

SOCIAL INTELLIGENCE OF COLLEGE STUDENTS AS RELATED TO GENDER AND STREAM

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ABSTRACT

Social Intelligence is of more importance in the present life style due to growing tensions stresses and various complexities. It can be learned, developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all the walks of life. The present study was conducted to know the social intelligence of male and female college students of science and Arts subject streams studying in various degree colleges of Ludhiana. For this purpose descriptive survey method was used. 100 male and 100 female college students were selected, for the sample by adopting stratified disproportionate random sampling technique. The data was collected by using Social Intelligence Scale (SIS) constructed and standardized by Chadda and Ganesan (2009). The data was analyzed by using 't' test. The results show that there is no significant difference in social intelligence of college students of science and arts stream. As the study of boys studying in science and arts stream showed no significant difference in social intelligence. However the results showed significant difference in social intelligence of college girls of science and arts stream.

Key words- Social Intelligence, Gender, Stream

Social intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn from experience. Rather, it reflects a broader and deeper capability for comprehending our surroundings – “catching on”, “making sense” of things, or “figuring out” what to do. To the layman, the Intelligence quotient is not identified with a particular types of score on a particular test, but is often a shorthand destination for intelligence. Social intelligence is the ability to get along well with others and to get them to cooperate with you sometimes referred to simplistically “people skills” social intelligence includes an awareness of situations and the social dynamics that govern them and a knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one’s own perceptions and reaction patterns. Social intelligence has the longest history. Social intelligence is the turn referred the person’s ability to understand and manage other people.

Intelligence might be taken to mean ‘ability’ what a person can do at this moment. Earlier definitions have termed it the ability to judge all, to comprehend well, to reason well (Binet). The capacity to from concepts, and grasp their significance all-round thinking capacity or Mental efficiency (Vernon), innate, general cognitive ability (Binet), grasping the essentials in a situation and responding appropriately to them’ (Helm); ‘adaption to the physical and social environment’ (piaget); ‘to aggregator global capacity of the individual to act purposefully, to deal rationally and to deal effectively with the environment, (weschler). Thorndike studies Intelligence in its three facets, pertaining to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence) and people (social intelligence). Social intelligence is the person’s ability to understand and manage other people and to engage in adaptive social interactions. Social intelligence has two key constituents which are distinctly personal and social in nature, one is intrapersonal intelligence and other is interpersonal intelligence. Intrapersonal intelligence is the person’s

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ability to gain access to his or her own internal, emotional life while interpersonal intelligence is the individual's ability to notice and make distinctions among other individuals. Several definitions of social intelligence have been offered by theorists, but all share two common components

1. The awareness of others
2. Their response and adaptation to other and the social situations

It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. Several studies have shown that social intelligence is multidimensional and distinguishable. Social intelligence is a mental ability distinct from abstract and mechanical intelligence. Willimann, Feldt and Amelang (1997) quoted "viewed supporting harmony and restoring equilibrium between individuals as acts of being socially intelligent". Weis and Sub (2007) showed that social undertaking and social knowledge were separate constructs of social intelligence. Saxen and Jain (2013); Bhatt and Khandai (2016); Bhatia and Daga (2017); Rathod (2017) these studies also supported the research conducted on the variable of social intelligence.

There are many studies related to intelligence of various students of college in various fields like family society etc. It has been accepted by various scholars that intelligence level is affected by various personal and environmental factors. The purpose of this study is to study the social intelligence of college students based on their social factors, which leads to their level of intelligence. Furthermore, student's level of intelligence will be investigated through their relations to society. This study is an attempt to reveal the fact about the relationship of intelligence level of students with their social climate. However, this study will be used to find social intelligence level with multiple choice questions.

Singh and Kumar (2013) in their study on A Study of Social Intelligence of Trainees of B. Ed.

