

**EXPLORING THE INTERPLAY OF SOCIAL INTELLIGENCE, PEER AND FAMILY RELATIONSHIP IN ADOLESCENTS OF HARYANA**

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**Abstract:** *Adolescence is the period of shifts of developing new relationships outside the family, parental support which continues to provide a guideline to social development. Social intelligence is of more importance in the present life style due to growing tensions stresses and various complexities. It can be learned, developed and used as an effective life skills for managing personal life, interpersonal relationships and achieving success in all walks of life. This study examines the social intelligence, peer and family relationship of adolescents. The study was conducted in Hisar district of Haryana state where two Government Senior Secondary Schools from rural area and three from urban area were selected. From each schools 30 boys and 30 girls of 13-15 year (240 adolescents) were included in final sample. Self-prepared questionnaire was used to delineate socio-personal variables and Social Intelligence Scale (SIS) by Chadha and Ganesan (2004) was used for assessing social intelligence. Peer Relations Questionnaire (PRQ) by Rigby and Slee (1993) was used for assessing peer-relationship and Family Relationship Inventory (FRI) by Sherry and Sinha (1987) was used for assessing family relationship.*

*The results revealed academic class, age and paternal education of adolescents was significantly positively correlated with social intelligence of adolescents. Paternal age was significantly and positively correlated with bullying aspect of peer relationship of adolescents and gender was negatively significantly correlated with bullying. Results further revealed that parental occupation and gender had negative and significant relationship with victimization. Parental age and annual income was positively significantly correlated with pro- social behaviour. Mother acceptance was positively significantly correlated with age and academic class. Father acceptance and parental concentration had negative and significant correlation with ordinal position.*

**Key words:** *Social Intelligence, peer relationship, family relationship, adolescents, personal variables.*

**Introduction-** Adolescence is the period of rapid growth between childhood and adulthood including psychological and social development. Social intelligence is ability understood his/her self and well with others. Judgment in social world and awareness of attention, action and perception. It is the degree of ease and effectiveness displayed by a person in social relationships. The relationship between social intelligence and popularity appear to be positive for both boys and girls. Sociometrically popular Students are prosaically and helpful to their peers. They have a behavioral repertoire (Social problem solving skills, positive social actions) that promotes success in friendships. Social intelligence as a useful, creative and adaptive capacity. According to them, social intelligence is not an innate capacity it develops at a certain point of an individual life and that it is possible to train and increase social intelligence in children.

Social intelligence has a powerful intuitive appeal people vary in the level of their social intelligence and that variation is consistent with one's experiences with others in social setting and with one's observations of the social interactions of others. Alder et al, (1992) indicated that adolescents perceived in that they seem to have some kind of social control for both boys and girls, perceived popularity is accompanied by admiration, leadership, and the ability to manipulate and control the social order of the peer group. Further results revealed that boys who have extremely poor social and inter personal skills often have difficult social lives and low perceived popularity. Girls who are perceived as popular are viewed as prosaically, socially visible and using social-aggressive strategies to establish and maintain a popular status.

Family is environment where the children learned to use their facilities and understand and cope with the physical world. It is a time when they don't bother with trivial things such as the family relationship it is the place where they learn how family relationship. It is the place where they learn how family relationship work by observing their parents grad-parents, sibling and rest of the family members deal with each other. Healthy family relationship help all members of a family feel secure and connected to one another family relationships sometimes involve conflict which is a normal part of family life conflicts can occur between adolescent, children or adults and children, father and adolescent decisions does not match. It is important that these conflicts are dealt with in a safe and respectful way



healthy family relationship also mean that positive interaction between family members at difficult times. The relationships we experience with the people around us have a great influence on our mental health; strong, positive relationships help us build trust and feel supported. Having people around us who can share positive and difficult times can also help us manage stress when things become tough. Family relationship connection by biological with children, adolescents and parents who are living one house. Maria and Piper (1980) concluded that early home environment is a significant predication of mental development at the same time the home is of extra ordinary imported in the development of social intelligence.

The purpose of the present paper, therefore is to determine the extent of relationship between social Intelligence, peer and family relationship of early adolescents, so that efforts can be made to improve the social intelligence of children and hence, helping the adolescents to make this period a more adjusting and enjoyable time leading to success in adolescents life. Therefore, the present study has been planned with the following objective:

**OBJECTIVES-** To delineate the factors affecting social intelligence, Family relationship and peer relationship of early adolescents.

