

Social Intelligence among the Campus Students of University Of Lucknow

AMIT KUMAR KUSHWAHA¹
(MASTER OF SOCIAL WORK),
UNIVERSITY OF LUVKNOW, LUCKNOW (U.P.)

The present study intended to find out the level of Social Intelligence among the Campus Students of University of Lucknow. This study belongs to Random sampling technique has been used to choose the sample; Data has been collected on random sample of 100 students (50 boys and 50 girls) of university of Lucknow (U. P.). The tool used for this study was social intelligence scale (SIS) developed by Dr. N. k. Chadha and Usha Ganesa developed by the Investigators. The data thus collected has been treated with mean, standard deviation and t-test with the help of computer to analyze and arrive at some inferences and Correlation to analyses the data. It was inferred that there is significant relationship between Social Intelligence among the Campus Students of University of Lucknow.

Keywords: Social Intelligence, Professional, significant difference between male & female

INTRODUCTION-

In modern age of civilization, we are living in a world of different type of social and personal conditions. But human behavior is regulated in both social and personal fields by his "Sociality". Sociality can restrict his behavior and activities. He can perform better in every situation and place of work, by proper control on his sociality.

This capacity to use his social power or capacity of sociality can be called "Social Intelligence". In simple words we can understand by this term Social Intelligence that more the social intelligence and more the person is social in the society.

When we think about the effect of social intelligence or social behavior for success in person's life, we find that social intelligence makes significant contribution in success of an individual in his work.

More generally, research psychologists studying social cognition and social neuroscience have discovered many of the principles according to which human social intelligence operates. In the early work on this topic, psychologists **Cantor and Kihlstrom (1989)** outlined the kinds of concepts people use to make sense of their social relations. (Ex.; "What situation am I in and what kind of person is this who is talking to me?"), and rules they use to draw inferences (What did he mean by that?) and plan action ("What am I giving to do about it?"). More recently, popular science writer **Goleman (2000)** has drawn on social neuroscience research to propose at social intelligence is made up of Social Awareness (including empathy, attunement, empathic accuracy, and social cognition) and Social Facility (including synchrony, self presentation, influence, and concern).

In this way Social Intelligence touches every aspect of human life. So it's very important part of human behaviour. Seeing it's importance, psychologists are trying to understand what it really means and to be aware of the research, and theory on which it is based.

In the world scenario, psychologists are using the concept of social intelligence in world class business and professions and they witness its effects. In this background, the investigator became interested and curious in the dimension of intelligence.

NEED OF THE STUDY

As everyone knows that education is a major tool for the social change and social intelligence related to teachers and students; it gives a major milestone performance in the teaching-learning process, administration, curriculum construction and basically in the interaction between teachers and students.

Keeping in view the importance of Social Intelligence in every aspect of human behaviour it's study is very important. When the students go through the social process of education, they develop some sort of social intelligence. When these students are at the stage of higher education, they have already some amount of social intelligence due to their personal life experiences and previous education. At this stage, their level of social intelligence is to be studied so, if necessary, some intervention may be carried out in order to make them successful in their future life. The investigator felt compelled to study social intelligence among university students.

STATEMENT OF THE PROBLEM

The problem for the present study has been entitled as "**Social Intelligence among the Campus Students of University of Lucknow.**"

Objective of the study

The main objective of the present study is to compare the Social Intelligence and its eight dimensions on male & female students of various professional courses in University of Lucknow. It subsumes following objectives--

1. To compare social intelligence between male and female students of various professional courses in university of Lucknow.
2. To compare patience between male and female students of various professional courses in university of Lucknow.
3. To compare co-cooperativeness intelligence between male and female students of various professional courses in university of Lucknow.
4. To compare confidence level between male and female students of various professional courses in university of Lucknow.
5. To compare sensitivity between male and female students of various professional courses in university of Lucknow.
6. To compare recognition of social environment between male and female students of various professional courses in university of Lucknow.
7. To compare tactfulness between male and female students of various professional courses in university of Lucknow.
8. To compare sense of humour between male and female students of various professional courses in university of Lucknow.
9. To compare memory between male and female students of various professional courses in university of Lucknow.

Hypotheses of the study

To achieve this major objective, the following null hypotheses have been formulated and tested:

- Ho₁** : There is no significant difference between male & female students in Social intelligence.
Ho₂ : There is no significant difference between male & female student in patience.
Ho₃ : There is no significant difference between male & female students in co-cooperativeness.
Ho₄ : There is no significant difference between male & female students in confidence level.
Ho₅ : There is no significant difference between male & female students in sensitivity.

- H₀₆** : There is no significant difference between male & female students in recognition of social environment.
- H₀₇** : There is no significant difference between male & female students in tactfulness.
- H₀₈** : There is no significant difference between male & female students in sense of humour.
- H₀₉** : There is no significant difference between male & female students in memory.

DELIMITATION OF STUDY

The present work has been carried out to survey social intelligence university of lucknow students. The study has vast area but keeping in mind the limited time & sources, it was necessary to delimit and specify the area of the study. The delimitation of present study is given below;-

1. Study is delimited to students of professional courses in three main faculties- Faculty of Education & Allied Sciences, Faculty of Engineering & Technology and Faculty of Business Management & Administration in the University Campus, Lucknow.
2. Only the sample of 100 students has been taken from three faculties of university of Lucknow campus students in the present study.
3. The present study is a survey of social intelligence, only on the gender basis.

METHODOLOGY

The present study has been conducted using Descriptive survey method:-

1. POPULATION

All the students, studying in various departments in university of Lucknow, U.P. are the population for the present study.

