EXAMINATION OF SOCIAL INTELLIGENCE IN PRIMARY SCHOOL STUDENTS IN TERMS OF SOME VARIABLES

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ABSTRACT

The aim of this study is to investigate whether the social intelligence levels of the primary school 2, 3 and 4 students differ according to some variables.

The population of the consists of a total of 174 students (90 female, 84 male) studying in the 2nd, 3rd and 4th grades of primary schools in Tufanbeyli district of Adana province during the 2016-2017 education period. In order to determine social intelligence levels of primary school students; Developed by the researcher "Tromso Social Intelligence Scale (TSIS)" was used. F test, t test and turkey test were used to analyze the data. In the interpretation of the results, the error margin of .05 was taken as the upper value.

As a result of the research, there were no meaningful differences found between the levels of social intelligence according to gender. According to the income level of the family, ones that have higher income than 2501 was found to be higher than the income between 0-1301 and 1301-2500. In short, the social intelligence of the children with high income was found to be higher than the children with low income. According to the mother's educational status, the social intelligence level of the children of mothers with university degrees was higher than the children of mothers with high school and primary education. There were no meaningful differences found between the scores they got and father's educational status.

Key Words: Social Intelligence, Primary School

1. INTRODUCTION

Because human beings are social beings, they want to share their feelings with other people who live in their environment. In addition, what they think and what they say is of great importance. It forms the building blocks of the philosophy of life.

W. Carl Jack Jackson says his several months lasted journey; I've had an unbearable sense of loneliness, while crossing the Atlantic Ocean I understood that; human life alone cannot survive alone, and when you are alone life has no meaning at all (Abaci, 2004: 173).

In addition, there are some people who are able to be alone even among crowded masses of people. They are only people who take care of their own ideas and keep their minds on others' ideas. The most important point they forget is that every human being has different ideas, different personal characteristics and different skills. Each person's dreams and in accordance with these dreams the goals he/she wants to achieve are different. We call these people who cannot realize this, people who are not socially developed. It is seen that these socially undeveloped people are severed their ties to society and become insensitive to society over time. They have improved a personality that exists in their own imagination world and closed itself to external receivers.

When we consider socialized individuals who are socially developed, they behave in accordance with the values of society. The people who are engaged in society and the society is able to establish a balance between the society and the wishes and expectations of the people in their lives, to be able to share with them to cooperate, to be able to exchange ideas with them and empathy to express their feelings in a beautiful way they can. (Çağdaş and Seçer, 2002: 35-36).

It is the social skills that human beings have gained in adapting to the society in which they live, and that they are socially compatible with society. Social skills are the most important element of social intelligence. What is social intelligence?

Social intelligence includes the ability to spend time with other people in society, to listen to them, to express themselves to others and to maintain relationships with other people in society. The individual with high social intelligence is delighted to be in contact with other people in the society, while respecting the feelings and thoughts of other people and expecting to be worthy of the same attention. He likes activities with others. He cares a lot about the ideas of others, and patiently tries to understand their ideas and thoughts. He/she has a leadership characteristic and tries to shape and orient the events and situations according to their wishes and thoughts. His/her motivation is quite high. Communication channels are completely open. People with this type of intelligence have the ability to put themselves in shoes of others and to understand them, to identify themselves with feelings and beliefs. **(https://cocukvezeka.wordpress.com, 2016**)

Early studies on social intelligence began in the 1920s by Thorndike. Thorndike (1920) began by identifying social intelligence as the art of understanding people who are far

from prejudices and a wise attitude in their relations with people. In this definition of social intelligence, there are two dimensions: cognitive (understanding of people) and behavioral (intelligent behavior in human relations). Later, studies on social intelligence were generally based on this definition (Walker and Foley, 1973; Keating, 1978; Ford and Tisak, 1983; Marlowe, 1986; Kosmitzki and John, 1993; Silvera et al., 2001).

Considering the personality traits of students with strong social intelligence; it is seen that these students have good empathy skills, can cooperate with others, and enjoy socializing (Saban, 2004: 13).