**REVIEW OF LITERATURE-** Espelage and Holt (2001) indicated that social support plays a protective role among adolescents. Results revealed that there was a significant interaction between bully/victim groups and peer social support. Specifically, bullies, victims, and bully-victims who reported moderate peer social support also indicated the least anxiety.

Nansel et al. (2001) Bully/victims have been found to experience relatively high levels of troubled relations with parents, loneliness, and school problems associated with peer relationships and academic attainment.

Isernhagen and Harris (2003) found that 80% of both boys and girls observed some type of bullying occur at least sometime in their schools. Generally, more boys than girls bully others girls more frequently report being bullied than boys and more than girls are victims of bullying. Bully victims can be found in many settings, in the home, in the school, and even in the work place.

Kaur and Kalaramna (2004) concluded the study to assess the existing level of interrelationship between home environments, social intelligence and socio- economic status and found that socio-economic status and home environment affect social intelligence.

Jayasree (2010) found that female have higher social competence than their male counter parts.

Bhatia (2012) reveal that healthy family relationship greatly influences socio -emotional intelligence of the adolescents. Family is the environment where the children learned to use their faculties and understand and cope with the physical world. It is a time when they don't bother with trivial things, such as the family relationship, because they know they are the kingpin of their family. It is the place, where they learn how family relationships work, by observing their parents, grandparents, siblings and rest of the family members deal with each other. They enjoy meeting them on family vacations and family reunions and exchanging Family reunion gifts with them.

Bhatnagar and Suman (2012) shows that there exists significant difference between social intelligence of adolescent boys and girls. Adolescent boys are more socially intelligent than the adolescent girls. Boys are more independent and liberal. They spend most of their time in social gatherings as compared to the girls. Further, there exists significant difference between social intelligence of rural and urban adolescents. Therefore it can be said that the rural adolescents are socially intelligent than the urban adolescents.

Takur et al. (2013) revealed that social intelligence was found statistically significant with sex of adoles-cents, family type, caste, religion and urban/ rural and parenting style was also found statistically significant with sex of adolescents and urban/rural. Dimensions of parenting styles and social intelligence showed a significant regression with sex of the respondents.

Kumar and Lal (2014) found that the academic scores of girls were found better than the boys while boys lead the girls on family environment scores. Results indicate that the adolescent experiencing healthy family environments are found to have higher academic achievement in comparison to children belonging to low family environment.



**RESEARCH METHODOLOGY-** The study was conducted in Hisar city was selected purposively due to accessibility of school having sufficient strength of students. An exhaustive list of urban and rural government schools admitting children in age group 13-15 year was obtained from the education Department in Mini Secteriate, Hisar. For rural sample, two villages namely Gawar and Shamsukh were selected randomly and Govt. Senior Secondary school from each of these villages were taken. To draw urban sample, three schools namely Government Girls Senior Secondary School, Shushilabhawan, Hisar, Government Boys Senior Secondary School, Jahajpul, Hisar and Govt. High School, Modal Town, Hisar were selected. List of boys and girls in age group of 13- 15 years was prepared of each school. From rural area, 30 boys and 30 girls were selected from each school. To draw urban sample, 30 girls from Girls’ Senior Secondary School, 30 boys from Boys’ Senior Secondary School and 30 girls and 30 boys from Govt. High School were taken. Hence total 240 adolescents constituting the final sample for study.

Self-prepared questionnaire was used to delineate socio-personal variables and Social Intelligence Scale (SIS) by Chadha and Ganesan (2004) was used for assessing social intelligence. Peer Relations Questionnaire (PRQ) by Rigby and Slee (1993) was used for assessing peer- relationship and Family Relationship Inventory (FRI) by Sherry and Sinha (1987) was used for assessing family relationship.

