

## Social Intelligence among Female Day Scholar College Students Belonging to Different Academic Streams

**More Srividya, M.Sc. and Dr. Vijayalaxmi A.H.M, M.Sc., Ph.D.**

Department of Human Development and Research Centre  
Smt. V.H.D Central Institute of Home Science (Autonomous)  
Seshadri Road, Gandhi Nagar  
Bengaluru-560001, Karnataka, India  
Email addresses: [srividyaamore@gmail.com](mailto:srividyaamore@gmail.com)  
[vijayabhushan@yahoo.co.in](mailto:vijayabhushan@yahoo.co.in)

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### Abstract

The social skill which helps an individual towards coping with others and social relationships is termed as social intelligence. The present study was taken up to find out the social intelligence of day scholar College students belonged to different academic streams. A total sample of 150 college students aged between 17-25 years belonged to three academic streams with 50 day scholar students from each academic stream were selected for the study. Professor N. K. Chadda and Usha Ganesan Social Intelligence Scale (1986) were used to collect the information for the present study. Statistical analysis was done using ANOVA, students' 't' test and chi square test. The study revealed that day scholar college students had higher mean social intelligence. A non-significant difference was observed among day scholar respondents belonged to different academic streams for overall social intelligence.

**Keywords:** Social intelligence, female college students, Social skills, patience, memory

### Introduction

Youth is the time of life when one is young, and often it means the time between childhood and adulthood. It emerges as a period where the physical, psychological, and social formations lend them experiencing more frequent and more intense emotions than younger and older individuals (Larson & Lampaman Petraits, 1989). It is a time when they begin to assert themselves as distinct human beings.

Every youth is expected to learn to participate effectively in society and to acquire the necessary competence to do so mainly through interpersonal relationships. As a result of substantial interaction with parents, teachers, employers, and peers, who exhort, assess, reward, and punish him; youth competence is continuously being evaluated. Thus, the place of them in

this social network of relationships influences their further development and widens their social world. Hence, they need to acquire necessary social skills and sensitivities essential for the formation of healthy interpersonal relationship, which would lead to an active and successful social life. The social skill which helps an individual towards coping with others and social relationships is termed as **social intelligence**.

Social intelligence is the ability to interact in a socially acceptable way with others (Merrel & Gimpel, 1998) and to get them to cooperate with you sometimes referred to simplistically "people skills". This intelligence includes an awareness of situations and the social dynamics that govern them and 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 which helps to avoid or solve conflicts appropriately (Merrel & Gimpel, 1998). Effective social intelligence makes individual feel valued, respected, affirmed encouraged or competent and make a person much more effective in dealing with other, on the other hand poor social intelligence leads to the inability to connect with people and influence them negatively. These are the people who experience depression, loneliness, isolated etc.

Social intelligence comprises of dimensions viz. Patience, Co-cooperativeness, Confidence level, Sensitivity, Recognitions of social environment, Tactfulness, Sense of humours and memory (Dr. N.K Chadda and Ganeshan, 1986).

**Patience** is considered to be being Calm, endurable under stressful situation; while **Co-cooperativeness** measures the ability to interact with others in a pleasant way to be able to view matters from all angles; The **Confidence Level** is how one form trust in one self and one's chances; the fourth dimension **Sensitivity** is to be acutely aware of and being responsive for ones' own situation; the **Recognition of social environment** is an individual ability to perceive the nature and atmosphere of the existing situation; **Tactfulness** helps for a delicate perception of the right thing to say or do; having **Sense of humours** gives individual capacity to feel and cause amusement; to be able to see the lighter side of life; and the last dimension **Memory** is an ability to remember all relevant issues; names and faces of people.

However, today, the way we interact with others has changed dramatically. We now rely more on a variety of methods to communicate with others, from traditional face-to-face interactions with known individuals to a much wider social network of known and unknown individuals in our social media distribution lists. With globalization, there is also an increasing need to successfully interact with people from different backgrounds and countries. Given these changes, the development of social intelligence, and specific skills within it, is more important

now than ever before, for our personal well-being (Dr Jennifer Lau 2016). It is our responsibility to prepare our young people so they can thrive in this challenging world. Michael Lynas 2016 states Social intelligence is considered to be a very valuable human quality that nurtures creativity, teamwork and interpersonal skills and further he expresses that employers are now consider social intelligence skills as more integral to progression at work than academic intelligence. Lynas elucidate that in his research study 86% of teenagers said they were sometimes nervous about meeting people from different backgrounds to their own and loneliness is a problem for many teens, with time on screens not being a substitute for real face time with friends.

