

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

**DISSERTATION SUBMITTED TO UNIVERSITY OF KASHMIR
IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE AWARD OF THE DEGREE OF**

MASTER OF PHILOSOPHY (M. Phil)

IN

EDUCATION

BY

ASMA NAZIR

Under the Joint Supervision of

Dr. TASLEEMA JAN

And

Dr. M.Y. GANAI



**FACULTY OF EDUCATION
UNIVERSITY OF KASHMIR**

(NAAC Accredited Grade-A)

SRINAGAR-190006, J&K

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Supervisor

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Certificate

Certified that the dissertation titled “Social Intelligence and Academic Achievement of College Students – A Study of District Srinagar”, which is being submitted by Ms. Asma Nazir, for the award of M. Phil. Degree in Education of the University of Kashmir, is a record of her own work carried out under our joint supervision and guidance. All the content in this M. Phil. Dissertation has not been submitted for the award of any other degree of this or any other University.

Dr. Tasleema Jan
Supervisor

Dr. M. Y. Ganai
Co-Supervisor

**FACULTY OF EDUCATION
UNIVERSITY OF KASHMIR**

Declaration

This dissertation is the result of an independent investigation. Whenever the work is indebted to the work of others it has been acknowledged and cited.

I declare that this dissertation has not been accepted in substance for any other degree or diploma nor is it concurrently being submitted in candidature or achievement of any other degree at any other University.

*Asma Nazir
Investigator*

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Asma Nazir

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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. Higher education plays leadership role in all aspects of life. By providing quality education we can produce quality products. 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. 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. People who are socially intelligent can usually make others feel comfortable. They also tend to enjoy interacting with a variety of people.

It is social intelligence or the richness of our qualitative life, rather than our quantitative intelligence, that truly makes human what they are. According to Social Scientist Ross Honey Will, “Social Intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes and a capacity and appetite to manage complex social change.” It can be described as a combination of abilities: the first is a basic understanding of people (i.e. a kind of

strategic social awareness) and the second is the skills needed for interacting successfully with them, in other words, the ability to get along with others and to encourage them to cooperate with you. Social Intelligence can be thought of encompassing five dimensions: Presence, Clarity, Awareness, Authenticity and Empathy. People with high Social Intelligence are often said to have “Nourishing Behaviours” which make others around them feel valued, loved, respected and appreciated. These people are very appealing to others and are often described as having a “Magnetic Personality.” Conversely people low in Social Intelligence are often described as “Toxic” they cause others to feel angry, devalued, frustrated, inadequate or guilty. They are often very alienating people. Interestingly, however, often people can be unintentionally “Toxic” and their low Social Intelligence is simply due to lack of insights. In other words, they are often so preoccupied with personal stresses that they fail to see the impact of the behaviour on others. They will often undergo radical behavioural or even personality changes when made to see themselves as others see them.

A modern society cannot achieve its aim of economic growth and technical development without harnessing the talents of its citizens. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which promote a lifetime of learning. Educationists and counsellors in educational settings are often confronted with students who appear to have above average scholastic aptitude but are very poor in their studies. Jamuar (1974) stated that efficient learning depends not only on good teaching methods but also satisfactory learning procedures. Anwana and Cobbach (1989) are also of the view that students do badly academically on account of factors other than low intellectual capacity. Tiwari and Bansal (1994) mentioned that a child with high academic achievement is

likely to be well-treated, as well as well behaved and independent and low achievers as incapable and deprived of employment, which may lead this to maladjustment to life. On the basis of the review of related literature, studies on social intelligence and academic achievement in the state of Jammu and Kashmir have not been conducted so far. Therefore the investigator feels it important to conduct a research on social intelligence and academic achievement of college students of district Srinagar. The present study will become the guideline for policy planners and academicians to come to the expectations of the adolescent students so that they will have better social intelligence and academic achievement.

Need and Importance

Education is a powerful instrument for change in the society. When such a responsibility is imposed on the educational institutions, they have to play a positive role for bringing a progressive change in the society. A student enjoys a pivotal position in the educational system that gets influenced and prepares him for the future life. In schools and colleges the best records are made by students who have other qualities in addition to intelligence, like persistence and willingness to go along with established routines. 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.

The present study is a humble attempt to assess the social intelligence and academic achievement of college students. Psychologists developed interest in understanding, promoting and utilizing the individual differences for the development and prosperity of the society. The investigator has reviewed the literature and found it

feasible to work on the topic. The study will be the guideline for the teachers, educationists and practitioners, researchers as well as curriculum planners, in order to imbibe coherence and integrity in personality and develop social intelligence among the college students so that the students will be able to acquire basic understanding regarding themselves i.e., where they stand in various dimensions of social intelligence, so that they can tackle with the day to day situations more efficiently and tactfully.

Statement of the problem

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

Operational definition of variables

Social Intelligence

Social intelligence is an aggregate measure of self and social-awareness evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. For the present study social intelligence has been measured through N. K. Chadha and Usha Ganesan Social Intelligence Scale (1986). It measures social intelligence in eight dimensions. These dimensions are as under:

1. Patience
2. Cooperativeness
3. Confidence level
4. Sensitivity
5. Recognition of social environment
6. Tactfulness
7. Sense of humour
8. Memory

Academic Achievement

Academic achievement of pupils refer to the knowledge attained and skills developed in school subjects. It is the end product of all the educational endeavours. For the present study the academic achievement has been measured in terms of aggregate percentage secured by the college students in their two previous examinations.

College Students

College students are those who are on rolls in various degree colleges of district Srinagar. The sample has been taken from the third year college students during year (2012-13).

Objectives

The following objectives have been formulated for the present study:

1. To study social intelligence and academic achievement of college students.
2. To compare male and female college students on various dimensions of social intelligence.
3. To compare rural and urban college students on various dimensions of social intelligence.
4. To compare rural male and rural female college students on various dimensions of social intelligence.
5. To compare urban male and urban female college students on various dimensions of social intelligence.
6. To compare rural male and urban male college students on various dimensions of social intelligence.
7. To compare rural female and urban female college students on various dimensions of social intelligence.

8. To compare male and female college students on academic achievement.
9. To compare rural and urban college students on academic achievement.
10. To compare rural male and rural female college students on academic achievement.
11. To compare urban male and urban female college students on academic achievement.
12. To compare rural male and urban male college students on academic achievement.
13. To compare rural female and urban female college students on academic achievement.

Hypotheses

The following hypotheses have been formulated for the present study:

1. Male and female college students differ significantly on various dimensions of social intelligence.
2. Rural and urban college students differ significantly on various dimensions of social intelligence.
3. Rural male and rural female college students differ significantly on various dimensions of social intelligence.
4. Urban male and urban female college students differ significantly on various dimensions of social intelligence.
5. Rural male and urban male college students differ significantly on various dimensions of social intelligence.
6. Rural female and urban female college students differ significantly on various dimensions of social intelligence.

7. Male and female college students differ significantly on academic achievement.
8. Rural and urban college students differ significantly on academic achievement.
9. Rural male and rural female college students differ significantly on academic achievement.
10. Urban male and urban female college students differ significantly on academic achievement.
11. Rural male and urban male college students differ significantly on academic achievement.
12. Rural female and urban female college students differ significantly on academic achievement.

Method and Procedure

The present study was designed to study the social intelligence and academic achievement of college students. As such, the descriptive method of research was employed to carry out this piece of research work. The details regarding sample, tools and statistical treatment are reported as follows:

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 college students which was further divided into different groups of male-female and rural-urban dichotomy. The college students were in the age group of 19 - 21 years. The sample has been selected on the basis of random sampling technique. The breakup of the sample is given as follows:

S. No	Name of the College	Total enrolment	Sample taken (5%)
1	Govt. College for Women, M. A. Road.	1750	87
2	Amar Singh College	1055	53
3	Islamia college of science and commerce.	1347	67
4	Shri Pratap College	404	20
5	Govt. Degree College Bemina	1450	72
6	Govt. College for Women, Nawakadal	1115	56
7	Ghandhi Memorial College	350	17
8	Vishvabharathi College	368	18
Total			390

Tool used

The following tool was employed for the purpose of collecting data from the selected subjects:

1) Chadha and Ganesan Social Intelligence Scale (1986)

The data for the present study was collected with the help of N. K. Chadda and Usha Ganesan Social Intelligence Scale (1986) which intends to assess the social intelligence of college students. It measures social intelligence in eight areas- patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory.

2) Academic achievement

Aggregate marks percentage obtained by the sample subjects in their first and second year examinations were collected from the official records of the colleges. The average of these percentages for each sample subject was used as measure of the academic achievement.

Statistical Treatment

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

Findings

After analyzing and interpreting the data for the present investigation the study has revealed very interesting findings. Some of the major findings are reported as follows:

1. Female college students have been found to have better social intelligence as compared to male college students.
2. Female college students are patient under stressful situations, are cooperative and therefore interact with one another more

effectively and are sensitive as well as responsive to human behavior, and besides this recognize social environment and have good sense of humour than male college students.

3. Male college students in comparison to female college students are confident in taking chances, and put their potential to use and try different things without any hesitation, are tactful in putting their views forward in the right way and have strong memory.
4. Urban college students have higher social intelligence as compared to rural college students.
5. Urban college students are confident in themselves, have strong recognition of social environment and thus perceive the nature of the existing situations, have good sense of humour to make others feel happy, and have good memory to memorize all the relevant issues as compared to rural college students.
6. Rural college students as compared to urban college students are patient in every circumstance. They are cooperative in nature and by virtue of this see everything from all angles possible, are also sensitive to respond and thus react to happenings around them and are tactful in handling different kind of situations more effectively.
7. Rural female college students are patient and calm, are cooperative to interact well with others, and recognize social environment around them better than rural male college students.
8. Rural male college students in comparison to rural female college students have good level of memory to remember the names and faces of people.
9. Urban female college students are more cooperative in nature, have well recognized the social environment, are tactful in

- delicate perception and have good sense of humour to feel and cause amusement than urban male college students.
10. Urban male college students in comparison to urban female college students have been found to have good hold on memory dimension of social intelligence scale.
 11. Urban male college students have better social intelligence as compared to rural male college students.
 12. Urban male college students as compared to rural male college students are patient and cooperative in nature. They are sensitive to respond to human behavior, and besides this are tactful to act wisely, have good sense of humour and have good memory.
 13. Urban female college students have been found to have higher social intelligence as compared to rural female college students.
 14. Urban female college students are cooperative to interact with others in a pleasant way, have good level of confidence and are sensitive to respond. They have power to recognize the existing environment and are tactful to put their views forward in the right way than rural female college students.
 15. Rural female college students in comparison to urban female college students have been found to have good level of patience under perturbed conditions.
 16. Female college students in comparison to male college students have been found to have better academic achievement.
 17. Urban college students have high academic achievement as compared to rural college students.

