The International Journal of Indian Psychology
ISSN 2348-5396 (e) | ISSN: 2349-3429 (p)
Volume 4, Issue 3, No. 103, DIP: 18.01.222/20170403
http://www.ijip.in | April - June, 2017

The International Journal of INDIAN PSYCHOLOGY

Original Research Paper

Study of Social Intelligence of Liberal Studies and Engineering Students

Simran Bhatia[1], Meenoni Daga[2]*

ABSTRACT

Social Intelligence is the aptness to get along well with others. It includes cognizance of situations and the social dynamics that govern them along with a grip of interactive approach and strategies that can help a person achieve his objectives in dealing with others. As social technologies are growing and organizations are becoming convinced of their power, social intelligence is taking on a broader role: informing competitive strategy. Furthermore, facets of social intelligence have been found to be related with enhanced social problem-solving skills, experienced leadership, and interpersonal expertise. Social intelligence can also serve as a foundation for, and help facilitate in the leadership effectiveness and success. This research aims to study the social intelligence of students in various dimensions and also to find out significant difference if any in their intelligence with respect to their gender and course. The social intelligence scale developed by Dr N.K. Chadha and Usha Ganeshan will be used to measure the social intelligence of 130 university students. This study focuses to understand a framework for conceptualizing the role of social intelligence and social skills in efficient leadership and management in an organisation with respect to gender and the course an individual has undertaken through the test findings and ongoing research.

Keywords: *Social Intelligence, University Students, Gender, Course, Leadership, Organisation*

Thorndike (1920) studied intelligence in its three facets, pertaining to understand and manage ideas, concrete objects and environment that is abstract intelligence, mechanical intelligence and social intelligence respectively. Social Intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920). Social Intelligence is also allied to an extent to which workers or employees are able to accept and

[1]B.A. Hons. Psychology, Department of Psychology, School of Liberal Studies, Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India
[2]B.A. Hons. Psychology, Department of Psychology, School of Liberal Studies, Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India
*Responding Author

Received: February 17, 2017; Revision Received: May 21, 2017; Accepted: June 15, 2017

compel in a culturally dynamic environment. It is also in conjunction with the psychological theory of Emotional intelligence and in conjunction with interpersonal intelligence.

An operational definition proposed is that intelligence is what intelligence measures. Vernon (1960) and Guilford (1967) considered the biological, psychological, developmental and operational approaches to the study of intelligence. By focusing our social intelligence in each of these areas and by networking more with people, we better understand them and can develop good relationships at the workplace.

Social intelligence appears widely not only in the schools or colleges, on the playground but also in factories and workplaces. It requires human beings to respond to, time to adapt its responses, and face, voice, gesture, and act as tools. The credit of the classification of types of intelligence for psychological testing by E.L. Thorndike is that it demonstrates dynamic dimensions in which people might be functioning and implies that separate tests might be devised to measure how effectively persons are functioning in each.

Types

- Social Intelligence or capability to be conscious and deal with people and the environment.
- Concrete Intelligence or ability to understand and accord with things as in proficient trades and scientific mechanisms.
- Abstract Intelligence is the ability to understand and deal with verbal and mathematical signs and symbols.

The obstacle of understanding how people behave especially during ‘face-to-face’ contacts of empathy and social skills, of person’s perception and of social sensitivity to others’ emotions and problems of influencing or managing the behavior of others that is social information processing have been recognized for a longer period of time, but not much systematic work has been done on basic or ground level understanding of these phenomena. E.L. Thorndike (1920) had also stated that this aspect of personality can be called ‘Social Intelligence’. Guilford (1958) cited that social intelligence could be summed as a fourth category of information. It fetches the inferences that there are 30 abilities or capabilities that are involved in social intelligence as specified by Structure of Intellect (SI) theory, these six abilities for deal with social intelligence within distant blends of information within each of the five operation categories. Also, great leaders comprise a dynamic and complex series of characteristics which include social intelligence.

Theoretical Construct

The compelling impact in the evolution of human intellect was social expertise- an enforcement which enabled and empowered the manipulation of others within the social groups. Social intelligence therefore is the ability to get along well with others, while also engaging one’s cooperation, which requires an amalgamation of sensitivity to the needs and interests of others

along with an attitude of nobleness and consideration, also a set of practical and constructive traits or skills for interacting successfully with people in the work environment.

An undeveloped level of social intelligence in the workplace originates from a lack of understanding, specifically with regard to the affects that a worker's actions have on those around them. This is also further augmented by a lack of understanding in terms of cultural differences, which is prevalent in a workplace and is the one that boasts a very culturally diverse workforce.

