

A Study of Social Intelligence among Commerce And Science College Students

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ABSTRACT

Aim of the research is to find out the social intelligence among commerce and science college students. So investigator selected two groups one is boys' and other is girls' college students, both groups have 200 students. In each group has 100 boys other one groups has 100 girls college students. Data were collected from Anand and Vallabhvidhyanagar city. Scale was use for data collection is personal datasheet and social intelligence scale developed by Dr. N. K. Chadha and Usha Ganesan, 2x2 factorial design was used and data were analysis by 'F' test. Result show, gender had significant impact on social intelligence among boys and girl's college students, stream had significant impact on social intelligence among commerce and science college students. Gender and steam had also significant interaction effect on social intelligence among college students.

Keywords: *Social Intelligence, Commerce, Science, Students*

Basically intelligence is conceived as a specific word. As Dookrell (1970) put it. Intelligence might be taken to mean 'ability'-what a person can do at this moment. Earlier definitions have termed it the ability to judge all, to comprehend well. To reason well, (Binet); the capacity to from concepts and grasp their significance'; 'al-round thinking capacity' or 'Mental efficiency' (Vernon); innate, general cognitive ability, (Binet); 'grasping the essentials in a situation and responding appropriately to them' (Helm); 'Adaption to the physical and social environment'(Piaget); 'the aggregate or global capacity of the individual to act purposefully, to deal rationally and to deal effectively with the environment, (Weschler).

"Intelligence is the aggregate or global capacity of the individual to act purposefully to act purposefully, to think rationally and to deal effectively with his environment." Weschler (Measurement of Adult Intelligence)

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A Study of Social Intelligence among Commerce and Science College Students

‘Intelligence refers to the whole class of cognitive behaviors which reflect an individual’s capacity to solve problems with insight, to adapt himself to new situations, to think abstracting and to profit from his experience.’ Robinson & Robinson (The mentally retarded child, 1965) Intelligence is the ability to understand activities that are characterized by difficulty, complexity, abstractness, economy, addictiveness to goal, social value and the emergence of originals and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional factors.

The term “Intelligence” is a widely used one. Many people use it fully convinced that they know exactly what they mean by it, yet they falter and hesitate when they are asked to define it. They will probably end up by using a synonym that is fully as abstract and difficult to define as the original term.

The basic concept of intelligence emphasized the adaptability of the organism to new and different situations and seemed to identify intelligence rather closely with learning and problem solving ability.

It is recognized that precision in defining terms is an advantages in any science and that lack of such precision is an invitation to lose thinking and serious misunderstanding. For this reason we shall provide a definition of intelligence as it is used in this chapter and throughout the book. ‘Intelligence is the ability to adjust adequately to new and different situations. ‘Difference in levels of intelligence is demonstrated by differences in ability to adjust to new situations that are more and more complex. The ape is more intelligent than the rat because it can adjust adequately to situations entirely too complicated for the limited abilities of the rat. The human being is more intelligent than the ape because he can adjust adequately to situations so complex that they completed baffle the ape. Similarly, within the human species we find some individuals who are capable of adjusting adequately to problems in mathematics, chemistry or the social sciences which are too complex for other individuals with less intelligence to comprehend intelligence, as defined in standard dictionaries, has two rather different meanings. In its most familiar meaning, intelligence has to do with the individual’s ability to learn and reason. It is this meaning which underlies common psychometric notions such as intelligence testing, the intelligence quotient, and the like. In its less common meaning, intelligence has to do a body of information and knowledge. This second meaning is implicated in the titles of certain government organizations, such as the central Intelligence Agency in the United States, and its British Counterparts MI-5 and MI-6. Similarly, both meanings are invoked by the concept of Social Intelligence. As originally coined by E.L. Thordike (1920), the term referred the person’s ability to understand and manage other people, and to engage in adaptive social interactions. More recently, however, Cantor and Kihlstorm (1987) redefined Social Intelligence to refer to the Individuals fund of knowledge about the social world.

A Study of Social Intelligence among Commerce and Science College Students

Aims Of The Study

1. To study of the Social Intelligence among boys and girls college students.
2. To study of the Social Intelligence among commerce and science stream college students.
3. To study of the effect of interaction on Social Intelligence among the type of gender and stream.

Hypothesis

1. There is no significant difference between the Social Intelligence of the boys and girls college students.
2. There is no significant difference between the Social Intelligence of the arts and commerce college school students.
3. There is no significant interaction effect of the Social Intelligence in the types of gender and types of stream.

METHOD

Research design

This research was adopted 2x2 factorial designs with 2 types of gender (boys and girls) and 2 types of stream (arts and commerce).

Sample

The study sample consists of 200 students. The first sub sample consists of 100 students. The first sub sample consists of 100 students studying commerce stream. Out of 100 commerce sample 50 are male and 50 are female. The second sub sample consists of 100 students studying science stream. Out of 100 science sample 50 are male and 50 are female.

Tools used

The following tools were used in the present study:

Personal Data sheet

Certain personal information about respondents included in the sample of research is useful and important for research. Here also, for collecting such important information, personal data sheet was prepared. With the help of this personal data sheet, the information about types of gender and types of stream was collected.