18. Rural female college students have been found to have high academic achievement as compared to rural male college students.
19. Urban female college students as compared to urban male college students have better academic achievement.
20. Urban male college students in comparison to rural male college students have been found to have higher academic achievement.
21. Urban female college students have better academic achievement as compared to rural female college students.

Chapter-1



Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even into retirement. Education is indispensable to normal living, without education the individual would be unqualified for group life (Safaya, et al. 1963).

It can be guessed that with man's development of language and then a variety of written forms of communication, the existence of individual differences among men is a characteristic which later would be called "Intelligence" became discernible even thousands of years ago. While intelligence is one of the most talked about subjects within psychology, some researchers have suggested that intelligence is a single, general ability; while others believe that intelligence encompasses a range of aptitudes, skills and talent. Intelligence is a term describing one or more capacities of the mind. In a different context this can be defined in different ways including the capacities for abstract thought, understanding, communication, reasoning, learning, planning, emotional intelligence and problem solving. Andrew Hamilton MacPhail (1924): A

Study of Intelligence as a factor in the selection, retention, and guidance of college students; based on investigations made at many different institutions and at Brow University in particular. An analysis of these coefficients justified the conclusion expressed by Terman that “compared with other available means of predicting the success of college students the intelligence test makes a favourable showing in general.” Anju Sharma (1989) found that intelligence, academic achievement, and adult-dependence was significantly associated with the social maturity of children, although adult-dependence had a negative association. “Mainstream Science on Intelligence” (1994): An editorial statement by 52 researches defines Intelligence as; A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience.

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. The defining factor separating these facets is the type of subjects or stimuli, individuals must interact with. Mechanical intelligence refers to an individual’s ability to interact competently with machines and other physical things. Abstract Intelligence concerns an individual’s performance using ideas and other non-tangible objects. Social Intelligence pertains to individual’s interaction with people in an intelligent manner. Thorndike’s theory states that a socially intelligent person will be able to understand others and that he or she will be able to use this information to act wisely in human relations.

Guilford (1967) created a model of general intellect. It outlines the basic concepts of cognition which can be generalized to any type of intelligence, even social intelligence. Guilford’s model not only maps out

the theoretical background of intellect but also the types of abilities an intelligent person would possess. Intellect includes three dimensions: content, operation and products. The content dimension refers to properties of the task materials. Operation refers to the cognitive requirements an individual must have in order to complete a task. Finally, the product dimension refers to the outcome of a certain task. Intelligence can be measured using a combination of these dimensions. For instance, Social Intelligence is measured using the cognitive operation and the behavioural content. The choice of these two dimensions for measuring social intelligence indicates that a person who has a high level of social intelligence should be able to use cognitive processes to understand behaviour of others.

Several definitions of social intelligence have been offered by theorists, but all share two common components (a) the awareness of others and (b) their response and adaptation to others and the social situations Goleman (2006), Kobe, Reiter-Palmon and Rickers (2001) 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 Jones and Day (1997) experienced leadership Kobe et al (2001) 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.

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. 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. People who are socially intelligent can usually make others around them feel comfortable and included. They also tend to enjoy interacting with a variety of people.

It is social intelligence or the richness of our qualitative life, rather than our quantitative intelligence, that truly makes human what they are. According to Social Scientist Ross Honey Will, “Social Intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes and a capacity and appetite to manage complex social change.” It can be described as a combination of abilities: the first is a basic understanding of people (i. e. a kind of strategic social awareness) and the second is the skills needed for interacting successfully with them, in other words, the ability to get along with others and to encourage them to cooperate with you. Social Intelligence can be thought of as encompassing five dimensions: Presence, Clarity, Awareness, Authenticity and Empathy. People with high Social Intelligence are often said to have “Nourishing Behaviours” which make others around them feel valued, loved, respected and appreciated. These people are very appealing to others and are often described as having a “Magnetic Personality.” Conversely people low in Social Intelligence are often described as “Toxic”, they cause others to feel angry, devalued, frustrated, inadequate or guilty. They are often very alienating people. Interestingly, however, often people can be unintentionally “Toxic” and their low Social Intelligence is simply due to lack of insights. In other words, they are

often so preoccupied with personal stresses that they fail to see the impact of the behavior on other. They will often undergo radical behavioural or even personality changes when made to see themselves as others see them.

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. It has been one of the most important goals of the educational process. It is also a major goal, which every individual is expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspiration. One of the most important outcomes of any educational set up is achievement of the students. Depending on the level of achievement, individuals are characterized as high achievers, average and low achievers. Taylor (1964) states that the value the student places upon his own worth effects his academic achievement. Achievement in educational institution may be taken to mean any desirable learning that is observed in the student. Academic achievement of pupils refers to the knowledge attained and skills developed in the school subjects. So academic achievement means the achievement of pupils in the academic subjects. Balasubramaniam (1992), while reviewing studies on correlates of achievement has observed "Achievement is the end product of all educational endeavours. The main concern of all educational efforts is to see that the learner achieves. Quality control, quality assurance and of late, total quality management of achievement have increasingly gained the attention of researchers in education."

Academic achievement is generally regarded as the display of knowledge attained or skills developed in the school subject Busari (2000). It is the level of performance in school subject as exhibited by an

individual Ireoegbu (1992). In the school setting, it is referred to as the exhibition of knowledge attained or skills developed in school subjects. Test scores or marks assigned by teachers are indicators of this achievement. Recently, it can be observed that educational psychologists have begun to address what has historically been regarded as the soft side of individual differences. This includes mood, feelings and emotions in relation to academic achievement – a way in which students function and perform in accordance with the anticipated tasks at hand. However, achievement can be said to be the outcome of instruction. 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.

Need and Importance

Education, no doubt, remains the most outstanding development priority area in the world today. The core purpose of education, unquestionably, is human development. Other things being equal, an educated person who is well or relevantly positioned in the socio-economic, cultural and political milieu is expected to be a valuable asset to the society than another individual who is illiterate and perhaps ignorant. This simple fact explains why researchers and scholars, all over the world, continue to do research into ways of improving human knowledge and development. School achievement may be affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio-economic status etc. Intelligence and success are not viewed the same way they were before. New theories of intelligence have been introduced and are

gradually replacing the traditional theory. The whole child/ student has become the center of concern, not only this the reasoning capacities, but also his creativity, emotions, and interpersonal skills. The multiple intelligences theory has been introduced by Howard Gardener (1983). 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.

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students and teachers. In fact, it appears as if the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours. The importance of scholastic and academic achievement has raised important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? (Ramaswamy, 1990). 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.

Education is a powerful instrument for the change in the society. When such a responsibility is imposed on the educational institutions, these have to play a positive role for bringing a progressive change in the society. A student enjoys a pivotal position in the educational system that gets influenced and prepares him for the future life. In schools and colleges the best records are made by students who have other qualities in addition to intelligence, like persistence and willingness to go along with established routines. 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.

The present study is a humble attempt to assess the social intelligence and academic achievement of college students. The psychologists developed interest in understanding, promoting and utilizing the individual differences for the development and prosperity of the society. The investigator has reviewed the literature and found it feasible to work on the topic. The study will be the guideline for the teachers, educationists and practitioners, researchers as well as curriculum planners, in order to imbibe coherence and integrity in personality and develop social intelligence among the college students so that the students will be able to acquire basic understanding regarding themselves i.e., where they stand in various dimensions of social

develop social intelligence among the college students so that the students will be able to acquire basic understanding regarding themselves i.e., where they stand in various dimensions of social intelligence, so that they can tackle with the day to day situations efficiently and tactfully.

In the light of the above research gap the investigator justifies the need to conduct a study stated as under.

Statement of the problem

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

Operational definition of variables

Social Intelligence

Social intelligence is an aggregate measure of self and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. Social intelligence for the present study has been measured through N. K. Chadha and Usha Ganesan Social Intelligence Scale (1986). It measures social intelligence in eight dimensions. These dimensions are as under:

1. Patience
2. Cooperativeness
3. Confidence level
4. Sensitivity
5. Recognition of social environment
6. Tactfulness
7. Sense of humour
8. Memory

Academic Achievement

Academic achievement of pupils refer to the knowledge attained and skills developed in school subjects. It is the end product of all the educational endeavours. For the present study the academic achievement

has been measured in terms of aggregate marks percentage secured by the college students in their first year and second year examination.

College students

College students are those who are on rolls in various degree colleges of district Srinagar. The sample has been taken from the third year college students during year (2012-13).

Objectives

The following objectives have been formulated for the present study:

1. To study social intelligence and academic achievement of college students.
2. To compare male and female college students on various dimensions of social intelligence.
3. To compare rural and urban college students on various dimensions of social intelligence.
4. To compare rural male and rural female college students on various dimensions of social intelligence.
5. To compare urban male and urban female college students on various dimensions of social intelligence.
6. To compare rural male and urban male college students on various dimensions of social intelligence.
7. To compare rural female and urban female college students on various dimensions of social intelligence.
8. To compare male and female college students on academic achievement.

9. To compare rural and urban college students on academic achievement.
10. To compare rural male and rural female college students on academic achievement.
11. To compare urban male and urban female college students on academic achievement.
12. To compare rural male and urban male college students on academic achievement.
13. To compare rural female and urban female college students on academic achievement.

Hypotheses

The following hypotheses have been formulated for the present study:

1. Male and female college students differ significantly on various dimensions of social intelligence.
2. Rural and urban college students differ significantly on various dimensions of social intelligence.
3. Rural male and rural female college students differ significantly on various dimensions of social intelligence.
4. Urban male and urban female college students differ significantly on various dimensions of social intelligence.
5. Rural male and urban male college students differ significantly on various dimensions of social intelligence.
6. Rural female and urban female college students differ significantly on various dimensions of social intelligence.

7. Male and female college students differ significantly on academic achievement.
8. Rural and urban college students differ significantly on academic achievement.
9. Rural male and rural female college students differ significantly on academic achievement.
10. Urban male and urban female college students differ significantly on academic achievement.
11. Rural male and urban male college students differ significantly on academic achievement.
12. Rural female and urban female college students differ significantly on academic achievement.

Chapter-2

Review of Related Literature



The survey of related literature is an important step in conducting educational research. It enables the investigator to locate the gaps and find the trends in research in a particular field. The information about the designs, samples and research tools employed by other investigators help the future investigators to formulate their designs with more care. An investigator must be aware of the new researches conducted in the past and only then he /she is in a position to contribute something in original. (Cottrell and McKenzie 2011) “Literature review is most important to identify the problem of the study, which can be solved by collection of data. It is very important to know that the work done by researcher should not be repeated again. It also helps to avoid the mistakes, which already has been done by another one. So researcher can improve the research design and instrumentation, which was not successful at the last time.”

Review of the literature in educational research provides research with the means of getting to the frontier in his particular field of knowledge until we have learned what others have done and what still remains to be done in our specific area? (Bosewell and Cannon 2009) “Literature review exercises to analyze the area of the research, which has been resolved in the study. It is the outline of the research. It shows the gap between the researcher’s curiosity and knowledge of the subject area” (Houser 2007) “Literature review discloses appropriate theoretical structure of the study that helps to understand easily. It verifies that it has not been already done. It is the best way to establish the importance of the study”.