From an outlook of interpersonal skills, Karl Albrecht distinguishes and explains behavior toward others as lying somewhere on a scope or span between "toxic" effect and "nourishing" effect. Toxic behavior results in people feeling devalued, aggressive, frustrated, guilty and otherwise inapt. While Comforting or Nourishing behavior makes people feel highly valued, respected for what they do, affirmed, encouraged and competent at the workplace or when handling a leadership role. A continuing design of toxic behavior results into a low level of social intelligence which is an inability to connect with the work or personal environment or the people and influence them convincingly. A continued design of nourishing behavior tends to make a person much more effective in dealing with others; thus, nourishing behaviors are the indicators of high social intelligence. By an initial understanding Social Intelligence is a combination of skills expressed through learned behavior, and then appraising the impact of one's behavior on others to the degree to which one is successful in dealing with others. Also through which one can experiment with new behaviors and dynamic interaction strategies.

In the simplest words, this is the ability to "understand and be along with people" It is also assumed that people learn as their development takes place, mature, and gain many diffraction experiences and coping strategies in dealing with others. But on a contrary note, many people do not continue to learn and grow as they age, and many people never get hold of the awareness and skills they need to succeed in social, business or workplace situations. To add on, people who lack observation and competence in dealing with others or understanding them can make effective improvements in their Social Intelligence to understand the basic concepts and assess them against a comprehensive model of interpersonal effectiveness.

Stricker and Rock (1990) administrated a battery of performance which measured social intelligence. It found that subjects' preciseness in understanding a person and a situation depicted in a videotaped interview was in a correlation with verbal ability. Wong, Day, Maxwell, and Meara (1995) also constructed measures of social perception, social insight and social knowledge which included accuracy in decoding verbal and nonverbal behavior, accuracy in interpreting social behavior and awareness of the rules of etiquette respectively. Factor analysis done by them resulted that social perception and insight were closely related but neither of these

dimensions were closely related to social knowledge, and none of the social abilities were related to traditional academic ability.

The social intelligence quotient (SQ) is a statistical consideration as that of the 'standard score' approach largely used in IQ tests, with a mean of 100, where the scores of 140 or above are considered to be very high. But it is important to note that, unlike the standard IQ test, this is not a fixed model. It slants more to Jean Piaget's theory of intelligence which explains that it is not an attached attribute but a complex hierarchy of information-processing skills elementing an adaptive balance between the individual and the environment. To that end, an individual can modify their Social intelligence Quotient by altering their attitudes and behavioral responses in a counter to their complex social environment, people or situations.

OBJECTIVES

1. To know the level of social intelligence of university students.
2. To find out the significant difference if any in the social intelligence of Liberal Studies students and Engineering students.
3. To find out the significant difference if any in the social intelligence of male students and female students.
4. To find out the significant difference if any in the level of dimensions of social intelligence (patience, co-cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humor, memory) due to variation in course or gender of the university students.
5. To conceptualize the role of social intelligence and social skills in efficient leadership and management in an organization with respect to an individual's gender and university course.

LITERATURE REVIEW

The review of associated literature on social intelligence explains that the construct of social intelligence is an important area of study, attracting many researchers.

Rai and Singh (2014) conducted a descriptive survey titled, 'A study of Social Intelligence among college students in relation to their subject stream in Bijnor District.' They revealed that this study which was conducted on undergraduate college students cited that female student's possess more social intelligence than male students. The analysis of stream indicated that arts students have higher social intelligence than students of other streams. They repeated this thesis and concluded that humans are social entity, hard-wired to live and work together, and that those who obtain, develop and employ the skills required to bond with others are those who will succeed in health, wealth, happiness, well-being and effectiveness. Social intelligence is significant to mentors who are trying to inspire students, employers who want to hold on to employees and increase production, life partners, parents or caregivers, and everyone else who interacts with other human beings in significant ways. They emphasized that social intelligence

can be learned, developed and used as an effective characteristic for managing one's own life, interpersonal relationships and gaining success in all the walks of life.

Vardhini (2013) conducted a study titled, 'Social Intelligence of University Students.' The results and discussions showed that majority of the university students showed higher level of social intelligence with respect to the dimensions of patience and confidence. On the contrary side, dimensions like sense of humor, memory, tactfulness and recognition revealed low level of social intelligence. The university students also scored higher on social intelligence in dimensions like cooperativeness and sensitivity. The findings showed that there was a significant difference in social intelligence with respect to the community of the university students while there was no significant difference when compared from the gender, age and course perspectives.

