



Assessment of Social Intelligence of College Level Students

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Abstract: *The understanding of the behaviour of people in social situations and managing the behaviour of others have been recognized from a long time in which little systematic work has been done in past to understand those phenomena. Intelligence which implies 'one's ability to adapt to one's surrounding' clearly emphasizes the social aspect which is accounted as fourth category of information. The growing interest manifested on social intelligence highlights an individual capacity of maintaining interpersonal relationships in various work environments and a reflection of the social intelligence. The present paper focuses on the assessment of student's social intelligence of different streams of Sikkim Government College, Tadong with special reference to various dimensions and to provide useful suggestions.*

Keywords: *Social situations, Behaviour, Social intelligence, interpersonal relationship, College students.*

I. Introduction

In our day today conversation we often comment that a particular child or individual is very intelligent or is not intelligent. All such comments are based on our observation of the performance or behaviour of the individual concerned in comparison to others of his group. What makes an individual behave or perform well or not well in his group? Interest, attitude, the desire for knowledge, communicative skill and similar other attributes contribute towards his performance or behaviour. However, there is something else which is also responsible to a large degree. In psychology this is termed intelligence; in ancient India our great Rishis and seers named it Viveka. Intelligence places the emphasis upon adjustment or adaptation of the individual to his total environment, or to limited aspects of it. According to definitions of this type, intelligence is general mental adaptability to new problems and situations of life or other words, it is the capacity to reorganize one's behaviour patterns so as to act more intelligent person is one who can more easily and more extensively vary his behaviour as changing conditions demand; he has numerous possible responses and is capable of greater creative reorganization of behaviour.

Basically intelligence is conceived as a specific word. As Dookrell (1970) put it, intelligence might be taken to mean 'ability' what a person can do at this moment. Other definitions have termed it the "ability to judge all, to comprehend well, to reason well" (Binet, 1905). An operational definition proposed is that "intelligence is what intelligence measures" (Vernon, 1960) and Guilford (1967) discussed the biological, experimental and psychological, developmental and operational approaches to the study of intelligence. Many argue that intelligence is not the same as other psychological terms like 'learning', 'thinking', 'problem solving', 'attainment' or 'achievement' (e.g., Turner, 1977). Some feel that these terms are not qualitatively different and to great extent overlap (e.g. Humphreys, 1971; McFarland, 1971). E.L. Thorndike has divided intelligent activity into three types:

- 1) Social Intelligence, or ability to understand and deal with persons;
- 2) Concrete intelligence, or ability to understand and deal with things as in skilled trades and scientific appliances;
- 3) Abstract intelligence, or ability to understand and deal with verbal and Mathematical symbols.

The merit of this classification of types of intelligent activity, for psychological testing, is that it indicates several realms in which persons might be functioning and implies that separate and sufficiently specialized tests might be devised to measure how effectively persons are functioning in each.

II. Objectives of the study

- To study the social intelligence of students of various streams.
- To study the difference in social intelligence of students as per the different components of SIS.
- To find whether there exists any difference regarding social intelligence among streams.

III. Hypotheses of the study

- H₀₁:** These exist a significant difference between the mean score of Humanities and Commerce students.
- H₀₂:** There exist a significant difference between the mean score of Science and Commerce students.
- H₀₃:** These exist no significant difference between the mean score of Humanities and Science students.

IV. Methodology

In the present study, descriptive statistical technique was used after the collection of data. The statistical measures mostly used were Mean, Median, Mode, SD, Quartile, Skewness, Kurtosis, and Percentile of 10 and 90. Determination of t-ratio was also done in order to test the significance of mean scores of different streams under study. Data analysis was done with the help of Statistical Package for the Social Sciences (SPSS) software, applying Microsoft Excel 2007(using Times New Roman font, font size 12, line spacing 1.5).

Sample

The sample for the study was 100 students from Sikkim Government College Tadong, taking random samples of 100 students of which 40 from Humanities, 30 from Commerce and 30 students from Science was taken.

Table 1: Summary of samples

STREAMS	NO. OF STUDENTS
Humanities	40
Commerce	30
Science	30
Total	100

Tool used

For the present study, a standardised tool developed by Dr. N.K. Chadha consisting of 66 questions, having eight dimensions in which each dimension have different response sheet was used. The dimension were Patience(A), Co-operativeness(B), Confidence(C) Sensitivity(D), Recognition of Social Environment(E), and Sense of Humour(F). The 47 items has to be answered by each sample in 3 options namely a, b, and c. Whereas, in dimension Tactfulness(G) and Memory(H) there were total 19 items that has to be answered in 'Yes' or 'No' and has to write down the names of eminent personalities which is rated by 'Correct' and 'Incorrect'.

V. Results

Both descriptive and inferential statistics were used for interpretation of scores and the normality of the distribution mean, median and mode are calculated. Divergence of the normality was also calculated through skewness and kurtosis. The 't' ratio is calculated to find out the significant difference between the mean scores of Humanities, Commerce and Science streams. The scores are tabulated below:

Table 2: Descriptive Statistics Scores of Humanities, Commerce and Science.

