

Social Intelligence and Academic Achievement of College Students – A Study of District Srinagar

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Abstract: *The purpose of the study was to compare rural and urban college students on various dimensions of social intelligence and academic achievement. The study was conducted on a sample of 390 college students of third year from district Srinagar. The sample comprised of 187 rural-203 urban college students. The tools used in the study were N.K.Chaddha and Usha Ganesan Social Intelligence Scale (1986) and the average marks percentage obtained by the sample subjects in their first and second year examinations was used as the measure of academic achievement. The data was analyzed by applying mean, S.D, t-test and percentage. The analysis of the data revealed that urban college students when compared with rural college students were found to have high social intelligence and urban college students have been found to have better academic achievement as compared to rural college students.*

Keywords: *Social Intelligence, Academic Achievement, Rural and Urban College Students.*

I. 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. 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. Research on the 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, whereas social intelligence as per Thorndike is the ability to act wisely in a social relationships. 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. Social intelligence refers to the ability to read other people and understand their intentions and motivations. 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. Weis and Sub (2007) showed that social understanding and social knowledge were separate constructs of social intelligence. Additionally, their model showed support for existence of an underlying general social intelligence and possibly a hierarchical model of social intelligence. Academic achievement occupies a very important place in education as well as in the learning process. It has become an index of child's future in this highly competitive world. Busari (2000) states that academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject. It is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspiration. Osokoya (1998) also stated that achievement is the end product of a learning experience. Attaining a high level of academic performance is what every parent or guardian as well as teacher wishes for their children, wards and students. Schools and teachers are generally graded qualitatively by achievement based on the performance of their students. The aim of the present study is to come up to the expectations of the adolescent students so that they will have better social intelligence and academic achievement, as adolescence is the age when the individual becomes integrated into the society of psychologically adults, the age when the child not feels that he is below the level of his elders but equal, at least in rights. This integration into adult society has many affective aspects, more or less linked with puberty. It also includes very profound intellectual changes. These intellectual transformations typical of the adolescent's thinking enable him not only to achieve his integration into the social relationships of adults, which is, in fact, the most general characteristic of this period of development. While all periods in the life span are important, some are more important than others because of their immediate effects on attitudes and behaviour, whereas others are significant because of their long-term effects. From child classification to college students, in all situations where people live and work together, intelligence and academic achievement are constantly under scrutiny and being evaluated and IQ alone is no more the only measure for success; emotional intelligence and

social intelligence also play a big role in a person’s success Goleman (1995). Transitions through education from school to college career are challenging and difficult. These transitions are critical to academic achievement, programme completion and college success. With the current emphasis on academic accountability as measured by tested performance, there needs to be an increased emphasis, and more balanced perspective, on the development of social and emotional learning essential to academic and career excellence

Objective

To study and compare rural and urban college students on various dimensions of social intelligence and academic achievement.

II. Method And Procedure

Sample

The sample for the present study consisted of 5% from the total population of all colleges of district Srinagar. The study was conducted on a sample of 390 rural and urban college students.

Tool used

- **Chadha and Ganesan Social Intelligence Scale (1986)**

Chadha and Ganesan social intelligence scale was used to measure social intelligence. It assesses social intelligence in eight areas- patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory.

- **Academic achievement**

The average marks percentage obtained by the sample subjects in their first and second year examinations was used as the measure of academic achievement.

Statistical Treatment

The data was analyzed by applying various statistical methods including mean, S.D, t. test and percentage.

Analysis and Interpretation

Table No. 1 Mean comparison of Rural and Urban College students on various dimensions of social intelligence

S. No.	Dimensions	Group	N	Mean	S.D	t. Value	Level of Significance
1.	. Patience	Rural	187	20.83	1.52	3.35	Significant at 0.01
		Urban	203	20.36	1.42		
2.	Co-operativeness	Rural	187	23.95	1.75	7.11	Significant at 0.01
		Urban	203	25.16	1.76		
3.	Confidence	Rural	187	20.01	1.46	3.35	Significant at 0.01
		Urban	203	20.40	1.43		
4.	Sensitivity	Rural	187	20.51	1.49	6.07	Significant at 0.01
		Urban	203	21.36	1.49		
5.	Recognition of Social Environment	Rural	187	1.14	0.08	14.28	Significant at 0.01
		Urban	203	1.24	0.08		
6.	Tactfulness	Rural	187	3.02	0.22	26.81	Significant at 0.01
		Urban	203	3.61	0.25		
7.	Sense of Humour	Rural	187	3.13	0.22	15.00	Significant at 0.01
		Urban	203	3.43	0.24		
8.	Memory	Rural	187	7.73	0.56	21.00	Significant at 0.01
		Urban	203	8.57	0.60		
Total		Rural	187	99.24	7.25	15.13	Significant at 0.01
		Urban	203	103.63	7.27		

The above table reveals the mean comparison of rural and urban college students on various dimensions of social intelligence. It is evident from the table that urban college students have been found to be cooperative, sensitive, recognized to social environment, tactful, humourous and have good memory than rural college students. On the total score it has been found that the two groups viz. rural and urban college students differ significantly at 0.01 level. It shows that urban college students have better social intelligence than rural college students. Therefore, hypothesis which reads as “Rural and Urban College students differ significantly on various dimensions of Social Intelligence”, stands accepted.

Table No. 2: Mean Comparison of Rural and Urban College Students on Academic Achievement

Variables	N	Mean	S.D	t-value	Level of Significance
Rural	187	59.07	4.31	2.65	Significant at 0.01
Urban	203	60.16	4.21		

The above table depicts the mean comparison of rural and urban college students on academic achievement. It is evident from the table that on academic achievement (t.value 2.65>0.01), the two groups viz. rural and urban college students differ significantly. The table further reveals that urban college students have better academic achievement than rural college students. Therefore, hypothesis which reads as “Rural and Urban College students differ significantly on academic achievement”, stands accepted.

III. Conclusion

In this study it was revealed that Urban college students have been found to have higher social intelligence as compared to rural college students and urban college students when compared with rural college students were found to have better academic achievement.

IV. Suggestions

- Teachers working in undergraduate institutions should be properly trained through various orientation and refresher courses to develop uniformity of thoughts and experience among themselves so that the dimensions like confidence, tactfulness, recognition to social environment will be enhanced and used for social and academic betterment of the rural students.
- It is suggested that at all levels of education proper social atmosphere should be provided to the students of rural areas, so that they may develop proper social intelligence in future, in order to deal with the society more effectively as well as to have better academic achievements.
- Further it is suggested that authorities should organize various interaction programmes, symposium, workshop, athlete meets, skits, cultural activities, social activities at inter and intra-district levels to develop social intelligence among the rural students.

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