Sembiyan and Visvanathan (2012) conducted a study, 'A study on Social Intelligence of College Students' which intended to find out the social intelligence of college students in various districts of Tamil Nadu, India. The result revealed that the locality, type of family and type of colleges had no suggestive difference but, gender and type of institution mentioned significant difference in respect of the social intelligence of college students. It was inferred that the female students, students from rural areas, students from government universities, students belonging to a joint family and B.Ed. students have more level of social intelligence than their counterparts. They explained that a successful diplomat, salesman, and minister must be socially intelligent, and one's success depends as much on social sense as on formal training. The socially intelligent person has the knack of getting along well with people.

Goel and Aggarwal (2012) studied the importance of family in the development of social intelligence in a child in their study titled, 'A comparative study of social intelligence of single child and child with sibling.' They described family as the prime agency for learning which is responsible for promoting social skills, providing fundamental knowledge, modifying behavior, developing language etc. The change in the family structure affects a child. The study concluded that there is significant difference between social intelligence of a single child and a child with sibling.

Beheshtifar and Roasaei (2012) investigated the role of Social Intelligence in Organizational Leadership in the paper titled, 'Role of Social Intelligence in Organizational Leadership.' Their paper shows how social intelligence is essential for effective leadership through a literature review. In essence, social intelligence is using an awareness of the substantial impact of interpersonal relationships to guide leaders enhance the performance of the people they are leading in organizations. Social intelligence, when applied to leadership, explains that the most important activity of a leader is that of networking in order to amplify the latter's performance. The researchers revealed that emerging leadership theories indicate that social intelligence is more important for leaders, because cognitive and behavioral adaptability and flexibility are

important traits of competent leaders. Furthermore, enhanced social problem-solving abilities, experienced leadership, and positive interpersonal experiences are associated with the practical and functional aspects of social intelligence. Social intelligence can serve as a foundation for, and help facilitate in the leadership effectiveness and success. They suggested that to construct an organization with higher performance, it is essential to lift up employees with social intelligence. The ability of leaders to meld with the people who work for them is an essential element in enhancing the work their employees do. People who learn to magnify their self-social intelligence abilities are relatively more successful in developing the creativity and productivity of those who work under them or report to them and, successively, are more acknowledged for their leadership skills. Accordingly, social intelligence enables managers to enhance their collective intelligence, yielding higher levels of productivity. Managers with high social intelligence seem to be successful in effective cooperation, problem-solving, and increasing creativity. Research evidence suggests that social intelligence is related to leader effectiveness and can be improved through training interventions. This study points out, that social intelligence can serve as a foundation for, and help facilitate in the leadership effectiveness and success rate.

Khan, et al. (2011), conducted a research on, 'A study of social intelligence of the students of physical education.' It was done with the objective of physical education in mind, and an attempt to investigate if the duration of participation in physical education activities and the study of the subjective physical education have any impact on the social intelligence. The participatory benefits of physical education to students in terms of socialization and social intelligence development were very well documented. The final results stated that there was no significant difference in social intelligence of both the groups excluding tactfulness, a dimension of social intelligence.

Goleman and Boyatzis (2008) conducted a research on, 'Social Intelligence and the Biology of Leadership.' They explained that a strong relationship based construct for evaluating leadership is social intelligence, which is defined as a set of interpersonal proficiencies built on specific neural circuits which is related to endocrine systems that inspire others to be effective. Emotional and Social competency Inventory was used to check if an individual was a socially intelligent leader. The Behavioural patterns were observed over two decades to check seven dimensions like empathy, attunement, organizational awareness, teamwork, influence, inspiration and developing others. This study over the past decade has con- firmed that there is a large performance gap between socially intelligent and socially unintelligent leaders. It talked about how to translate newly acquired knowledge about mirror neurons, spindle cells, and oscillators into practical, socially intelligent behavior which can reinforce the neural links between a socially intelligent leader and his followers.

METHOD

Tools

To study the problem, the researchers adopted Social Intelligence Scale (SIS) by Dr. N.K. Chadha and Ms. UshaGaneshan (1986). In this scale, the initial selection of the dimensions that measure social intelligence were determined, on the basis of the judgment of 25 experts in the field of behavioral sciences. After two levels of filtrations by more experts of the field, the following list of 8 dimensions was selected and retained for final inclusion in the scale:

1. Patience – calm endurance under stressful situations.
2. Cooperativeness – ability to interact with others in a pleasant way to be able to view matters from all angles.
3. Confidence Level – firm trust in oneself and one's chances.
4. Sensitivity – to be acutely aware of and responsive to human behaviour.
5. Recognition of social environment – ability to perceive the nature and atmosphere of the existing situation.
6. Tactfulness – delicate perception of the right thing to say or do.
7. Sense of humor – Capacity to feel and cause amusement; to be able to see the lighter side of life.
8. Memory – ability to remember all relevant issues; names and faces of people.