However, researchers are opining that good and healthy interaction with friends, neighborhoods and other people in the society enhances social confidence, strengthens friendship, improves the teamwork skills. etc.

As social intelligence is still consolidating across the youth, it is an important time to develop and refine these emerging abilities and skills. Offering opportunities to do this could have beneficial impacts on adulthood.

Vicky Wallis, 2016 states that young people often struggle to make the transition between education and work and one of the main reasons is their ability to deal with the dramatic difference between these two environments. Social intelligence being a multifaceted, complex issue and the earlier young people learn about and develop skills in this area the more comfortable and effective they will be when they enter the workplace.

Hence it becomes necessitates to explores the ways in which this skill set can be nurtured in young people, in order to help them prepare for a fast changing jobs market, and to enhance their well-being in adulthood.

**Mudasir (2005), Suresh Prabu (2015), Bhatia (2017), Hardhik (2017),** etc., in their research studies on college students' social intelligence have found that academic streams have an influence on their social intelligence. Hence the researcher was also interested to know whether academic streams have any influence on social intelligence of the respondents selected from Bangalore city.

## **Objectives**

1. To compare social intelligence among day scholar respondents who belong to different academic streams.
2. To assess the following social intelligence dimensions among the respondents.

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- a) Patience
- b) Cooperativeness
- c) Confidence
- d) Sensitivity
- e) Recognition of social environment
- f) Tactfulness
- g) Sense of humor
- h) Memory

### **Hypothesis**

1. There is no significant difference in the social intelligence among day scholar respondents belonging to different academic streams.
2. There is no significant association between academic streams and the following social intelligence dimensions among day scholar respondents.
  - a) Patience
  - b) Cooperativeness
  - c) Confidence
  - d) Sensitivity
  - e) Recognition of social environment
  - f) Tactfulness
  - g) Sense of humor
  - h) Memory

### **Research Design**

According to Kothari (1985), “Research Design stands for advance planning of the method to be adopted for collecting the relevant data and research design encompasses the methodology and procedures employed to conduct any sort of research.”

### **Phase: I- Identification of Appropriate Tools**

Initially, an extensive survey was conducted to identify the most appropriate tool for assessing the social intelligence of the respondents.

1. Professor N. K. Chadda and Usha Ganesan Social Intelligence Scale (1986) was identified as the most appropriate tool for the present study.

It measures social intelligence in eight areas- patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory. Number of items present under each dimension in the scale.

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	<b>Dimension</b>	<b>Number of items</b>
a)	Patience	8
b)	Co-cooperativeness	11
c)	Confidence	8
d)	Sensitivity	9
e)	Recognition of Social Environment	3
f)	Tactfulness	7
g)	Sense of Humour	8
h)	Memory	12
	Total	66

### **Phase: II – Selection of Sample**

Initially the researcher considered the different colleges located nearby research centre for the selection of sample. For the logistic and geographical convenience of the researcher, Smt. V.H.D Central Institute of Home Science, Sheshadri road, Bangalore-560001 and Maharani Arts and Science College, Sheshadri Road, Bangalore-560001 were selected for identification of sample. It was decided to take the sample studying in science, arts and commerce academic streams from the identified colleges. Students in the age group of 17-25 years with 50 day scholar students from each academic stream were identified for the study. Thus, total sample of 150 college students were selected for the study. The sample has been selected through random sampling technique.

Different streams	Day scholar
Science	50
Arts	50
Commerce	50
Total	150

### **Phase: III- Administration of The Tools**

Initially a rapport was built with the respondents by asking simple questions. An informal consent was obtained by the respondents for the collection of the data. After, establishing rapport, the researcher administered the Professor N. K. Chadda and Usha Ganesan Social Intelligence Scale (1986) to the respondents. Researcher assured the respondents, that there is no right or wrong responses and requested the respondents to answer as honestly as possible. The respondents were also assured about the confidentiality of their answers.

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#### Phase: IV- Pilot Study

To ascertain the validity of the standard questionnaire used for the present study, a “Pilot study” was conducted on 10% of total sample, when no flaw was encountered in the study the same technique was maintained for the main study. The reliability was found to be 0.78.

#### Phase: IV- Statistical Analysis

The data obtained from the respondents through the questionnaire was compiled, systematically tabulated, and statistically analyzed.

Table:1					
Assessment of Patience dimension among day scholar respondents					
S.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Very low	7 (14%)	6 (12%)	5 (10%)	18 (%)
2	Low	11 (22%)	8 (16%)	7 (14%)	26 (%)
3	Average	10 (20%)	13 (26%)	10 (20%)	33 (%)
4	High	10 (20%)	18 (36%)	23 (46%)	51 (%)
5	Very High	12 (24%)	5 (10%)	5 (10%)	22 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150(100%)</b>
The chi-square statistic is 11.3922. The p-value is .180453. The Table is not significant at p < .05.					