The review of the literature serves as a guide post to judge the quantum of the work done and perceive the gaps existing in the

concerned field of research. A critical review of the literature enables the researcher to go into greater details and wider applicability of the problem in hand so as to provide new ideas, explanations or hypotheses. The review promotes a greater understanding of the problem and its allied aspects.

This chapter is devoted to review the available literature relevant to the present study. An effort has been made to cover almost all the important dimensions that may have a direct or indirect bearing on this study. The review of the literature for the present investigation has been divided into two categories. These are as follows:

Studies on Social Intelligence

**Crowne, (2013) An empirical study of three
Kerri Anne intelligences.**

The objective of the study was to investigate the social intelligence, emotional intelligence and cultural intelligence. The sample was collected from 467 students in business courses at a large university in the north-eastern part of the United States (n=467). Analysis was conducted using principal component analysis and structural equation modeling. Using AMOS, multiple models of the relationship among these intelligences were developed to determine, as hypothesized if social intelligence was superordinate to emotional and cultural intelligences, which are presented as distinct but overlapping constructs. Results did not support social intelligence being superordinate to emotional and cultural intelligence. Findings did support emotional intelligence and cultural intelligence being distinct but related.

Sembiyan, R, et al., (2011) A study on the attitude towards regionalism of college students in relation to social intelligence.

The study was intended to find out the attitude towards regionalism of college students in relation to social intelligence of college students in Vellore, Villupuram, Thanjore, Cuddalore districts of Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 1050 college students. Mean, S.D, t. value and R. value was calculated for the analysis of data. The result revealed that there is no significant relationship between attitude towards regionalism and social intelligence of the college students.

Zamirullah Khan, et al., (2011) A Study on the social intelligence of the students of physical education.

The objective of the study was to investigate whether the duration of participation in physical education activities and the study of the subject physical education have any impact on the social intelligence. To find out the social intelligence, a scale developed by Chadda and Ganesan was used. The sample consisted of 45 physical education students and the age ranged from 19 to 35. As per the results, the students of B. P. Ed scored better than students of B.P.E in the tactfulness dimension of social intelligence.

Deepti Hood, et al., (2009) Social Intelligence as a predictor of positive psychological health.

The study examined the relationship between psychological health and social intelligence in a sample of 300 working adults (male=170 and female = 130). Positive health was assessed by (a) 29–Oxford Happiness Scale, (b) Satisfaction with life scale and (c) Life Orientation test-revised. Social Intelligence was assessed by a Social Intelligence Scale by N. K.

Chadda and Usha Ganesan. Correlation analysis showed significant positive association between the two components of positive psychological health i.e. satisfaction with life and happiness, and six factors of Social Intelligence (Cooperativeness, Confidence, Sensitivity, Tactfulness, Sense of humour and Memory). Optimism was found to be significantly and positively correlated with patience, cooperativeness, and tactfulness and negatively correlated with memory. Further step-wise regression analysis revealed that out of eight, seven factors of social intelligence significantly predict one or the other positive health dimensions.

Qingwen Dong, et al., (2008) Social Intelligence, Self-Esteem and Intercultural Communication Sensitivity.

This study focused on two factors: Social Intelligence and Self-Esteem. A sample of 419 undergraduates at two universities in the Western United States was used to examine the relationship between Social Intelligence and Self-Esteem and Intercultural Communication Sensitivity. Additionally the relationship between self-esteem and intercultural communication sensitivity was examined. Results support hypothesized relationships and indicate a statistically significant relationship between social intelligence and intercultural communication sensitivity with social intelligence accounting for more than 10% of the variance in (ICS). In addition, both dimensions of self-esteem, self-worth and self-efficacy were significantly related to (ICS), accounting for an additional 4% of the variance in (ICS).

Meijs, N. Antonius, et al., (2008) Social Intelligence and Academic Achievement as predictors of adolescent popularity.

This study compared the effects of social intelligence and cognitive intelligence, as measured by academic achievement, on adolescent popularity in two school contexts. A distinction was made between sociometric, a measure of social dominance. Participants were 512, 14-15 year old adolescents. (56% girls and 44% boys) in vocational and college preparatory schools in Northwestern Europe. Perceived popularity was significantly related to social intelligence, but not to academic achievement, in both contexts. Sociometric popularity was predicted by an interaction between academic achievement and social intelligence, further qualified by school context. Whereas college bound students gained sociometric popularity by excelling both socially and academically, vocational students benefited from doing well either socially or academically, but not in combination.

Jones, Karen Day, (1997) Discrimination of two aspects of Cognitive-Social Intelligence from Academic Intelligence
Jeanne D

This study collected measures of social-cognitive flexibility, crystallized social knowledge and academic problem solving from 169 high school seniors. Results support a division of social-cognitive intelligence into declarative and procedural social knowledge crystallized and flexible knowledge application as distinct from academic problem solving.

Wong, Chau-Ming T, et al., (1995) A multitrait-multimethod study of academic and social intelligence in college students.

In this study two multitrait-multimethod studies of academic and social intelligence show that cognitive and behavioural aspect of social intelligence and several cognitive aspects of social intelligence (i.e. social perception, social knowledge and social insight can be discriminated. Verbal, non-verbal, self and other-report measures were administered to 134 female college students and to 227 male and female college students. Convergent and discriminate validities were established for cognitive and behavioural dimensions of social intelligence and for two dimensions of cognitive social intelligence (social knowledge and social perception). In both studies, the cognitive social intelligence factors had poor convergent validities, and research participants were college students attending a highly selective university.

Studies on Academic Achievement

Farhana Qadir (2010) A Study of Scientific Temper and Academic Achievement of rural and urban adolescent girls.

The objective of the study was to compare the scientific temper of rural and urban adolescent girls on the various areas of scientific temper, to compare the academic achievement of rural and urban adolescent girls and to examine the relationship between scientific temper and academic achievement. The sample for the present study consists of 200 girls – 100 rural (adolescent girls) and 100 urban (adolescent girls), selected randomly from 10 higher secondary schools of district Srinagar and district Pulwama. The data for the present study was collected with the help of scale constructed by Showkat and Prof Nadeem which assesses five dimensions of scientific temper. The data was analyzed by applying

t-test and correlation statistics. There was no significant difference found between rural and urban adolescent girls on 'curiosity' dimension of scientific temper scale. Urban girls were found to have high academic achievement than rural girls and academic achievement have been found to be positively and significantly related with scientific temper.

Rehana Hamid (2010) Mental Health and Academic Achievement of Ladakhi and Kashmiri Adolescents

The objective of the study was to compare Ladakhi adolescents with Kashmiri adolescents on mental health, to compare Ladakhi adolescents with Kashmiri adolescents on academic achievement and to compare Ladakhi adolescent boys with Kashmiri adolescent boys on mental health and academic achievement. The present study was conducted on a sample of 200 Ladakhi adolescents (100 boys and 100 girls) and 200 Kashmiri adolescents (100 boys and 100 girls) of 10th standard selected randomly from various Govt. schools of Leh and Srinagar. The data for the present study was collected with the help of A. K. Singh and Alpana Sengupta Battery of Mental Health which intends to assess the status of mental health of persons in the age range of 15-17 years. Kashmiri adolescents in comparison to Ladakhi adolescents were emotionally stable, have overall harmonious balance between the demands of various aspects of environment, were independent, secure, have better self-concept and intelligent than the Ladakhi adolescents and Kashmiri adolescents were found to have higher academic achievement than Ladakhi adolescents i.e. Kashmiri adolescents have excelled in academics than the Ladakhi adolescents.

Sharmistha Roy (2008) A Comparative study of factors affecting academic achievement of school going adolescent boys and girls.

The aim of the study was to determine some of the selected influencing factors like daily routine of the students, tuitions, content viewed on television etc affecting the academic achievement of school going adolescent boys and girls. The factor group of the study consisted of top 10 rankers, both boys and girls from class 8th to 10th. Data was collected by the questionnaire method. Analysis was done by calculating frequency and percentage. Results showed that there is not much difference in the importance of many of the selected factors exhibited of boys and girls, which play an important role in their academic achievement.

Treana Eileen Rohde, (2007) Predicting academic achievement With cognitive ability
Lee Anne Thompson.

The purpose of this study was to explain the variation in academic achievement with general cognitive ability and specific cognitive abilities. Grade point average, Wide Range Achievement Test III scores, and SAT scores represented academic achievement. The specific cognitive abilities of interest were: working memory, processing speed, and spatial ability. General cognitive ability was measured with Raven's Advanced Progressive Matrices and the Mill Hill Vocabulary Scales. When controlling for working memory, processing speed and spatial ability, in a sample of 71 young adults (29 males) measures of general cognitive ability continued to add to the prediction of academic achievement, but none of the specific cognitive abilities accounted for additional variance in academic achievement after controlling for general cognitive ability. However, processing speed and spatial ability continued to account for a significant amount of additional variance when predicting

scores for the mathematical portion of the SAT while holding general cognitive ability constant.

Nuthana (2007) Gender analysis of academic achievement among high school students

The study was carried out to make gender analysis of academic achievement among high school students on a sample of 600 students studying in 8th, 9th and 10th standards of which 325 boys and 275 girls. The sample was selected randomly from two schools of rural and two of Dharwad city, Karnataka state. To measure study habits and self-concept of students, Patel's (1976) study habit inventory and self-concept scale of Singh & Singh (1988) were used. To collect the general information of students' socio economic status scale developed by AICRP-CD (2002) was used and average of grades of two previous years was taken from school records as a measure of academic achievement. The data thus collected was subjected to mean, S.D, t-test and correlation. The results revealed that majority of the students had good study habits and possessed high self-concept. Academic achievement was excellent among boys and girls. They did not differ on study habits, self-concept and academic achievement. Class wise comparison of study habits and self-concept revealed that 8th standard students were better than 9th and 10th standards. There was significant association between study habits, self-concept, socio economic status and academic achievement among boys and girls. Study habits, self-concept and socio economic status were significantly related to academic achievement. Rural students had better study habits and self-concept than urban students. Urban students had higher academic achievement than rural students.

Larose, Bernier, et al., (2005) Attachment state of mind, learning dispositions and academic performance during the college transition.

The purpose of this study was to examine the relation among attachment state of mind, students learning dispositions, and academic performance during the college transition. 62 students were involved in a short-term longitudinal study and were interviewed with the Adult Attachment Interview. Students learning dispositions were assessed at the end of high school (Time 1) and halfway through their 1st sem in college (Time 2). Academic records were collected at (Time 1) as well at the end of the 1st, 2nd and 3rd college semesters. Autonomous students showed better learning dispositions throughout the transition and were less likely than dismissing and pre-occupied students to experience a decrease in these dispositions between Time 1 and Time 2. In addition, dismissing students obtained the lowest average of grades in college, and this association was mediated by changes in quality of attention during the transition.