The scale consists of 66 items under these 8 dimensions. Techniques of empirical and cross validity were used to validate this scale.

Sample

In this study, 132 students studying the B.A. / B.B.A./B.Com (Liberal Studies) course and B.Tech course were taken as sample. Out of the 132 students, 53 were Liberal Studies students and 79 were engineering students. Also, 92 were male students and 40 were female students. The sample is from Pandit Deendayal Petroleum University, Gandhinagar.

Sampling Method

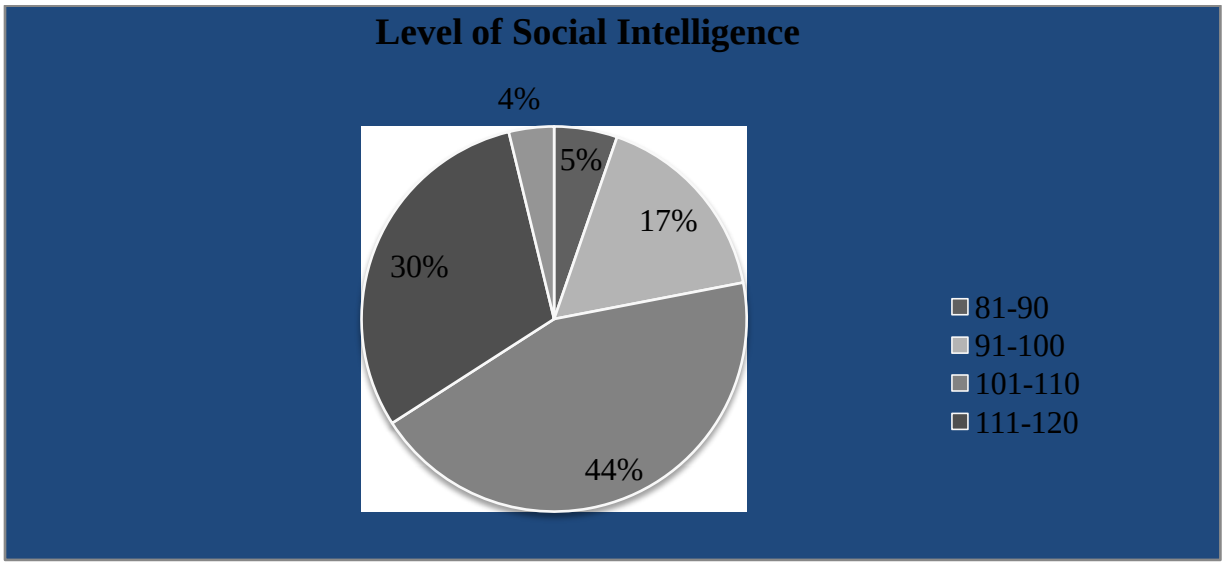
The stratified random sampling technique has been used in the selection of the sample.

Tests applied

To analyze the data, the researchers used appropriate statistical techniques of mean, standard deviation, 't' – test i.e. both descriptive and differential analysis techniques were employed.

RESULTS

Chart 1Level of Social Intelligence in university students irrespective of their course or gender



From chart 1, it can inferred that majority of the students achieved a high score on the social intelligence scale.

Table No.1 The comparative analysis between Liberal Studies students and Engineering students.

Course	No. of observations	Mean	SD	t-value
Liberal Studies	53	103.3	7.55	3.68
Engineering	79	108.57	8.76	

From table 1, it can be inferred that the mean of social intelligence of engineering students i.e. 108.57 is quite high than the mean of social intelligence of liberal studies students i.e. 103.3. It further shows that the t-value i.e. 3.68 is more than the critical t-value i.e. 1.98 and is significant at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that there is a significant difference between the social intelligence of liberal studies students and engineering students.

Table No.2 The comparative analysis between male students and female students.