Table 1 depicts the assessment patience dimension among day scholar respondents. Majority of the science stream respondents (24%) had very high level of patience. When patience dimension was assessed among the commerce (36%) and arts (46%) stream respondents' majority scored high level. When the above data was subjected to statistical analysis chi square shows non-significant association between academic streams and patience at 5% level.

#### Validation

Hence the hypothesis stating that there is no association between dimension of social intelligence patience and academic streams was accepted.

### Assessment of Patience dimension among day scholar respondents

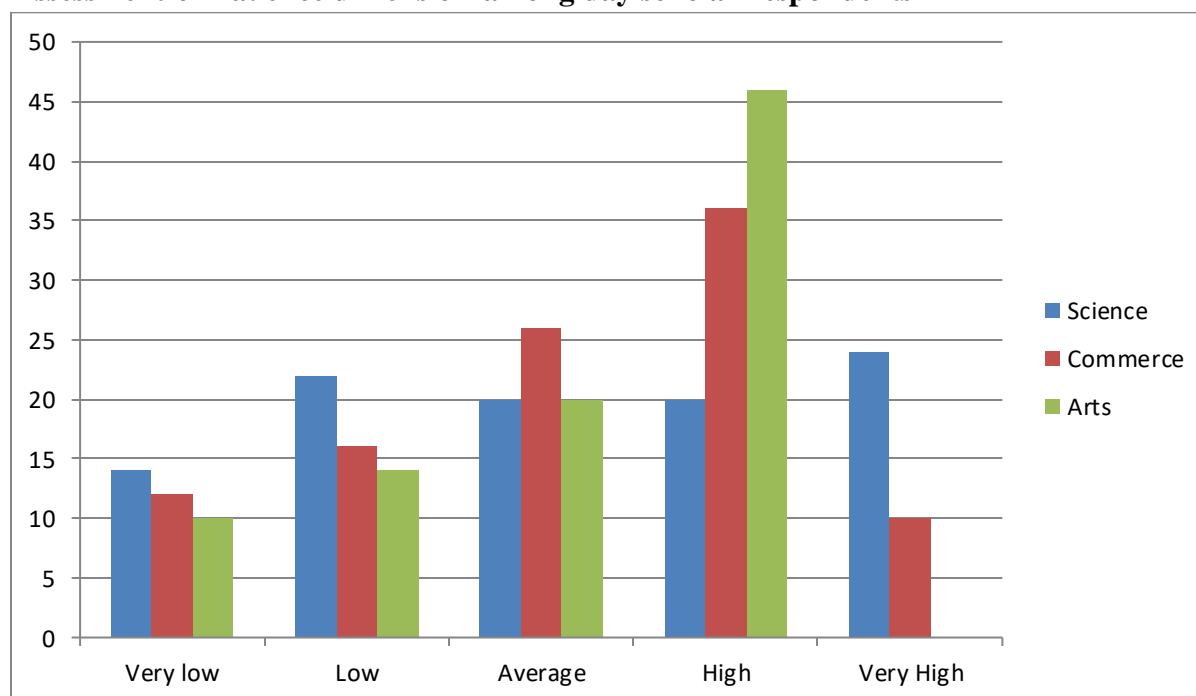


Table:2

Assessment of Cooperativeness dimension among day scholar respondents					
S.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Very low	5 (10%)	5 (10%)	11 (22%)	21
2	Low	22 (44%)	20 (40%)	20 (40%)	62
3	Average	5 (10%)	15 (30%)	8 (16%)	28
4	High	8 (16%)	5 (10%)	6 (12%)	19
5	Very High	10 (20%)	5 (10%)	5 (10%)	20
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 12.4373. The p-value is .132733. The Table is not significant at $p < .05$ .					

Table 2 reveals the assessment of cooperativeness dimension among day scholar respondents. It can be observed from the table that majority of day scholar respondents belonged to all the academic streams had low level of cooperativeness. When the above data was subjected to statistical analysis chi square shows no significant association was found between academic streams and cooperativeness at 5% level.