In this research following tools are used:

Social Intelligence scale

Social Intelligence scale (SIS) by Dr. N. K. Chadha and Usha Ganesan Hindi/English (It measures social intelligence in eight areas patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humors and memory. It is meant for college student. The author is reported for highly reliability and validity of the scale.

Statistical Analysis

In this study ‘F’ test was used for statistical analysis.

RESULT AND DISCUSSION

Table 1. Showing Results of ANOVA Scores of Patience

Source	Type iii Sum of Squares	df	Mean Square	F
Gender	259.920	1	259.920	28.369
Stream	112.500	1	112.500	12.279
Gender X Stream	89.780	1	89.780	9.799
Error	1795.800	196	9.162	
Total	79876.000	200		

Gender

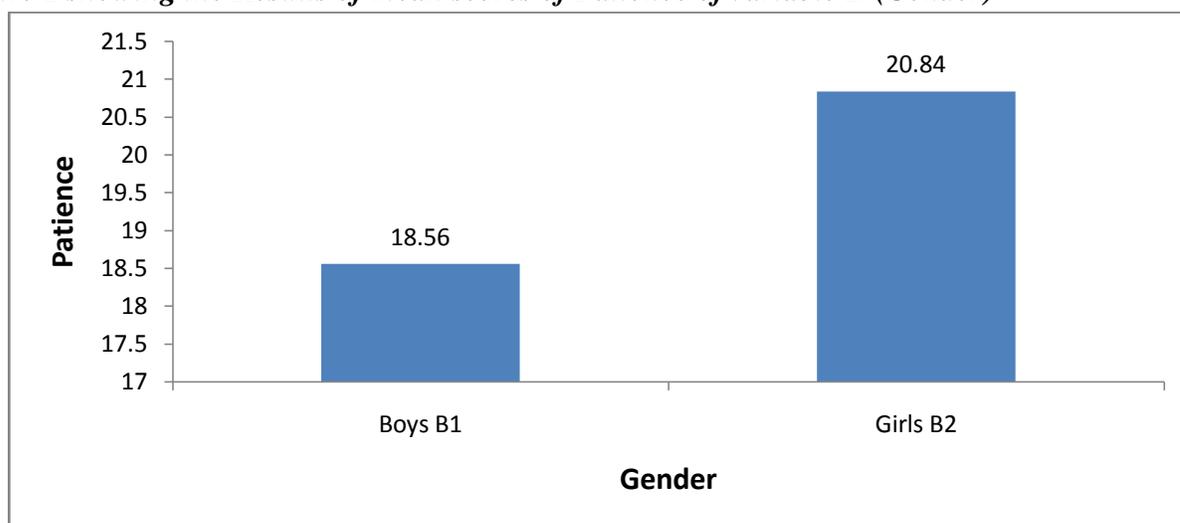
Looking to the various values in Table 1 it appears that the main effect (B) is significant. When df is 1.00 and F value is 28.36. The Boys and Girls are differed from each other in relation to Patience among the college students.

Table 2 showing the Results of mean scores of Patience of variable B (Gender)

Gender B	N	Mean	df
Boys B ₁	100	18.56	2.28
Girls B ₂	100	20.84	

The mean scores of Boys and Girls are 18.56 and 20.84 respectively. The mean difference between Boys and Girls is 2.28. There is significant difference between Patience of Boys and Girls students.

Figure 1 showing the Results of mean scores of Patience of variable B (Gender)



A Study of Social Intelligence among Commerce and Science College Students

Stream

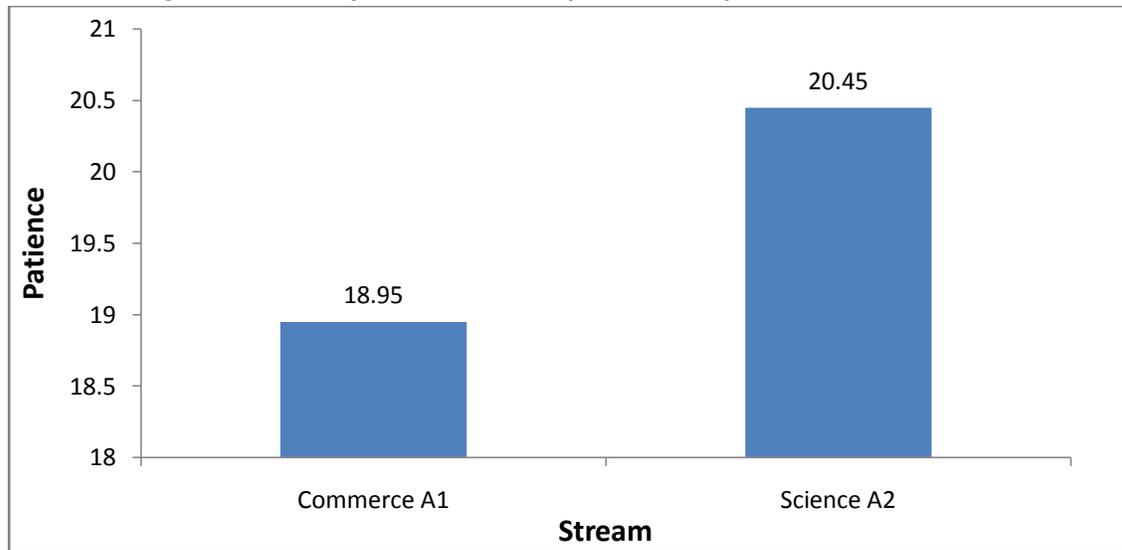
The results of ANOVA score (Table No 1) consulted and found that F-ratio for stream is significant at 0.05 level. While df was 1.00. Effect (A) represents the factor of stream. It was assumed that students from two different stream levels each differ from other significantly, which can be seen from Table No.1. Commerce and Science streams are differed from each other in relation to Patience of college students.

