

SOCIAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR MENTAL HEALTH AND PARENTING BEHAVIOUR STYLE

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Abstract: The purpose of this paper is to examine the social intelligence of the sr.secondary school students in relation to mental health and parenting styles. This study is an applied research and the method is survey and the data collection method was a quantitative research. The population consisted of sr.secondary school students of, six Govt. and Private Schools from Jalandhar District so 300 students selected randomly by using random sampling technique as samples. Measurement tools are standard questionnaire. The results of two way analysis showed that there exists significant difference in social intelligence of sr sec school students in relation to mental health and parenting styles but interaction is not significant .further there exists significant difference in social intelligence (patience, cooperativeness, confidence and recognition of social environment) in relation to their mental health. Also there exists significant difference in social intelligence (patience, confidence) in relation to their parenting styles. In case of interaction effect patience, cooperativeness, and confidence was found to be significant

Key words: Social Intelligence, Mental Health, Parenting Styles, Sr.Secondary School Students

INTRODUCTION

Social intelligence is the capability to effectively navigate and negotiate complex social relationships and environments Cantor and Kihlstrom (1987) defined social intelligence as individual's fund of knowledge about the social world. Rapaport Gill & Shafer (1968) Campbell & McCord (1996), stated that "social intelligence is just general intelligence applied to social situations.. Social scientist, *Dr Ross Honeywill* (2015) views social intelligence as an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. Social intelligence (Gardner's "interpersonal intelligence") is separate from, but complimentary to emotional intelligence (Gardner's "intrapersonal intelligence"); we need both models in order to understand ourselves and the way we interact with others Zirkel, S. (2000) showed that social intelligence is closely related to one's own, personality and individual behavior. Those with social intelligence are fully aware of themselves and understand their environment.

Recent brain research suggests that we are wired to connect to others. Not only do our relationships and sociable behavior shape our experiences, our relationships also influence our brains. People can "catch" emotions from one another via facial expressions, moods, and other subtle ways. In fact, the more strongly we are emotionally connected to the person we are interacting with, the stronger the impact on the brain. Mohtasham (2009) suggested that Mental health and hygiene is think health and power compatibility with the environment and those around World health organization (2010) defined mental health as a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community Mental health is a successful mode of mental interaction that their result is productive activities, satisfying relationships with others, ability to adapt to changes and deal with harsh. Seyyed Mohseni(2006) found the Role of Mental health is undeniable from early childhood until death, developing thinking skills, communication, learning, emotional growth, flexibility and self-esteem. These factors help to person until play a role in society .Because of this interconnectedness, individuals with high SI have the power to create positive feelings in the people they work and play with.

Bhatia (1982) studied mental health and social intelligence as the ability to balance feelings, desires, ambitions and Ideas in one's daily living. Bernard (1982) emphasized that the mental health of teachers will be considered by their attitude towards the profession and the social intelligence. Chauhan (1987) also opined that mental health is a condition that permits the maximum development of social intelligence. Wilkinson et al (1998) found that social intelligence improves as people have greater control over their mental health. Surgeon General's report (1999) found mental health is a state of successful performance of mental function resulting in increased social intelligence, productive activities, fulfilling relationships with other people and the ability to adopt to change and cope with adversity. Khoshakhlagh & Faramarzi (2012) investigated the relationship between social intelligence and mental health among high school students in the city of Iran (Rasht) Findings showed that there is significant relationship between components of social intelligence of students with mental health that predictive variables can explain about 29 percent of criteria variable.

Darling N, Steinberg L (1993) told that Parenting styles, that is, parents' typical attitudes and behaviors which form the emotional climate in which parents raise their children, Aunola K, Ruusunen AK, Viljaranta J, Nurmi JE (2015) have been suggested to play an important role in children's social and emotional development For example, affective and warm parenting (i.e., parents' responsiveness, supportiveness, and involvement), as well as behavioral control (e.g., clear rules and limit setting) .Hart CH, Newell LD, Olsen SF (2003) deployed by parents have been shown to be related to low levels of problem behaviors and depressive symptoms among children.