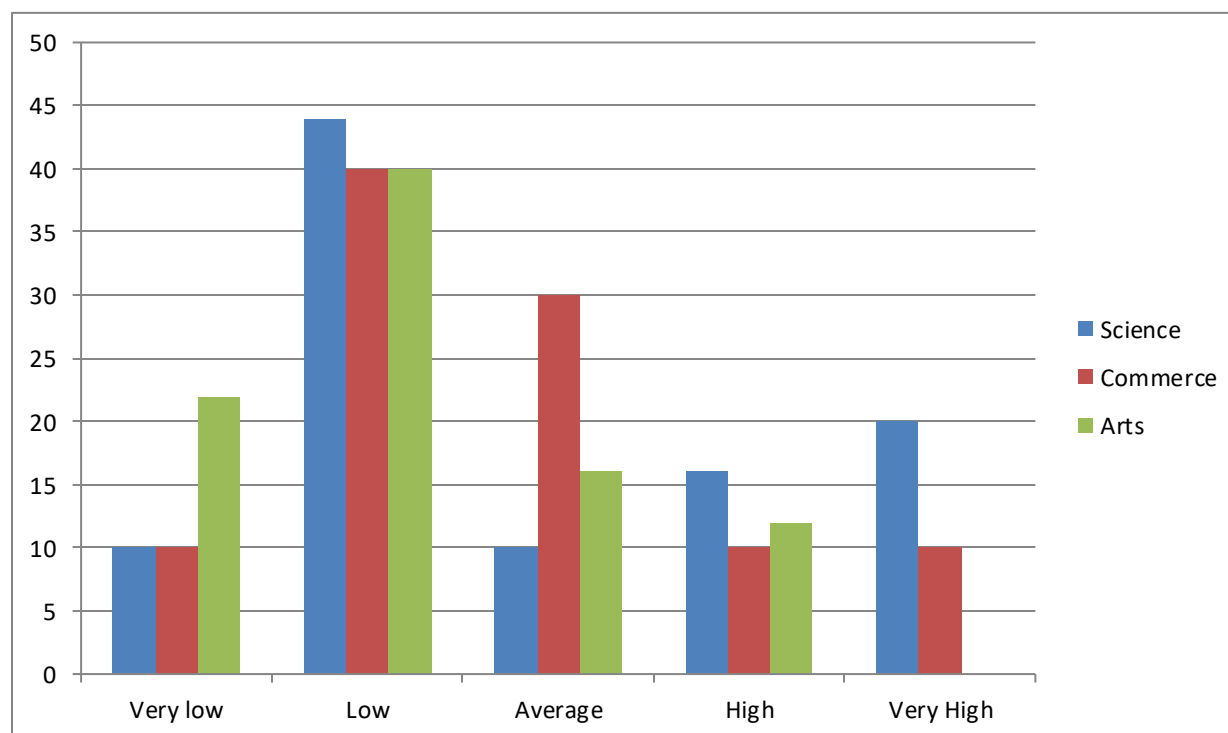
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## Validation

Hence the hypothesis stating that there is no association between cooperativeness and academic streams was accepted.



Assessment of Cooperativeness dimension among day scholar respondents

Table:3					
Assessment of Confidence dimension among day scholar respondents					
S.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Very low	12 (24%)	5 (10%)	5 (10%)	22 (%)
2	Low	17 (34%)	18 (32%)	11 (22%)	46 (%)
3	Average	6 (12%)	5 (10%)	8 (16%)	19 (%)
4	High	9 (18%)	17 (34%)	17 (34%)	43 (%)
5	Very High	6 (12%)	5 (10%)	9 (18%)	20 (%)



	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 11.3377. The p-value is .183289. The Table is not significant at $p < .05$ .					

Table 3 shows the assessment of confidence dimension among day scholar respondents. Majority of the science stream respondents (34%) had low level of confidence. Whereas commerce and arts stream respondents (34% each) had high level of confidence. When the above data was subjected to statistical analysis chi square shows no significant association between academic streams and confidence at 5% level.

### Validation

Hence the hypothesis stating that there is no association between confidence and academic streams was accepted.