**RESULTS-** The results of the present investigation in accordance with the objectives, inferred through the use of prescribed methodology and standard tools. The results have been presented under the following heads:

**SOCIAL INTELLIGENCE AND ITS INFLUENCING FACTORS-**

**(a) Relationship of social intelligence of adolescents with personal variables**

The data in Table 1 establishes the correlation between social intelligence and personal variables of adolescents. Results show that gander was positively as well as significantly correlated with confidence ( $r=0.17^*$ ), sensitivity ( $r=0.23^*$ ) and recognition of social environment ( $r=0.17^*$ ) and age was positively as well as significantly correlated with memory and overall social intelligence ( $r=0.32^*$ ,  $r=0.15^*$ ,  $p<0.05$ ) of adolescents. Further revealed that academic class was positively and significantly correlated with sense of humour, memory and overall social intelligence ( $r=0.13^*$ ,  $r=0.34^*$ ,  $r=0.17^*$ ,  $p<0.05$  respectively).

**Table 1: Social intelligence of adolescents as per personal variables (n=240)**

Aspects of social intelligence		Correlation coefficients (r)			
		Gender	Age	Ordinal position	Academic class
(a)	Patience	0.04	-0.07	-0.07	-0.07
(b)	Cooperativeness	0.10	0.05	-0.02	0.05
(c)	Confidence	0.17*	0.01	-0.06	0.01
(d)	Sensitivity	0.23*	0.06	-0.05	0.07
(e)	Recognition of social environment	0.17*	0.09	-0.07	0.12
(f)	Tactfulness	-0.01	0.06	0.04	0.06
(g)	Sense of humour	0.05	0.10	0.03	0.13*
(h)	Memory	0.04	0.32*	-0.08	0.34*
(i)	Overall social intelligence	0.19	0.15*	-0.07	0.17*

\*Significant at 5% level

**(b) Relationship of social intelligence of adolescents with parental variables**

Correlations of parental variables with social intelligence are portrayed in table 2. Pearson correlation analysis suggested that paternal education had positive and significant correlation with memory and overall social intelligence ( $r=0.17^*$ ,  $r=0.14^*$ ,  $p<0.05$  respectively) and memory was also positively and significantly correlated with maternal education ( $r=0.15^*$ ,  $p<0.05$ ). Paternal occupation had positive and significant correlation with sense of humour aspect of social intelligence of adolescents ( $r=0.15^*$ ,  $p<0.05$ ).

**Table 2: Social intelligence of adolescents as per parental variables n=240**

Aspects of social intelligence		Correlation coefficients (r)					
		Paternal age	Maternal age	Paternal education	Maternal education	Paternal occupation	Maternal occupation
(a)	Patience	-0.08	-0.06	0.05	0.05	0.06	-0.08
(b)	Cooperativeness	0.03	0.03	0.06	0.07	0.06	0.01
(c)	Confidence	-0.01	-0.01	0.04	0.04	-0.09	-0.01
(d)	Sensitivity	0.05	0.01	0.10	0.05	-0.05	0.01
(e)	Recognition of social environment	-0.08	-0.05	-0.01	-0.01	-0.08	-0.07
(f)	Tactfulness	0.01	0.03	-0.01	-0.01	-0.04	0.01
(g)	Sense of humour	-0.05	-0.04	0.05	0.01	0.15*	0.01
(h)	Memory	-0.06	-0.03	0.17*	0.15*	0.01	0.05
(i)	Overall social intelligence	-0.03	-0.04	0.14*	0.09	0.01	-0.01

\*Significant at 5% level

**(b) Relationship of social intelligence of adolescents with socio- economic variables**

Correlation of socio- economic variables with social intelligence is displayed in Table 3. Pearson correlation analysis divulged family size and number of siblings was positively and significantly correlated with tactfulness (r=0.15\*) and annual income had positive and significant correlated with sense of humour (r=0.17\*) and memory (r=0.12\*) at 0.05 level of significance.

**Table 3: Social intelligence of adolescents as per family socio- economic variables (n=240)**

Aspects of social intelligence		Correlation coefficients (r)			
		Family size	Caste	Number of siblings	Annual income
(a)	Patience	-0.08	-0.06	-0.10	0.04
(b)	Cooperativeness	0.01	-0.03	-0.01	0.03
(c)	Confidence	-0.01	0.01	-0.02	0.01
(d)	Sensitivity	0.04	0.03	0.07	-0.04
(e)	Recognition of social environment	-0.05	-0.05	-0.09	-0.04
(f)	Tactfulness	0.15*	0.01	0.15*	0.06
(g)	Sense of humour	-0.09	0.09	-0.05	0.17*
(h)	Memory	0.04	-0.01	0.01	0.12*
(i)	Overall social intelligence	-0.01	-0.01	0.01	0.07

