



## Social intelligence of undergraduate students with special reference to Haflong Govt. College, Assam.

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### Abstract

The study was intended to find out the social intelligence of undergraduate students of Haflong Govt. College of Dima Hasao District, Assam. Disproportionate Random Sampling was used to compose a sample of 200 undergraduate students. Mean, Standard Deviation and t value were calculated for the analysis and interpretation of data. The result revealed that there exist no significant difference between boys and girls in respect of social intelligence of undergraduate students.

**Keywords:** Social Intelligence, undergraduate colleges and undergraduate students.

### 1. Introduction

Human being is social by nature as he can not live without society. In order to satisfy his needs he has to maintain interpersonal relationship with members of the society as well as other organisms of the universe. Intelligence is the ability of an individual to adjust with changing situations or environment. E. L. Thorndike has divided intelligent activity into three type's viz.: -

- Social intelligence (It is an ability to understand and deal with persons).
- Concrete intelligence (It is an ability to understand and deal with things as in skilled trades and scientific appliances).
- Abstract intelligence (It is an ability to understand and deal with verbal and mathematical symbols).

In 1920 E. L. Thorndike had pointed out that there is an aspect of personality that can be called "social intelligence", which is distinct from "concrete" and "abstract" intelligences. Social intelligence is an ability to understand the feelings, thoughts, intentions, actions and tensions etc. of an individual. It is a capacity through which an individual can give some relaxation to the other person who struggling with tension. It helps to make cooperation and adjustment with the other members of the society.

### 2. Significance of the study

The level of social intelligence differs in among

the individuals. So, there is a need to study the social intelligence of undergraduate students. The study is also significant because a very few studies have been conducted on the social intelligence of undergraduate students especially in our state. The present study will reveal the social intelligence of undergraduate students.

### 3. Objectives of the study

1. To study the social intelligence of undergraduate students.
2. To examine the difference in social intelligence of undergraduate students in relation to gender.

### 4. Hypothesis

On the basis of the above objectives, following null hypothesis has been formulated -

$H_{01}$  There exists no significant difference in social intelligence of undergraduate students in relation to gender.

### 5. Delimitation of the study

The present study has been delimited as following-

- Only undergraduate Arts students of the Haflong Govt. college of Dima Hasao district under Assam University have been selected as sample for the present study.

### 6. Methodology

#### 6.1 Method of the study

Descriptive survey method has been adopted in

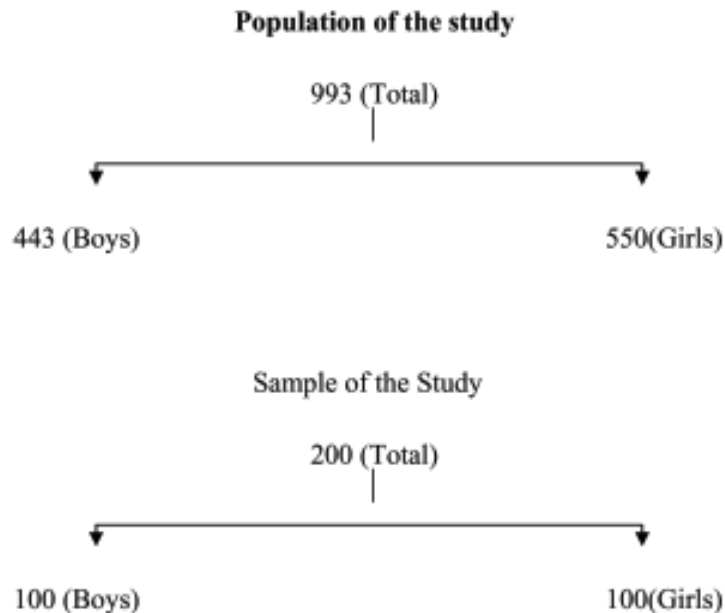
order to carry out the present investigation.

## 6.2 Population

All undergraduate Arts students of Haflong Govt. College affiliated to Assam University were regarded as population of the study. So, the population of the study was 993, out of which boys = 443 and girls = 550.