2. SAMPLE

Random sampling technique has been used to choose the sample; Data has been collected on random sample of 100 students (50 boys and 50 girls) of university of Lucknow (U. P.).

3. TOOL:

The tool used for this study was social intelligence scale (SIS) developed by Dr. N.K. Chadha and Usha Ganesa.

The scale measures social intelligence of adults in following eight dimensions:-

- A. Patience-** Calm endurance under successful situations.
- B. Co-cooperativeness-** Ability to interact with others in a pleasant way to be able to view matters from all angles.
- C. Confidence Level-** Firm trusts in on self and ones changes.
- D. Sensitivity-** To be acutely aware of and responsive to human behavior.
- E. Recognition of Social Environment-** Ability to perceive the nature and atmosphere of the existing situation.
- F. Tactfulness-** Delicate perception of the right thing to say or do.
- G. Sense of Humor-** Capacity to feel and cause amusement; to be able to see the lighter side of life.
- H. Memory-** Ability to remember all relevant issues, names and faces of people.

The tool is highly reliable and valid.

4. DATA COLLECTION

The entire participants were briefed about the scales before they actually started responding to scale. The responses on the test were scored as per their scoring procedures.

5. STATISTICAL ANALYSIS:

The data thus collected has been treated with mean, standard deviation and t-test with the help of computer to analyze and arrive at some inferences.

Table-1
Comparison between Social Intelligence & Its Dimensions of male & female students

S.No.	Social Intelligence & its dimensions	Male/ Female	N	Mean	S.D.	t-value	level of significance
1.	Social intelligence	Male Female	50 50	106.68 107.20	8.83 6.41	0.34	NS
2.	Patience	Male Female	50 50	20.28 22.32	2.25 2.99	3.92**	.01
3.	Co-operativeness	Male Female	50 50	26.76 26.70	2.89 1.95	0.12	NS
4.	Confidence level	Male Female	50 50	21.30 21.52	1.84 1.66	0.67	NS
5.	Sensitivity	Male Female	50 50	21.32 23.81	2.80 3.06	4.37**	.01
6.	Recognition of social environment	Male Female	50 50	1.08 0.92	0.75 0.89	0.94	NS
7.	Tactfulness	Male Female	50 50	5.96 4.46	1.32 1.11	6.81**	.01
8.	Sense of Humour	Male Female	50 50	4.42 3.44	1.65 1.84	2.96**	.01
9.	Memory	Male Female	50 50	5.56 6.02	2.51 2.27	0.96	NS

** Significant at .01 level

NS-not significant

RESULTS

The results shown in table-1 reveal that the social intelligence and its dimensions viz. patience, co-operativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour and memory have given very important and adequate results. Investigator analyzed his programme for better result and has confidence on his findings.

Following are the main findings of the study:-

1. The overall social intelligence of university students is average. Sex wise analysis of data shows that male students are slightly above average in social intelligence, females are above average.
2. On patience dimension of social intelligence, males are above average level, females are at high level.
3. On co-cooperativeness dimension of social intelligence, male and female both have average level.
4. On confidence dimension of social intelligence male and female both have high level.
5. On sensitivity dimension of social intelligence males have average level; females are at very high level.
6. On recognition of social environment dimension of social intelligence male and female both students have low level.
7. On tactfulness dimension of social intelligence, male students have average level; female students are at low level.
8. On sense of humour dimension of social intelligence male students have average level, female students are at a low level.
9. On memory dimension of social intelligence, male and female students have low level.
10. The null hypothesis that there is no significant difference between the male and female students on various dimensions of social intelligence is partially accepted, and partially rejected. This result is in contrast to the observations made by **Gnanadevan (2007)** who did not found any gender differences.

There is significant difference between the social intelligence of male and female students particularly on patience, sensitivity, tactfulness and sense of humour dimension. Social intelligence of male students is better in tactfulness and sense of humour dimension, and female students are better in patience and sensitivity dimensions.

However, there is no significant difference between the social intelligence of male and female students' co-cooperativeness, confidence level, recognition of social environment and memory dimensions.

It is clear from the table no.1 that social intelligence of male and female university students is average but female students social intelligence are slightly above the male social intelligence. **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 **Jones & Day (1991)** experienced leadership **Kobeetal (2001)** and positive interpersonal experience **Cheng et al. (2001)**.

Educational Implications and suggestions of the study.

- Since student is a part of society and nation's future. So it is the responsibility of the society to provide proper atmosphere for the students so that social intelligence is developed. Social intelligence is a factor for the development of all round personality of a student. So this study suggests to society and also to educational planners that they make a program or create situations to develop social intelligence in students.
- Graduate and other levels of students can improve their social intelligence by making strategies for the early stage of the professional life. They should take interest in various types of social activities and pay some weightage to it.
- Parents are suggested to encourage their children/wards to participate in co-curricular activities like games, sports, dramas, debates, art; quizzes etc are good for improving social intelligence. It also suggests to the parents to promote their wards to participate in social activities and cultural activities which are necessary for social intelligence.

- Social intelligence is a term of imitation. So it cannot be developed by self. It develops in the students by the help of teachers and other persons who are the role models for the students. So teachers should suggest the students to take interest in social work and some other activities like debates, speech and games etc.
- This study also suggests that teacher should motivate society and school for social intelligence.
- This study reveals to the administrators to make up or create appropriate environment for rising social intelligence. In this way students make up their mind for their present learning and training situations and future managements to give rise to their productivity at work.

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