\*Significant at 5% level

**PEER- RELATIONSHIP AND INFLUENCING FACTORS- Correlation between socio personal variables with peer- relationship:** Table 4 exhibits correlations of peer- relationship and socio- personal variables of adolescents. Results showed that bullying aspect of peer- relationship of adolescents had positive and significant correlation with paternal age (r=0.15\*) and bullying behaviour was negatively significantly correlated with gender (r=-0.11\*). Pro- social behavior was positively and significantly correlated with maternal occupation and annual family income(r=0.13\*, r=0.13\*). Victimization behavior of adolescents was negatively significantly correlated with gender (r=-0.12\*) parental occupation (r=-0.16\*) and annual family income(r=-0.14\*). Pro- social behavior was positively significantly correlated with parental age.

**Table 4: Peer- relationship of adolescents as per socio personal variables (n=240)**

Socio - personal variables		Correlation coefficients (r)		
		Bullying	Victimization	Pro- social behavior
1.	Age	0.01	0.02	0.10
2.	Ordinal position	0.05	-0.03	-0.07



3.	Gender	-0.11*	-0.12*	0.05
4.	Academic class	-0.03	0.01	0.10
5.	Paternal age	0.15*	-0.01	0.15*
6.	Maternal age	0.08	0.02	0.15*
7.	Paternal education	-0.09	0.01	0.10
8.	Maternal education	-0.07	-0.09	0.06
9.	Paternal occupation	-0.05	-0.16*	0.05
10.	Maternal occupation	-0.09	-0.07	0.13*
11.	Family size	0.04	-0.01	0.08
12.	Caste	0.05	0.06	0.09
13.	Number of siblings	0.08	0.09	0.01
14.	Annual income	-0.09	-0.14*	0.13*

\*Significant at 5% level

**FAMILY RELATIONSHIP AND ITS INFLUENCING FACTORS- (a) Correlation of personal variables with family relationship:** Correlation of personal variables with family relationship is displayed in Table 5. Correlation analysis divulged that mother acceptance was negatively and significantly correlated with age ( $r=-0.12^*$ ) and academic class ( $r=-0.14^*$ ) at 0.05 level of significance. Father acceptance and parental concentration had negative and significant correlation with ordinal position ( $r=-0.13^*$ ,  $r=-0.15^*$  and  $r=-0.12^*$  respectively) at 0.05 level of significance. Means paternal acceptance and concentration was decreases with increasing age, ordinal position and academic class of adolescents.

**Table 5: Family relationship of adolescents as per personal variables (n=240)**

S. No.	Personal variables/ Family relationship	Correlation coefficients (r)			
		Gender	Age	Ordinal position	Academic class
	<b>Family relationship</b>				
(a)	<b>Mother acceptance</b>	0.08	-0.12*	0.09	-0.14*
(b)	<b>Father acceptance</b>	0.10	-0.09	-0.13*	-0.09
(c)	<b>Mother concentration</b>	0.02	0.04	-0.15*	0.03
(d)	<b>Father concentration</b>	0.02	-0.05	-0.12*	-0.07
(e)	<b>Mother avoidance</b>	0.10	-0.07	0.09	-0.10
(f)	<b>Father avoidance</b>	0.8	-0.01	0.01	-0.04

\*Significant at 5% level

**(b) Correlation of parental variables with family relationship:** Correlation of parental variables with family relationship is displayed in Table 6. Father acceptance and mother concentration was positively significantly correlated with paternal age ( $r= 0.14^*$  and  $r=0.20^*$  respectively) and maternal age ( $r=0.17^*$  and  $r=0.19^*$  respectively). Mother acceptance and concentration was positively significantly correlated with maternal education ( $r=0.14^*$  and  $r=0.16^*$  respectively) at 0.05 level of significance. Adolescents of educated mothers perceived more paternal acceptance and concentration.

