A Study of Social Intelligence and Academic Achievement of College Students in Pune City (Maharashtra)

Dr. Hatekar T.K.

Dr. Babasaheb Ambedkar College, Aundh, Pune, (M.S.) India

Abstract

The present studies were examined and measure the Social intelligence and academic achievement of college students. The samples were selected on the basis of random sampling technique which consisted of 150 degree college students (Commerce - 75 and Social Science - 75) selected from various degree colleges of Pune city. The variables used 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 students have better social intelligence than Commerce students. However, it was found that Commerce students have better academic achievement than their Counterparts.

Key Words: Social Intelligence, Academic Achievement, College Students, etc.

1. Introduction

Social intelligence related to the ability to read other people and understand their intentions and motivations. According to Psychologist Nicholas Humphrey, it is social intelligence, rather than quantitative intelligence, that defines humans. Edward Thorndike gives the original definition in 1920 is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". There are some authors who restricted the definition to deal only with knowledge of social situations, perhaps more properly called social cognition. Social intelligence means it is a critical factor in brain growth, social and cognitive complexity co-evolves. This critical factor is measured by social intelligence quotient (SQ) which is a statistical abstraction similar to the 'standard score' approach used in IQ tests with a mean of 100. SQ has until recently been measured by techniques such as question and answer sessions. Social intelligence is nothing but cognition and emotional intelligence. The Science writer Daniel Goldman has made social neuroscience research to propose that social intelligence is made up of social awareness and social facility. Coleman'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 said 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. 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.

2. Importance of the Study

The education is key for bringing social change in the society. But when such a responsibility is there on 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. 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. Psychologists developed interest in understanding, promoting and utilizing the individual differences for the development of the society. The study will be guideline for teachers, educationists and practitioners, researchers 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 understand regarding themselves so that they can tackle with the day to day situations more easily 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 on Pune City (Maharashtra)"

4. Objectives of the Study

1. To Study the Social Intelligence of Male and Female College Students.
2. To Study the Academic Achievement of Male and Female College Students.
3. To compare Male and Female College Students on various dimensions of Social Intelligence.
4. To compare Male and Female College students on Academic Achievement.
5. To compare Commerce and Social Science College Students on various dimensions of Social Intelligence.
6. To compare Commerce 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. Commerce and Social Science students differ significantly on various dimensions of social intelligence.
3. Male and Female College students differ significantly on Academic Achievement.
4. Commerce and Social Science students differ significantly on Academic Achievement.

6. Sample

The Sample for the present study consisted of 150 degree college students (Commerce - 75 and Social Science -75) selected randomly from various degree colleges of Pune city. 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. **Commerce and Social Science College Students:** Science students in the present study include students who study Commerce where as Social Science students in the present investigation refer to the students who are studying various degree college of Pune city.

8. Statistical Analysis

The purpose of the present of research, the investigator used statistically data Mean, S.D, t-test and Percentage.

Table 1: Mean Comparison of Male and Female College Students on various dimensions of Social Intelligence.

Sr. No.	Dimensions	Group	N	Mean	SD	t-Value	Level of Significance
1.	Patience	Male	75	20.74	1.50	3.35	Significant at.01 level
		Female	75	19.32	1.43		
2.	Cooperativeness	Male	75	23.92	1.72	7.14	Significant at.01 level
		Female	75	24.86	1.78		
3.	Confidence	Male	75	19.95	1.50	3.35	Significant at.01 level
		Female	75	20.48	1.43		
4.	Sensitivity	Male	75	20.51	1.47	5.98	Significant at.01 level
		Female	75	21.42	1.47		
5.	Recognition of Social Environment	Male	75	1.12	0.09	14.30	Significant at.01 level
		Female	75	1.24	0.09		
6.	Tactfulness	Male	75	3.02	0.21	2.96	Significant at.01 level
		Female	75	3.50	0.25		
7.	Sense of Humor	Male	75	3.12	0.22	15.02	Significant at.01 level
		Female	75	3.48	0.24		
8.	Memory	Male	75	7.72	0.56	21.02	Significant at.01 level
		Female	75	8.57	0.56		
Total		Male	75	99.24	7.25	6.03	Significant at.01 level
		Female	75	103.63	7.27		

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 levels. Therefore, hypothesis No. 1 which reads as "Male and Female College students differ significantly on various dimensions of social intelligence", stands accepted.