Robert H. Vela, Jr. (2003) The role of emotional intelligence in the Academic Achievement of 1st year college students.

The study examined the role of emotional intelligence in the academic achievement of first year college students. The subject of the study included 760 first year college students from a selected university in South Texas. Each student completed a self-report emotional intelligence assessment. Descriptive statistics were used to examine the study. Pearson's product-moment correlation and multiple linear regression analysis statistical procedures were used to examine the relationship between emotional intelligence skills and the academic

achievement of first year college students. SAT scores, gender, and ethnicity were also investigated as independent variables.

The results of the study showed that there is significant correlation between emotional intelligence skills and the academic achievement of first year college students. Findings also suggest a significant relationship between emotional intelligence skills and academic achievement according to gender and ethnicity. Furthermore, the results showed that SAT scores, when coupled with emotional intelligence skills, can better predict academic achievement. Self-management skills were significantly related to academic achievement.

Agarwal, A (2002) Study of relationship of academic achievement of boys and girls with intelligence, socio-economic status, size of the family and birth order of the child.

The objective of the study was to examine the relationship of academic achievement of boys and girls with intelligence, socio-economic status, size of the family and birth order of the child. A sample of 300 secondary school students of class 9th was selected from six institutions of Lucknow city. Institutions were divided into three categories, i.e., poor, average, and good. Two institutions from each category were selected- one from boys and one from girls. Academic achievement (total marks obtained in final examination of class 8th), Prayag Mehta Intelligence Test, Socio-economic status scale by Kuppuswamy and a questionnaire for family size and birth order were administered for data collection. Pearson Product Moment Correlation and Critical Ratio (CR) were used for data analysis. It was found that significant positive relationship existed between academic achievement and intelligence for both the groups. Academic achievement of students

was found that there was significant negative relationship between academic achievement and family size of students. Significant negative relationship was also found between academic achievement and birth order of students.

Zhuanmao Song, et al., (2002) Academic achievement and Personality of college students.

The objective of the study was to find the relationship between academic achievement and personality of college students with the 16PF. 56 college students with excellent academic achievement (EA), 47 with low academic achievement (PA), and 1,530 with regular academic achievement (RA) at Guangzhou Normal University, China, selected on the ranks of two year academic achievement records were tested with the revised Chinese 16PF (1981). The 16PF factor scores were studied among students with EA, PA and RA with ANOVA and multivariate analysis of variance (MANOVA). Academic achievement scores of 1,633 students transferred to standard Z scores were studied with their 16PF scores with Pearson Correlation Analysis. The results show that compared to students with PA, students with EA had higher scores in self-discipline, and persistence, and lower scores in sophistication, emulation and low range descriptors of introversion/extroversion, then compared to students with RA, students with EA had lower scores in emotional stability, low range descriptors of introversion/extroversion, mental health factor, and vigilance and a higher score in anxiety, and higher scores in sensitivity, and that academic achievement was positively correlated with emulation, persistence and self-discipline.

Maikhuri, R. A and Pande, S.K (1997) Self-Concept of adolescents in relation to their Academic Achievement.

The purpose of the investigation was to study the Self –Concept of adolescents in relation to their academic achievement. The sample of the study comprised (100 boys and 100 girls) studying in the intermediate college of Kotdwara City, who were selected through random selection method. The tool used to collect the data included Self-Concept Inventory by Pratibha Deo. The collected data were treated with mean, S.D and t-test. The findings revealed that the academic achievement and self-concept were not significantly related. Significant relationship was observed with academic achievement of adolescents having high and low self concept. No significant difference was found between academic achievements of adolescents to high and low self concept.

Krishnan, S. Santhana (1993) Relation between Self-Concept and Academic Achievement of College Students.

The objective of the study was to find the relationship between self concept and academic achievement of college students. The sample of the study comprised of 150 students. Out of them, 90 were male and 60 female college students. There were 45 urban and 105 rural students. They were further stratified with different faculties, age groups and birth orders. Stratified random sampling technique had been used to select the sample. The Self-concept tool standardized by Rastogi was used to collect the data. The investigator applied mean, S.D, t-test, correlation and ANOVA for the treatment of the data. It was found that there was a significant relationship between self-concept and academic achievement of the college students. There was a significant difference of means between arts and science groups of students in the self-concept. Sex has

no influence on self-concept of the individuals. Similarly, birth orders had no impact on self-concept of students. Different age groups had not shown any significant mean difference on self-concept scale.

Hari Krishnan, M (1992) A study of academic achievement of the students of the higher secondary stage in relation to achievement motivation and Socio-economic status

The objective of the study was to find out the relationship between academic achievement, achievement-motivation and socio-economic status among students. A sample of 300 students was taken randomly. The tools used in the study were school marks, the Achievement-Motivation Inventory of Prayag Mehta and Socio-Economic Status Scale developed by the researcher. For data analysis 't' test and correlation coefficient were used. The findings revealed that the girls obtained a higher mean in achievement than boys. Socio-economic status was significantly related to academic achievement and achievement was not related to achievement motivation.

Ramnachandran, R (1990) A study on the relationship between academic performance and other psychological variables reasoning, anxiety and adjustment

The study investigates the influence of anxiety and adjustment on academic performance. The sample comprised 500 pupils of standard IX who were selected from the eight schools in Chidambaram Town. Tools used included Taylor's Manifest Anxiety Scale, Verbal and Numerical Reasoning Test-Part of the Intelligence test standardized by K. K. Pillai, Adjustment inventory of Tiwari and Sirvastava and school marks register.

The collected data were treated using mean, S.D, t-test and coefficient of correlation.

(1.) Academic performance was better among (a) girls than boys, (b) children of forward communities than those of backward community, and (c) children of educated parents than uneducated parents. (2) There was a positive and significant correlation between academic performance and total reasoning and numerical reasoning. (3) There was low negative correlation between academic performance and anxiety. (4) There was no significant relationship between academic reasoning and numerical reasoning. (5) There was a low positive correlation between academic performance and adjustment.

Misra (1986) A critical study of the influence of the socio-economic status on academic achievement of higher secondary students in rural and urban areas of Kanpur

The objective of the study was to investigate the influence of socio-economic status on academic achievement of rural and urban high school students. 1000 secondary school students consisted of 500 boys and 500 girls were selected as the sample of the study. Both among the boys and girls, 300 belonged to urban and 200 to the rural areas. The Samoohik Mansik Parikshan by Tandon was used to measure intelligence. Socio-economic status was measured by adopting Singh and Sexana's SES Scale and percentage marks in the high school examination were taken as the index of academic achievement. The findings revealed that there was a positive relationship between socio-economic status and academic achievement of the students, the academic achievement of the rural students was lower than the achievement of the urban students and the academic performance of girls was superior to the performance of boys.

OVERVIEW

Some researches have been carried out on social intelligence. Crowne, Kerri Anne (2013), Sembayan, R. Dr. Visvanathan, G. Dr. P.C Naga Surbramani (2011), Samirullah Khan, Naseer Ahmad Khan, Zeeshah Haider (2011), Deepti Hooda, Now Rattan Sharma Amrita Yadava (2009), Qingwin Dong, Randall J. Koper, Chirstine M. Collace (2008), Meijs. N. Antonius, H. N. Cillessen, Ron. Hon.J. Scholte, Segers E. Spijkerman (2008), Jones Karan Day, Jeanne D Wong (1997), Chau-Ming T, Day, Jeanne D, Maxwell, Scott E, Meara, Naomi M (1995).

Crowne, Kerri Anne (2013) has found that social intelligence is not being superordinate to emotional and cultural intelligence and further findings did support emotional intelligence and cultural intelligence being distinct but related. Sembayan, R. Dr. Visvanathan, G, Dr. P.C. Naga Subramani (2011) has revealed that there is no significant relationship between attitude towards regionalism and social intelligence of the college students. Zamirullah Khan, Naseem Ahmad Khan, Zeeshan Haider (2011) had found that the students of B.P.Ed scored better than students of B.P.E in the tactfulness dimension of social intelligence. Deepti Hooda, Nov Rattan Sharma, Amrita Yadava (2009) had found that there is significant positive association between the two components of positive psychological health i.e. satisfaction with life and happiness and six factors of Social Intelligence (Co-operativeness, Confidence, Sensitivity, Tactfulness, Sense of Humour and Memor). Optimism was found to be significantly and positively correlated with patience, cooperativeness, confidence and tactfulness, and negatively correlated with memory. Qingwin Dong, Randall J. Koper, Christine M. Colace (2008) has revealed that there is a significant relationship between social intelligence and intercultural communication sensitivity with social

intelligence accounting for more than 10% of the variance in (ICS). In addition, both dimension of self-esteem, self-worth and self-efficacy were significantly related to (ICS), accounting for an additional 4% of the variance in (ICS). Meijs N. Antonius, H. N. Cillessen, Ron. H.J. Scholte, Segers. E. Spijkersman (2008) has found that popularity was significantly related to social intelligence, but not to academic achievement, in both contexts. Sociometric popularity was predicted by an interaction between academic achievement and social intelligence. Whereas college bound students gained sociometric popularity by excelling both socially and academically, vocational students benefited from doing well either socially or academically, but not in combination. Jones, Karen Day, Jeanne D Wong (1997) had found that the results support a division of social-cognitive intelligence into declarative and procedural social knowledge crystallized and flexible knowledge application as distinct from academic problem solving. Chau-Ming T, Day, Jeanne D, Maxwell, Scott E, Meara, Naomi M (1995) has found that Convergent and discriminative validities were established for cognitive and behavioural dimensions of social intelligence and for two dimensions of cognitive social intelligence (social knowledge and social perception).

Some researches have been carried out on academic achievement. Qadir, F. (2010) Hamid, R. (2010), Sharmistha Roy (2008), Treena Eileen Rohde, Lee Anne Thompson (2007), Nuthana (2007), Larose, Simon, Bernier, Annie Tarabulsy, Tarabulsy, George M (2005), Robert H. Vela, Jr (2003), Agarwal, A (2002), Zhuanmao Song, Qiang Wu, Fengxue Zhao (2002), Maikhuri, R. A, Pande, S. K (1997), Krishnan, S. Santhana (1993), Harikrishnan (1992), Ramachandran, R (1990), Misra (1986).

