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# A Study of Social Intelligence among College Students in Himachal Pradesh, India

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*A Study of Social Intelligence among College Students in Himachal Pradesh, India*

***Abstract:*** ***The ability to make sense of the actions of others is critical to people's daily functioning. Humans are social beings and are often said to social experts. They understand that people's actions are directed at goals and are driven by intentions. The present study is done with the purpose to examine and measure the Social intelligence and academic achievement among college students of Himachal Pradesh. For the study, the samples were selected on the basis of a random sampling technique which consisted of 280-degree college students (Management = 150 and Social Science= 130) selected from various degree colleges of Himachal Pradesh. The factors of social intelligence included for the study are Patience, Cooperativeness, Confidence, Sensitivity, Tactfulness, Sense of Humor, Recognition of Social Environment, and Memory. A standardized questionnaire of SI by N.K. Chadha and Usha Ganeshan were administrated for this purpose. Proper statistical tools and analysis were applied in order to obtain the results. The study indicates that Social science college students have better social intelligence than Management college students. However, it was found that Management students have better academic achievement than their Counterparts.***

***Key words: Social Intelligence, Academic Achievement, College Students.***

## I. INTRODUCTION

Social intelligence refers to the ability to read other people and understand their intentions and motivations.It also means to understand , analyze and react in different situations. It is basically the capacity to effectively negotiate complex social relationships and environments. As per psychologist Nicholas Humphrey ,it is social intelligence, rather than quantitative intelligence, that defines humans and their core values. According to social scientist Ross Honeywill social intelligence is an aggregated measure of self- and social awareness, evolved social beliefs and attitudes, a capacity and appetite to manage complex social change and situations. The original definition given by Edward Thorndike in 1920 states that"the ability to understand and manage men and women, boys and girls, to act wisely in human relations". It is equivalent to Interpersonal Intelligence, one of the types of intelligence identified in Howard Gardner's Theory of Multiple Intelligences. It may be defined as to deal only with knowledge of social situations, perhaps more properly called social cognition or social marketing intelligence, as it pertains to trending socio-psychological advertising and marketing strategies and tactics according to many researchers. Social intelligence is a person's competence to understand his or her environment optimally and react appropriately for socially successful conduct according to Sean Foleno. The social intelligence states various dimensions of complex socialization such as politics, romance, family relationships, quarrels, collaboration, reciprocity, and altruism. That is, it was the demands of living together amicably that drove our need for intelligence generally. Social intelligence is a critical factor in brain growth, social and cognitive complexity co-evolves.It helps to understand, analyse and respond in different situations. Social Intelligence is measured by social intelligence quotient or SQ which is a statistical abstraction which is similar to the 'standard score' approach applied in IQ tests with a mean of 100. Also scores of 140 or above are considered to be very high. Unlike the standard IQ test, it is not a fixed model. It leans more to Jean Piaget's theory that intelligence is not a fixed attribute but a complex hierarchy of information-processing skills underlying an adaptive equilibrium between the individual and the environment. Therefore, an individual can change their SQ by altering their attitudes and behavior in response to their complex social environment. SQ has until recently been measured by techniques such as question and answer sessions. People with SQs over 120 are considered socially skilled, and may work well with jobs that involve direct contact and communication with other people. Both Nicholas Humphrey and Ross Honeywill believe that it is social intelligence, or the richness of our qualitative life, rather than our quantitative intelligence, that makes humans what they are. Social intelligence is in close relation to cognition and emotional intelligence. Research psychologists studying social cognition and social neuro Management have discovered many principles which human social intelligence operates. M Babu defines social intelligence as "the ability to deal efficiently and thoughtfully, keeping one's own identity, employing apposite social inputs with a wider understanding of social environment; considering empathetic co- operation as a base of social acquaintance." More recently, popular Management writer Daniel Goleman has drawn on social neuro Management research to propose that social intelligence is made up of social awareness that consist of empathy, attunement, empathic accuracy, and social cognition and social facility that includes synchrony, self-presentation, influence, and concern.