Gender	No. of observations	Mean	SD	t-value
Male	92	107.23	8.63	1.57
Female	40	104.68	8.59	

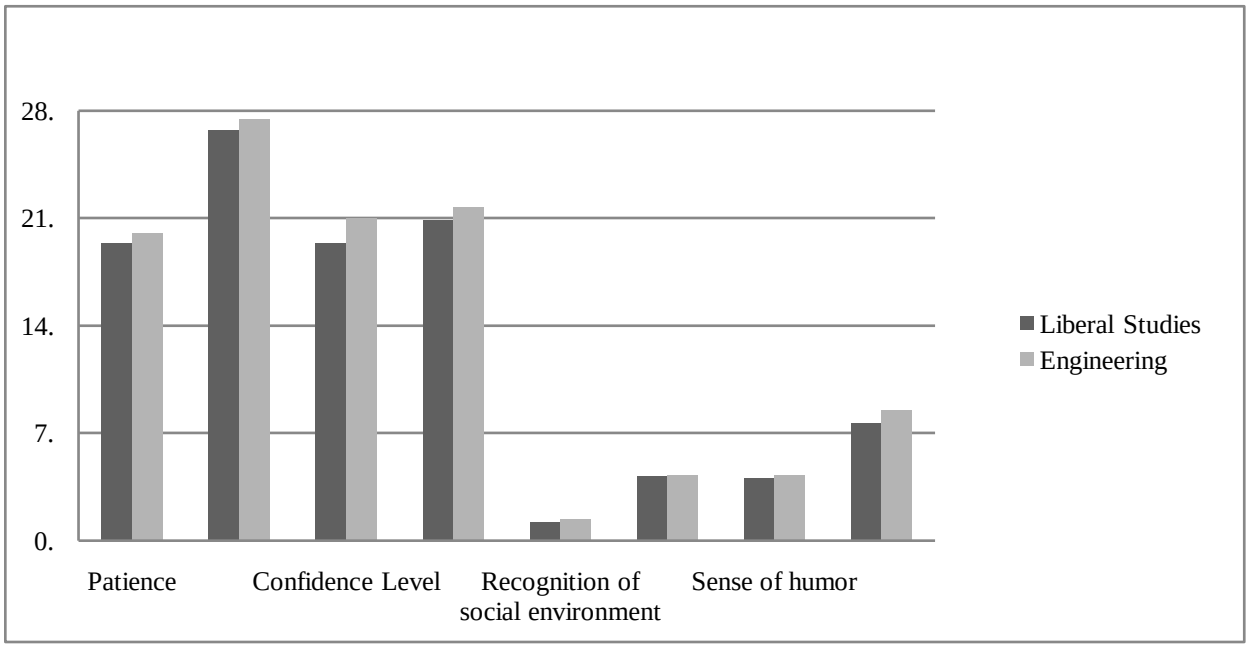
From table 2, it can be inferred that the t-value i.e. 1.57 is less than the critical t-value i.e. 1.99 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the social intelligence of male students and female students.

Table No.3 The comparative analysis of different dimensions of social intelligence on the basis of mean:

Mean Analysis of different dimensions of social intelligence on the basis of course is illustrated in table 3 and graph 1.

Dimension / Course	Patience	Cooperat-iveness	Confidence Level	Sensitivity	Recognition of social environment	Tactfulness	Sense of humor	Memory
Liberal Studies	19.36	26.74	19.38	20.85	1.17	4.19	4.02	7.6
Engineer-ing	20.03	27.42	21.04	21.71	1.37	4.23	4.25	8.52

Graph 1 Mean Analysis of different dimensions of social intelligence on the basis of course

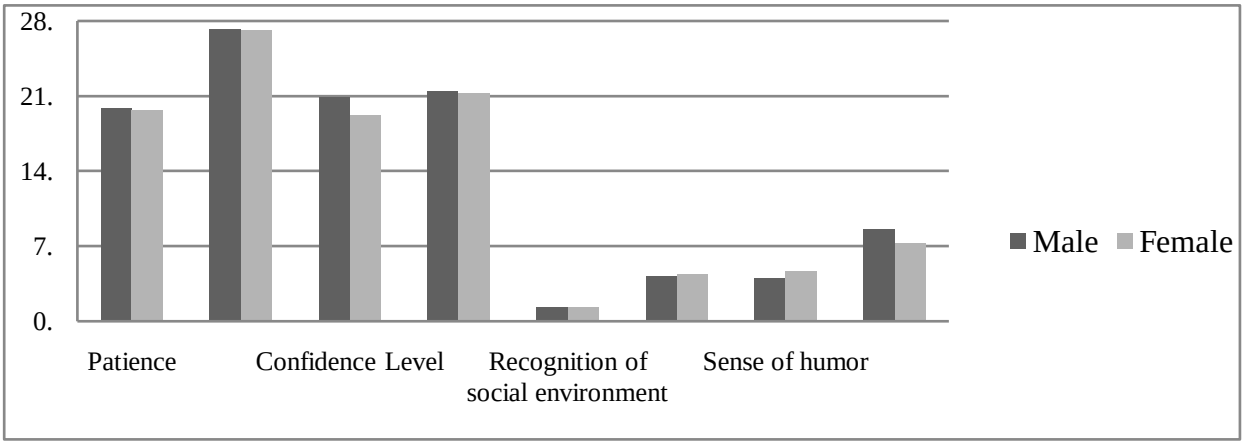


It can be inferred from the results of the mean analysis that Confidence and Memory level are higher in engineering students than in liberal studies students. There is no significant difference in the levels of other dimensions with variation in the course.