### Assessment of Confidence dimension among day scholar respondents

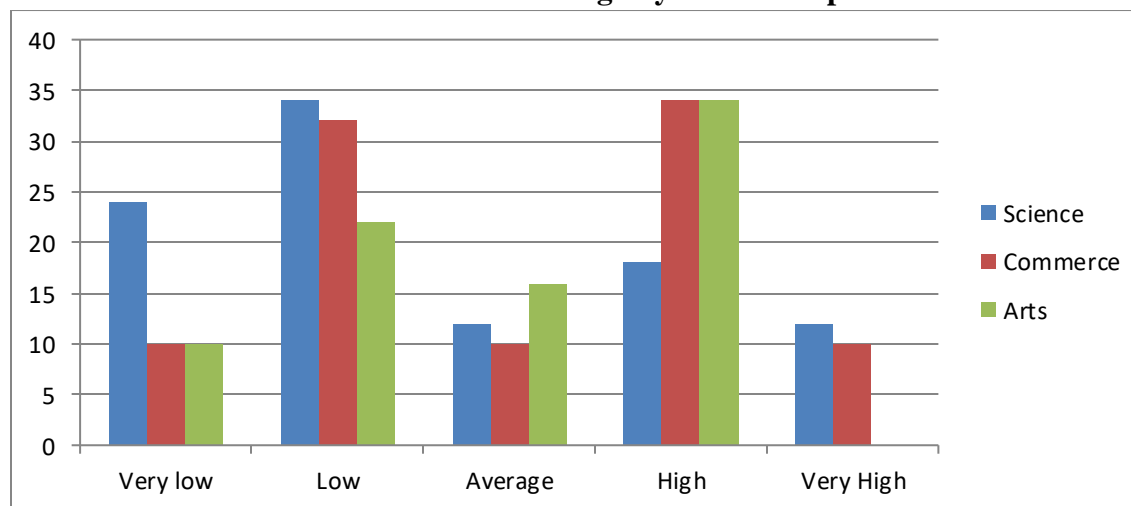


Table:4

Assessment of Sensitivity dimension among day scholar respondents					
S.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Very low	10 (20%)	9 (18%)	5 (10%)	24 (%)
2	Low	8 (16%)	9 (18%)	15 (30%)	32 (%)
3	Average	16 (32%)	14 (28%)	20 (40%)	50 (%)
4	High	9 (18%)	11 (22%)	5 (10%)	25 (%)
5	Very High	7 (14%)	7 (14%)	5 (10%)	19 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 8.2186. The p-value is .412418. The Table is not significant at $p < .05$ .					

Table 4 interprets the assessment of sensitivity dimension among day scholar respondents. Majority of day scholar respondents belonged to all the academic streams had low level of sensitivity. When the above data was subjected to statistical analysis chi square shows no significant association between academic streams and sensitivity at 5% level.

### Validation

Hence the hypothesis stating that there is no association between sensitivity and academic streams was accepted.

### Assessment of Sensitivity dimension among day scholar respondents

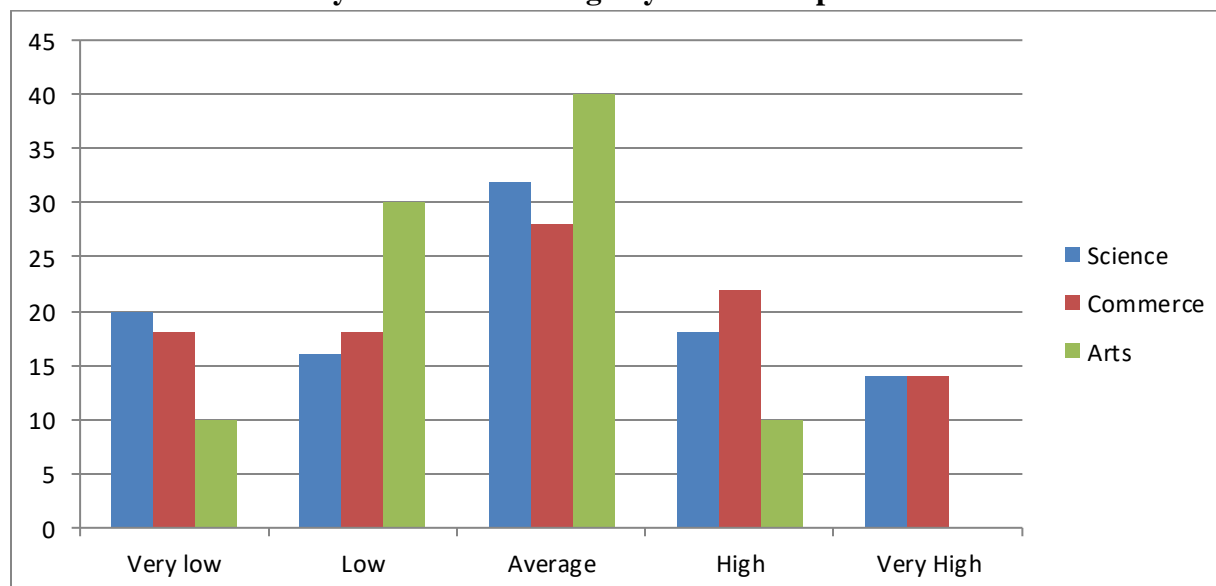


Table:5					
Assessment of Recognition of social environment dimension among day scholar respondents					
SI.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	33 (66%)	36 (72%)	31 (62%)	100 (%)
2	Average	12 (24%)	9 (18%)	12 (24%)	33 (%)
3	High	5 (10%)	5 (10%)	7 (14%)	17 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 1.396. The p-value is .844883. The Table is not significant at $p < .05$ .					