One of the most important goals of education is the development of social skills in students and its application to real life. (Çubukçu and Gültekin, 2006). Because the child's social development at a young age is the basis of his future life (Çubukçu and Gültekin, 2006). The proverb supports this idea; "why break the habit of a lifetime."

If a healthy society is to be created in the future, today's children need to acquire social skills and positive personality traits at maximum level. This is the critical period in the acquisition of these features are primary school ages. Primary school is the basis of education and education. Teachers who are the main implementers in this education have big burdens (MEB, 2005).

Education has been an activity that humanity has been interested in for thousands of years. The fact that humanity is in a permanent development process has also shown changes and developments parallel to it in the structure of education. Human being must live in society and therefore must live in harmony with society. In order for the individual to live in the society that he lives in, he needs to understand the rituals and customs, the institutions that make up the society, how these institutions work, and how they connect with each other. It is not possible for the individual to learn in the family which is the first place of education. The biggest task here awaits the educational institutions. (Öztürk, 1993; 5).

One of the most crucial functions of educational institutions is to educate the child as a good citizen. For this purpose, educational institutions, socialization of the child, the values of the society, the culture of the society, enabling the institutions to recognize; use the

opportunities and possibilities provided by the society to the behavior in society according to their roles. By fulfilling out this function, educational institutions ensure that both the individual is happy and productive and the continuity of the society (Erden, 1996; 11).

One who live with family also develops the social intelligence in the following years in parallel with the social skills gained in schools. It is with the family from the time the child was born to the school age. The mother, who spent more time with the child in particular, has big responsibilities. Therefore, mother's education, culture, economic income and so on. the reasons have an important place in the socialization of the child. The education that the child receives from the moment he was born until the school age will cause the social skills to reach the highest level in the school period thanks to the school family cooperation. The most critical period of school age is primary school ages. Children will enhance a healthy social personality when the bond between parents and teachers is very strong in this period.

2. METHOD

In this part, the population of the study, the sample, the data collection tools used in the research and the analysis of the data are explained in detail.

2.1. Population

The population of this research consists of 2nd, 3rd and 4th class volunteer students of primary schools in Tufanbeyli district of Adana province in the 2016-2017 academic year.

2.2. Sampling

The sample of research climb was determined by cluster sampling method (Kaptan 1998: 121). Branches selected from grades 2, 3 and 4 of each sampling will be selected by random sampling.

2.3. Data Collecting Tool

The data required for this research were collected directly from the students taking samples. "Tromso Social Intelligence Scale" was used in order to determine the social

intelligence level of the children with the dependent variable of the study. Tromso Social Intelligence Scale, Personal Information Form was used in groups in class environment by going to primary schools. The application lasted an average of 40 minutes with explanations.

2.4. Tromso Social Intelligence Scale

Tromso Social Intelligence Scale (TSIS) (Tromso Social Intelligence Scale-TSIS) was developed by Silvera et al. (2001). The scale was adapted to Turkish by the researcher Tayfun DOĞAN in 2005 at Sakarya University Social Sciences Institute for the study of "Examination of Social Intelligence Levels of University Students with Depression and Some Variances". The social intelligence scale is a 21-item self-report tool designed to reveal the level of social intelligence. TSIS measures social intelligence in three different areas. In addition, the total level of social intelligence is revealed. The subscales are;

1. Social information process
2. Social skills
3. Social awareness

The social information process consists of 8 items, social skills 6 and social awareness consists of 7 items. A quintet likert type response key was prepared for the items in the scale. The lowest score is 1 and the highest score is 5. The lowest score that can be obtained from the scale is 21 and the highest score is 105. In the subscales, the highest score of the social information subscale is 40, 8 is the lowest, for the social awareness 35 is the highest and 7 is the lowest score.

2.5. Personal Information Form

In the research the Personal Information Form developed by the researcher was used to collect information about the gender, family education level and family income level variables of the students considered as independent variances

2.6. Analysis of Data

In this study, the students' Tromso Social Intelligence Scale scores and gender, age, class, number of siblings, family income, father's occupation and education status of parents were tested. The t-test and F-test were used to test these variables. In the situations that the difference between averages meaningful the Tukey test was used.