Mean Analysis of different dimensions of social intelligence on the basis of course is illustrated in table 4 and graph 2.

Table 4: Mean Analysis of all the dimensions on the basis of gender

Dimension / Gender	Patience	Cooperat-iveness	Confidence Level	Sensitivity	Recognition of social environment	Tactfulness	Sense of humor	Memory
Male	19.82	27.18	20.88	21.43	1.27	4.15	3.97	8.52
Female	19.65	27.05	19.2	21.2	1.33	4.35	4.6	7.3



It can be inferred from the results of the mean analysis that Confidence and Memory level are higher in male students, whereas the sense of humor level is higher in female students. There is no significant difference in the levels of other dimensions with variation in the gender.

Differential analysis of all the dimensions with variation in course and gender Comparison of Patience with variation in course and gender

Patience of the sample has been calculated on the basis of SIS scale questions. The comparison with variation in course and gender has been presented in table 5 and 6.

Table 5: Comparison of Patience with variation in course

Course	No. of observations	Mean	SD	t-value
Liberal Studies	53	19.36	2.6	1.33
Engineering	79	20.03	3.12	

From table 5, it can be inferred that the t-value i.e. 1.33 is less than the critical t-value i.e. 1.98 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the patience of liberal studies students and engineering students.

Table 6: Comparison of Patience with variation in gender

Gender	No. of observations	Mean	SD	t-value
Male	92	19.82	3.1	0.33
Female	40	19.65	2.44	

From table 6, it can be inferred that the t-value i.e. 0.33 is less than the critical t-value i.e. 1.99 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the patience of male students and female students.

Comparison of Co-operativeness with variation in course and gender

Co-operativeness of the sample has been calculated on the basis of SIS scale questions. The comparison with variation in course and gender has been presented in table 7 and 8.

Table 7: Comparison of Co-operativeness with variation in course

Course	No. of observations	Mean	SD	t-value
Liberal Studies	53	26.74	2.64	1.50
Engineering	79	27.42	2.42	

From table 7, it can be inferred that the t-value i.e. 1.50 is less than the critical t-value i.e. 1.98 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the co-operativeness of liberal studies students and engineering students.

Table 8: Comparison of Co-operativeness with variation in gender

Gender	No. of observations	Mean	SD	t-value
Male	92	27.19	2.54	0.28
Female	40	27.05	2.51	

From table 8, it can be inferred that the t-value i.e. 0.28 is less than the critical t-value i.e. 1.99 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the co-operativeness of male students and female students.

Comparison of Confidence level with variation in course and gender

Confidence level of the sample has been calculated on the basis of SIS scale questions. The comparison with variation in course and gender has been presented in table 9 and 10.

Table 9: Comparison of Confidence level with variation in course

Course	No. of observations	Mean	SD	t-value
Liberal Studies	53	19.38	2.45	4.19
Engineering	79	21.04	1.86	

From table 9, it can be inferred that the t-value i.e. 4.19 is more than the critical t-value i.e. 1.99 and is significant at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that there is a significant difference between the confidence level of liberal studies students and engineering students. The mean of confidence level of engineering students is higher than that of the liberal studies students, so it can be concluded that on an average engineering students have higher level of confidence.

Table 10: Comparison of Confidence level with variation in gender

Gender	No. of observations	Mean	SD	t-value
Male	92	20.88	1.94	3.75
Female	40	19.2	2.52	

From table 10, it can be inferred that the t-value i.e. 3.75 is more than the critical t-value i.e. 2 and is significant at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that there is a significant difference between the confidence level of male students and female students. The mean of confidence level of male students is higher than that of the female students, so it can be concluded that on an average male students have higher level of confidence.

Comparison of Sensitivity with variation in course and gender

Sensitivity of the sample has been calculated on the basis of SIS scale questions. The comparison with variation in course and gender has been presented in table 11 and 12.

Table 11: Comparison of Sensitivity with variation in course

Course	No. of observations	Mean	SD	t-value
Liberal Studies	53	20.85	2.56	1.98
Engineering	79	21.71	2.27	

From table 11, it can be inferred that the t-value i.e. 1.98 is equal to the critical t-value i.e. 1.98 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the sensitivity of liberal studies students and engineering students.