As parent, one of the greatest influences you can have on the development of your child is the parenting style that you employ when interacting with them. . The current study sought to determine the associations between parenting style and the social intelligence of senior secondary school students, specifically. Additionally, this study also sought to demonstrate to parents and parent educators, the power and importance of parenting practices on the overall development of young children. Just as environmental, social, and genetic factors affect aspects of development in children, there are also familial factors that can have an equally significant impact. Dornbusch, Ritter, Liederman, Roberts, & Fraleigh, (1987) studies Parents affect a child's cognitive and social competence and, in turn, academic achievement, through their behaviors involved in parenting. Rani, S. (1998) found that children from favorable environment homes are found to be warm-hearted, outgoing and socially more intelligent than children from unfavorable homes. The ways that children implement social and communication skills in peer-group interaction provide the foundation for successful later life adjustment. The focus of this research is on parenting linkages and mental health to social and communicative skill outcomes in children during early and middle childhood.

METHODOLOGY

OBJECTIVES

The present study was designed to attain the following objectives:

- To study the social intelligence of the senior secondary school student in relation to their mental health.
- To study the social intelligence for senior secondary school students in relation to their parental style.
- To study the social intelligence of students with good and bad mental health in relation to their parenting style.

HYPOTHESES

The proposed hypotheses were

- H1: There exists no significant difference in social intelligence of sr sec school students in relation to mental health. (Good mental health and poor mental health)
- H2: There exists no significant difference in social intelligence of sr sec school students in relation to their parenting styles. (Authoritative, Authoritarian, Permissive & Mixed parenting style.)
- H3: There exists no significant interaction effect between mental health & parenting style of Sr. Sec School Students on the score of social intelligence.
- H4: There is no significant difference on the scores of various dimensions of social intelligence in relation to mental health (Good Mental Health and Bad Mental Health)
- H5: There is no significant difference on the scores of various dimensions of social intelligence in relation to parenting style. (Authoritative, Authoritarian, Permissive and Mixed)
- H6: There is no significant difference on the scores of various dimensions of social intelligence in relation to mental health and parenting styles

RESEARCH DESIGN:

The investigator was used survey method for studying the problem. Quantitative approach is applied in this study. Furthermore, quantitative research is about identifying relationships between variables through the use of data collection and analysis.

SAMPLE

In order to conduct the present study, six Govt. and Private Schools from Jalandhar District was selected. For their selection, random sampling technique has been employed. Out of the selected Schools investigation has been carried out on 300 students of Govt. and Private Schools

DESIGN OF THE STUDY

Two way analysis of variance was employed on the score of social intelligence and its dimensions viz a viz DI- patience ,DII-cooperativeness, DIII- confidence ,DIV-sensitivity, DV- recognition of social environment, DVII-sense of humour and studied as a dependent variable. Mental Health was studied as independent variable and used for the purpose of classification viz a viz good mental health and bad mental health, Parenting Behaviour Style was studied as independent variable and used for the purpose of classification viz a viz authoritative, authoritarian permissive and mixed parenting styles.

MEASURES

The three instruments were used to collect data from the respondents. They include

1. Mental Health Battery (MHB) : In the present study the investigator employed English version of Mental Health Battery which was developed and validated by Arun Kumar Singh and Alpana Sen Gupta 2008). The MHB intends to assess the status of mental health of teachers in the age range of 22 to 60 years. As it is a battery of six tests. There are set of 108 items in the MHB with six dimensions namely: emotional stability (ES), over all adjustment (OA), Autonomy (AY), security - Insecurity (SI), self -concept (SC) and Intelligence (IG). This battery is satisfactorily reliable and valid with test-retest reliability coefficient of 0.79.
2. Social Intelligence Scale: The social Intelligence Scale by Dr. N.K. Chadha & Ms. Usha Ganesan, 1986 was used by the researcher. It consists 66 of items. The areas include Patience, co-cooperativeness, confidence sensitivity, recognition of environment, tactfulness, sense of humor and memory. It is a Four-point scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). This scale is satisfactorily reliable and valid. The test-retest reliability coefficient was found to be 0.82.
- (3) Parenting Style Questionnaire was used developed by Deepa Sikand Kauts, 2010. Scale of parenting style is the type of questionnaire with multiple type questions. This scale consists of 30 items, all having four options. Each option depicts a different parenting style viz, Authoritative Parenting Style Authoritarian Parenting Style, Permissive Parenting Style and Mixed parenting Style". The scale of parenting style has only construct validity

PROCEDURE

In order to conduct the study of 300 students of 12th class of Senior Secondary School of Jalandhar district will be selected as sample. Mental health inventory by Arun Kumar Singh and Alpana Sen Gupta will be administered on selected students and sample will be segregated in two categories viz. a viz. good mental health and bad mental health. Parenting style scale will be administered

and segregated students will be further segregated into different parenting styles. The social intelligence scale will be administered the score of social intelligence will be taken and data will be given statistical treatment.