College in Haryana State in relation to Adjustment and revealed that there was a significant mean difference in the level of Social Intelligence of male and female B.Ed. trainees and rural and urban B.Ed. students. Indu and Neelam (2014) in their study on social intelligence of prospective teachers in relation to their gender and subject stream and revealed that male and female prospective teachers possessed similar social intelligence. Dixit and Kaur (2015) revealed in their study on social intelligence and adjustment among pupil teachers in relation to their gender and locality and there existed no significant mean difference in the level of social intelligence among male and female pupil teachers and also among pupil teachers belonging to rural and urban area. Kriemeen and Hajaia (2017) conducted a study on Social Intelligence of principals and its relationship with creative behaviour with a sample of 190 male and female teachers. They concluded that the principle had mid-level of social intelligence and creative behaviour, the relationship between social intelligence and creative behaviour is statistically significant positive relation. Sreja and Nalinilatha (2017) conducted a study on relationship between social intelligence and academic achievement of higher secondary students from selected government, private and aided school. The findings revealed that there is no significant relationship between social intelligence and academic achievement. The study also showed that students do not find healthy environment in schools for developing their social intelligence. Patel (2017) conducted a study of social intelligence among commerce and science college students. Using 2x2 factorial design and analysis by F test, the result showed significant impact of gender and stream on social intelligence. Gender and stream had also significant interaction effect on social intelligence among college students.

Objectives of the study

1. To Study the social intelligence of college students.
2. To study the social Intelligence of college Students of science and arts stream.
3. To Study the social intelligence of college students in relation to gender.

Hypotheses of the study

1. There is no significant difference in social Intelligence of college students of Science and Arts stream.
2. There is no significant difference in social intelligence of college boys of science and arts stream.
3. There is no significant differences in social intelligence of college girls of Science and Arts stream

Method

For this purpose, descriptive survey method was used in this study.

Sample

The sample of the study consisted of 200 college students of science and arts stream, out of them 100 students were from science stream and 100 from arts stream.

Measures

Social Intelligence Scale (SIS) constructed and standardized by Chadda and Ganesan (2009).

Results and Discussions

Hypothesis 1: There is no significant difference in social intelligence of college students of Science and Arts stream.

The mean scores of social intelligence of college students of science and arts stream as 83.80 and 85.50 respectively and their standard deviation as 8.06 and 5.89 respectively. The t-ratio is 1.71 with the df= 198 and tabulated value is 1.97 at 0.05 level of significance. The calculated value is less than the tabulated value. This revealed that there is no significant difference between mean scores of social intelligence of college students of science and arts stream. Therefore, the hypothesis stating that "There is no significant difference in social intelligence of college students of Science and Arts stream." stands accepted.

Hypothesis 2: There is no significant difference in social intelligence of college boys of science and arts stream

The mean scores of social intelligence of college

boys of science and arts stream as 86.30 and 85.80 respectively and their standard deviation as 7.24 and 5.86 respectively. The t-ratio is 0.37 with the df= 98 and tabulated value is 1.97 at 0.05 level of significance. The calculated value is less than the tabulated value. This revealed that there is no significant difference between mean scores of social intelligence of college boys of science and arts stream. Therefore, the hypothesis stating that "There is no significant difference in social intelligence of college boys of Science and Arts stream" stands accepted.

Hypothesis 3: There is no significant difference in social intelligence of college girls of Science and Arts stream.

The mean scores of social intelligence of college girls of science and arts stream as 81.30 and 85.16 respectively and their standard deviation as 8.13 and 5.98 respectively. The t-ratio is 2.56 with the df = 98 and tabulated value is 1.97 at 0.05 level of significance. The calculated value is greater than the tabulated value. This revealed that there is significant difference exists between mean scores of social intelligence of college girls of science and arts stream. Therefore, the hypothesis stating that "There is no significant difference in social intelligence of college girls of Science and Arts stream" stands rejected.

Conclusions

The results show that there is no significant difference in social intelligence of college students of science and arts stream. As the study of boys studying in science and arts stream showed no significant difference in social intelligence. However the results showed significant difference in social intelligence of college girls of science and arts stream.

Educational implications of the study

The findings of the research revealed that confident, cooperative adolescents are good achievers because they have good social intelligence. The present study in its complete form will equip the teachers, guidance workers, school counsellors and parents with the knowledge of very important variables i.e. social intelligence. The study has great bearing for the teachers, administrator and

parents in order to make a student socially intelligent. The present study points out that the adolescent girls of science stream are more intelligent than the students of arts stream.

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