## 6.3 Sample

The sample of the study comprises of 200 undergraduate students of the total population of Haflong Govt. college of Dima Hasao district. With the help of Disproportionate Random Sampling technique the sample of the present study has been selected.



## 7. Tool for data collection

To meet the objectives of the study following tools have been used by the investigator for data collection.

- Social Intelligence Scale developed by N. K. Chadha and Usha Ganesan. This scale consists of eight dimensions viz. patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory. The scale consisting of 66 items. All 66 items has been taken for the present study.

## 8. Analysis and interpretation of date

After collection of data a systematic analysis and interpretation has been made as following -

### 8.1 Objective 1

To study the social intelligence of undergraduate students.

Tables showing the qualitative description of the scores obtained on different dimensions of social intelligence of undergraduate students are given below-

**Table-1 :** (A - Patience)

Scores	Qualitative Description	Total No. of students			% of students		
		Boys	Girls	Total	Boys	Girls	Total
Upto 15	Very Low	13	17	30	13	17	15
Upto 17	Low	16	18	34	16	18	17
Upto 19	Average	23	16	39	23	16	19.5
Upto 22	High	41	34	75	41	34	37.5
Upto 24	Very High	7	15	22	7	15	11
	Total	100	100	200	100	100	100

**Findings**

From the Table 1 it has been found that 15% undergraduate students of the sample have very low patience; 17% have low patience; 19.5% have

average patience; 37.5% have high patience; 11% have very high patience. That means the percentage of undergraduate students having high patience was more than other levels.

**Table-2 : (B - Cooperativeness)**

Scores	Qualitative Description	Total No. of students			% of students		
		Boys	Girls	Total	Boys	Girls	Total
Upto 21	Very Low	34	6	40	34	6	20
Upto 24	Low	19	30	49	19	30	24.5
Upto 26	Average	24	25	49	24	25	24.5
Upto 28	High	18	28	46	18	28	23
Upto 33	Very High	5	11	16	5	11	8
	Total	100	100	200	100	100	100

**Findings**

From the Table 2 it has been observed that 20% undergraduate students of the sample have very low cooperativeness; 24.5% have low cooperativeness;

24.5% have average cooperativeness; 23% have high cooperativeness; 8% have very high cooperativeness. That means the percentage of undergraduate students having low and average cooperativeness was more than other levels.

**Table-3 : (C - Confidence)**

Scores	Qualitative Description	Total No. of students			% of students		
		Boys	Girls	Total	Boys	Girls	Total
Upto 16	Very Low	19	34	53	19	34	26.5
Upto 18	Low	32	25	57	32	25	28.5
Upto 19	Average	8	7	15	8	7	7.5
Upto 21	High	18	23	41	18	23	20.5
Upto 24	Very High	23	11	34	23	11	17
	Total	100	100	200	100	100	100

From the Table 3 it has been found that 26.5% undergraduate students of the sample have very low confidence; 28.5% have low confidence; 7.5% have average confidence;

20.5% have high confidence; 17% have very high confidence. That means the percentage of undergraduate students having low confidence was more than other levels.

**Table-4 : (D - Sensitivity)**

Scores	Qualitative Description	Total No. of students			% of students		
		Boys	Girls	Total	Boys	Girls	Total
Upto 16	Very Low	23	28	51	23	28	25.5
Upto 19	Low	27	21	48	27	21	24
Upto 21	Average	25	15	40	25	15	20
Upto 23	High	12	25	37	12	25	18.5
Upto 25	Very High	13	11	24	13	11	12
	Total	100	100	200	100	100	100

**Findings**

It has been observed from the Table 4 that 25.5% undergraduate students have very low sensitivity; 24% have low sensitivity; 20% have

average sensitivity; 18.5% have high sensitivity and 12% have very high sensitivity. It means percentage of having very low sensitivity was more than other levels of sensitivity.