3. FINDINGS AND COMMENT

Dimensions	Gender	N	X	Ss	t	p
Social Information	Girl	90	28,03	7,81	1,050	,295
	Boy	84	26,94	5,65		
Social Skill	Girl	90	19,11	5,35	-,004	,997
	Boy	84	19,21	4,75		
Social Awareness	Girl	90	22,66	5,86	-1,276	,204
	Boy	84	25,79	22,46		

Table 1. The *t* test results related to social intelligence level sub dimensions of primary school students depending on gender

When the social dimensions of primary school students were examined according to gender, the arithmetic average of female students (X = 28.03) and the arithmetic average of male students (X = 26.94) were found in the Social Studies sub-dimension. There was no significant difference found between the averages (t = 1.050 p> .05). When the social skill subscale scores were examined, the arithmetic mean of the female students (X = 19,11) and the arithmetic mean of the male students (X = 19,21) were found. There was no significant difference between the means (t = -, 004 p> .05). When the Social Awareness subscale scores were examined, the arithmetic average of the female students was (X = 22.66) and the arithmetic average of the male students found as (X = 25.79). There was no meaningful difference found between the averages (t = -, 004 p> .05).

Table 2. *F* test results related that if there is difference or not in the social intelligence level sub dimension of primary school students depending on family income

DIMENSIONS	Income	N	X	Ss	F	P
Social Information	0-1300 TL	71	27,46	8,18		
	1301-2500 TL	50	27,82	6,05	,086	,918
	2501 TL and over	53	27,26	5,62		
Social Skill	0-1300 TL	71	18,46	5,16		
	1301-2500 TL	50	17,22	4,29	15,480	**,000**
	2501 TL and over	53	22,09	4,32		
Social Awareness	0-1300 TL	71	21,67	5,07		
	1301-2500 TL	50	21,12	3,71	4,396	**,014**
	2501 TL and over	53	23,50	3,80		

When the subscales of Social Intelligence Scale were analyzed according to the family income of the students, there was no significant difference found in **Social Information** sub-dimension. There were meaningful differences in **Social Skills and Social Awareness** subscales. Significance analysis was performed to determine which group the difference was derived depending on family income. Table 3 gives the findings of the Tukey Test to determine which groups are different from the family income.

Table 3. Mutiple comparison test reults related tp the difference that fro which group it was derived in social intelligence sub dimensions depending on family incomes

Dimensions	(I) Gelir	(J) Gelir	Difference between averages (I-J)	SH	Sig.
Social Information	0-1300 TL	1301-2500 TL	-,35521	1,27341	,958
		2501 TL and over	,20064	1,25208	,986
Social Skill	0-1300 TL	1301-2500 TL	1,24479	,86419	,323
		2501 TL and over	**-3,62955**[*]	,84972	,000
Social Awareness	0-1300 TL	1301-2500 TL	,55606	,80214	,768
		2501 TL and over	-1,83338	,78871	,055

When the Social Intelligence Scale scores are examined according to the students' income; Social skill level of students with a income of 2501 TL and above is higher than the students with 0-1300 TL and 1301- 2500 TL. The data on the educational status of students' mothers of the sub-dimensions of Social Intelligence Scale are given in Table 4.

Table 4. *F* **test results related that if there is a difference or not in social intelligence level sub dimensions of students depending on educational status of mother**

DIMENSIONS	Mother Education status	N	X	Ss	F	P
Social Information	Primary school	49	27,79	8,96	3,317	**,039**
	High School	65	25,90	5,75		
	University	60	29,00	5,61		
Social Skill	Primary School	49	17,67	5,51	6,843	**,001**
	High School	65	18,70	4,43		
	University	60	21,01	4,83		
Social Awareness	Primary School	49	20,02	5,71	6,824	**,001**
	High School	65	21,80	3,55		
	University	60	30,14	25,91		

When the sub-dimensions of Social Intelligence Scale were analyzed according to the education level of the mothers of the students, a significant difference was found in the Social Knowledge, Social Skills and Social Awareness sub-dimensions. Significance analysis was performed to determine which group was the cause of difference according to mother education level. Table 5 gives the findings of the Tukey Test to determine which groups differ according to the level of mother's education.