Table 5 clearly denotes the assessment of recognition of social environment dimension among day scholar respondents. It can be observed from the table that majority of day scholar respondents belonged to all the academic streams had low level of recognition of social environment. When the above data was subjected to statistical analysis chi square shows nonsignificant association between academic streams and recognition of social environment at 5% level.

### Validation

Hence the hypothesis stating that there is no association between recognition of social environment and academic streams was accepted.

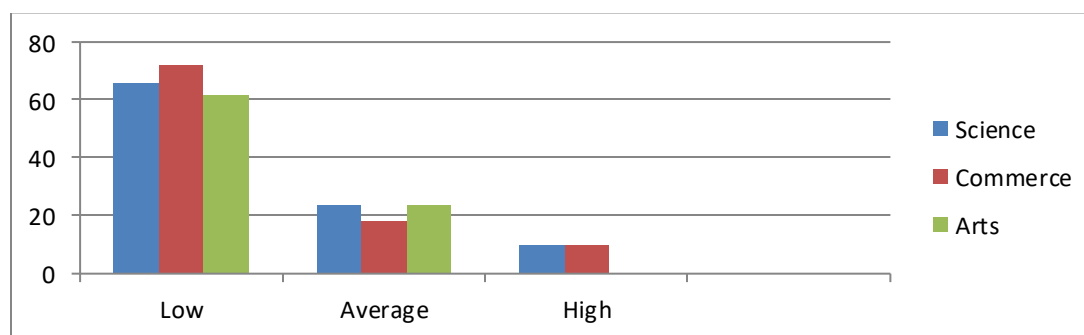


Table:6
Assessment of Tactfulness dimension among day scholar respondents

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SI.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	26 (52%)	30 (60%)	27 (54%)	83 (%)
2	Average	19 (38%)	14 (28%)	18 (36%)	51 (%)
3	High	5 (10%)	6 (12%)	5 (10%)	16 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>

The chi-square statistic is 1.2618. The p-value is .867826. The Table is not significant at  $p < .05$ .

Table 6 reveals the assessment of tactfulness dimension among day scholar respondents. It can be observed from the table that majority of day scholar respondents belonged to all the academic streams had low level of tactfulness. When the above data was subjected to statistical analysis chi square shows no significant association between academic streams and tactfulness at 5% level.

### Validation

Hence the hypothesis stating that there is no association between tactfulness and academic streams was accepted.

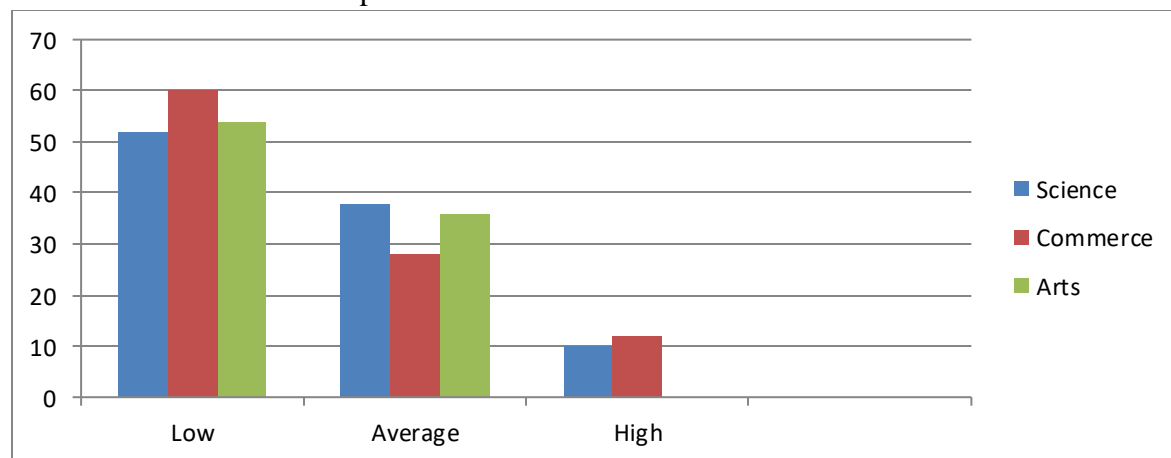


Table:7					
Assessment of Sense of humor dimension among day scholar respondents					
SI.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	16 (32%)	40 (80%)	24 (48%)	81 (%)
2	Average	16 (32%)	5 (10%)	21 (42%)	42 (%)

3	High	17 (34%)	5 (10%)	5 (10%)	27 (%)
	<b>Column Totals</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>50 (100%)</b>	<b>150 (100%)</b>
The chi-square statistic is 30.5344. The p-value is < 0.00001. The Table is significant at p < .05.					