STATISTICAL TECHNIQUE: The data was analyzed using Two ways analysis of variance to find out the significant differences between groups. Mean and standard deviation of various subgroups will be computed to understand the nature of data The Data Obtained has been analyzed under the following headings:

RESULTS AND DISCUSSION

This portion of the study presents the results of the data gathered by the researcher.

SOCIAL INTELLIGENCE IN RELATION TO THEIR MENTAL HEALTH AND PARENTING BEHAVIOUR STYLE

The Means of Sub Groups Of 2×2 Factorial Design on the Scores of Social Intelligence have been Calculated and Presented Below in table 1.

TABLE 1

Means and SDS of sub groups of ANOVA for 2×2 factorial design on the scores of social intelligence

		PS I	PS II	PS III	PS IV
Poor MH	N	35	35	15	4
	Mean	1.77	2.66	1.20	2.50
	Std. Deviation	1.942	3.489	1.082	1.291
Good MH	N	29	39	15	9
	Mean	2.72	2.69	2.00	2.67
	Std. Deviation	1.869	1.688	1.773	1.323

In order to analyze the Variables, the obtained scores were subjected to Anova. The results have been presented in Table 2

TABLE 2

2×2 analysis of variance on the score of social intelligence in relation to their mental health and parenting behavior style.

Source	Sum of Squares	df	Mean Square	F
Mental Health (A)	19.245	1	6.245	4.02*
Parenting Style (B)	38.888	3	12.962	2.70*
Interaction (A×B)	8.219	3	2.740	.573
Within	827.558	173	4.784	
Total	1919.352	181		

* Significant at 0.05 Level of Confidence

MAIN EFFECTS

MENTAL HEALTH (A)

From the results inserted in the table 4.2 revealed that the variance ratio or F is 4.02 & the degree of freedom between means is 1 and among groups is 173. Entering table F with these degree of freedoms it may be observed that the F of magnitude 4.02 > 3.90 at .05 level of confidence. So F-ratio for the difference between the means of social intelligence with two groups of mental health (good mental health & poor mental health) was found to be significant at 0.05 level of confidence. Hence, the data provides sufficient evidence to reject the hypothesis H₁ viz., "There exists no significant difference in social intelligence of sr sec school students in relation to mental health.(Good mental health and Poor mental health)

Further the mean table 4.1 reveals that students having Good mental health has high social intelligence and students having poor mental health has low social intelligence. So mental health is very important to make students socially intelligent.

The results are in tune with the findings of

Bernard (1982) emphasized that the mental health of teachers will be considered by their attitude towards the profession and the social intelligence. It is important for teachers to take an optimistic view of the profession as is possible, because the mental health of teachers depends upon it, but even more because it will be reflected in the effectiveness of the work done.

Khoshakhlagh & Faramarzi (2012) investigated the relationship between social intelligence and mental health among high school students in the city of Iran (Rasht) Findings showed that there is significant relationship between components of social intelligence of students with mental health that predictive variables can explain about 29 percent of criteria variable.

PARENTING BEHAVIOUR STYLE (B)

From the results inserted in the table 4.2 revealed that the variance ratio or F is 2.70, the df between means is 3 and among groups is 173. Entering table F with these df's it may be observed that the F of magnitude 2.70 > 2.66 at 0.05 level of confidence. So that F ratio for the difference between the means of social intelligence with four types of parenting styles i.e. Authoritative, Authoritarian, Permissive, Mixed are found to be significant at .05 level of confidence. Hence, the data provide sufficient evidence to reject the hypothesis H₂ viz., "There exists no significant difference in social intelligence of sr sec school students in relation to their parenting styles. (Authoritative, Authoritarian, Permissive & Mixed parenting style.)