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Our social relationships have direct effect on our physical health and the deeper the relationship the deeper the impact as per Goleman's research. Opportunities for social interaction enhance intelligence as per researcher Raymond H. Hartjen. This suggests that children require continuous opportunities for interpersonal experiences in order to develop a keen 'inter-personal psychology'. Traditional classrooms do not permit the interaction of complex social behaviour and learning. Instead, students in traditional settings are treated as learners who must be infused with more and more complex forms of information which may not be easy to process.

The structure of schools today allows very few of these skills, critical for survival in the world, to develop. Because we so limit the development of the skills of "natural psychologists" in traditional schools, graduates enter the job market handicapped to the point of being incapable of surviving on their own. In contrast, students who have had an opportunity to develop their skills in multi-age classrooms and at democratic settings rise above their less socially skilled peers. They have a good sense of self, know what they want in life and have the skills to begin their quest.

## II. IMPORTANCE OF THE STUDY

We all know that Education is considered as instrument for bringing social change in the society. But when such a responsibility is being placed upon the shoulders of the educational institutions, they have to play an important role for bringing a desirable change in the society. A student is the main concern and plays an important role in the educational system which prepares him for future life. In schools and colleges the best records are made by students who have other qualities in addition to intelligence, like persistence and willingness to go along with established routines. From being child to a college going adult . student live and work together in all situations, intelligence and academic achievement are constantly under scrutiny and also being evaluated. The problem under study is a humble attempt to assess the correlation of social intelligence and the academic achievement of college students. Psychologists developed an interest in understanding, promoting, and utilizing individual differences for the development and prosperity of the society. The investigator has reviewed the literature and found it feasible to work on the topic. The study could be a guideline for teachers, educationists and researchers as well as curriculum planners, in order to learn and imbibe coherence and integrity in personality and consistently develop social intelligence among the college students so that the students will be able to acquire basic understanding regarding themselves so that they can tackle with the day to day situations more efficiently and tactfully.

## III. STATEMENT OF THE PROBLEM

The problem selected for the purpose of the present study reads as under:
"A Study of Social Intelligence among College Students in Himachal Pradesh, India"

## IV. OBJECTIVES OF THE STUDY

*1)* To Study the Social Intelligence among College Students.
*2)* To study Social Intelligence among male and female students.
*3)* To Study the Academic Achievement among male and female students.
*4)* To compare various dimensions of Social Intelligence among male and female students.
*5)* To compare Academic Achievement among male and female students.
*6)* To compare various dimensions of Social Intelligence among Management and Social Science College Students .
*7)* To compare Academic Achievement Management and Social ScienceCollege Students.

## V. HYPOTHESIS

The following hypothesis has been formulated for the present study:
*1)* There is a significant difference in dimensions of social intelligence among Male and Female College students.
*2)* There is a significant difference in dimensions of social intelligence among Management and Social Science students
*3)* There is a significant difference in Academic Achievement among Male and Female College students
*4)* There is significant difference in Academic Achievement among Management and Social Sciences students.

## VI. SAMPLE SIZE

The Sample for the present study consisted of 280 degree college students (Management = 150 and Social Science= 130) selected randomly from various degree colleges of Himachal Pradesh. The Samples were selected on the basis of random sampling technique.

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## VII. TOOLS USED

Following tools were used for the data analysis:

*1) Chadha & Ganesan Social Intelligence Scale (1986).*

The data for the present study was collected with the help of standard questionnaire by Chadha and Usha Ganeshan Social Intelligence Scale (1986) which assess the social intelligence of college students.

*2) Academic Achievement*

The sample subjects in their previous class was used as a measure of academic achievement and aggregate percentage of marks obtained by the previous class marks.

*3) Management and Social Science College Students*

Management students in the present study include students who study management subjects like HR, finance, marketing,operations where as Social Science students in the present investigation refers to the students who are studying History, Sociology and Political Management in various degree college of Himachal Pradesh.

## VIII. DATA ANALYSIS

For the purpose of the present research, the investigator used data analysis tools like Mean, S.D, t-test and Percentage.