**Table 6: Family relationship of adolescents as per parental variable (n=240)**

S. No.	Parental variables/ Family variables	Correlation coefficients (r)					
		Paternal age	Maternal age	Paternal education	Maternal education	Paternal occupation	Maternal occupation
	<b>Family Relationship</b>						
(a)	<b>Mother acceptance</b>	0.08	0.08	0.03	0.16*	0.01	0.05
(b)	<b>Father acceptance</b>	0.14*	0.17*	0.01	0.02	0.09	0.01
(c)	<b>Mother concentration</b>	0.20*	0.19*	0.08	0.14*	0.01	0.09
(d)	<b>Father concentration</b>	0.05	0.01	0.01	0.06	0.04	0.08



(e)	<b>Mother avoidance</b>	0.01	-0.01	0.09	0.05	-0.01	0.05
(f)	<b>Father avoidance</b>	0.03	0.01	0.09	-0.08	0.01	0.05

\*Significant at 5% level

**(c) Correlation of family relationship of adolescents with socio-economic variables:**

Correlations of socio-economic variables with aspects of family relationship are portrayed in Table 7. Results indicated that mother acceptance, concentration was positively and significantly correlated with annual income ( $r=0.13^*$  and  $r=0.12^*$ ) and mother avoidance was also negatively significantly correlated with annual income ( $r=-0.12^*$ ) at 0.05 level of significance. There were no significant correlation of family relationship aspects with family size, caste and number of siblings.

Table 7: Family relationship of adolescents as per family socio-economic variables (n=240)

S. No.	Socio-economic variables/ Family relationship	Correlation coefficients (r)			
		Family size	Caste	Number of siblings	Annual income
(a)	<b>Mother acceptance</b>	0.05	0.07	0.07	0.12*
(b)	<b>Father acceptance</b>	0.06	0.03	0.07	0.04
(c)	<b>Mother concentration</b>	0.01	0.08	0.08	0.13*
(d)	<b>Father concentration</b>	0.07	0.03	0.04	0.02
(e)	<b>Mother avoidance</b>	0.07	0.07	0.08	-0.12
(f)	<b>Father avoidance</b>	0.08	0.05	0.05	0.01

\*Significant at 5% level

**MAJOR FINDINGS-**

- Academic class, age and paternal education was significantly and positively correlated with memory and overall social intelligence of adolescents. Family size and number of siblings had positive and significant relationship with tactfulness. Academic class, paternal occupation and annual income was significantly and positively correlated with sense of humour and memory of adolescents.

- Paternal age was significantly and positively correlated with bullying aspect of peer relationship of adolescents and gender was negatively significantly correlated with bullying. Parental occupation and gender had negative and significant relationship with victimization. Parental age and annual income was positively significantly correlated with pro- social behaviour.

- Majority of the adolescents' perceived medium level of parental attitudes viz: acceptance, concentration and avoidance. Mother acceptance was positively significantly correlated with age and academic class. Father acceptance and parental concentration had negative and significant correlation with ordinal position. Father acceptance and mother concentration was positively significantly correlated with paternal age. Mother acceptance and concentration was positively significantly correlated with maternal education and annual income and mother avoidance was also negatively significantly correlated with annual income. There were no significant correlation of family relationship aspects with family size, caste and number of siblings.

**Few suggestions to enhance the social intelligence, peer and family relationship of adolescents are as follows:**

- Teachers should try to build up in children certain attitudes and values like co-operation, sociability, tolerance and healthy human relationship. Interpersonal relationship between students and peers in the classroom should be strengthen. Orientation programmes, symposia etc. which help the development of optimism and confidence in Higher Secondary School students should be organized.

- Parents should encourage their children for increasing the Social Intelligence in participating family get together, social activities, curricular and co-curricular activities in schools that is helpful for their all-round development.

- Children should be encouraged to think in terms of alternative options and possibilities rather than depending upon one option for satisfaction.

- Encourage parents to be part of decision making at school by communication with families, volunteerism and attendance at school events, learning at home, leadership and decision making roles and community collaborations.



• Parents give required importance to social intelligence of their children so that they may easily attain developmental milestones.

**CONCLUSION-** The present study has come out with that social intelligence of adolescents is significant important aspects of life of 13-15 year old children. For assessing social intelligence, peer and family relationship standardized test were used. The study has also attempted to provide an outline of factors influencing social intelligence, peer and family relationship of adolescents. Social intelligence of urban adolescents was better as compared to rural counterparts. Female's adolescents had better social intelligence as compared to male respondents.

Variables as academic class, birth order, age, paternal education and occupation, family type, family size and annual income influenced social intelligence peer and family relationship of adolescents. The study demands parental time and concern, social interaction and sufficient availability of required resources to boost social intelligence and good peer and family relationship of adolescent.

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