**Table-5 : (E - Recognition of social environment)**

Scores	Qualitative Description	Total No. of students			% of students		
		Boys	Girls	Total	Boys	Girls	Total
1	Low	33	43	76	33	43	38
2	Average	33	31	64	33	31	32
3	High	7	7	14	7	7	7
0	-	27	19	46	27	19	23
	Total	100	100	200	100	100	100

**Findings**

It has been observed from the Table 5 that 38% undergraduate students have low recognition of social environment capacity; 32% have average recognition of social environment ability and 7% have high

recognition of social environment ability. From the table it has been found that 23% have no recognition of social environment ability. It means percentage of having low recognition of social environment was more than other levels of recognition of social environment.

**Table-6 : (F- Tactfulness)**

Scores	Qualitative Description	Total No. of students			% of students		
		Boys	Girls	Total	Boys	Girls	Total
Upto 4	Low	80	82	162	80	82	81
Upto 6	Average	19	18	37	19	18	18.5
Upto 7	High	1	0	1	1	0	.5
	Total	100	100	200	100	100	100

**Findings**

It has been observed from the Table 6 that 81% undergraduate students have low tact fullness; 18.5%

have average tactfulness; .5% has high tactfulness. It means percentage of having low tactfulness has more than other levels of tactfulness.

**Table-7 : (G- Sense of humour)**

Scores	Qualitative Description	Total No. of students			% of students		
		Boys	Girls	Total	Boys	Girls	Total
Upto 4	Low	79	87	166	79	87	83
Upto 6	Average	18	13	31	18	13	15.5
Upto 7	High	3	0	3	3	0	1.5
	Total	100	100	200	100	100	100

**Findings**

It has been observed from the Table 7 that 83% undergraduate students have very low sense of humour; 15.5% have average sense of humour; 1.5%

has average high sense of humour. It means percentage of having low sense of humour was more than other levels of sense of humour.

**Table-8 : (H- Memory)**

Scores	Qualitative Description	Total No. of students			% of students		
		Boys	Girls	Total	Boys	Girls	Total
Upto 7	Low	33	19	52	33	19	26
Upto 11	Average	63	71	134	63	71	67
Upto 12	High	4	10	14	4	10	7
	Total	100	100	200	100	100	100

**Findings-**

It has been observed from the Table 8 that 26% undergraduate students have low memory; 67% have average memory; 7% has high memory. It means percentage of having average memory was more than other levels of memory.

**8.2 Objective 2**

To examine the difference in social intelligence of undergraduate students in relation to gender.

$H_{0_2}$  There exists no significant difference in social intelligence of undergraduate students in relation to gender.

**Table-9** : Showing the difference in social intelligence (S. I.) of undergraduate students in relation to gender. (Table value: - 1.97 at .05 level)

SL No.	Social Intelligence	Boys			Girls			df	t value	Level of significance
		N	M	S. D.	N	M	S. D.			
1	Patience	100	18.88	2.71	100	18.93	3.40	198	.11	Not Significant
2	Cooperativeness	100	23.46	3.71	100	25.42	2.54	198	4.36	Significant
3	Confidence	100	18.8	2.92	100	17.67	3.13	198	2.64	Significant
4	Sensitivity	100	19.28	3.38	100	19.21	3.77	198	.14	Not significant
5	Recognition of Social Environment	100	1.2	.92	100	1.26	.85	198	.48	Not Significant
6	Tactfulness	100	3.25	1.53	100	3.46	1.23	198	1.07	Not significant
7	Sense of Humour	100	3.3	1.57	100	2.98	1.23	198	1.60	Not Significant
8	Memory	100	8.01	2.18	100	8.86	1.86	198	2.96	Significant
9	Total	100	96.18	11.77	100	97.89	12.18	198	1.01	Not Significant