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

Sr. No.	Dimensions	Group	N	Mean	SD	t -Value	Level of Significance
1.	Patience	Commerce	75	20.10	1.45	5.59	**Significant at.01 level**
		Social Science	75	20.96	2.12		
2.	Cooperativeness	Commerce	75	20.52	1.69	4.07	**Significant at.01 level**
		Social Science	75	21.13	2.02		
3.	Confidence	Commerce	75	20.46	1.51	8.34	**Significant at.01 level**
		Social Science	75	19.12	1.32		
4.	Sensitivity	Commerce	75	20.75	1.51	3.48	**Significant at.01 level**
		Social Science	75	21.20	1.48		
5.	Recognition of Social Environment	Commerce	75	1.12	0.07	18.00	**Significant at.01 level**
		Social Science	75	1.24	0.07		
6.	Tactfulness	Commerce	75	3.20	0.23	12.00	**Significant at.01 level**
		Social Science	75	3.41	0.23		
7.	Sense of Humor	Commerce	75	3.04	0.20	2.52	**Significant at.01 level**
		Social Science	75	3.50	0.25		
8.	Memory	Commerce	75	8.65	0.64	14.60	**Significant at.01 level**
		Social Science	75	7.80	0.52		
	Total	Commerce	75	100.69	7.42	2.12	**Significant at.01 level**
		Social Science	75	102.28	7.08		

The table No 2 shows the mean comparison of Commerce 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 Commerce 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 Commerce college students. On the composite score, it has been found that the two groups differ significantly at.01 level. It indicates that social science college students have higher social intelligence than Commerce college students. Therefore, hypothesis No.2 which reads as "Commerce 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	75	55.97%
Female College Students	75	68.21%

The table No 3 shows the percentage of Male and Female Commerce 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-Value	Level of Significance
Male College Students	75	58.97	4.34		
Female College Students	75	60.21	4.25	2.58	Significant at 0.01

The table No 4 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: Academic Achievement of Science and Social Science College Students.

Variable	N	Percentage
Commerce Students	75	62.95%
Social Science Students	75	35.24%

The table No 5 shows the percentage of Commerce and Social Students on academic achievement. It is evident from the table that on academic achievement, two groups- Commerce and Social Science College students differ significantly. The table further reveals that Commerce students have better academic achievement than Social Science Students. Therefore, hypothesis No. 2 which reads as "Commerce and Social Science Students differs significantly on academic achievement", stands accepted.

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

Variables	N	Mean	S.D	t-Value	Level of Significance
Commerce Students	75	66.24	4.30		
Social Science Students	75	57.93	4.15	5.32	Significant at 0.01

The table No 6 shows the mean comparison of Commerce and Social Science 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 Commerce Students have better Academic Achievement than Social Science Students. Therefore, hypothesis no. 4 which reads as "Commerce and Social Science 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, Commerce and social science differ significantly. The study revealed that Commerce 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 Commerce students. It indicates that social science students have higher social intelligence than science students.
2. It has also been found that on academic achievement, two groups- Commerce and Social Science students differ significantly. The study further revealed that Commerce students have better academic achievement than Social Science Students.

Suggestions

Though the investigator has suggests the following suggestions.

1. Higher authorities should organize various interaction programmes, symposiums, workshops, cultural activities to develop social intelligence among all the students.
2. The opportunities should be provided especially to the Commerce students to exploit social parameters in all spheres of life.
3. Guidance and counselling cells should be established in all undergraduate colleges to orient college students to develop social intelligence.
4. Use of ICT should be made possible in classrooms to enhance academic achievement of students.

Bibliography:

1. Asia Maqbool, Hafiz Mudasir, Aliya Nabi.(2014) A Study of Emotional Intelligence of Science, Social Science & Commerce Higher Secondary students in District Pulwama, J&K. *New York Science Journal*; 7(3):80-83. (ISSN: 1554 0200).
2. Baldwin, D. A. (2000). Interpersonal understanding fuels knowledge acquisition. *Current Directions in Psychological Science, 9*, 40–45.
3. Clark, E. V. (1983). Meanings and concepts. In J.H. Flavell & E. M. Markman (Eds.), *Handbook of child psychology, Vol. 3: Cognitive development* (pp. 787–840). Hoboken, NJ: Wiley.
4. Farnaz Dada. (2014) Investigation the Relationship of Emotional Intelligence and Student Adjustment. *Nature and Science*; 12 (6): 65-72. (ISSN: 1545-0740).

5. Hooda, D, Sharma, N.R & Yadava. A (2009): Social Intelligence as a predictor of positive psychological health. *Journal of the Indian Academy of Applied Psychology*. Vol-35, No.1 pp. 143-150.

6. Is Social Intelligence More Useful than IQ?" Talk of the Nation, NPR. October 23, 2006.

7. Marlowe, H.A. (1986) Social intelligence: Evidence for multi dimensionality and construct independence, *Journal of educational psychology*, 78(1), 52-58.

8. Social Intelligence: the New Science of Success, Dr. Karl Albrecht, Wiley 2005.

9. Social Intelligence, John Kihlstrom and Nancy Cantor, in R.J. Sternberg (Ed.), Handbook of intelligence, 2nd ed. (pp. 359–379). Cambridge U.K.: Cambridge University Press.

10. Taylor, E.H. (1990) The assessment of social intelligence, psychotherapy, 27(3), 445-457.

11. Willmann, E., Feldt, K., and Amelang, M. (1997) Prototypical behavior pattern of social intelligence. *International Journal of psychology*, 32(5), 329-346.

12. Wong, C.T., Day, J.D, Maxwell, S.E. and Meara, M.M (1995) A multi trait multi method study of academic and social intelligence in college students. *Journal of educational psychology*, 87(1), 117-133.