

Social Intelligence and Academic Achievement of College Students - A Study of District Kulgam

1.Dr.Nawaz Ahmad Mir (author)

The present study is modest effort to compare social intelligence and academic achievement of college students. The sample of present study consisted of 300 college students divided into male-female dichotomy. The college students were in the age-group of 19-21 years.

The sample is selected on the basis of random sampling technique. The study is designed to find out if there can be any differences in the social intelligence and academic achievement of college students on the basis gender dichotomy. The sample for the present investigation consists of 300 college students from four colleges of district Kulgam. The data has been collected with the help of N.K.Chadda and UshaGanesan social intelligence scale (1986) and academic achievement of the college students have been taken as aggregate marks which they have obtained in their first and second year examination. The test was administered in the respective colleges of the sample subjects. The investigator personally visited the colleges of the sample subjects and contacted them in their respective colleges. After the collection of data the scoring was done strictly as per the instructions given in the manual of the test. The statistical analysis of the data was done by applying mean, S.D-test and percentage for testing the significance of mean differences among the mentioned groups.

Key Words : Social Intelligence, Academic Achievement, College Students

Introduction

The history of the rise, progress and development of advanced countries shows that they have given due consideration and importance to higher education and all their progress owes a lot to the advancement and priority given to higher education. Advanced countries have given due consideration and importance to higher education. Higher education plays leadership role in all aspects of life. Quality products can be produced by providing quality education. Each person has an individual profile of characteristics and abilities that result from `predispositions, learning and development. These manifest as individual differences in intelligence, creativity and many more. The ability to read other people and understand their intentions and motivations is called social intelligence. People with this intelligence are usually clued into the differences between what others say and what they really mean. As a result, socially intelligent types may sometimes be accused of being mind readers. People who successfully use this type of intelligence can be masterful conversationalists. This can be due to a combination of excellent listening skills and the ability to meaningfully engage others. Socially intelligent people can usually make others feel comfortable. They also tend to enjoy interacting with a variety of people.

According to social scientist Ross Honey Will, "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." It can be described as a combination of abilities: Basic understanding of people (i.e. a kind of strategic awareness) and the skills needed for interacting

successfully with them, in other words, the ability to get along with others and to encourage them to co-operate with others. Social intelligence is defined as the ability to understand others and act wisely in human relations by Thorndike. It is the human capacity to understand what is happening in the world and responding to that understanding in a personally and socially effective manner. Social intelligence is a mental ability distinct from abstract and mechanical intelligence (Thorndike, 1927). Ford and Tisak (1983) defined social intelligence in terms of behavioural outcomes and were successful in supporting a distinct domain of social intelligence. They defined it as, “one’s ability to accomplish relevant objectives in specific social settings. 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 creative 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. Sub and Weis (2007) showed that social understanding and social knowledge were separate constructs of social intelligence. Gakhar and Bains (2009) found that arts students are more socially intelligent than science students. Sembayan, R, et al (2011) found that there is no significant relationship between attitude towards regionalism and social intelligence of the college students. The problem of understanding the behaviour of people in face to face contacts of empathy of person perception and of social sensitivity and problems of influencing or managing the behaviour of others have been recognized for a long time, but little systematic work has been done on understanding of those phenomena. E.L Thorndike (1920) had pointed out that there is an aspect of personality that can be called social intelligence, distinct from concrete and abstract intelligence. Guilford (1958) suggested that social intelligence could be accounted for as a fourth category of information. It carries the implication that there are 30 abilities involved in social intelligence as specified by structure of intellect (SI) theory, six abilities for dealing with different products of information within each of the five categories. Social intelligence has become a major topic of interest since the publications began appearing in the twentieth century with the work of Edward Thorndike (1920). “Social intelligence shows itself abundantly in the nursery, on the playground, in barracks, factories and salesroom but it eludes the formal standardized conditions of the testing laboratory.” Social intelligence has become ripe for rethinking as neuroscience begins to map the brain areas that regulate interpersonal dynamics. Conventional ideas of social intelligence have two often focussed on high road talents like social knowledge or the capacity for extracting the rules, protocols and norms that guide appropriate behaviour in a given social setting. Many of these early studies focussed on describing, defining and assessing socially competent behaviour (Chapin, 1942; Doll, 1935; Moss et al, 1927). Scholars began to shift their attention from describing and assessing social intelligence to understanding the purpose of interpersonal behaviour and the role it plays in effective adaptability (Zirkel, 2000). Intelligence is a term describing one or more capacities of the mind. In a different context this can be defined in different ways including the capacities for abstract thought, understanding, communication, reasoning, learning, planning, emotional intelligence and problem solving. Anju Sharma (1989) found that intelligence; academic achievement and adult dependence had a negative association. Research on concept of social intelligence began when Thorndike (1920) put forth the idea that intelligence could be separated into three facets. These facets included social, mechanical and abstract intelligences. The defining factor separating these facets is the type of subjects or stimuli, individuals must interact with. Mechanical intelligence refers to an individual’s ability to interact competently with machines and other physical things. Abstract intelligence concerns an individual’s

performance using ideas and other non-tangible objects. Social intelligence pertains to individual's interaction with people in an intelligent manner. Thorndike's theory states that a socially intelligent person will be able to understand others and that he or she will be able to use this information to act wisely in human relations. Each person has an individual profile of characteristics and abilities that result from predispositions, learning and development. Social intelligence refers to the ability to read other people and understand their intentions and motivations. People with this intelligence are usually clued into differences between what others say and what they really mean. As a result, socially intelligent types may sometimes be accused of being mind readers. People who successfully use this type of intelligence can be masterful conversationalists. This can be due to excellent listening and the ability to meaningfully engage others. People who are socially intelligent can usually make others around them feel comfortable and included. They also tend to enjoy interacting with a variety of people.

Without harnessing the talents of its citizens, a modern society cannot achieve its aim of economic growth and technical development. Education helps children to develop skills appropriate to the age in which they live and those skills which promote a life time learning. An important place in education is occupied by academic achievement in learning process. In this highly competitive world, academic achievement has become an index of child's future. It is also a major goal, which every individual is expected to perform in all cultures. One of the most important outcomes of any educational set up is achievement of the students.

Objectives

The following objectives have been formulated for the 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.

Hypotheses

The following hypotheses have been formulated for the present study:

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.

Methodology and Procedure

Sample

The sample for the present study consisted of 300 college students. The study was conducted on 300 college students which were further divided into male-female dichotomy. The college students were in the age-group of 19-21 years and the sample has been taken on the basis of simple random sampling technique. The breakup of the sample is given as follows:

Tools used

The following tools were employed for the purpose of collecting data from the selected sub

1. **Chadda and Ganesan Social intelligence scale (SIS):**
2. Chadda and Ganesan social intelligence (2009) was used to assess the social intelligence of physically challenged and normal secondary school students which includes eight dimensions-

Patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour and memory.

Academic Achievement:The academic achievement has been measured in terms of aggregate percentage secured by the college students in their previous examinations.

Statistical Treatment:The data was analyzed by applying various statistical methods including mean, S.D,T –test, Percentage.

Major findings of Results: The data on social intelligence has been analyzed by applying t-test to test the hypothesis. The results of the study revealed that male –female college students have same social intelligence. It has been found that female college students were patient under stressful situations and were more cooperative and therefore interact with one another more effectively. They have been found to be sensitive as well as responsive to human behavior and are recognized to social environment. Good sense of humor has been found has been found in female college students as compared to their counterparts. They have been found tactful in putting their views forward in the right and apt way. It has also been found that male college students have strong memory especially in memorizing the relevant issues, names and faces of people as compared to female college students.

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