Further the mean table 4.1 reveals that students having Parenting style (IV) i.e. mixed parenting style has high social intelligence and parenting style (iii) i.e. permissive parenting style has low social intelligence. It means mixed parenting style is essential to develop capability to solve problems of social life and managing the life task.

The results are in tune with the findings of

Dornbusch, Ritter, Liederman, Roberts, & Fraleigh (1987) studies Parents affect a child's cognitive and social competence and, in turn, academic achievement, through their behaviors involved in parenting

Mc Neal Jr (1999) studies shows that students' truancy and drop-out rates are lower if parents are involved in parent-teacher associations (PTAs), discuss educational matters with their child, or monitor their child's behavior.

TWO ORDER INTERACTION**MENTAL HEALTH AND PARENTING BEHAVIOUR STYLE (A×B)**

From the results inserted in the table 4.2 revealed that the variance ratio or F is .573, the df between means is 3 and among groups is 173. Entering table F with these df's it may be observed that the F of magnitude.573 < 2.66 at .05 level of confidence. So the F- ratio for the interaction between mental health and parenting style on the score of social intelligence are not found to be significant at 0.05 level of confidence. Thus the data does not provide sufficient evidence to reject the hypothesis H₃ viz, "There exists no significant interaction effect between mental health & parenting style of sr sec school students on the score of social intelligence.

VARIOUS DIMENSIONS OF SOCIAL INTELLIGENCE IN RELATION TO THEIR MENTAL HEALTH AND PARENTING BEHAVIOUR STYLE

The means of sub groups of 2×2 factorial design on the scores of various dimensions of social intelligence have been calculated and presented below in table 3.

TABLE 3

Summary of means and standard deviations of sub groups of ANOVA for 2×2 factorial design on various dimensions of social intelligence

			Parenting Style			
			Atve	Atian	Perm	Mixed
Dimension A (Patience)	POORMH	N	35	35	15	4
		M	17.97	18.20	17.60	17.00
		STD	2.905	2.898	3.418	1.414
	GOOD MH	N	29	39	15	9
		M	19.62	19.41	19.13	21.33
		STD	3.299	2.890	1.506	1.658
Dimension B (cooperativeness)	POORMH	N	35	35	15	4
		M	24.29	23.63	22.87	24.00
		STD	4.026	3.361	3.623	2.944
	GOOD MH	N	29	39	15	9
		M	25.21	25.46	25.80	26.00
		STD	4.212	4.045	2.678	4.243
Dimension C (confidence)	POORMH	N	35	35	15	4
		M	19.49	19.40	19.47	20.50
		STD	3.355	2.511	2.774	.577
	GOOD MH	N	29	39	15	9
		M	20.76	20.77	21.73	22.67
		STD	2.531	2.158	2.576	1.871
Dimension D (sensitivity)	POORMH	N	35	35	15	4
		M	19.80	19.34	19.67	20.25
		STD	2.632	3.226	2.526	1.258
	GOOD MH	N	29	39	15	9
		M	20.24	20.23	20.80	20.11
		STD	2.278	2.006	2.731	1.691
Dimension E (recognition of social environment)	POORMH	N	35	35	15	4
		M	1.229	1.143	.800	1.000
		STD	.9727	.7334	.8619	.8165
	GOOD MH	N	29	39	15	9
		M	1.345	1.205	1.467	1.778
		STD	1.078	.6147	1.1872	1.5635
Dimension F (tactfulness)	POOR MH	N	35	35	15	4
		M	3.26	3.03	3.13	2.00
		STD	.780	1.224	1.552	.816
	GOOD MH	N	29	39	15	9
		M	3.10	3.49	3.27	3.00
		STD	1.047	1.211	1.280	.866
Dimension G (sense of humour)	POORMH	N	35	35	15	4
		M	2.09	2.00	2.80	2.50
		STD	1.121	.874	1.265	1.732
	GOOD MH	N	29	39	15	9
		M	3.07	2.38	2.73	2.11
		STD	1.510	1.369	1.335	1.054

In order to analyze the variables, the obtained scores were subjected to anova. The results have been presented in table 4