Table 12: Comparison of Sensitivity with variation in gender

Gender	No. of observations	Mean	SD	t-value
Male	92	21.43	2.4	0.5
Female	40	21.2	2.48	

From table 12, it can be inferred that the t-value i.e. 0.5 is less than the critical t-value i.e. 1.99 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the sensitivity of male students and female students.

Comparison of Recognition of Social Environment with variation in course and gender

Level of Recognition of Social Environment of the sample has been calculated on the basis of SIS scale questions. The comparison with variation in course and gender has been presented in table 13 and 14.

Table 13: Comparison of Level of Recognition of Social Environment with variation in course.

Course	No. of observations	Mean	SD	t-value
Liberal Studies	53	1.17	0.61	1.65
Engineering	79	1.37	0.75	

From table 13, it can be inferred that the t-value i.e. 1.65 is less than the critical t-value i.e. 1.98 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the level of Recognition of Social Environment of liberal studies students and engineering students.

Table 14: Comparison of Level of Recognition of Social Environment with variation in gender

Gender	No. of observations	Mean	SD	t-value
Male	92	1.27	0.73	0.41
Female	40	1.33	0.65	

From table 14, it can be inferred that the t-value i.e. 0.41 is less than the critical t-value i.e. 1.99 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the level of Recognition of Social Environment of male students and female students.

Comparison of Tactfulness with variation in course and gender

Tactfulness of the sample has been calculated on the basis of SIS scale questions. The comparison with variation in course and gender has been presented in table 15 and 16.

Table 15: Comparison of Tactfulness with variation in course

Course	No. of observations	Mean	SD	t-value
Liberal Studies	53	4.19	1.33	0.17
Engineering	79	4.23	1.24	

From table 15, it can be inferred that the t-value i.e. 0.17 is less than the critical t-value i.e. 1.98 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the tactfulness of liberal studies students and engineering students.

Table 16: Comparison of Tactfulness with variation in gender

Gender	No. of observations	Mean	SD	t-value
Male	92	4.15	1.27	0.82
Female	40	4.35	1.27	

From table 16, it can be inferred that the t-value i.e. 0.82 is less than the critical t-value i.e. 1.99 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the tactfulness of male students and female students.

Comparison of Sense of Humor with variation in course and gender

Sense of Humor of the sample has been calculated on the basis of SIS scale questions. The comparison with variation in course and gender has been presented in table 17 and 18.

Table 17: Comparison of Sense of Humor with variation in course

Course	No. of observations	Mean	SD	t-value
Liberal Studies	53	4.02	1.53	0.83
Engineering	79	4.25	1.66	

From table 17, it can be inferred that the t-value i.e. 0.83 is less than the critical t-value i.e. 1.98 and is not significant at 0.05 level. Hence, the null hypothesis is accepted and it is concluded that there is no significant difference between the sense of humor of liberal studies students and engineering students.

Table 18: Comparison of Sense of Humor with variation in gender

Gender	No. of observations	Mean	SD	t-value
Male	92	3.97	1.67	2.25
Female	40	4.6	1.39	

From table 18, it can be inferred that the t-value i.e. 2.25 is more than the critical t-value i.e. 1.99 and is significant at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that there is a significant difference between the social intelligence of male students and female students. The mean of sense of humor of female students is higher than that of the male students, so it can be concluded that on an average female students have higher level of sense of humor.

Comparison of Memory with variation in course and gender

Memory level of the sample has been calculated on the basis of SIS scale questions. The comparison with variation in course and gender has been presented in table 19 and 20.

Table 19: Comparison of Memory with variation in course

Course	No. of observations	Mean	SD	t-value
Liberal Studies	53	7.6	1.83	2.58
Engineering	79	8.52	2.21	

From table 19, it can be inferred that the t-value i.e. 2.58 is more than the critical t-value i.e. 1.98 and is significant at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that there is a significant difference between the memory of liberal studies students and engineering students. The mean of memory of engineering students is higher than that of the liberal studies students, so it can be concluded that on an average engineering students have higher level of memory.

Table 20: Comparison of Memory with variation in gender

Gender	No. of observations	Mean	SD	t-value
Male	92	8.52	1.99	3.04
Female	40	7.3	2.17	

From table 20, it can be inferred that the t-value i.e. 3.04 is more than the critical t-value i.e. 1.99 and is significant at 0.05 level. Hence, the null hypothesis is rejected and it is concluded that there is a significant difference between the social intelligence of male students and female students. The mean of memory of male students is higher than that of the female students, so it can be concluded that on an average male students have higher level of memory.

