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A STUDY OF SOCIAL INTELLIGENCE OF UNDERGRADUATE STUDENTS

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Introduction

Social intelligence has its origins in E.L. Thorndike's (1920) division of intelligence into three facts, pertaining to the ability to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence). In his classic formulation, "By social intelligence is meant the ability to understand and manage men and women, boys and girls- to act wisely in human relations". Marlowe (1986) equated social intelligence to social competence. He defined it as the ability to understand the feelings, thoughts and behaviours of persons, including one self, interpersonal situation and to act appropriately upon that understanding." It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education.

Review of the Literature

The review of related literature on social intelligence reveals that the construct of social intelligence has attracted many researchers. Gakhar and Bains (2009) found that arts students are more socially intelligent than science students. Success in academic performance of the students depends on their intelligence (Panigrahi, 2005) and it is positively related to social intelligence (Brown & Anthony, 1990). Higher achievers score more on social intelligence (Saxena & Panigrahi, 2009). Vyrost and Kyselova (2006) investigated interconnections between social intelligence, wisdom, values and interpersonal personality traits. The result revealed close mutual relations between social intelligence & wisdom related knowledge. Chesnokova (2005) observed that the development of social intelligence with age goes through stages. Verma.M.(2002) found that there is a relationship between job satisfaction and job stressors, role commitment, vocational maturity and social intelligence of teachers.

An overview of the related literature on social intelligence gives us a picture that our youth needs to be socially intelligent. Social Intelligence is an important part of human life. Through these researches many researchers have proved that if a human is socially intelligent then he\ she can well adjust in the society.

Rationale of the Study

In today's scenario people are restless and they have less compatibility with one another. So there is a need for study in this area. Social Intelligence is a very important concept in today's scenario. If a person is socially intelligent then he\ she can be well adjusted in his\her life. After graduation the students will be in a competitive world so they have to be socially intelligent. Thus, there is a need for including social intelligence in the college curriculum. There are many researches on emotional intelligence but a research gap exists for the study of social intelligence.

Statement of the Problem

A Study of Social Intelligence of Undergraduate Students.

Objectives

1. To study and assess the Social Intelligence of undergraduate students (age 17-19 years) of a degree college.
2. To compare the Social Intelligence of male and female undergraduate students (age 17-19 years) of a degree college.
3. To compare the social intelligence of humanities and science undergraduate students (age 17-19 years) of a degree college.

Hypotheses

1. Undergraduate students of a degree college will show high Social Intelligence.

2. There will be a significant difference between Social Intelligence of male and female undergraduate students of a degree college
3. There will be a significant difference between Social Intelligence of humanities and science undergraduate students of a degree college.

Research Methodology

In the present piece of work the investigator used the tool for data collection, Social Intelligence Scale (SIS) by N.K. Chadha & Usha Ganesan. The sample consisted of 100 undergraduate students comprising 50 male and 50 female belonging to science and arts subject from the degree college of Noida city, UP. Convenient sampling method was adopted for the selection of the college and purposive sampling for the selection of students.

For obtaining the objectives of the study the following statistical techniques were applied:

1. Mean
2. Standard Deviation
3. t- test

Result and Discussion

Objective I: To study and assess the Social Intelligence of undergraduate students (age 17-19 years) of a degree college.

Hypothesis I: Undergraduate students of a degree college will show high Social Intelligence.

In pursuance of objective no. 1, SI scores of 100 sampled students were calculated and result indicates (Table I) that sampled undergraduate students of a degree college have very low to average SI in all dimensions. Thus, the Hypothesis I is rejected.

Table I showing Social Intelligence of Undergraduate students of Degree College

Groups	Dimensions							
	A	B	C	D	E	F	G	H
I	Very Low	Very Low	Low	Very High	Average	Low	Low	Low
II	Low	Very Low	Very Low	Very High	Average	Low	Low	Low
III	Average	Very Low	Very Low	High	Low	Low	Low	Low
V	Low	Very Low	Very Low	Very High	Low	Low	Low	Low

Objective II: To compare the Social Intelligence of male and female undergraduate students (age 17-19 years) of a degree college.

Hypothesis II: There will be a significant difference between Social Intelligence of male and female undergraduate students of a degree college

In pursuance of objective II, whether there is an existence of any difference in the social intelligence of male and female undergraduate students, the mean and standard deviation of male and female students and Critical ratio were calculated to find out the significance of difference between two means. The obtained statistics is reported in Table II.

Table II showing the Social Intelligence of Male and Female Undergraduate students

S. No	Groups	N	Mean	S.D	t
1.	Male students	50	72.11	10.17	1.09
2.	Female students	50	73.29	10.55	

It is clear that there is no significant difference between the Social Intelligence of male undergraduate students and female undergraduate students of a degree college. Thus, the Hypothesis II is rejected. This result is in contrast to the observations made by Gnanadevan (2007) who did not found any gender differences in the Social Intelligence scores of higher secondary students.

Objective III: To compare the social intelligence of humanities and science undergraduate students (age 17-19 years) of a degree college.

Hypothesis III: There will be a significant difference between Social Intelligence of humanities and science undergraduate students of a degree college.

In pursuance of objective III, whether there is an existence of any difference in the social intelligence of humanities and science undergraduate students, the mean and standard deviation of humanities and science students and Critical ratio were calculated to find out the significance of difference between two means. The obtained statistics is reported in Table III.

Table III showing the Social Intelligence of Humanities and Science Undergraduate students

S. No	Groups	N	Mean	S.D	t
1.	Humanities students	50	73.48	10.29	.59
2.	Science students	50	72..22	10.11	

Limitations

Keeping in view the limitation of available time and resources, the present research worked out in the following delimitation that only students of degree college of Noida city, Uttar Pradesh were considered in the sample.

Findings

After analyzing the data the researcher found that:

- There is a difference between the social intelligence of male and female undergraduate students of a degree college. They have very low to average SI in all dimensions.
- The researcher found that there is no significant difference between the SI of male under graduate students and female undergraduate students of a degree college.
- The researcher found that there is no significant difference between SI of humanities and science under graduate students of a degree college.

Implications

- Today's child will compete in the global market tomorrow. Researchers have the present day work places require socially intelligent people who can control their impulses, communicate clearly, make thoughtful decisions, and solve the problem effectively. Therefore, the colleges should incorporate social literacy program in their curriculum.
- In the light of findings of the present investigations it was seen that there is a difference between the social intelligence of male and female undergraduate students of a degree college. They have very low to average SI in all dimensions. Interventions program for students should be organized to improve their social skills and self-awareness. The youth should be able to critically evaluate themselves and learn to identify their internal negative and positive aspects.

Conclusion

At the end of the study, the researcher found that there is a great need of inculcation of Social values in the youth. If the youth are not enough socially intelligent then they cannot well adjust in the society and their surroundings. Social intelligence is an important concept for the youth. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education.

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