TABLE 4
Summary of two way ANNOVA Of various dimensions of social intelligence

DIMS		A M H	B P S	A×B	SSW	TSS
Dimension A (Patience)	MS	124.481	2.230	21.853	1418.168	65829.73
	F RATIO	15.185*	3.118*	2.67*		
Dimension B (Cooperativeness)	MS	96.610	1.824	40.534	2507.899	112840.684
	F RATIO	6.664*	.126*	2.79*		
Dimension C (Confidence)	MS	81.840	8.761	22.239	1183.043	76242.84
	F RATIO	11.968*	2.69*	3.25*		
Dimension D (Sensitivity)	MS	8.827	1.737	1.689	1109.091	73341.000
	F RATIO	1.377	.271	.263		
Dimension E (Recognition of Social Environment)	MS	4.306	.327	.995	149.057	431.000
	F RATIO	4.998*	.379*	1.155*		
Dimension F (Tactfulness)	MS	3.382	1.858	1.669	222.757	2073.000
	F RATIO	2.626	1.443	1.296		
Dimension G (Sense of Humour)	MS	1.361	3.039	2.838	269.058	1351.000
	F RATIO	.875	1.954	1.825		

Degree of freedom between (MH) = 1

Degree of freedom between (PS) = 3

Degree of freedom within (PS) = 173

* Significant at 0.05 Level of Confidence

MAIN EFFECTS

DIMENSIONS OF SOCIAL INTELLIGENCE WITH MENTAL HEALTH (A)

It may be observed from the table 4.4 that F ratio for the difference between means of various dimensions of social intelligence namely DI (patience), DII (cooperativeness), DIII (confidence), DV (recognition of social environment) was found to be significant at .05 level of confidence. Whereas F ratio for the difference between means for D IV (sensitivity), D VI (tactfulness), DVII (sense of humour) was not found to be significant even at .05 level of confidence. It indicates that all the dimensions except DIV "sensitivity" D VI, "tactfulness" D VII, "sense of humour" of two groups namely poor mental health and good mental health were found to be different. This indicates that DI (patience), DII (cooperativeness), D III (confidence) D V (recognition of social environment) are significantly different in relation to poor mental health and good mental health. Thus the data provide sufficient evidence to reject the hypothesis H4 namely "There is no significant difference on the scores of various dimensions of social intelligence in relation to mental health". But the hypothesis is not rejected in case of D IV, D VI and D VII.

The examination of corresponding group mean from the Table 4.3 revealed that

In case of D I (Patience) the corresponding results suggested that:

The mean score of patience D I of social intelligence with good mental health is higher than poor mental health. So students having good mental health have more patience than students having poor mental health. So good mental health is required for calm endurance under stressful situations.

The same has been depicted through graph in Fig. 4.1

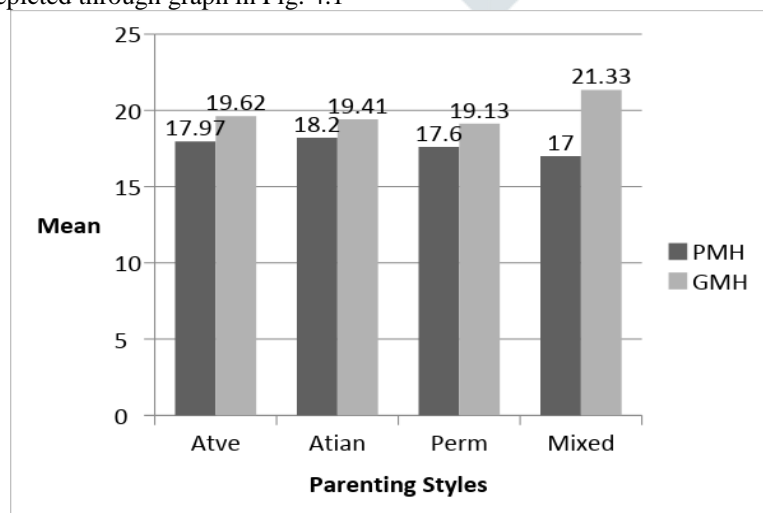


Fig. 1: Graphical presentation of D I (patience) of social intelligence in relation to mental health and parenting styles