Table 1: Mean Comparison of Male and Female College Students on various dimensions of Social Intelligence.

| S. No | Dimensions | Group | N | Mean | S.D | t-Value | Level of Significance |
|---|---|---|---|---|---|---|---|
| 1. | Patience | Male | 150 | 20.83 | 1.52 | 3.35 | Significant at.01 level |
| | | Female | 130 | 20.36 | 1.42 | | |
| 2. | Cooperativeness | Male | 150 | 23.95 | 1.75 | 7.11 | Significant at.01 level |
| | | Female | 130 | 25.16 | 1.76 | | |
| 3. | Confidence | Male | 150 | 20.01 | 1.46 | 3.35 | Significant at.01 level |
| | | Female | 130 | 20.48 | 1.43 | | |
| 4. | Sensitivity | Male | 150 | 20.51 | 1.49 | 6.07 | Significant at.01 level |
| | | Female | 130 | 21.36 | 1.49 | | |
| 5. | Recognition of Social Environment | Male | 150 | 1.14 | 0.08 | 14.29 | Significant at.01 level |
| | | Female | 130 | 1.24 | 0.08 | | |
| 6. | Tactfulness | Male | 150 | 3.02 | 0.22 | 27.01 | Significant at.01 level |
| | | Female | 130 | 3.61 | 0.25 | | |
| 7. | Sense of Humor | Male | 150 | 3.13 | 0.22 | 15.02 | Significant at.01 level |
| | | Female | 130 | 3.43 | 0.24 | | |
| 8. | Memory | Male | 150 | 7.72 | 0.56 | 21.02 | Significant at.01 level |
| | | Female | 130 | 8.57 | 0.60 | | |
| Total | | Male | 150 | 99.24 | 7.25 | 6.03 | Significant at.01 level |
| | | Female | 130 | 103.63 | 7.27 | | |
| | | | | | | | |

Table 2: Mean Comparison of Management and Social ScienceCollege Students on various dimensions of Social Intelligence.

| S. No | Dimensions | Group | N | Mean | S.D | t-Value | Level of Significance |
|---|---|---|---|---|---|---|---|
| 1. | Patience | Management | 150 | 20 | 1.47 | 5.64 | Significant at.01 level |
| | | Social Management | 130 | 20.96 | 2.12 | | |
| 2. | Cooperativeness | Management | 150 | 20.56 | 1.73 | 4.07 | Significant at.01 level |
| | | Social Management | 130 | 21.13 | 2.02 | | |
| 3. | Confidence | Management | 150 | 20.42 | 1.50 | 9.35 | Significant at.01 level |
| | | Social Management | 130 | 19.11 | 1.32 | | |
| 4. | Sensitivity | Management | 150 | 20.70 | 1.53 | 3.50 | Significant at.01 level |
| | | Social Management | 130 | 21.19 | 1.47 | | |
| 5. | Recognition of Social Environment | Management | 150 | 1.12 | 0.08 | 20.00 | Significant at.01 level |
| | | Social Management | 130 | 1.26 | 0.08 | | |
| 6. | Tactfulness | Management | 150 | 3.21 | 0.23 | 12.00 | Significant at.01 level |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Social Management | 130 | 3.45 | 0.23 | | |
| 7. | Sense of Humor | Management | 150 | 3.08 | 0.22 | 2.50 | Significant at.01 level |
| | | Social Management | 130 | 3.49 | 0.24 | | |
| 8. | Memory | Management | 150 | 8.67 | 0.64 | 15.80 | Significant at.01 level |
| | | Social Management | 130 | 7.88 | 0.54 | | |
| Total | | Management | 150 | 100.71 | 7.44 | 2.10 | Significant at.01 level |
| | | Social Management | 130 | 102.25 | 7.10 | | |

The above table shows the mean comparison of various dimensions of Social Intelligence among Male and Female College Students. It is clear from the table that on various dimensions, the two groups differ significantly. The table further indicates that Male College students have been found to be more patient and confident than female College students, whereas Female College students have been found to be cooperative, sensitive, recognized to social environment, tactful, humorless and have good memory than rural college students. On the Composite score, it has been found that the two groups viz. Male and Female College students differ significantly at 0.01 level. Therefore, hypothesis No. 1 which reads as "Male and Female College students differ significantly on various dimensions of social intelligence", stands accepted.