DISCUSSION

With contrast to the popular belief, it is seen that the engineering students tend to have more social intelligence than the liberal studies students. As it is known that Social intelligence can be learned and developed, it was believed that with more courses involving social interactions and awareness, the liberal studies students would have more social intelligence on an average. It was assumed that engineering students do not engage in social activities in the same amount as liberal studies students, but the opposite was discovered. It was also inferred that the Confidence and Memory level are higher in engineering students than in liberal studies students.

In this study, both male and female students are of the same university, hence are exposed to a similar environment. They participate mostly in the same social activities with the same level of participation. Therefore, much difference in their social intelligence was not seen. It was also inferred that Confidence and Memory level are higher in male students, whereas the sense of humor level is higher in female students.

Furthermore, aspects of social intelligence have been found to be related with enhanced social problem-solving skills, experienced leadership, and interpersonal expertise. Social intelligence also serves as a foundation for, and help facilitate in the leadership effectiveness and success through dimensions like confidence, memory level, cooperativeness etc. Therefore, social intelligence is one of the keys to workplace success.

CONCLUSION

Majority of the university students undertaken for the study, irrespective of their course or gender, achieved a high score on the social intelligence scale. It was found that there was a significant difference in the social intelligence of Liberal Studies students and Engineering students. It was concluded that on an average engineering students possessed higher social intelligence. It was also inferred that the Confidence and Memory level are higher in engineering students than in liberal studies students. There was no significant difference in the social intelligence of male and female students. But it was found out that the Confidence and Memory level are higher in male students, whereas the sense of humor level is higher in female students. Thus, it is important to understand the role of social intelligence and social skills for an efficient leadership and management in an organization with respect to gender and the course an individual has undertaken.

LIMITATIONS OF THE STUDY

The present research has some limitations. First, the collection of data in this research relied on students from a particular university from limited courses. Second, there are chances of measurement error i.e. human error. Third, attention deviation due to a lengthy questionnaire is possible. Lastly, because of a limited sample size, the present findings may not be generalized to large population.

SUGGESTIONS

Future research in this area with larger sample sizes and a wider range of courses like law and management is needed in order to validate the contribution of social intelligence in personality development, leadership traits and workplace management. The design of the future study should be cross-sectional to establish a causal relationship between social intelligence and organizational setting.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests

The author declared no conflict of interests.

REFERENCE

Beheshtifar, M., &Roasaei, F. (2012).Role of social intelligence in organizational leadership. *European Journal of Social Sciences*, *28*(2), 197-203.

Cavins, B. J. (2005). *The relationship between emotional-social intelligence and leadership practices among college student leaders* (Doctoral dissertation, Bowling Green State University).

Goel, M., &Aggarwal, P. (2012).A comparative study of social intelligence of single child and child with siblings. *International Journal of Physical and Social Science*, *2*(6), 262-288.

Goleman, D., &Boyatzis, R. (2008).Social intelligence and the biology of leadership. *Harvard Business Review*, *86*(9), 74-81.

Khan, Z., Khan, N. A., &Haider, Z. (2011).A Study on Social Intelligence of the students of physical education. *International Journal of Sports Sciences and Physical education.(IJSSPE) Vol-II, Issue-I.*

Kihlstrom, J. F., & Cantor, N. (n.d.). *Social Intelligence.* Retrieved from http://socrates.berkeley.edu/~kihlstrm/social_intelligence.htm

Kinsman, M. (2006, May). *Social Intelligence: One of the keys to workplace success.* Retrieved from http://m.tnj.com/?url=http%3A%2F%2Fwww.tnj.com%2Farchives%2F2006%2Fmay%2Fsocial-intelligence&utm_referrer=#2763

Rai, R., & Singh, M. A Study of Social Intelligence among College Students in Relation to their Subject Stream in Bijnor District Bijnor District.

Robinson, I. (2008, October 1). Social intelligence is a crucial skill for your workforce. Retrieved from https://www.skillsportal.co.za/content/social-intelligence-crucial-skill-your-workforce

Sembiyan, R., & Visvanathan, G. (2012). A study on social intelligence of college students. *International Journal of Current Research*, *4*(1), 231-232.

Vardhini, S. V. (2013). Social Intelligence of University Students. *Conflux Journal of Education,1*(3).

How to cite this article: Bhatia S, Daga M (2017), Study of Social Intelligence of Liberal Studies and Engineering Students, *International Journal of Indian Psychology*, Vol. 4 (3), DIP:18.01.222/20170403