



## Influence of Gender on Interpersonal Intelligence of Higher Secondary + 1 Biology Students in Tirunelveli District

### KEYWORDS

Interpersonal intelligence, empathy, amiability, social persuasion, guidance, respectful behaviour

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### ABSTRACT

Education is powerful tool empower an individual on all aspect of his/ her life. It is important to enhance our social abilities to thrive in the society. This includes the abilities to interact with others, understand and interpret their behaviour. Those who have strong interpersonal intelligence are good in understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them. Interpersonal intelligence is how we relate to other people. It is about understanding them, working closely with them, cooperating and conveying to them what we are trying to say in a way they understand. This study was carried out to find out the influence of gender on interpersonal intelligence of higher secondary + 1 biology students. A descriptive survey method was adopted by the investigator to conduct this study. The investigator used the simple random sampling technique for selecting the sample. The representative sample consists of randomly selected 1,104 Biology students, studying + 1 course, in the higher secondary schools in Tirunelveli District. The tool used in the study was interpersonal intelligence. The interpersonal intelligence prepared and validated by investigator and guide (2011). The investigator found that i) there is significant difference between male and female higher secondary +1 biology students in their empathy, amiability, guidance, respectful behaviour and interpersonal intelligence. ii) There is no significant difference between male and female higher secondary +1 biology students in their social persuasion.

### INTRODUCTION

Education is a process of human engineering that aims at man-making right from infancy to death imbibing the knowledge, skill and attitude that nurtures the demands gradually to blossom the cognitive embedded potentials into actual, the affective soothers into maturity and psycho-motor abilities into application to meet the individual and social demands and make life meaningful and worth living in tune with the constituent innate and external self of individuals that differs from person to person. In this social process, the child needs support to free itself from economic constraints and hence it consumes a long period of social support network to emerge self-reliant, though no individual could ever be a parasite, instead be a creeper to stand on its own. He must pay back by realizing the goals and objectives that education sets to his optimal capacity sincerely and honestly as Mittal (2006) reflects "Education must focus on total and optimal development of human resources".

### SIGNIFICANCE OF THE STUDY

Man is a social animal and hence he is bound to live and grow as a member of a group and lead a life as an individual, with his abilities and inabilities. It is important to enhance our social abilities to thrive in the society. This includes the abilities to interact with others, understand and interpret their behaviour. Those who have strong interpersonal intelligence are good in understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them. Intrapersonal intelligence displays the ability of an individual to reflect and evaluate his/her feelings. They are better enabled to learn from their past experience as they are able to analyze and understand the experiences that influence their lives. Interpersonal intelligence is how we relate to other people. It is about understanding them, working closely with them, cooperating and conveying to them what we are trying to say in a way they understand. People with interpersonal intelligence typically fall in the group of extroverts. They are sensitive to the moods and sentiments of others. They possess the ability to cooperate with people around them and are seen as team players. They can work in a group with ease and efficiency

and can understand the temperaments of others in the group. As they have an understanding of moods and emotions of other people, they can empathize with them. They learn by working with others and take interest in discussions. Thus, people with an interpersonal intelligence become effective communicators. For students with interpersonal intelligence, direct interaction, discussions with others and team efforts are the best pathways to help them learn. So they learn their subjects very effectively. Individuals with a strong Interpersonal Intelligence can be utilized as leaders during group experiments and collaborative assignments of any kind, these students will excel in this position. If the Biology students have done their Biology experiments in the Biology Laboratory with strong interpersonal intelligence, they had the ability to perform very well in Biology theory Examination as well as Practical Examination. With this background the investigator made a study on the interpersonal intelligence of higher secondary +1 biology students.

### OBJECTIVES OF THE STUDY

1. To find out the level of interpersonal intelligence and its dimensions of higher secondary + 1 biology students in Tirunelveli district with regard to gender.
2. To find out whether there is any significant difference between male and female higher secondary +1 biology students in Tirunelveli district in their Empathy, Amiability, Social persuasion, Guidance, Respectful behaviour and Interpersonal intelligence.

### NULL HYPOTHESES

1. The level of interpersonal intelligence and its dimensions of higher secondary+1 biology students in Tirunelveli district with respect to is average.
2. There is no significant difference between male and female higher secondary +1 biology students in Tirunelveli district in their Empathy, Amiability, Social persuasion, Guidance, Respectful behaviour and Interpersonal intelligence.

### METHOD

A descriptive survey method was adopted by the investigator

to conduct this study.

**SAMPLE**

The investigator used the simple random sampling technique for selecting the sample. The investigator selected 1104 higher secondary + biology students from Tirunelveli district.

**TOOLS USED FOR THE PRESENT STUDY**

Interpersonal intelligence constructed and validated by investigator and guide (2011).

