A Study of Social Intelligence & Academic Achievement of College Students of District Srinagar, J&K, India

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Abstract: The ability to make sense out of the actions of others is critical to people's daily functioning. Humans are social experts. They understand that people's actions are directed at goals and are driven by intentions. Keeping this fact in view the present study is done with the purpose to examine and measure the Social intelligence and academic achievement of college students. For this purpose the samples were selected on the basis of random sampling technique which consisted of 275degree college students (Science = 150 and Social Science = 125) selected from various degree colleges of district Srinagar. The variables included for the study include Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humor and Memory. A standardized questionnaire developed by N.K. Chadha and Usha Ganeshan was administrated for this purpose. Proper statistical treatment was applied in order to obtain the results. The study indicates that social science college students have better social intelligence than science college students. However, it was found that Science students have better academic achievement than their Counterparts.

1. Introduction

Social intelligence refers to the ability to read other people and understand their intentions and motivations. It is basically the capacity to effectively negotiate complex social relationships and environments. Psychologist Nicholas Humphrey believes that it is social intelligence, rather than quantitative intelligence, that defines humans. Social scientist Ross Honeywill believes social intelligence is an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. The original definition by Edward Thorndike in 1920 is "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, and closely related to theory of mind. Some authors have restricted the definition 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 Sean Foleno, social intelligence is a person's competence to understand his or her environment optimally and react appropriately for socially successful conduct. The social intelligence hypothesis states that social intelligence, that is, complex socialization such as politics, romance, family relationships, quarrels, collaboration, reciprocity, and altruism, (1) was the driving force in developing the size of human brains and (2) today provides our ability to use those large brains in complex social circumstances. That is, it was the demands of living together that drove our need for intelligence generally. Social intelligence is a critical factor in brain growth, social and cognitive complexity co-evolves. Social Intelligence is measured by social intelligence quotient or SQ which is a statistical abstraction similar to the 'standard score' approach used in IQ tests with a mean of 100. 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. This is social intelligence.

Social intelligence is closely related to cognition and emotional intelligence. Research psychologists

studying social cognition and social neuroscience 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 science writer Daniel Goleman has drawn on social neuroscience research to propose that social intelligence is made up of social awareness (including empathy, attunement, empathic accuracy, and social cognition) and social facility (including synchrony, self-presentation, influence, and concern). Goleman's research indicates that our social relationships have direct effect on our physical health and the deeper the relationship the deeper the impact. Effects include blood flow, breathing, mood such as fatigue and depression, and weakening of the immune system. Educational researcher Raymond H. Hartjen asserts that expanded opportunities for social interaction enhance intelligence. 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 behavior. Instead, students in traditional settings are treated as learners who must be infused with more and more complex forms of information. 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 psychologist" 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.

2. 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 enjoys a pivotal position in the educational system which gets influenced and prepares him for the 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 child to college students, in all situations where people live and work together, intelligence and academic achievement are constantly under scrutiny and being evaluated. The problem under study is a humble attempt to assess the social intelligence and academic achievement of college students. Psychologists developed interest in understanding, promoting and utilizing the 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 shall be guideline for teachers, educationists and practitioners, researchers as well as curriculum planners, in order to imbibe coherence and integrity in personality and 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.

3. Statement of the Problem

The problem selected for the purpose of the present study reads as under:

"A Study of Social Intelligence & Academic Achievement of College Students of District Srinagar J&K, India"

4. Objectives of the Study

1. To Study the Social Intelligence of College Students.

2. To compare Male and Female students on various dimensions of Social Intelligence.

3. To Study the Academic Achievement of Male and Female College Students.

4. To compare Male and Female College Students on various dimensions of Social Intelligence.

5. To compare Male and Female College students on Academic Achievement.

6. To compare Science and Social Science College Students on various dimensions of Social Intelligence.

7. To compare Science and Social Science College Students on Academic Achievement.

5. Hypothesis

The following hypothesis has been formulated for the present study:

1. Male and Female College students differ significantly on various dimensions of social intelligence.

2. Science and Social Science students differ significantly on various dimensions of social intelligence.

3. Male and Female College students differ significantly on Academic Achievement.

4. Science and Social Science students differ significantly on Academic Achievement.

6. Sample

The Sample for the present study consisted of 275 degree college students (Science = 150 and Social Science = 125) selected randomly from various degree colleges of district Srinagar. The Samples were selected on the basis of random sampling technique.