In case of D II (cooperativeness) the corresponding results suggested that:

The mean score of cooperativeness D II of social intelligence with good mental health is higher than poor mental health. Further the mean table reveals that students having good mental health are more cooperative than students having poor mental health. So good mental health is required for ability to interact with others in a pleasant way to be able to view matters from all angles. The same has been depicted through graph in Fig. 2

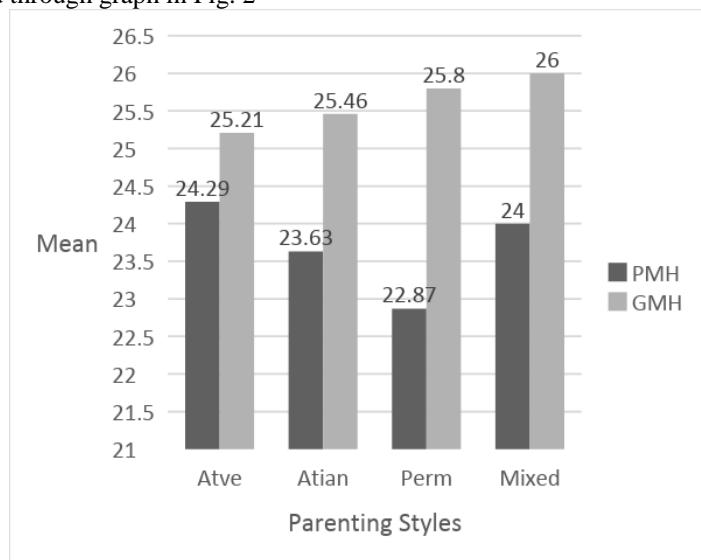


Fig. 2: Graphical presentation of D II (Cooperativeness) of Social Intelligence in relation to Mental Health.

In case of D III (Confidence) the corresponding results suggested that:

The mean score with D,III of social intelligence with good mental health is higher than poor mental health. Further the mean table reveals that students having good mental are more confident than students having poor mental health. So good mental health is required for firm trust in oneself and ones chances.

The same has been depicted through graph in Fig. 3

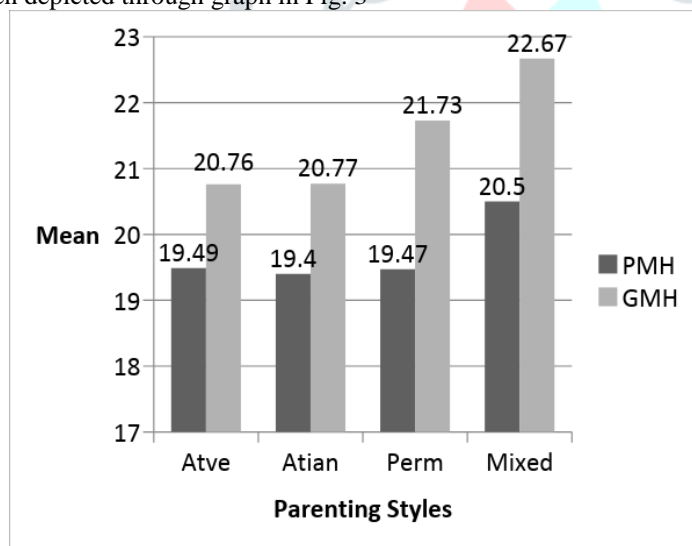


Fig. 3: Graphical presentation of D III (Confidence) of Social Intelligence in relation to Mental Health.

In case of D V (Recognition of Social Environment) the corresponding results suggested that:

The mean score with DV of social intelligence with good mental health is higher than poor mental health. Further the mean table reveals that students having good mental health have more recognition towards social environment than students having poor mental health. So good mental health is required for ability to perceive the nature and atmosphere of the existing situation. The same has been depicted through graph in fig 4