**STATISTICAL TECHNIQUES USED**

Percentage analysis, t-test

**Analysis**

**Null Hypothesis: 1**

The level of interpersonal intelligence and its dimensions of higher secondary+1 biology students in Tirunelveli district with respect gender is average.

**Table – 01**

Level of Interpersonal Intelligence and its dimensions of higher secondary +1 biology students with respect to gender

Dimen-sions	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
Empathy	Male	78	16.6	342	72.8	50	10.6
	Female	91	14.4	461	72.7	82	12.9
Amiability	Male	72	15.3	327	69.6	71	15.1
	Female	103	16.2	451	71.1	80	12.6
Social per-suasion	Male	72	15.3	332	70.6	66	14.0
	Female	78	12.3	449	70.8	107	16.9
Guidance	Male	76	16.2	312	66.4	82	17.4
	Female	78	12.3	444	70.0	112	17.7
Respectful behaviour	Male	73	15.5	328	69.8	69	14.7
	Female	98	15.5	457	72.1	79	12.5
Interper-sonal intel-ligence	Male	73	15.5	318	67.7	79	16.8
	Female	86	13.6	461	72.7	87	13.7

Finding: Most of higher secondary +1 biology students are average.

**Null Hypothesis: 2**

There is no significant difference between male and female higher secondary +1 biology students in Tirunelveli district in their empathy, amiability, social persuasion, guidance, respectful behaviour and interpersonal intelligence.

**TABLE – 02**

Difference in the Interpersonal intelligence and its dimensions of higher secondary+1 biology students with regard to gender

Dimen-sions	Gender	N	Mean	SD	Calcu-lated 't' value	Re-marks
Empathy	Male	470	39.7149	5.45143	4.547	S
	Female	634	41.1909	5.16916		
Amiability	Male	470	38.6872	7.04161	1.989	S
	Female	634	39.4905	6.04125		
Social per-suasion	Male	470	40.6957	6.67674	0.392	NS
	Female	634	40.8596	7.12521		
Guidance	Male	470	35.5979	5.93228	5.041	S
	Female	634	37.3659	5.52334		
Respectful behaviour	Male	470	32.4000	6.66448	5.588	S
	Female	634	34.4921	5.38186		
Total	Male	470	187.095	22.8380	4.693	S
	Female	634	193.399	20.9852		

It is inferred from the above table that the calculated values (4.547, 1.989, 5.041, 5.588, 4.693) are greater than the table value (1.96) for df (2, 1101) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary +1 biology students in their empathy, amiability, guidance, respectful behaviour and interpersonal intelligence in total. But there is no significant difference between male and female higher secondary +1 biology students in their social persuasion.

**Findings**

- The level of Empathy of higher secondary +1 biology students with respect to background variables such as Gender- male (72.8%); female (72.7%).
- The level of Amiability of higher secondary+1 biology students with respect to background variables such as Gender- male (69.6%); female (71.1%).
- The level of Social Persuasion of higher secondary +1 biology students with respect to background variables such as Gender- male (70.6%); female (70.8%).
- The level of Guidance of higher secondary +1 biology students with respect to background variables such as Gender- male (66.4%); female (70.0%).
- The level of Respectful behaviour of higher secondary +1 biology students with respect to background variables such as Gender- male (69.8%); female (72.1%).
- The level of Interpersonal Intelligence of higher secondary +1 biology students with respect to background variables such as Gender- male (67.7%); female (72.7%).
- There is significant difference between male and female higher secondary +1 biology students in their empathy, amiability, guidance, respectful behaviour and interpersonal intelligence. But there is no significant difference between male and female higher secondary +1 biology students in their social persuasion.

**INTERPRETATIONS**

The 't' test result shows that female students are better than male students in their empathy, amiability, guidance, respectful behaviour and interpersonal intelligence in total. This may be due to the fact that naturally, the female students have the capacity to recognize emotions that are being experienced by another sentiment or fictional being. Girls are more prosocial than boys, better readers of emotional expressions, more attuned to voices, more remorseful after having hurt someone, and better at taking another's perspective. Female students are soft in nature, polite and easily understand other people and also good understanding and interacting with other people.

**RECOMMENDATIONS**

1. Strategies for developing Interpersonal intelligence skill should be included in the higher secondary education curriculum.
2. The head of the institution should be very particular about the development of sound interpersonal behavioural intelligence among students through their leader behaviour.
3. Interpersonal intelligence should be developed among the English medium students through the social activities like NSS and NCC.
4. A close relationship between the roles played by the students, teachers, principle and administrators are desirable for the development of Interpersonal intelligence among the youth.
5. This teacher should more use cooperative learning in the classroom so that students could feel free to interact better.

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