No. of students	Stream	Mean	Median	Mode	Quartile	SD	Skewness	Kurtosis	Percentile 10 th	Percentile 90 th
40	Humanities	106.75	107.6	109.3	3.57	6.4	-0.39	0.23	98.5	114.25
30	Commerce	106.2	106.25	106.35	10.75	6.6	-0.03	0.62	97.2	114.75
30	Science	104.5	104.75	105.25	6.37	10.3	-0.07	0.21	85.5	117.2

It is revealed from the table that mean, median and mode is almost coinciding in the case of Humanities, Commerce and Science which means that the distribution is normal but in all streams the value of skewness is negative. Further, kurtosis, standard deviation, quartile, percentile10th and percentile90th were also presented in order to calculate 't' ratio for testing the hypothesis.

Table 3: Summary of the 't' result of the students of Humanities and Commerce.

STREAM	N	MEAN	SD	SED	t-ratio	REMARKS
HUMANITIES	40	106.75	6.4	0.62	0.88	NON- SIGNIFICANT
COMMERCE	30	106.2	6.6			

Tabulated 't' for df 68

=2.00 at 0.05 level of significance.

=2.65 at 0.01 level of significance.

At df (68) 't' values of students of humanities and commerce i.e., 0.88 is less than the table value i.e., 2.65 at 0.01 level & 2.00 at 0.05 level of significance. Hence, it is non-significant & H₁ was rejected.

Table 4: Summary of the 't' result of the students of Science and Commerce.

STREAM	N	MEAN	SD	SED	t-ratio	REMARKS
SCIENCE	30	104.5	10.3	0.75	2.26	Significant at 0.05 level but non-significant at 0.01 level.
COMMERCE	30	106.2	6.6			

Tabulated 't' for df 58

=2.00 at 0.05

=2.66 at 0.01

At df (58) 't' values of students of science and commerce i.e., 2.26 is higher than the table value i.e., 2.00 at 0.05 level which means it is significant and hence H₂ is accepted at 0.05 level.

But, it was revealed that at df (58) obtained 't' ratio of students of science and commerce i.e., 2.26 is less than table value i.e., 2.66 at 0.01 level which means it is non-significant & hence H₂ is rejected at 0.01 level.

Table 5: Summary of the 't' result of the students of Humanities and Science.

STREAM	N	MEAN	SD	SED	t-ratio	REMARKS
HUMANITIES	40	106.75	6.4	0.72	3.13	SIGNIFICANT
SCIENCE	30	104.5	10.3			

Tabulated 't' for df 68

=2.00 at 0.05

=2.65 at 0.01

At df (68) t values of students from humanities and science i.e., 3.13 is higher than the table value 2.00 at 0.005 level & 2.65 at 0.01 level which means that it is significant at both level. Therefore, H₃ is rejected.

VI. Findings

The major findings of the study are:

- In almost all the stream majority of the students possess high patience.
- It is found that co-operativeness is not high at all levels and is found relatively average among the students.
- The study also reveals that all the students under study shows moderate confidence level.
- There is a lack of social sensitivity among students.
- It is observed that recognition of social environment or ability to perceive the nature and atmosphere of the existing situation is found very low among students.
- Tactfulness or a delicate perception of the right thing to say or do is low among the students.
- Majority of student lack sense of humour or a capacity to feel and cause amusement.
- Memory or an ability to remember all relevant issues, names and face of eminent people is found average among the students.

The investigator based on the findings of present study made some recommendations:

- Parents and teachers should take necessary steps to make their child calm under stressful situations.
- Fostering sociability among students should be encouraged through interacting with each and everyone in a pleasant manner.
- Necessary measures should be adopted to develop trust in oneself among students.
- A development of sense of social sensitivity among students is emphasized.
- Proper arrangement should be there to keep the students in fine touch with relevant issues or faces of the people by the teachers.

VII. Conclusion

The present quick changing scenario of economic, political, cultural and social aspects of the society and the nation reflects the importance of fostering social intelligence among peoples. Lack of basic attributes of social intelligence is always associated with the arousal of personal, social, regional and national problems that has far-reaching consequences. Social intelligence is the capacity of a man to understand the feelings and emotions of other and react according to the circumstances. It enables them to express their view point's strongly and make others agree upon it. It has two key constituents that are recognized as distinctly personal and social in nature, one is intrapersonal intelligence that pertains to the person's ability to gain access to his or her own internal, emotional life and other is interpersonal intelligence which includes an individual's ability to notice and make distinctions among other individuals. The secondary school students being in the adolescent period generally are aggressive, frustrated, disobedient, irritated, notorious, and are unable to manage social relationships. As a result they get involved in the cases of theft, bullying, ragging, rapes, and even murder. The causes can be many including their ill treatment in the classroom, mal administration of educational institutions, unhealthy environment at home and school, etc. The need of the hour demands that they have to be educated about social norms and traditions so that they are in a better position to manage social relationships. They have to be trained in acquiring social intelligence skills which are the basis of adjustment.

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