

Social Intelligence and Academic achievement of College Students: A Study of District Pulwama

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ABSTRACT

The study was undertaken to assess the social intelligence and academic achievement of college students. 300 college students (150 male & 150 female college students) comprised the sample for the study. The sample was taken from different colleges of district Pulwama by using random sampling technique. Social Intelligence scale (Chadha & Ganesan, 1986) was used to collect the data for the study. The data was analyzed by applying mean, S.D and t-test. The results of the study depicted that male college students are confident and have good memory as compared to female college students whereas female college students are more patient, co-operative, sensitive, recognized to social environment, tactful and good sense of humour than male college students. Further the results showed that female college students have better academic achievement than male college students.

1. Introduction

Intelligence often means that a person knows a lot of about many things. Various forms of intelligence are overlooked by the people. Out of them one is social intelligence. The ability to interact with the people properly and effectively in society is called intelligence. Emotional intelligence and social intelligence are closely related to each other. An individual is able to interact with the people effectively only when he is able to read their emotions and have the capability to channel one's own emotions appropriately in different situations. Being intelligent is not just about knowing how to find the area of a circle or knowing how gravity works. Intelligence is a very constricted term. Social intelligence describes the exclusively human capacity to use very large brains to effectively navigate and negotiate complex social relationships and environments. Intelligence is defined as general cognitive problem solving skills. According to above definition, scientists, professionals and researchers argued that the intelligence is the ability to learn about, learn from, understand and interact with one's environment. This general ability consists of a number of specific abilities. Howard Gardner argues that there are nine multiple intelligences such as emotional intelligence, linguistic intelligence, logical, mathematics intelligence, social intelligence etc. Ford and Tisak (1983) defined social intelligence in terms of behavioural outcomes were successful in supporting a distinct domain of social intelligence. They defined social intelligence as "one's ability to accomplish relevant objectives in specific social settings." Marlowe (1986) equated social intelligence to social competence. He defined social intelligence as the "ability to understand the feelings, thoughts and behaviours of persons, including one-self, in interpersonal situations and to act appropriately upon that understanding." Based on these intelligences, several definitions about the social intelligence have been offered by theorists, but all share two common components: the awareness of others and their response and adaptation to others and the social situations. Marlowe (1986) suggested that individuals who are socially intelligent appear to experience a rich, meaningful life, as opposed to truncated

affective experiences. Furthermore, aspects of social intelligence have been found to be associated with enhanced social problem-solving abilities, experienced leadership and positive interpersonal experience. Social intelligence has been studied by social scientists for the past three decades but recently has generated increasing attention. Daniel Goleman, who has written extensively on emotional intelligence, published social intelligence in late 2006. According to him Thorndike developed the original conceptualization of social intelligence 1920 as a mental ability distinct from abstract and mechanical intelligence.

Social intelligence is a mental ability distinct from abstract and mechanical intelligence (Thorndike, 1927). Success in academic performance of the students depends on their intelligence and is positively related to social intelligence (Panigrahi, 2005). Singh (2007) found no significant difference in social intelligence between low and high creative adolescents and between high creative boys and high creative girls. Chesnokova (2005) observed that the development of social intelligence with ages goes through stages. Gakhar and Bains (2009) found that arts students are more socially intelligent than science students. Sembayan et al (2011) found that there is no significant difference between attitude towards regionalism and social intelligence of college students.

Academic scores have become the destiny charters for students. Almost every adolescent student bears the heavy baggage of the expectations of parents and teachers. Thus exploring the predictors of academic success has always been on the agenda of both educational and child psychologists. An important place in education is occupied by the academic achievement in learning process. Academic achievement has become an index of child's future in this highly competitive world. Academic achievement of pupils refers to the knowledge attained or skills developed in the school subject (Balasubramaniam, 1992). It is the school's evaluation of the pupil's class work as quantified on the basis of marks or grades (Adedipe, 1985). Academic achievement is generally regarded as display of knowledge attained or skills developed

in school subject (Busari, 2000). Kumar (2011) defined academic achievement as the sum total of information gained after completion of course of instruction (partially or fully) in a particular grade that he has obtained on an achievement test. Noorani (2011) found that self-concept, intrinsic motivation and self-determination of the respondents and dependent variable (Academic achievement) were significantly low. Jasbir and Babita (2014) found a highly significant relationship between academic achievement and certain dimensions of mental health for the sample as a whole.