Table 7 reveals the assessment of sense of humor dimension among day scholar respondents. Majority of the science stream respondents (34%) had high level of sense of humor. When sense of humor dimension was assessed among the commerce (80%) and arts (48%) stream respondents' majority scored low level. When the above data was subjected to statistical chi square analysis a significant association was found between academic streams and sense of humor at 5% level.

### Validation

Hence the hypothesis stating that there is no association between sense of humor and academic streams was rejected.

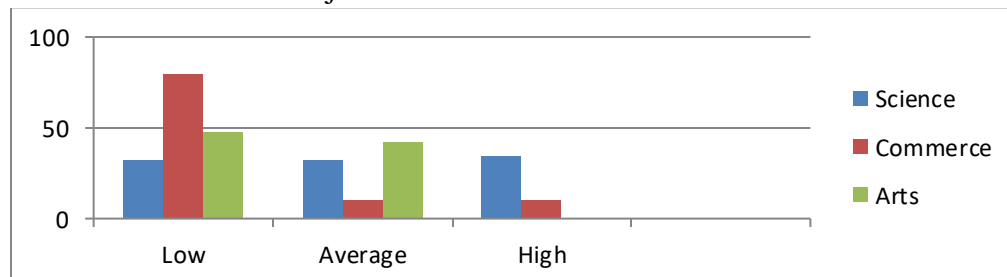


Table:8					
Assessment of Memory dimension among day scholar respondents					
Sl.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	26 (54%)	11 (22%)	13 (26%)	50 (%)
2	Average	24 (48%)	39 (78%)	37 (74%)	100 (%)
	<b>Column Totals</b>	50	50	50	<b>150</b>
The chi-square statistic is 11.94. The p-value is .002554. The Table is significant at p < .05.					

Table 8 denotes the assessment of memory dimension among day scholar respondents. Majority of the science stream respondents had low level of memory. Whereas commerce and arts respondents scored an average level. When the above data was subjected to statistical chi

square analysis a significant association was found between academic streams and memory at 5% level.

### Validation

Hence the hypothesis stating that there is no association between memory and academic streams was rejected.

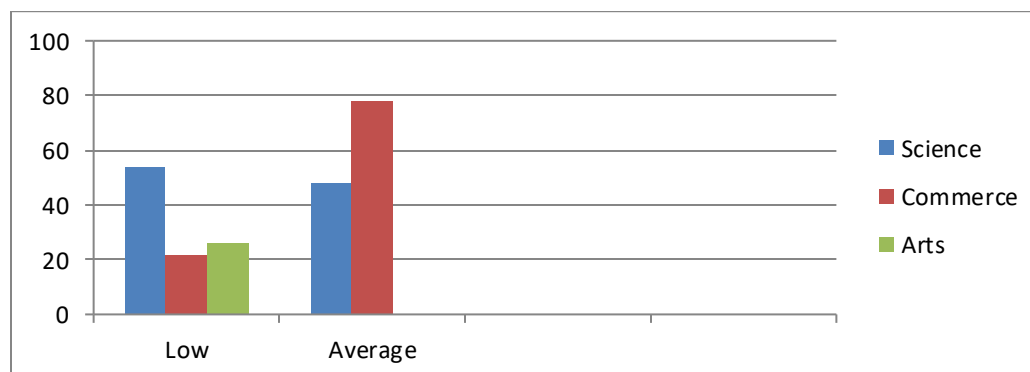


Table:9					
Assessment of overall Social intelligence among day scholar respondents					
Sl.No	Levels of dimension	Science	Commerce	Arts	Row Totals
1	Low	4 (8%)	7 (14%)	4 (8%)	15 (%)
2	Average	46 (92%)	43 (86%)	46 (92%)	135 (%)
	Column Totals	50 (100%)	50 (100%)	50 (100%)	150 (100%)
The chi-square statistic is 1.3333. The p-value is .513417. The Table is not significant at $p < .05$ .					

Table 9 shows the assessment of overall social intelligence among day scholar respondents. It can be observed from the table that majority of day scholar respondents belonged to all the academic streams had average level for overall social intelligence. When the above data was subjected to statistical analysis chi square shows no significant association was found between academic streams and overall social intelligence at 5% level.