Qadir, F. (2010) has found that Urban girls were found to have high academic achievement than rural girls and academic achievement have been found to be positively and significantly related with scientific

temper. Hamid. R (2010) had found that Kashmiri adolescents were found to have higher academic achievement than Ladakhi adolescents i.e. Kashmiri adolescents have excelled in academics than the Ladakhi adolescents. Sharmistha Roy (2008) has found that there is not much difference in the important of many of the selected factors exhibited of boys and girls, which play an important role in their academic achievement. Treena Eileen Rohde, Lee Anne Thompson (2007) has found that processing speed and spatial ability continued to account for a significant amount of additional variance when predicting scores for the mathematical portion of the SAT while holding general cognitive ability constant. Nuthana (2007) has found that there was significant association between study habits, self-concept, socio economic status and academic achievement among boys and girls. Study habits, self-concept and socio-economic status were significantly related to academic achievement. Rural students had better study habits and self-concept than urban students. Urban students had higher academic achievement than rural students. Larose, Simon, Bernier, Annie, Tarabulsy, George M (2005) has found that autonomous students showed better learning dispositions throughout the transition and were less likely than dismissing and pre-occupied students to experience a decrease in these dispositions between Time 1 and Time 2. In addition, dismissing students obtained the lowest average of grades in college, and this association was mediated by changes in quality of attention during the transition. Robert H. Vela, Jr (2003) has found that there is significant correlation between emotional intelligence skills and the academic achievement of first year college students. Findings also suggest a significant relationship between emotional intelligence skills and academic achievement according to gender and ethnicity. Agarwal, A (2002) has found that there was a significant positive relationship between academic achievement and

intelligence for both the groups and there was significant negative relationship between academic achievement and family size of students. Zhuanmao Song, Qiang Wu, Fengxue Zhao (2002) has found that compared to students with PA, students with EA had higher scores in self-discipline, and persistence, and lower scores in sophistication, emulation and low range descriptors of introversion/extroversion, then compared to students with RA, students with EA had lower scores in emotional stability, low range descriptors of introversion/ extroversion, mental health factor, and vigilance and a higher score in anxiety, and higher scores in sensitivity, and that academic achievement was positively correlated with emulation, persistence and self-discipline. Maikhuri, R.A, Pande, S.K (1997) has found that the academic achievement and self-concept were not significantly related. Significant relationship was observed with academic achievement of adolescents having high and low self-concept and no significant difference was found between academic achievement of adolescents to high and low self concept. Krishnan, S. Santhana (1993) has found that there was a significant relationship between self-concept and academic achievement of the college students and there was a significant difference of means between arts and science groups of students in the self-concept. Krishnan (1992) has found that the girls obtained a higher mean in achievement than boys and socio-economic status was significantly related to academic achievement and achievement was not related to achievement motivation. Ramachandran, R (1990) has found that academic performance was better among girls than boys, children of forward communities than those of backward community, and children of educated parents than uneducated parents. Misra (1986) has found that there was a positive relationship between socio-economic status and academic achievement of the students and the academic achievement of the rural students was lower

than the achievement of the urban students and the academic performance of girls was superior to the performance of boys.

Chapter-3

Methodology and Procedure



A research design encompasses the methodology and procedures employed to conduct any sort of research. The preparation of a research proposal or design is an important step in the research process. This provides a basis for the elevation of the project and gives the adviser a basis for assistance during the period of his or her direction. It also provides a systematic plan of procedure for the research fellow. Research design is a road map for researchers. It is a step by step approach. Any piece of research is incomplete without a proper plan of action. A research is designed to enable the researcher to arrive at a valid, objective and accurate solution of the given problem as possible. Research design is thus, a detailed plan of how the goals of research is achieved.

The research design constitutes the blue-print for collection, measurement and analysis of data. It aids the researcher in allocation of his limited resources by posing crucial choices: Is the blueprint to include experiments, interviews, observations, the analysis of records, simulation, or some combination of these? Are the method of data collection and research situation to be highly structured? Is an intensive study of a small sample more effective than a less intensive study of a large sample? Should the analysis be primarily qualitative or quantitative? John W. Best (2007) Research is considered to be the more formal, systematic, intensive process of carrying on the scientific methods of analysis. It involves of more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of result or conclusions. According to Kothari “Research Design stands for advance planning of the method to be adopted for collecting the relevant data and

the techniques to be used in their analysis, keeping in view the objectives of the research to availability of staff, time and money.”

The present study is designed to study the social intelligence and academic achievement of college students. As such, the descriptive method of research was employed to carry out this piece of research work. The details regarding sample, tools and statistical treatment are reported as follows:

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 college students which was further divided into different groups of male-female and rural-urban dichotomy. The college students were in the age group of 19 - 21 years. The sample has been selected on the basis of random sampling technique. The breakup of the sample is given as follows:

S. No	Name of the College	Total Enrollment	Sample Taken (5%)
1	Govt. College for Women, M. A. Road.	1750	87
2	Amarsingh College	1055	53
3	Islamia college of science and commerce.	1347	67
4	Shri Pratap College	404	20
5	Govt. Degree College Bemina	1450	72
6	Govt. College for Women, Nawakadal	1115	56
7	Ghandhi College	350	17
8	Vishvabharathi College	368	18
Total			390

Selection of the tool

Selection of the tool is very important in any research study. If appropriate tools are not used, the investigator may be misled and the efforts of the investigator would go waste as he would not be able to achieve the objectives of the study. An investigator has to look for such procedural techniques and tools which will answer his pursuits or hypothesis objectively. A competent investigator, therefore, looks into the possible measures which can help him in arriving at the desired results.

Accordingly, the present investigator adopted the following tool for the collection of data.

Tool Used

The data for the present study was collected with the help of N. K. Chadda and Usha Ganesan Social Intelligence Scale (1986) which intends to assess the social intelligence of college students. It measures social intelligence in eight areas- patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory.

Description of the tool

Social Intelligence Scale

The Social Intelligence Scale is developed by Dr. N. K. Chadha and Usha Ganesan and is available at National Psychological Corporation, Agra. It is a standardized scale and it measures social intelligence in eight dimensions: patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory. It is used to measure the social intelligence of college students.

Selection of dimensions

The initial selections of the dimensions that measure social intelligence were determined on the basis of the judgment of 25 experts in the field of behavioural sciences. In order to construct the scale of the dimensions of social intelligence were selected in a scientific manner. Accordingly, sixteen relevant and meaningful dimensions of social intelligence were selected and defined. These were then given to a group of 25 experts and 13 of these dimensions were unanimously accepted. These were further given to 10 experts to be rated on a 5 point rating scale ranging from very relevant to irrelevant. These experts were also asked to rank the dimensions of from the most relevant to least relevant. Following this a final list of 8 dimensions was selected and retained for final inclusion in the scale. Their operationally defined structures are as follows:

- A. Patience- Calm endurance under stressful situations.
- B. Co-cooperativeness- Ability to interact with others in pleasant way to be able to view matters from all angles.
- C. Confidence level- Firm trust in oneself and ones chances.
- D. Sensitivity-To be acutely aware of and responsive to human behaviour.
- E. Recognition of Social Environment- Ability to perceive the nature and atmosphere of the existing situation.
- F. Tactfulness- Delicate perception of the right thing to say or do.
- G. Sense of Humour- Capacity to feel and cause amusement; to be able to see the lighter side of life.
- H. Memory- Ability to remember all relevant issues; names and faces of people.

Item construction and selection

A set of 15 to 20 items were constructed for each dimension. An initial pool of 140 items was constructed for the whole scale. The six dimensions (Patience, Recognition of Social Environment, Confidence, Sensitivity, Sense of Humour and Co-cooperativeness) were constructed using the multiple choice technique. In the tactfulness dimension, responses were elicited in terms “yes” or “No” (Jackson, Neil & Beran, 1973). In the last dimension, that of Memory a set of 30 pictures was presented for recognition. The entire set of 140 items was given to 5 experts and the necessary changes introduced, 91 items which met 100 percent approval amongst the judges were retained.

These items were then tested for social desirability with the help of five experts. The items were on a 9 point rating scale ranging from extremely desirable, through neutral to extremely undesirable. (Edward, 1957). The items were all retained and subjected to item analysis.

Item analysis

The scale was administered to an unselected sample of 300 (150 males and 150 females) for the purpose of item analysis. This sample was drawn from population of university students pursuing a variety of courses.

In the case of 6 dimensions (Patience, Confidence, Cooperativeness, Sense of Humour and recognition of Social Environment) the student was given a choice of three alternatives for each item and was asked to choose one. In the case of the first four dimensions (Patience, Cooperativeness, Confidence and sensitivity) scores of 1, 2 and 3 were given three response alternatives e.g.in the confidence dimension a score of 3 would indicate a high degree of confidence, a score of 1 a lack of confidence and a score of 2 would reveal moderate confidence. In the other two

dimensions (Sense of Humour and Recognition of Social Environment) one of the three alternatives given is the appropriate response. This response when given was allotted scores of 1. In the case of Tactfulness dimension the responses were in the form of “Yes” or “No”. The appropriate response was awarded a score of 1. The last dimension that of Memory was scored 1 or 0 on whether or not the subject’s response was right or wrong. In the case of four dimensions (Tactfulness, Sense of Humour, Recognition of Social Environment and Memory) the Phi Co-efficient was calculated on the basis of the high and low group on one hand and the scores of 1 or 0 on the other. These values were then converted into Chi-Square. For the remaining dimensions (Patience, Confidence, Cooperativeness and sensitivity) the square values were calculated based on the expected and observed outcome for each item, using the entire sample of 300. The items having Non-significant Chi-Square values were dropped from the scale at this point. Two levels of significance that is 5% and 1% were taken as the criterion for dropping the items. A total of 66 items were retained in the Final scale.

Independence of dimensions

For testing the significance of relationship among different dimensions chosen in the resent study another sample of 100 was drawn from the University student population. In order to test whether the dimensions covered by the scale were orthogonal, the final scale consisting of 66 items were administered to a sample of 160. The data obtained was scored and subjected to the Pearson Product Moment Correlation for finding out the inter-correlation among different dimensions. The correlations computed for the different dimensions of the scale are fairly low. Leaving very few inter-correlation, major number of inter-correlations is statistically insignificant. This provides sufficient

statistical evidence regarding the independence of dimensions in the present Social Intelligence Scale.

The final distributions of items per dimensions are as follows:-

Number of Items retained under each dimension in the scale.