2. Operational Definition of Variables

- **Social intelligence:** Social intelligence refers to the scores obtained by the sample subjects on social intelligence scale (Chadha & Ganesan, 1986).
- **Academic achievement:** It refers to the aggregate marks percentage obtained by sample subjects in their previous examinations.
- **College Students:** College students are those who are on rolls in various degree colleges of district Pulwama.

3. Objectives

Following objectives have been formulated for present study:

1. To study social intelligence and academic achievement of college students.
2. To compare male and female college students on various dimensions of social intelligence.

3. To compare male and female college students on academic achievement.

4. Hypotheses

1. Male and female college students differ significantly on various dimensions of social intelligence.
2. Male and female college students differ significantly on Academic achievement.

5. Method and procedure

Descriptive method of research was employed to carry out this piece of work. The study was conducted on a sample of 300 college students (150 male & 150 female college students) falling in the age range of 19-21 yrs.

6. Tool Used

Social intelligence scale (Chadha & Ganesan, 1986): The scale was used to assess social intelligence of college students. It has eight dimensions – patience, co-operativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour and memory.

Academic achievement: Aggregate marks percentage obtained by the sample subjects in their first and second year examinations were collected from the official records of the colleges. The average of these percentages for each sample subject was used as a measure of the academic achievement.

Statistical Treatment

The data was analyzed by applying mean, S.D and t-test.

Table 1: Mean Comparison of Male and Female College Students on Various Dimensions of Social Intelligence.

Sr.No	Dimensions	Group	N	Mean	S.D	t- Value	Level of Significance
1	Patience	Male/Female	150/150	20.00/20.96	1.47/2.12	4.56	Sig at 0.01
2	Co-operativeness	Male/Female	150/150	20.56/21.13	1.73/2.02	2.62	Sig at 0.01
3	Confidence	Male/Female	150/150		20.42/19.11	8.02	Sig at 0.01
4	Sensitivity	Male/Female	150/150	20.70/21.19	1.53/1.47	2.82	Sig at 0.01
5	Recognition of Social environment	Male/Female	150/150	1.12/1.26	0.08/0.08	15.15	Sig at 0.01
6	Tactfulness	Male/Female	150/150	3.21/3.45	0.23/0.23	9.03	Sig at 0.01
7	Sense of humour	Male/Female	150/150	3.08/3.49	0.22/0.24	14.23	Sig at 0.01
8	Memory	Male/Female	150/150	8.67/7.88	0.64/0.54	11.55	Sig at 0.01
Total		Male/Female	150/150	97.76/98.47		7.4/8.02	Insignificant

Table No 1 shows the mean comparison of male –female college students on various dimensions of social intelligence. It is evident from the table that on the dimensions of patience (t-value4.56>0.01), co-operativeness (t-value2.62>0.01), confidence (t-value8.02>0.01), recognition of social environment (t-value15.15>0.01), tactfulness (t-value9.03>0.01), sense of humour (t-value14.23>0.01) and memory (t-value11.55>0.01).

The table further indicates that male college students have been found confident and have good memory than female

college students, whereas female college students have been found to be more patient, co-operative, sensitive, recognized to social environment, tactful and good sense of humour than male college students. On composite score it has been found that the two groups' viz. Male and female college students do not differ significantly. It indicates that male-female college students have same social intelligence. Therefore the hypothesis, "Male and Female college students differ significantly on various dimensions of social intelligence". Stands accepted.

Table 2: Mean Comparison of Male and Female College students on Academic achievement.

Group	N	Mean	S.D	t-Value	Level of Significance
Male	150	57.96	4.28	4.65	Significant at 0.01
Female	150	60.23	4.17		

Table 2 shows mean comparison of male and female college students on academic achievement. It is evident from the table that on academic achievement ($t\text{-value} 4.56 > 0.01$), the two groups viz male and female college students differ significantly. The table further reveals that female college students have better academic achievement than male college students. Therefore hypothesis, "Male and Female college students differ significantly on academic achievement." Stands accepted

7. Conclusion

The results of the study revealed that male college students are confident and have good memory than female college students. Further the results revealed that female college students are more patient, co-operative, sensitive, recognized to social environment, tactful and good sense of

humour than male college students. Further the results depicted that female college students have better academic achievement than male college students.

8. Educational Implications

1. Individuality of students should be respected and their opinions should be given due importance so that they can develop qualities like confidence, co-operation, patience among themselves and can stand on their own efforts in educational institutions.
2. Symposiums, workshops, athlete meets, skits, cultural activities, social activities and interaction programmes at inter and intra-district levels should be organised to develop social intelligence among the students of all categories at undergraduate levels.

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