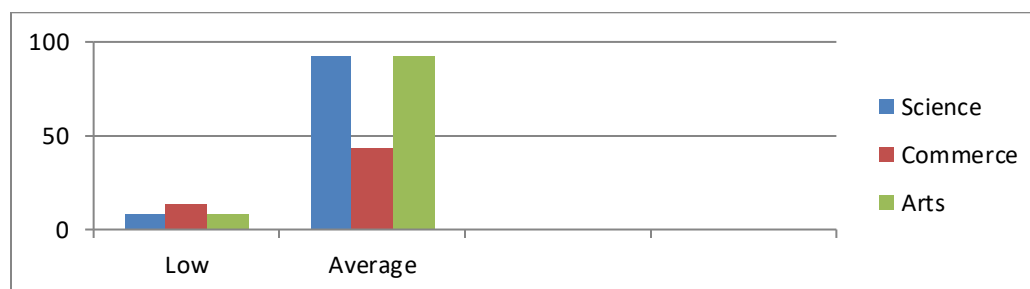
### Validation

Hence the hypothesis stating that there is no association between social intelligence and academic streams was accepted.

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**Table 10:**

**Comparison of Social Intelligence among female Day scholar respondents belonging to different streams**

Dimensions of Social Intelligence	Number of samples	Stream (Mean $\pm$ SD)			Significance of F value
		Science	Commerce	Arts	
Patience	50	20.00 $\pm$ 2.26	18.76 $\pm$ 2.29	19.52 $\pm$ 2.31	3.7142*
Cooperativeness	50	25.30 $\pm$ 2.93	24.16 $\pm$ 2.50	24.10 $\pm$ 4.04	2.1938 <sup>NS</sup>
Confidence	50	18.50 $\pm$ 2.17	18.50 $\pm$ 2.17	19.30 $\pm$ 2.15	2.2609 <sup>NS</sup>
Sensitivity	50	19.92 $\pm$ 2.57	20.12 $\pm$ 2.75	19.58 $\pm$ 2.17	0.5883 <sup>NS</sup>
Recognition of Social Environment	50	1.40 $\pm$ 0.63	1.20 $\pm$ 0.48	1.54 $\pm$ 0.78	3.4383*
Tactfulness	50	4.26 $\pm$ 1.31	3.86 $\pm$ 1.38	3.86 $\pm$ 1.33	1.4645 <sup>NS</sup>
Sense of Humour	50	4.72 $\pm$ 2.04	3.04 $\pm$ 1.66	4.18 $\pm$ 1.76	10.9141**

<b>Memory</b>	50	7.74 ± 2.59	9.10 ± 2.33	9.14 ± 2.05	5.7914**
<b>Overall</b>	50	101.84 ± 7.95	99.46 ± 7.78	101.22 ± 7.27	1.2926 <sup>NS</sup>

**\*\* Significant at 1% level   \* Significant at 5% level   NS Not significant**

Table 10 depicts the mean scores of the social intelligence among day scholars belonging to different academic streams. The mean scores of the science stream respondents were found to be higher for social intelligence dimensions of patience, cooperativeness, tactfulness, and sense of humor compared to the respondents belonging to other streams. The next highest mean scores for patience and sense of humor were observed among arts stream students while cooperativeness, tactfulness and memory were observed among the commerce stream respondents.

When the mean scores for the dimensions of confidence, recognition of social environment and memory were analysed, arts stream respondents obtained higher mean scores compared to the other streams, except for sensitivity dimension for which commerce respondents scored higher than other streams.

When the above data was subjected to the statistical analysis, statistically significant difference was observed for the sense of humor and memory at 1% level of significance. While significance difference at 5% was observed for the dimensions of patience and recognition of social environment.

Non-significant difference was observed for all the other dimensions of social intelligence. When all these dimensions were considered and overall social intelligence was calculated, the highest mean scores were observed for the science stream respondents. The next mean scores were observed for the arts stream respondents. However, the statistical analysis shows a non-significant difference for overall social intelligence.

### **Validation**

Hence, the hypothesis stating that there is no significant difference between science, commerce and arts stream respondents for the social intelligence dimensions is rejected for patience, recognition of social environment, sense of humor and memory, while it is accepted for all the other remaining social intelligence dimensions and overall social intelligence of day scholar respondents.

### **Conclusion**

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The present study had made an attempt to study the social intelligence among the female day scholar college students studying at different academic streams, viz., science, arts and commerce in Bangalore city. Majority of day scholar respondents belonged to all the academic streams had average level of social intelligence. The association between academic streams and sub dimensions of social intelligence revealed a significant association for sense of humor and memory showed a significant association among day scholar respondents.

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