Dimension		Number of items retained.
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

Scoring key

Scoring key of the present scale is given as follows:-

Scoring Key for (A) - Patience

Item Nos.	Response Alternatives		
	A	B	C
4	1	3	2
8	2	3	1
15	1	2	3
16	1	3	2
20	1	2	3
27	3	1	2
33	3	2	1
36	2	3	1
Scores Awarded			

Scoring Key for (B) - Cooperativeness

Item Nos.	Response Alternatives		
	A	B	C
1	3	2	1
5	3	1	2
9	3	1	2
14	2	1	3
17	1	3	2
21	3	1	2
25	3	2	1
26	2	3	1
28	1	3	2
31	1	3	2
32	2	1	3
Scores Awarded			

Scoring key for (C) - Confidence

Item Nos.	Response Alternatives		
	A	B	C
3	1	3	2
7	3	2	1
11	2	3	1
12	2	3	1
19	1	3	2
23	2	1	3
30	1	2	3
35	1	2	3
Scores Awarded			

Scoring Key for (D) - Sensitivity

Item Nos.	Response Alternatives		
	A	B	C
2	2	1	3
6	1	3	2
10	1	2	3
13	2	1	3
18	2	3	1
22	2	3	1
24	1	2	3
29	3	1	2
34	2	1	3
Scores Awarded			

Scoring Key for (E) - Recognition Of social Environment

Item Nos.	Response Alternatives		
	A	B	C
37	1	0	0
38	1	0	0
39	0	1	0
Scores Awarded			

Scoring Key for (F) - Tactfulness

Item Nos.	Response Alternatives	
	Yes	No
40	0	1
41	0	1
42	0	1
43	1	0
44	0	1
45	1	0
46	1	0
Scores Awarded		

Scoring Key for (G) - Sense of Humour

Item Nos.	Response Alternatives		
	A	B	C
47	0	1	0
48	1	0	0
49	0	1	0
50	0	1	0
51	0	0	1
52	0	0	1
53	1	0	0
54	1	0	0
Scores Awarded			

Scoring Key for (H) – Memory

Score of one (1) for following Correct Reponses	
55. Indira Gandhi 56. Sachin Tendulkar 57. Ram dev 58. C V Raman 59. Lata Mangeshkar 60. Prem Chand	61. Sarojini Naidu 62. Rabindarnath Tagore 63. A.P.J Abdul Kalam 64. Atal Bihari Vajapayee 65. Aishwariya Rai 66. Dr. Rajendra Prasad

Reliability

In the present scale test, retest and split half techniques were employed to find the reliability co-efficients. For finding the split half reliability a sample of 150 (75 males and 75 females) was taken. The following coefficients were obtained.

Split half Reliability Coefficients.

Areas	Reliability Coefficients
A. Patience	.93
B. Cooperativeness	.91
C. Confidence	.89
D. Sensitivity	.90
E. Recognition of Social Environment	.95
F. Tactfulness	.91
G. Sense of Humour	.90
H. Memory	.96

In order to determine the retest reliability, the previous sample used for split half was administered the scale after a period of fifteen days. The following coefficients were obtained.

Test - retest Reliability Coefficients

Areas	Reliability Coefficients
A. Patience	.94
B. Cooperativeness	.91
C. Confidence	.90
D. Sensitivity	.93
E. Recognition of Social Environment	.95
F. Tactfulness	.84
G. Sense of Humour	.92
H. Memory	.97

Validity

The techniques of validity used to validate this scale were (1) Empirical Validity and (2) Cross validation.

To test the empirical validity a sample of 50 individuals was taken. The external criterion used was the 'Social Intelligence Test' by F. A. Moss, T. Hunt, K. M. Omwaka and L. G. Woodward (1949), George Washington University Series. The present Scale and the Social Intelligence Test by Moss and Hunt were administered and scored accordingly. The data obtained was subjected to Pearson Product Moment Correlation for testing the validity.

The dimensions of recognition of social environment, memory and sense of humour were common to the present scale and the Social Intelligence Test by Moss and Hunt. The sense of Humour dimensions was similar in both cases. The other two dimensions mentioned were slightly different in format and manner of administration. In spite of this correlation obtained for all these three dimensions were positive and significant. Further the remaining dimensions that of patience, confidence, sensitivity, cooperativeness and tactfulness indicate significant correlation with the total score of the Social Intelligence Test by Moss and Hunt. The total score of the present scale is highly and significantly correlated with the Social Intelligence Test by Moss and Hunt. ($r=70<01$). Henceforth the present scale has a validity coefficient of 70.

For the purpose of cross validation, a sample of 15 individuals was taken. The data obtained on the first sample and the second sample was correlated to test the validity of the scale. The Pearson's Product Moment Correlation was obtained. The coefficients obtained are as follows:

Cross validation-correlation between two groups

Dimension	Correlation between two groups
A. Patience	.82
B. Cooperativeness	.91
C. Confidence	.86
D. Sensitivity	.75
E. Recognition of Social Environment	.91
F. Tactfulness	.75
G. Sense of Humour	.95
H. Memory	.94

Overall cross validation $r = 80$

Norms

In order to establish the percentile norms a sample of 300 individuals (150 males and 150 females) was taken. The subjects were matched on the basis of age, sex and education. A qualitative description of the scores obtained on different dimensions of the scale has also been given.

Percentile Norms

(A) - Patience		(B) - Cooperativeness	
Raw scores	Percentile	Raw scores	Percentile
11	3	11	0
12	5	12	0
13	9	13	0
14	13	14	1
15	19	15	1
16	26	16	2
17	34	17	3
18	43	18	5
19	52	19	8
20	62	20	11
21	70	21	17
22	77	22	25
23	84	23	32
24	89	24	40
		25	50
		26	59
		27	67
		28	76
		29	82
		30	88
		31	92
		32	94
		33	96

(C) - Confidence	
Raw scores	Percentile
10	0
11	0
12	1
13	2
14	6
15	9
16	16
17	75
18	38
19	50
20	63
21	75
22	84
23	90
24	95

(D) - Sensitivity	
Raw scores	Percentile
11	2
12	4
13	6
14	8
15	12
16	17
17	24
18	31
19	39
20	48
21	57
22	66
23	74
24	81
25	86
26	90
27	93

(E) - Recognition of Social Environment	
Raw scores	Percentile
1	17
2	59
3	93

(F) - Tactfulness	
Raw scores	Percentile
1	10
2	17
3	25
4	35
5	46
6	58
7	69

(G) - Sense of Humour	
Raw scores	Percentile
3	22
4	32
5	54
6	56
7	68

(H) - Memory	
Raw scores	Percentile
3	18
4	21
5	25
6	31
7	33
8	38
9	42
10	47
11	52
12	57
13	62

Qualitative Description of the scores on the scale

(A) - Patience

Percentile	Score	Qualitative Description
0-20	Upto 15	Very low
21-40	Upto 17	Low
41-60	Upto 19	Average
61-80	Upto 22	High
81-100	Upto 24	Very high

(B) - Cooperativeness

Percentile	Score	Qualitative Description
0-20	Upto 21	Very low
21-40	Upto 24	Low
41-60	Upto 26	Average
61-80	Upto 28	High
81-100	Upto 33	Very high

(C) - Confidence

Percentile	Score	Qualitative Description
0-20	Upto 16	Very low
21-40	Upto 18	Low
41-60	Upto 19	Average
61-80	Upto 21	High
81-100	Upto 24	Very high

(D) Sensitivity

Percentile	Score	Qualitative Description
0-20	Upto 16	Very high
21-40	Upto 19	High
41-60	Upto 21	Average
61-80	Upto 23	Low
81-100	Upto 25	Very Low

(E) - Recognition of Social environment

Percentile	Score	Qualitative Description
0-40	1	Low
41-60	2	Average
61-100	3	High

(F) - Tactfulness

Percentile	Score	Qualitative Description
0-40	Upto 4	Low
41-60	Upto 6	Average
61-100	Upto 7	High

(G) - Sense of Humour

Percentile	Score	Qualitative Description
0-40	Upto 4	Low
41-60	Upto 6	Average
61-100	Upto 7	High

(H) - Memory

Percentile	Score	Qualitative Description
0-20	Upto 8	Low
41-60	Upto 12	Average
61-100	Upto 13	High

Social Intelligence Scale

Reliability

Test-retest Reliability – 0.857**

**Significant at 0.01 level (2-Tailed)

Validity

English-Hindi Correlation – 0.912**

**Significant at 0.01 level (2-Tailed)

Procedure

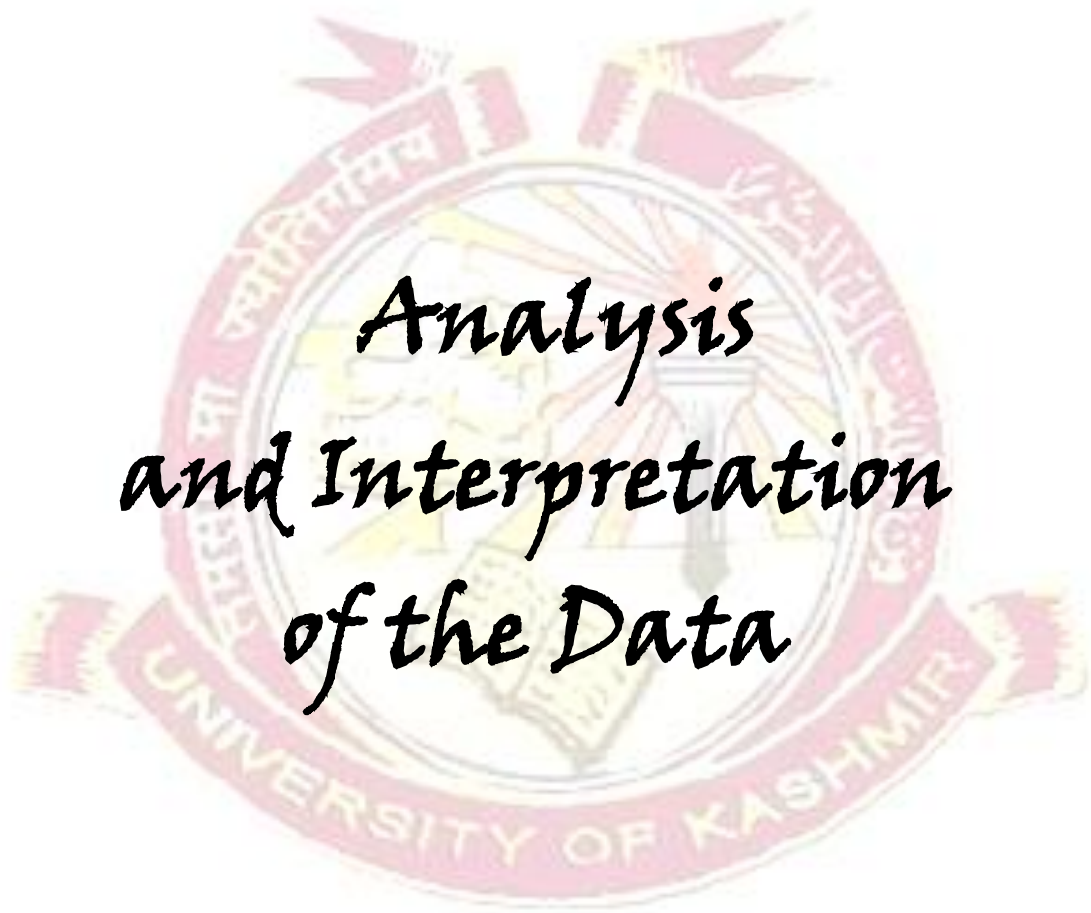
In order to collect the data for the present investigation the investigator visited all colleges of district Srinagar and administered Chadda and Ganesan Social Intelligence Scale (1986) to the sample subjects in their respective institutions. After the collection of the data the scoring was done strictly as per the instructions given in the manual of the test. The academic achievement of past two years of the sample subjects was collected from the official records of the respective colleges.

Statistical Treatment

The data has been analyzed by applying mean, S.D, t-test, and percentage. The details of the statistical analysis is given in Chapter no. IV, analysis and interpretation of data.