**Findings**

From the table 9 it has been observed that the mean and standard deviation of undergraduate boys were 18.88 and 2.71 and mean and standard deviation of undergraduate girls were 18.93 and 3.40 for patience dimension of social intelligence. Again mean and standard deviation of undergraduate boys were 23.46 and 3.71 and mean and standard deviation of undergraduate girls were 25.42 and 2.54 for cooperativeness dimension of social intelligence. Again

mean and standard deviation of undergraduate boys were 18.8 and 2.92 and mean and standard deviation of undergraduate girls were 17.67 and 3.13 for confidence dimension of social intelligence. Again mean and standard deviation of undergraduate boys were 19.28 and 3.38 and mean and standard deviation of undergraduate girls were 19.21 and 3.77 for sensitivity dimension of social intelligence. The mean and standard deviation of undergraduate boys were 1.2 and .92 and mean and standard deviation of undergraduate

girls were 1.26 and .85 for recognition of social environment dimension. Again mean and standard deviation of undergraduate boys were 3.25 and 1.53 and mean and standard deviation of undergraduate girls were 3.46 and 1.23 for tactfulness dimension. Again mean and standard deviation of undergraduate boys were 3.3 and 1.57 and mean and standard deviation of undergraduate girls were 2.98 and 1.23 for sense of humour dimension of social intelligence. Again mean and standard deviation of undergraduate boys were 8.01 and 2.18 and mean and standard deviation of undergraduate girls were 8.86 and 1.86 for memory dimension of social intelligence. Mean and standard deviation of undergraduate boys were 96.18 and 11.77 and mean and standard deviation of undergraduate girls were 97.89 and 12.18 for total social intelligence. There exist no significant differences between boys' and girls' social intelligence as the total calculated social intelligence t value was 1.01 which was smaller than table value (1.97) at .05 level of significance. So, It has accepted the null hypothesis that there exists no significant difference in social intelligence of undergraduate students in relation to gender.

## 9. Major findings of the study

### 9.1 Findings related to the objective 1

- Girls' undergraduate students have more patience than boys at very high level of patience.
- The percentages of having low and average cooperativeness of undergraduate students were more than other levels of cooperativeness.
- The percentage of having low confidence i.e. 28.5% was the highest percentage in among the different confidence levels of undergraduate students.
- 25.5% undergraduate students have very low sensitivity which was more than the other levels of sensitivity.
- The percentage of undergraduate students having low recognition of social environment ability was higher than average and high level of social environment recognition ability.
- 81% undergraduate students have low tactfulness and only .5% undergraduate students have high tactfulness.
- 1.5% undergraduate students have high sense of humour where as 83% have low level of sense of humour.
- 67% undergraduate students have been found having average memory.

### 9.2 Findings related to objective 2

- There have existed significant differences between boys and girls in case of some dimensions of social intelligence they were cooperativeness, confidence and memory.
- There were no significant difference between boys and girls in relation to patience, sensitivity, recognition of social environment, sense of humour and tactfulness dimensions of social intelligence.
- No significant difference was observed between boys and girls in the overall social intelligence of undergraduate students.

## 10. Discussion

From the study it has been cleared that the percentage of undergraduate students having high patience was more than other levels. The percentages of undergraduate students having low and average cooperativeness were more than other levels. Percentage of undergraduate students having low confidence was more than other levels. Percentage of having very low sensitivity was more than other levels of sensitivity. Again percentage of having low recognition of social environment was more than other levels of recognition of social environment. Percentage of having low tactfulness has more than other levels of tactfulness. Again the percentage of having low sense of humour was more than other levels of sense of humour. The percentage of having average memory was more than other levels of memory in among the undergraduate students. From the study it has been observed that no significant difference existed between boys and girls in overall social intelligence of undergraduate students.

No significant difference between boys and girls in the overall social intelligence of undergraduate students which was found similar with reviewed literature. It was similar with the study done by R. Ganandevan (2011) on social intelligence of higher secondary students in relation to their socioeconomic status. The result of the study was dissimilar with the study done by Saxena, Dr. Sumanlata & Jain, Dr. Rajat Kumar (2013) investigating on the social intelligence of male & female undergraduate students of Arts & Science subject streams studying in different degree colleges of Bhillai city of Chhattisgarh, as the study showed female students achieved more social intelligence in comparison to male students.

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