The above table shows the mean comparison of Management and Social ScienceCollege Students on various dimensions of Social Intelligence. It is clear from the table that on various dimensions, the two groups differ significantly. The table further revealed that Management students have been found to be confident, tactful and have good memory than Social Sciencestudents, whereas Social Sciencestudents have been found to be more patient, cooperative, sensitive, recognized social environment, and have good sense of humor than Management college students. Also it has been found that the two groups differ significantly at.01 level. It indicates that Social science college students have higher social intelligence than Management college students. Therefore, hypothesis No.2 i.e "There is significant difference in dimensions of social intelligence among Management and Social Science students ", hence hypothesis is accepted.

Table 3: Academic Achievement of Male and Female College Students.

| Variable | N | Percentage |
|---|---|---|
| Male College Students | 150 | 56.07 % |
| Female College Students | 130 | 68.23 % |

The above table shows the percentage of Male and Female Management and Social Students on academic achievement. It is evident from the table that on academic achievement, two groups- Male and Female College students differ significantly. The table further reveals that Female college students have better academic achievement than Male College Students.

Table 4: Academic Achievement of Male and Female College Students.

| Variables | N | Mean | S.D | t-Vale | Level of Significance |
|---|---|---|---|---|---|
| Male College Students | 150 | 59.07 | 4.31 | 2.65 | Significant at 0.01 |
| Female College Students | 130 | 60.16 | 4.28 | | |

The above table shows the mean comparison of Male and Female College Students on Academic Achievement. It is evident from the table that on Academic Achievement (t- Value, 2.65>0.01), the two groups differ significantly. The table further reveals that Female College Students have better Academic Achievement than Male College Students. Therefore, hypothesis no. 3 which reads as "Male and Female College Students differs significantly on academic achievement", stands accepted.

Table 5 shows the percentage of Management and Social Students on academic achievement. It is evident from the table that on academic achievement, two groups- Management and Social ScienceCollege students differ significantly. The table further reveals that Management college students have better academic achievement than Social ScienceCollege Students. Therefore, hypothesis no. 2 which reads as "Management and Social ScienceCollege Students differs significantly on academic achievement", stands accepted.

Table 5: Academic Achievement of Management and Social ScienceCollege Students.

| Variable | N | Percentage |
|---|---|---|
| Management College Students | 150 | 63.03 % |
| Social ScienceCollege Students | 130 | 35.12 % |

Table 6: Academic Achievement of Male and Female College Students.

| Variables | N | Mean | S.D | t-Value | Level of Significance |
|---|---|---|---|---|---|
| Management College Students | 150 | 67.23 | 4.28 | 5.40 | Significant at 0.01 |
| Social ScienceCollege Students | 130 | 58.96 | 4.17 | | |

The above table shows the mean comparison of Management and Social ScienceCollege Students on Academic Achievement. It is evident from the table that on Academic Achievement (t- Value, 5.40>0.01), the two groups differ significantly. The table further reveals that Management College Students have better Academic Achievement than Social Science College Students. Therefore, hypothesis no. 4 which reads as ".There is significant difference in Academic Achievement among Management and Social Sciences students.", stands accepted.

## IX. CONCLUSIONS

Some of the conclusions drawn from the analysis of data are given below:

*1)* It is clear that on various dimensions, Management and Social Sciencediffer significantly. The study revealed that Management students have been found to be confident, tactful and have good memory than Social Sciencestudents, whereas Social Sciencestudents have been found to be more patient, cooperative, sensitive, recognized social environment, and have good sense of humor than Management college students. On the composite score it has been found that the two groups differ significantly. It indicates that Social Sciencecollege students have higher social intelligence than Management college students.

*2)* It has also been found that on academic achievement, two groups- Management and Social ScienceCollege students differ significantly. The study further revealed that Management college students have better academic achievement than Social ScienceCollege Students.

### *A. Suggestions*

Though the investigator has operated this piece of research wholly based on criteria laid down by eminent researchers but still she suggests the following suggestions.

*1)* Guidance and counseling cells should be established in all undergraduate colleges to orient college students to develop social intelligence.