Chapter-4

Analysis and Interpretation of the Data



The analysis and interpretation of the data is of great significance. The data as such has no meaning, if it is not analyzed and interpreted properly. It may be fair to say that research consists in general of two large steps, the collection of data and the analysis of the data. Interpretation calls for a critical examination of the results of analysis in the light of all the limitations of that gathered data. However, valid, reliable and adequate data may be, it does not serve any worthwhile purpose unless it is intelligently analyzed, systematically classified, scientifically tabulated, carefully edited, and rationally concluded.

For every researcher, it is crucially important to know that not only precision in the collection of data or selection of tools can guarantee the accomplishment of objectives, but adequate knowledge in the application of statistical analysis is equally important. Data analysis is the act of transforming data with the aim of extracting useful information and facilitating conclusion. Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, condense, recap and evaluate data.

The organization, analysis and interpretation of data and formulation of conclusions and generalization are necessary steps to get a meaningful picture out of raw information collected. The analysis and interpretation of data involves the objective material in the possession of the researcher as well as objective reactions to derive inherent meanings from the data in their relation to the problem. Interpretation refers to the task of drawing inferences from the collected facts after an analytical and experimental study. In fact, it is a search for broader meaning of research

findings. The task of interpretation has two major aspects viz. (1) the efforts to establish continuity in research through linking the results of a given study with another, (2) the establishment of some explanatory concepts in one sense.

In the present endeavour, the investigator has made an attempt to analyze and interpret the data of the present study by using different statistical techniques.

Table No. 1: Mean comparison of Male and Female College Students on various dimensions of Social Intelligence

S. No	Dimensions	Group	N	Mean	S.D	t. Value	Level of Significance
1.	Patience	Male	183	20.00	1.47	5.64	Significant at 0.01
		Female	207	20.96	2.12		
2.	Co-operativeness	Male	183	20.56	1.73	4.07	Significant at 0.01
		Female	207	21.13	2.02		
3.	Confidence	Male	183	20.42	1.50	9.35	Significant at 0.01
		Female	207	19.11	1.32		
4.	Sensitivity	Male	183	20.70	1.53	3.50	Significant at 0.01
		Female	207	21.19	1.47		
5.	Recognition of Social Environment	Male	183	1.12	0.08	20.00	Significant at 0.01
		Female	207	1.26	0.08		
6.	Tactfulness	Male	183	3.21	0.23	12.00	Significant at 0.01
		Female	207	3.45	0.23		
7.	Sense of Humour	Male	183	3.08	0.22	20.50	Significant at 0.01
		Female	207	3.49	0.24		
8.	Memory	Male	183	8.67	0.64	15.80	Significant at 0.01
		Female	207	7.88	0.54		
Total		Male	183	100.71	7.44	2.10	Significant at 0.01
		Female	207	102.25	7.10		

Table No.1 shows the mean comparison of male and female college students on various dimensions of social intelligence. It is evident from the table that on the dimensions of Patience (t.value $5.64 > 0.01$), Cooperativeness (t.value $4.07 > 0.01$), Confidence (t.value $9.35 > 0.01$), Sensitivity (t. value $3.50 > 0.01$), Recognition of social environment (t.value $20.00 > 0.01$), Tactfulness (t.value $12.00 > 0.01$), Sense of humour (t.value $20.50 > 0.01$), and Memory (t.value $15.80 > 0.01$), the two groups differ significantly.

The table further indicates that male college students have been found confident, tactful, and have good memory than female college students, whereas female college students have been found to be more patient, cooperative, sensitive, recognized social environment, and have good sense of humour than male college students. On the composite score it has been found that the two groups viz. male and female college students differ significantly at 0.01 level. It indicates that female college students have higher social intelligence than male college students. Therefore, hypothesis No.1 which reads as “Male and Female college students differ significantly on various dimensions of social intelligence”, stands accepted.

Table No.2: 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	20.48	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	6.01	Significant at 0.01
		Urban	203	103.63	7.27		

Table No.2 reveals the mean comparison of rural and urban college students on various dimensions of social intelligence. It is evident from the table that on the dimensions of Patience (t.value $3.35 > 0.01$), Cooperativeness (t.value $7.11 > 0.01$), Confidence (t.value $3.35 > 0.01$), Sensitivity (t.value $6.07 > 0.01$), Recognition of social environment (t.value $14.28 > 0.01$), Tactfulness (t.value $26.81 > 0.01$), Sense of humour (t.value $15.00 > 0.01$), and Memory (t.value $21.00 > 0.01$), the two groups differ significantly.

The table further indicates that rural college students have been found to be more patient and confident than urban college students, whereas urban college students have been found 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 No.2 which reads as “Rural and Urban College students differ significantly on various dimensions of Social Intelligence”, stands accepted.

Table No. 2.1: Mean Comparison of Rural Male and Rural Female College Students on various dimensions of Social Intelligence

S. No.	Dimensions	Group	N	Mean	S.D	t. value	Level of Significance
1.	Patience	R/Male	100	19.60	1.96	8.86	Significant at 0.01
		R/Female	87	22.26	2.38		
2.	Co-operativeness	R/Male	100	23.05	2.30	5.41	Significant at 0.01
		R/Female	87	25.00	2.68		
3.	Confidence	R/Male	100	20.28	2.02	1.90	Insignificant
		R/Female	87	19.71	2.11		
4.	Sensitivity	R/Male	100	20.32	2.03	1.36	Insignificant
		R/Female	87	20.73	2.22		
5.	Recognition of Social Environment	R/Male	100	1.11	0.11	4.28	Significant at 0.01
		R/Female	87	1.17	0.12		
6.	Tactfulness	R/Male	100	2.99	0.29	0.26	Insignificant
		R/Female	87	3.08	0.33		
7.	Sense of Humour	R/Male	100	2.97	0.29	0.76	Insignificant
		R/Female	87	3.32	0.35		
8.	Memory	R/Male	100	8.16	0.81	9.20	Significant at 0.01 level
		R/Female	87	7.24	0.77		
Total		R/Male	100	98.48	9.84	0.86	Insignificant
		R/Female	87	100.12	15.18		

Table No.2.1 depicts the mean comparison of rural male and rural female college students on the various dimensions of social intelligence. It is evident from the table that on patience (t.value 8.86>0.01), cooperativeness (t.value 5.41>0.01), recognition of social environment (t.value 4.28>0.01) and memory (t.value 9.20>0.01) dimensions of social intelligence scale, the two groups viz. rural male and rural female differ significantly, whereas on the dimensions of confidence (t.value 1.90<

0.01), sensitivity (t.value $1.36 < 0.01$), tactfulness (t.value $0.26 < 0.01$), sense of humour (t.value $0.76 < 0.01$) the two groups do not differ significantly.

The table further indicates that rural female college students have been found more patient, co-operative and have recognized social environment than rural male college students, whereas rural male college students have been found to have good memory than rural college students. On the composite score it has been found that the two groups viz. rural male and rural female college students do not differ significantly. It indicates that rural female college students have high social intelligence than rural male college students. Therefore, hypothesis No.3 which reads as “Rural male and rural female college students differ significantly on various dimensions of social intelligence”, stands rejected.

Table No. 2.2: Mean Comparison of Urban Male and Urban Female College Students on various dimensions of Social Intelligence

S. No.	Dimensions	Group	N	Mean	S.D	t. value	Level of Significance
1.	Patience	U/Male	83	20.57	2.25	1.21	Insignificant
		U/Female	120	20.23	1.84		
2.	Co-operativeness	U/Male	83	24.30	2.66	4.26	Significant at 0.01
		U/Female	120	25.75	2.35		
3.	Confidence	U/Male	83	20.43	2.24	0.32	Insignificant
		U/Female	120	20.52	1.87		
4.	Sensitivity	U/Male	83	21.14	2.32	1.20	Insignificant
		U/Female	120	21.50	1.96		
5.	Recognition of Social Environment	U/Male	83	1.12	0.12	13.57	Significant at 0.01
		U/Female	120	1.31	0.11		
6.	Tactfulness	U/Male	83	3.43	0.37	9.60	Significant at 0.01
		U/Female	120	3.72	0.33		
7.	Sense of Humour	U/Male	83	3.19	0.35	10.25	Significant at 0.01
		U/Female	120	3.60	0.32		
8.	Memory	U/Male	83	9.20	1.00	18.90	Significant at 0.01
		U/Female	120	7.12	0.64		
Total		U/Male	83	103.40	11.34	0.26	Insignificant
		U/Female	120	103.79	9.47		

Table No. 2.2 reveals the mean comparison of urban male and urban female college students on the various dimensions of social intelligence. It is evident from the table that on the dimensions of patience (t.value $1.21 < 0.01$), confidence (t.value $0.32 < 0.01$) and sensitivity (t.value $1.20 < 0.01$) the two group viz. urban male and urban female college students do not differ significantly, whereas on cooperativeness (t.value $4.26 > 0.01$), recognition of social environment

(t.value 13.57>0.01), tactfulness (t.value 9.60>0.01), sense of humour (t.value 10.25>0.01), and memory (t.value 18.90>0.01) dimensions of social intelligence scale, the two groups differ significantly.

The table further indicates that urban female college students have been found co-operative, recognized social environment, tactful and have sense of humour than urban male college students, whereas urban male college students have been found to have good memory than urban female college students. On the total score, it has been found that the two groups viz. urban male and urban female college students do not differ significantly. Therefore, hypothesis No.4 which reads as “urban male and urban female college students differ significantly on various dimensions of social intelligence”, stands rejected.

Table No. 2.3: Mean Comparison of Rural Male and Urban Male College Students on various dimensions of Social Intelligence

S. No.	Dimensions	Group	N	Mean	S.D	t. value	Level of Significance
1.	Patience	R/Male	100	19.60	1.96	3.23	Significant at 0.01
		U/Male	83	20.57	2.25		
2.	Co-operativeness	R/Male	100	23.05	2.30	3.47	Significant at 0.01
		U/Male	83	24.30	2.66		
3.	Confidence	R/Male	100	20.28	2.02	0.48	Insignificant
		U/Male	83	20.43	2.24		
4.	Sensitivity	R/Male	100	20.32	2.03	2.64	Significant at 0.01
		U/Male	83	21.14	2.32		
5.	Recognition of Social Environment	R/Male	100	1.11	0.11	0.71	Insignificant
		U/Male	83	1.12	0.12		
6.	Tactfulness	R/Male	100	2.97	0.29	11.50	Significant at 0.01
		U/Male	83	3.43	0.37		
7.	Sense of Humour	R/Male	100	2.97	0.29	5.50	Significant at 0.01
		U/Male	83	3.19	0.35		
8.	Memory	R/Male	100	8.16	0.81	8.66	Significant at 0.01
		U/Male	83	9.20	1.00		
Total		R/Male	100	98.48	9.84	3.11	Significant at 0.01
		U/Male	83	103.40	11.34		

Table No. 2.3 indicates the mean comparison of rural male and urban male college students on various dimensions of social intelligence. It is evident from the table that on patience (t.value 3.23>0.01), cooperativeness (t.value 3.47>0.01), sensitivity (t.value 2.64>0.01), tactfulness (t.value 11.50>0.01), sense of humour (t.value 5.50>0.01), and memory (t.value 8.66>0.01) dimensions of social intelligence scale, the two groups viz. rural male and urban male differ significantly,

whereas on the dimensions of confidence (t.value $0.48 < 0.01$), and recognition of social environment (t.value $0.71 < 0.01$), the two groups do not differ significantly.