7. Tools Used

Following tools were used for the Present investigation:

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

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

2. Academic Achievement

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

3. Science and Social Science College Students

Science students in the present study include students who study Chemistry, Physics, Botany and Zoology where as Social Science students in the present investigation refers to the students who are studying History, Sociology and Political Science in various degree college of district Srinagar.

8. Statistical Analysis

Every data for research is in vain unless and until it is not analyzed and proved statistically. For the purpose of the present piece of research, the investigator used 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	125	20.36	1.42		
2.	Cooperativeness	Male	150	23.95	1.75	7.11	Significant at.01 level
		Female	125	25.16	1.76		
3.	Confidence	Male	150	20.01	1.46	3.35	Significant at.01 level
		Female	125	20.48	1.43		
4.	Sensitivity	Male	150	20.51	1.49	6.07	Significant at.01 level
		Female	125	21.36	1.49		
5.	Recognition of Social Environment	Male	150	1.14	0.08	14.29	Significant at.01 level
		Female	125	1.24	0.08		
6.	Tactfulness	Male	150	3.02	0.22	27.01	Significant at.01 level
		Female	125	3.61	0.25		
7.	Sense of Humor	Male	150	3.13	0.22	15.02	Significant at.01 level
		Female	125	3.43	0.24		
8.	Memory	Male	150	7.72	0.56	21.02	Significant at.01 level
		Female	125	8.57	0.60		
Total		**Male**	**150**	**99.24**	**7.25**	**6.03**	**Significant at.01 level**
		Female	**125**	**103.63**	**7.27**		

Table 2: Mean Comparison of Science and Social Science College Students on various dimensions of Social Intelligence.

S. No	Dimensions	Group	N	Mean	S.D	t-Value	Level of Significance
1.	Patience	Science	150	20	1.47	5.64	Significant at.01 level
		Social Science	125	20.96	2.12		
2.	Cooperativeness	Science	150	20.56	1.73	4.07	Significant at.01 level
		Social Science	125	21.13	2.02		
3.	Confidence	Science	150	20.42	1.50	9.35	Significant at.01 level
		Social Science	125	19.11	1.32		
4.	Sensitivity	Science	150	20.70	1.53	3.50	Significant at.01 level
		Social Science	125	21.19	1.47		
5.	Recognition of Social Environment	Science	150	1.12	0.08	20.00	Significant at.01 level
		Social Science	125	1.26	0.08		
6.	Tactfulness	Science	150	3.21	0.23	12.00	Significant at.01 level
		Social Science	125	3.45	0.23		
7.	Sense of Humor	Science	150	3.08	0.22	2.50	Significant at.01 level
		Social Science	125	3.49	0.24		
8.	Memory	Science	150	8.67	0.64	15.80	Significant at.01 level
		Social Science	125	7.88	0.54		
Total		**Science**	**150**	**100.71**	**7.44**	**2.10**	**Significant at.01 level**
		Social Science	**125**	**102.25**	**7.10**		

The above table shows the mean comparison of Male and Female College 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 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 Science and Social Science College 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 science students have been found to be confident, tactful and have good memory than social science students, whereas social science students have been found to be more patient, cooperative, sensitive, recognized social environment, and have good sense of humor than science college students. On the composite score, it has been found that the two groups groups differ significantly at.01 level. It indicates that social science college students have higher social intelligence than science college students. Therefore, hypothesis No.2 which reads as "Science and Social Science College students differ significantly on various dimensions of Social Intelligence", stands accepted.

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

Variable	N	Percentage
Male College Students	150	56.07 %
Female College Students	125	68.23 %

The above table shows the percentage of Male and Female Science 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	125	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 Science and Social Students on academic achievement. It is evident from the table that on academic achievement, two groups- Science and Social Science College students differ significantly. The table further reveals that Science college students have better academic achievement than Social Science College Students. Therefore, hypothesis no. 2 which reads as "Science and Social Science College Students differs significantly on academic achievement", stands accepted.

Table 5: Academic Achievement of Science and Social Science College Students.

Variable	N	Percentage
Science College Students	150	63.03 %
Social Science College Students	125	35.12 %

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

Variables	N	Mean	S.D	t-Value	Level of Significance
Science College Students	150	67.23	4.28	5.40	Significant at 0.01
Social Science College Students	125	58.96	4.17		

The above table shows the mean comparison of Science and Social Science College 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 Science College Students have better Academic Achievement than Social Science College Students. Therefore, hypothesis no. 4 which reads as "Science and Social Science College Students differs significantly on academic achievement", stands accepted.

Conclusions

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

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

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

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 Science 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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