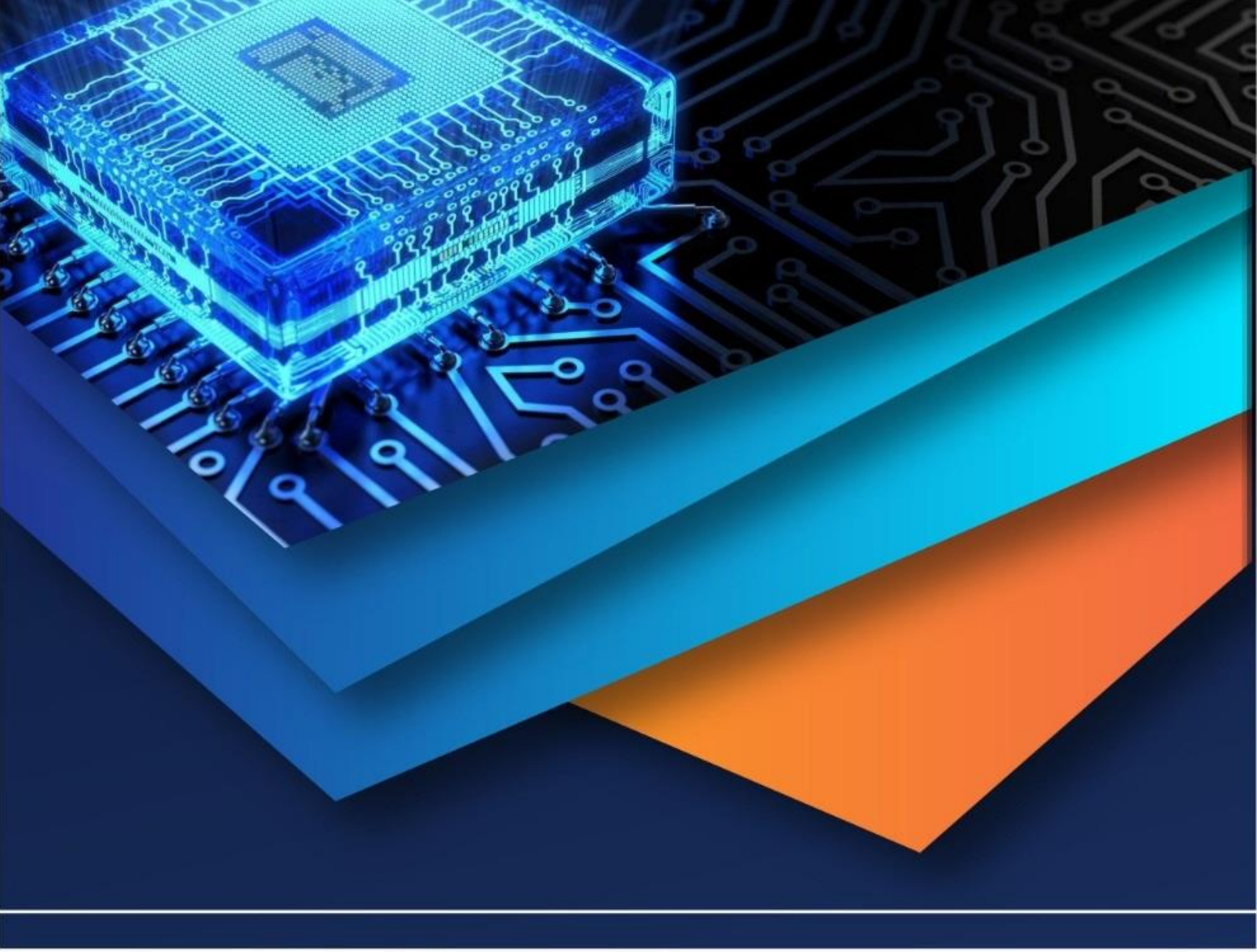
*2)* Ample opportunities should be provided especially to the Management students to exploit social parameters in all spheres of life.

*3)* Higher authorities should organize various interaction programmes, symposiums, workshops, cultural activities to develop social intelligence among all the students.

*4)* Use of ICT should be made possible in classrooms to enhance academic achievement of students.

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