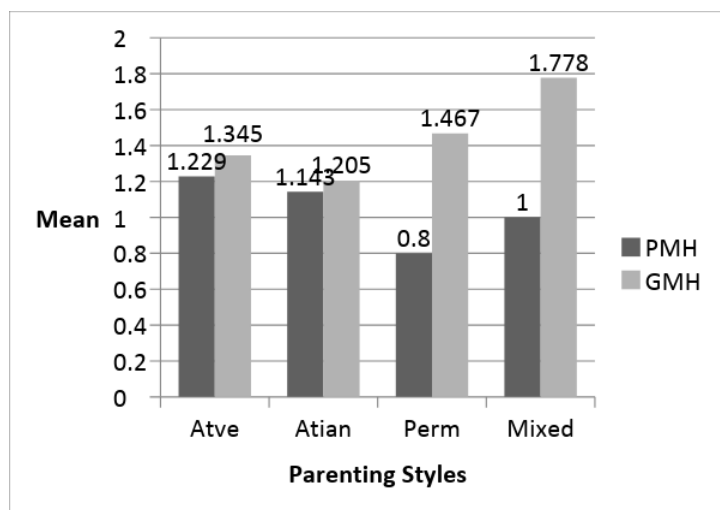


Fig. 4: Graphical presentation of D V (Recognition of Social Environment) of Social Intelligence in relation to Mental Health.

The results are in tune with the findings of

Khoshakhlagh & Faramarzi (2012) investigated the relationship between social intelligence and mental health among high school students in the city of Iran (Rasht). Findings showed that there is a significant relationship between components of social intelligence of students with mental health that predictive variables can explain about 29 percent of the criteria variable.

Chauhan (1987) also opined that mental health is a condition that permits the maximum development of social intelligence. Physical, intellectual and emotional state of an individual is also developed through mental health, so that he can contribute maximum to the welfare of the society and can realize his ideas and crisis of life. Mental health is a global term which refers to that condition of an individual which results from the normal organization and functioning of his mind.

DIMENSIONS OF SOCIAL INTELLIGENCE WITH PARENTING STYLES (B)

It may be observed from the table 4.4 that F ratio for the difference between means of various dimensions of social intelligence namely D I (patience) & D III (confidence) was found to be significant at .05 level of confidence. Whereas F ratio for the difference between means for D II (cooperativeness), D IV (sensitivity), D V (recognition of social environment), D VI (tactfulness), D VII (sense of humour) was not found to be significant even at .05 level of confidence. This indicates that all the dimensions except D II (cooperativeness), D IV (sensitivity), DV (recognition of social environment), D VI (tactfulness), DVII (sense of humour) were found to be different. Thus the data provide sufficient evidence to reject the hypothesis H5 namely "There is no significant difference on the scores of various dimensions of social intelligence in relation to parenting style". But the hypothesis is not rejected in case of D II, D IV, D V, D VI and D VII.

The examination of corresponding group mean from the table 4.3 reveals that

In case of D I (Patience) the corresponding results suggested that:

The mean score of patience D I of social intelligence with mixed parenting style is higher than other parenting styles. So students having mixed parenting style have more patience.

In case of D III (confidence) the corresponding results suggested that

The mean score with DIII of social intelligence with mixed parenting style is higher than other parenting styles. So students having mixed parenting style have more confidence.

The results are in tune with the findings of

Astone and McLanahan (1991) analyse data from the High School and Beyond Study, and show that students are socially intelligent, mentally healthy & their educational outcomes are better, if parents want their children to graduate from college, supervise their schoolwork, or simply talk to them at least weekly.

Baumrind, D. (1991). The influence of Parenting Style on adolescent competence and substance use. *Journal of Early Adolescence*, Vol. 1 pp. 56-95.

INTERACTION BETWEEN MENTAL HEALTH AND PARENTING ON THE SCORE OF DIMENSION OF SOCIAL INTELLIGENCE

It may be observed from the table 4.4 that the interactions between mental health & parenting style were found to be significant at .05 level of confidence on dimension DI (patience), D II (cooperativeness), D III (confidence). Thus the data provide sufficient evidence to reject the hypothesis H6 namely "There is no significant difference on the scores of various dimensions of social intelligence in relation to mental health and parenting styles". Whereas the hypothesis is not rejected in case of (D IV, D V, D VI, D VII).

The examination of corresponding group mean from the table 4.3 revealed that

In case of D I (Patience) of social intelligence suggested that:

- The mean score of poor mental health with parenting style II is higher than other parenting styles i.e parenting style I, III & IV namely Authoritative, Permissive and Mixed.
- The mean score of good mental health with mixed parenting style i.e parenting style IV is higher than other parenting styles i.e parenting style I, II, & III namely Authoritative, Authoritarian and Permissive.