Table 5. Multiple comparison test results of the social intelligence scale sub-dimensions related to the difference that from which group it was derived depending the mother's education level

Dimensions	(I) Education	(J) Education	Difference Between averages (I-J)	SH	Sig.
Social Information	University	Primary School	1,20408	1,30372	,626
		High school	**3,09231***	1,21218	,031
Social Skill	University	Primary School	**3,34320***	,94251	,001
		High School	**2,30897***	,87633	,025
Social Awareness	University	Primary School	**10,12793***	3,01822	,003
		High School	**8,34833***	2,80630	,009

When the Social Intelligence Scale scores of the mothers were examined, it was revealed that the social education level of the mother was higher in the social skills sub-dimension compared to the students whose high school education level was high. When the social skill sub-dimension is examined, it is seen that the social skill levels of the students whose mothers have a university education level are high. It was found that the social awareness of the students whose mother was a university graduate was high in goodness of the students whose mother was a high school and primary school.

Table 6. *F* **test results related that if there is a difference or not in social intelligence level dimensions of primary school students depending on father's education status**

DIMENSIONS	Father Education	N	X	Ss	F	P
Social Information	Primary	61	27,42	8,75	,762	,468
	High School	65	27,04	5,27		
	University	47	28,83	6,43		
Social Skill	Primary	61	19,29	5,38	,026	,974
	High School	65	19,09	4,87		
	University	47	19,16	4,99		
Social Awareness	Primary	61	21,62	5,54	1,573	,210
	High School	65	26,41	22,90		
	University	47	23,38	4,95		

When the Sub dimensions of Social Intelligence Scale depending on fathers' education levels there was no meaningful difference found in **Social Skill, Social Information and Social Awareness** sub dimensions.

4. RESULT AND SUGGESTIONS

In this section, the results acquired by interpreting the findings of the study and the suggestions made based on these results are included.

4.1. Result

When we consider the "Tromso Social Intelligence Scale (TSIS)" results there were no significant differences found between the girls and boys in terms of gender. When we look at the income level of the family, which is another variable, there are significant differences. The income levels of the families with high income level of 2501 and above, the income of children between 0-1300 and 1301-2500, ie, lower than the income of families with lower levels of social intelligence was found. Another important variable is the education level of parents. When we look at the mother's educational status, significant differences were found. Social intelligence levels of mothers who were university graduates' children were found to have higher social intelligence levels than the social intelligence of their mothers in high school and primary school children. The gender and father's education, which there was no difference found among them, may vary from region to region.

4.2. Suggestions

1. Family is the first house of education from the moment the child's birth. In the family, the mother is the person who spends most of the time with the child and affects her most. For this reason, before the child is born, we need to raise the awareness of mother candidates by organizing courses and organizing seminars. If there are missing or incorrect information about child care and care, we must correct and update. It should not be forgotten that mothers educate young people who are the guarantee of our future. Each healthy individual will be the cornerstones of a healthy society.

2. According to the results of the research, it was observed that the social intelligence level of the children of mothers whose education level is university is higher than that of mothers with primary and high school. Therefore, given that each girl will be a mother-to-be, a different positive distinction can be applied to the issue of giving girls a special importance and according to their education.

3. The basis of education is the primary school. Here, the teacher has great duties. Collaboration should be provided between the teachers and the teacher. Of course, in addition

to the teachers, the Ministry of National Education has responsibilities in terms of meeting the physical needs and technological equipment of the school at the maximum level. In a classroom with adequate physical equipment, the teacher will be able to perform his / her course in a more comfortable and successful way. In many primary schools, we see that technological and physical facilities are not sufficient. This is one of the biggest reasons for the decrease in school success.

4. Non-governmental organizations and the state should be entitled to the families who cannot read their children due to financial difficulties and must cover the costs of education. Scholarships and dormitory needs should be covered especially during university years.

5. It should not be allowed to marry very young girls and serious measures should be taken to prevent this. Here, the duty of the state is to prevent this with serious and deterrent laws.

6. Families with high economic income have high levels of social intelligence in their children. Here, the state needs to review its economic policy. With a fair and stable economic program, the welfare of the people can be increased. Parallel to rising economic income, children's social intelligence will also develop.

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