sini and Amalraj).

There is no substantial difference between male and female learners in government-aided and private higher secondary schools. (Kharluni and Erigala); also, female learners have stronger social intelligence than male learners, (Thadayoose and Asha); in addition they outperform boys in academic performance (Dhingra and Tiakala); In general, it is reported that 72% of female and 75% of male college students in District Pulwama have exceptional study habits (Bhat and Khandai); finally, in the Punjab area, there were no significant differences in social intelligence or gender adjustment (Nagra).

The findings from the examination of learners' social intelligence and parent profiles are given below.

Adolescents with parents who had completed education up to matriculation and beyond had superior recollections (memories) than adolescents with parents who had not finished schooling. (Meera Rani et al.); There was no noticeable difference in the social intelligence of parents who completed education vs those who worked but were jobless (Gnanadevan); parents' wealth and the proportion of college graduates varied significantly among young learners in the Cuddalore district (Gnanadevan).

While observing social intelligence with the socio-economic condition of young learners and

the type of institution, government school learners were higher in social intelligence; however private school students scored better in academic success in Chennai district. (Raj and Komalavalli); There are no significant variations in the social IQ of adolescents based on the number of siblings or castes in Hisar district of Haryana. similarly (Rani et al.), There are no significant variations in any dimensions of social intelligence of adolescents based on the number of siblings or castes of Kashmir's tribal and non-tribal students. (Lone and Khan); additionally, learners in Tamil Nadu exhibit significant differences in social intelligence based on different caste settings (Gnanadevan).

There is a significant difference in the social intelligence of visually challenged young learners in Sivagangai District, Tamil Nadu (Prabhu et al.), Furthermore, the academic achievement and social intelligence of secondary learners in the Kollam area, both rural and urban, differed dramatically (Sini and Amalraj); in the Chennai district, it was discovered that young learners have a moderate level of social intelligence (Kanimozhi and Vasimalairaja); in Meghalaya's Myllem Block in the Hill district, young learners have an average level of social intelligence. The investigator also noted that the majority of the learners were able to blend in with their peer groups with ease (Kharluni and Erigala), social intelligence and the scholastic achievement of young learners in the Palakkad area are not substantially associated. This study shows that schools don't give students an environment where they can develop their social intelligence. There is a lack of the environment that schools should be fostering for children to develop better relationships, moral behavior, social skills, good attitudes, and mental wellness (Sreeja and Nalinilatha).

In terms of academic achievement and social intelligence, urban college students in the Srinagar District did better than rural college students. Additionally, they demonstrated stronger social intelligence (Nazir et al.); in Punjab, learners in particular places had average levels of social intelligence and adaptability (Nagra); also it is found that there is a strong correlation between high school students' academic success and social intelligence in Chennai District. Additionally, it

was shown that social intelligence and academic success varied significantly according to gender, the girls outperformed (Raj and Komalavalli); another conclusion indicates that academic success and social intelligence among secondary school learners in young students in the Kollam District, Kerala. are significantly correlated (Sini and Amalraj); again it is demonstrated that the female college students in District Pulwama outperformed male students in terms of both academic success and social intelligence (Bhat and Khandai); that there are notable differences in academic success between two categories (science and social science) of college students in the Jammu & Kashmir district of Srinagar. The survey also showed that college students majoring in science achieve more academically than those majoring in social science (Ganaie and Mudasir).

Summary and Recommendations

Overall, this study emphasizes the importance of social intelligence for our community learners. The review focused primarily on important aspects that are influenced by familial and environmental factors. With these differentiated identities, students' perspectives on education must shift.

(Uygun and Aribas) revealed that social intelligence can be developed by being more present in social environments, doing more practice, and having experiential learning. So it is revealed that the teacher's approach in an inclusive classroom is to teach the subject in a way that is experiential and realistic. (Sadiku et al.) reported that the key elements of social intelligence include (1) Verbal fluency and conversational skills (2) Knowledge of social roles, rules, and scripts (3) Effective listening skills (4) Understanding what makes other people tick (5) Role-playing and social self-efficacy and (6) Impression management skills. Learners should get sufficient training through a range of orientation and refresher courses to promote consistency in their thoughts and experiences. This will benefit their social and academic success by increasing attributes such as tact, confidence, and awareness of their social environment. Furthermore, it is advised that learner's at all educational levels have access to a proper social environment so that they can develop sufficient social intelligence and be better prepared to

perform academically and engage with society. Also, to assist learners in developing social intelligence, authorities should design a variety of social, cultural, and interaction activities at both the intra- and inter-district levels. Conversely, if the most challenging students in the class have been identified, the instructor may attempt to give specialized therapy by identifying personal identification issues that cause problems.

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