Table-3 showing the Results of means scores of Patience of variable A (Stream)

Stream A	N	Mean	df
Commerce A ₁	100	18.95	1.50
Science A ₂	100	20.45	

The mean scores of Commerce and Science are 18.95 and 20.45 respectively. The highest mean score is in case of Science followed by Commerce. The mean difference between Commerce and Science is 1.50. There is significant difference between Patience among Commerce and Science college students.

Figure-2 showing the Results of means scores of Patience of variable A (Stream)



Interaction of Stream and Gender

Table 4 depicts that F- ratio for the interaction of Stream and Gender came out to be 9.799 which are significant that means Stream level of students significantly differ from Gender. It means that, the difference between the mean of Streams and Gender could not be attributed to the factor of chance only.

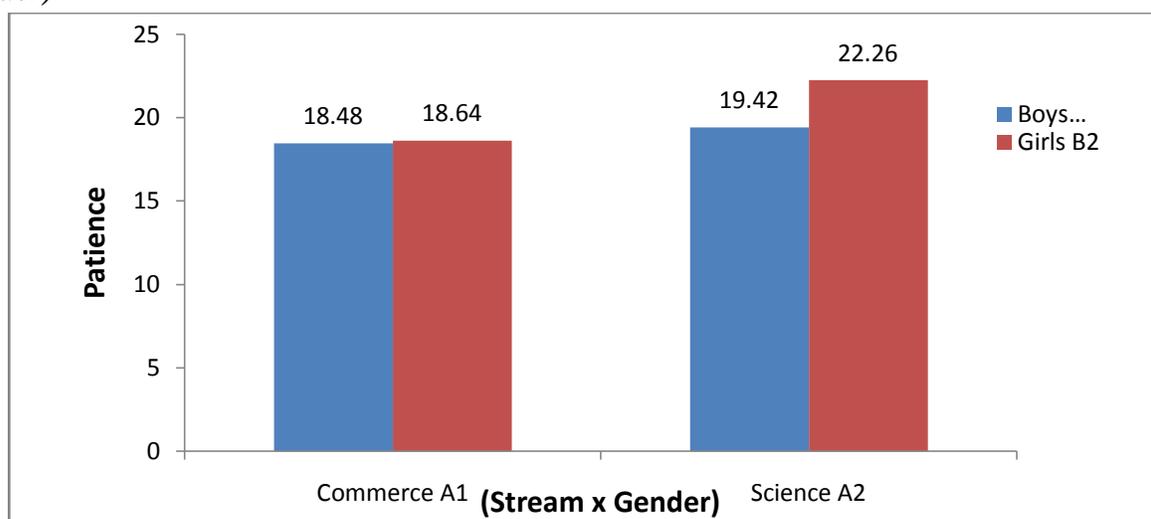
A Study of Social Intelligence among Commerce and Science College Students

Table 4 Showing the Results of Mean of Scores of Patience of Variable (AXB) (Stream X Gender)

Stream A	Gender		df
	Boys B ₁	Girls B ₂	
Commerce A ₁	18.48	18.64	0.16
Science A ₂	19.42	22.26	2.84
df	0.94	3.62	

The mean scores of Commerce and Science stream from Boys are 18.48 and 19.42 respectively. The mean scores of Commerce and Science streams for Girls are 18.64 and 22.26 respectively. The mean difference between Commerce and Science stream for Boys is 0.94 which is significant. The mean difference between Commerce and Science stream for Girls is 3.62 which are also significant. The mean difference between Commerce stream from Boys and Girls is 0.16. The mean difference between Science stream from Boys and Girls is 2.84. Thus the hypothesis is rejected to the interaction effect (A x B) in respect of Patience.

Figure 3 Showing the Results of Mean of Scores of Patience of Variable (AXB) (Stream X Gender)



CONCLUSION

1. Gender had significant impact on social intelligence among boys and girls college students,
2. Stream had significant impact on social intelligence among commerce and science college students.
3. Gender and steam had also significant interaction effect on social intelligence among college students.

A Study of Social Intelligence among Commerce and Science College Students

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Conflict of Interests

The author declared no conflict of interests.

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