In case of D II (Cooperativeness) of social intelligence suggested that:

- The mean score of poor mental health of parenting style II is higher than other parenting styles i.e parenting style I, III & IV.
- The mean score of good mental health with mixed parenting style i.e parenting style IV is higher than other parenting styles i.e parenting style I, II, & III.

In case of D III (Confidence) of social intelligence suggested that:

- The mean score of poor mental health with mixed parenting style is higher than other parenting styles i.e parenting style I,II & III
- The mean score of good mental health with mixed parenting style i.e parenting style IV is higher than other parenting styles i.e parenting style I, II, & III.

The results are in tune with the findings of

Maccoby (1992). What effect do these parenting styles have on child development outcomes- Presented at the Annual Meeting of the South Eastern Psychological Association.Pp 29.

McLaine Mckay (2006). Parenting practices in Emerging Adults.

Ruth K Chao (1995). The parenting of immigrant Chinese and European American Mothers; relation between Parenting Styles, Socialization Goals and Parental Practices. In University of Colifornia, Riverside.

Conclusion

Studies have shown that Social Intelligence is a strong indicator of academic performance, social skills, making positive decisions, and a general sense of well-being in students. SI skills are vital to the health and academic success of school children and adults. . It can appear at times that new technological advancements help us to interact more through social media outlets, yet, we may also lose the important element of the social interactions that we used to hold as common sense SI can be taught through Social Emotional Learning (SEL) programs. These programs focus on helping students develop self-awareness, relationship skills, and responsible decision-making

The investigator found that, there was significant difference in social intelligence of students in relation to mental health and parenting styles which shows that the good mental health and parents styles to nurture their child has vital for social intelligence. There are many social skills like patience, cooperativeness confidence, to understand the social environment which are effected by metal health and parents styles of students

So to address this issue, schools must begin to think outside of data-driven instruction as a means of successful development for students. Schools and teachers have an important role in the recognition of mental health problems and in promoting mental wellbeing for all children.

“Research has shown that mental health promotion and prevention programmes have significant benefits for children and teenagers. The earlier the intervention and the quicker a problem is picked up, treated and managed, the better the long-term outcome for the child and family,” says consultant psychiatrist Dr Sarah Buckley.

Implementing more emotional and social learning will require a new movement in education. It is not enough to train and develop the brains of our children, while leaving their hearts empty or unloved. In order to make our children more prepared for the real world, teachers must look beyond grit and structure. “Sometimes teachers are the first people to identify a problem and to let parents know so that they can hopefully access services for their child. We saw the need for a resource or guide for teachers to go to for advice and information on mental health in children and teenagers.” We must teach our children to feel, to adjust, and to thrive in the face of any adversity they may encounter.

It is important for parents to notice and evaluate any difficulties your child faces. They have to check their parenting styles .Peer rejection, bullying, conflict, social isolation, depression, anger, anxiety, and poor academic performance may all be signs of poor social skills. Addressing these issues when first noticed will help parents, teachers, and other professionals develop a plan to work with the child to improve their behavior or address social skill challenges. This will typically help the child begin to feel better, too Baumrind believed that parents should be neither punitive nor aloof. Rather, they should develop rules for their children and be affectionate with them. These parenting styles are meant to describe normal variations in parenting, not deviant parenting, such as might be observed in abusive homes. In addition, parenting stress can often cause changes in parental behavior such as inconsistency, increased negative communication, decreased monitoring and/or supervision, setting vague rules or limits on behavior, being more reactive and less proactive, and engaging in increasingly harsh disciplinary behaviors

The importance of clear consistent communication between school and home is highlighted as this helps to ensure the child is getting the same message from Classrooms also provide our students the opportunity to work together collaboratively to reach a common goal. It's very important that Students should learn how to see the world and their situations objectively. They learn how to take honest inventory of themselves and interact with other students. This is often at the core of any team effort. In short as our world continues to evolve and become more technologically advanced we too must also evolve and help our students to navigate the very tricky waters of appropriate social interaction.

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