The table further indicates that urban male college students have been found patient, co-operative, sensitive, tactful, have sense of humour and have good memory than rural male college students. On the aggregate score it has been found that the two groups viz. urban male and rural male college students differ significantly. It reveals that urban male college students have better social intelligence than rural male college students. Therefore, hypothesis No.5 which reads as “rural male and urban male college students differ significantly on various dimensions of Social Intelligence”, stands accepted.

Table No. 2.4: Mean Comparison of Rural Female and Urban Female College Students on various dimensions of Social Intelligence

S. No.	Dimensions	Group	N	Mean	S.D	t. value	Level of Significance
1.	Patience	R/Female	87	22.26	2.38	7.25	Sig at 0.01 level
		U/Female	120	20.23	1.84		
2.	Co-operativeness	R/Female	87	25.00	2.68	2.20	Significant at 0.01
		U/Female	120	25.75	2.35		
3.	Confidence	R/Female	87	19.71	2.11	3.11	Significant at 0.01
		U/Female	120	20.52	1.87		
4.	Sensitivity	R/Female	87	20.73	2.22	2.75	Significant at 0.01
		U/Female	120	21.50	1.96		
5.	Recognition of Social Environment	R/Female	87	1.17	0.12	14.61	Significant at 0.01
		U/Female	120	1.31	0.11		
6.	Tactfulness	R/Female	87	3.08	0.33	16.00	Significant at 0.01
		U/Female	120	3.72	0.33		
7.	Sense of Humour	R/Female	87	3.32	0.35	7.00	Significant at 0.01
		U/Female	120	3.60	0.32		
8.	Memory	R/Female	87	7.24	0.77	1.33	Insignificant
		U/Female	120	7.12	0.64		
Total		R/Female	87	100.12	15.18	2.00	Significant at 0.01
		U/Female	120	103.79	9.47		

Table No. 2.4 reveals the mean comparison of rural female and urban female college students on the various dimensions of social intelligence. It is evident from the table that on patience (t.value $7.25 > 0.01$), co-operativeness (t.value $2.20 > 0.01$), confidence (t.value $3.11 > 0.01$), sensitivity (t.value $2.75 > 0.01$), recognition of social environment (t.value $14.61 > 0.01$), tactfulness (t.value $16.00 > 0.01$), and sense of humour (t.value $7.00 > 0.01$) dimensions of social intelligence

scale, the two groups viz. rural female and urban female college students differ significantly, whereas on the dimension of memory the two groups do not differ significantly.

The table further indicates that rural female college students have been found patient than urban female college students, whereas urban female college students have been found co-operative, confident, sensitive, recognized social environment, tactful, and have good sense of humour than rural female college students. On the total score it has been found that the two groups viz. rural female and urban female college students differ significantly. It indicates that urban female college students have higher social intelligence than rural female college students. Therefore, hypothesis No. 6 which reads as “rural female and urban female college students differ significantly on various dimensions of social intelligence”, stands accepted.

Table No. 3: Mean Comparison of Male and Female College Students on Academic Achievement

Variables	N	Mean	S.D	t-value	Level of Significance
Male	183	57.96	4.28	5.40	Significant at 0.01
Female	207	60.23	4.17		

Table No. 3 shows the mean comparison of male and female college students on academic achievement. It is evident from the table that on academic achievement ($t.value\ 5.40 > 0.01$), the two groups viz. male and female college students differ significantly. The table further reveals that female college students have better academic achievement than male college students. Therefore, hypothesis No. 7 which reads as “Male and Female College students differ significantly on academic achievement”, stands accepted.

Table No. 4: 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		

Table No. 4. 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 No. 8 which reads as “Rural and Urban College students differ significantly on academic achievement”, stands accepted.

Table No. 4.1: Mean Comparison of Rural Male and Rural Female College Students on Academic achievement

Variables	N	Mean	S.D	t-value	Level of Significance
Rural Male	100	46.80	4.68	2.86	Significant at 0.01
Rural Female	87	48.86	5.23		

Table No. 4.1 reveals the mean comparison of rural male and rural female college students on academic achievement. It is evident from the table that on academic achievement (t.value $2.86 > 0.01$), the two groups viz. rural male and rural female college students differ significantly. The table further shows that rural female college students have high academic achievement than rural male college students. Therefore, hypothesis no. 9 which reads as “Rural Male and Rural Female College students differ significantly on academic achievement”, stands accepted.

Table No. 4.2: Mean Comparison of Urban Male and Urban Female College Students on Academic achievement

Variables	N	Mean	S.D	t-value	Level of Significance
Urban Male	83	51.69	5.67	6.02	Significant at 0.01
Urban Female	120	56.27	5.13		

Table No. 4.2 shows the mean comparison of urban male and urban female college students on academic achievement. It is evident from the table that on academic achievement (t.value 6.02 >0.01), the two groups viz. urban male and urban female college students differ significantly. The table further shows that urban female college students have better academic achievement than urban male college students. Therefore, hypothesis no. 10 which reads as “Urban Male and Urban Female College students differ significantly on academic achievement”, stands accepted.

Table No. 4.3: Mean Comparison of Rural Male and Urban Male College Students on Academic achievement

Variables	N	Mean	S.D	t-value	Level of Significance
Rural Male	100	46.80	4.68	6.43	Significant at 0.01
Urban Male	83	51.69	5.67		

Table No. 4.3 depicts the mean comparison of rural male and urban male college students on academic achievement. It is evident from the table that on academic achievement (t.value $6.43 > 0.01$), the two groups viz. rural male and urban male college students differ significantly. The table further shows that urban male college students have higher academic achievement than rural male college students. Therefore, hypothesis no. 11 which reads as “Rural Male and Urban Male College students differ significantly on academic achievement”, stands accepted.

Table No. 4.4: Mean Comparison of Rural Female and Urban Female College Students on Academic achievement

Variables	N	Mean	S.D	t-value	Level of Significance
Rural Female	87	48.86	5.23	10.29	Significant at 0.01
Urban Female	120	56.27	5.13		

Table No. 4.4 reveals the mean comparison of rural female and urban female college students on academic achievement. It is evident from the table that on academic achievement (t.value $10.29 > 0.01$), the two groups viz. rural female and urban female college students differ significantly. The table further shows that urban female college students have better academic achievement than rural female college students. Therefore, hypothesis no. 12 which reads as “Rural Female and Urban Female College students differ significantly on academic achievement”, stands accepted.

Chapter-5

Discussion of the Results



The problem of understanding the behaviour of people in “face to face contacts” of “empathy” of “person perception” and of “social sensitivity”, and problems of influencing or managing the behaviour of others have been recognized for a long time, but little systematic work has been done on basic understanding of those phenomena. E. L. Thorndike (1920) had pointed out that there is an aspect of personality that can be called social intelligence, distinct from concrete and abstract intelligence. Guilford (1958) suggested that social intelligence could be accounted for as a fourth category of information. It carries the implication that there are 30 abilities involved in social intelligence as specified by structure of intellect (SI) theory, six abilities for dealing with different products of information within each of the five operation categories.

Social Intelligence has become a major topic of interest since the publications began appearing in the twentieth century with the work of Edward Thorndike (1920). “Social intelligence shows itself abundantly in the nursery, on the playground, in barracks and factories and salesrooms, but it eludes the formal standardized conditions of the testing laboratory.” So observed Thorndike, the Columbia University psychologist who first propounded the concept in Harper’s Monthly Magazine. He noted that such interpersonal effectiveness was of vital importance for success in many fields, particularly leadership. “The best mechanic in a factory,” he wrote, “may fail as a foreman for lack of social intelligence.”

“Social intelligence” has become ripe for rethinking as neuroscience begins to map the brain areas that regulate interpersonal dynamics. Conventional ideas of social intelligence have too often

focussed on high-road talents like social knowledge, or the capacity for extracting the rules, protocols, and norms that guide appropriate behaviour in a given social setting. Many of these early studies focussed on describing, defining and assessing socially competent behaviour (Chapin, 1942; Doll, 1935; Moss and Hunt, 1927; Moss et al., 1927; Thorndike, 1920). Scholars began to shift their attention from describing and assessing social intelligence to understanding the purpose of interpersonal behaviour and the role it plays in effective adaptability (Zirkel, 2000).

Academic achievement is a mark of success for both the student and the teacher. The student aims to prove his/her academic ability to parents and to self. The teacher has two intentions when he/she works to improve a student's academic achievement. First, teachers want students to reach their highest potential. Second, teachers want to improve their own standing with in the school or for the school as a whole by improving the academic achievement of students. Any advances in academic achievement are seen as medals of honour for both students and teacher. The school makes all attempts possible to achieve academic excellence. Gardner (1993) says that academic achievement should be measured in a number of ways: "Assessment, then, becomes a central feature of an educational system. We believe that it is essential to depart from the standardized testing. We also believe pencil- and- paper, short-answer test sample only a small proportion on intellectual faculty. The means of assessment we favour should ultimately search for genuine problem- solving or product fashioning skill in individuals across a range of materials."

Academic achievement has been variously defined: as level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks

obtained by students in examinations Kohli (1975). Researches have shown that besides being the criteria of promotion into the next class, academic achievement is an index of all future success in life. Superior achievers in the academic world generally tend to maintain their level, of achievement in the occupational field also. Moreover, Reis et al. (1984) reported that academic achievement also has a significant effect on self evaluation of learners. To reach the goal of excellence in the academic sphere, and to optimize academic achievement to a maximum, a review of correlates of academic achievement and its implications for educationists and policy makers would be meaningful. With these basic considerations in mind, the present investigation has been categorized into two sub headings. These are as under:

1. Social intelligence of college students.
2. Academic achievement of college students.

1. Social Intelligence of College Students

The data on Social Intelligence has been analyzed by applying t-test to test the hypotheses. The results of the study revealed that female college students when compared with their counterparts on social intelligence were found to be more intelligent. It has been found that female college students were patient under stressful situations and were more cooperative and therefore interact with one another more effectively. They have been found to be sensitive as well as responsive to human behaviour and are recognized to social environment. Good sense of humour has been found in female college students as compared to their counterparts. Male college students in contrary to female college students have been found confident enough in taking chances and have firm belief in themselves. Male college students have been found tactful in putting their views forward in the right and apt way. It has also been found that

male college students have strong memory especially in memorizing the relevant issues, names and faces of people as compared to female college students.

Urban college students when compared with rural college students have been found to have higher social intelligence. Furthermore, it has been found that urban college students were confident and have firm trust in their capabilities than rural college students. It has been found that urban college students have strong recognition to social environment and thus perceive the nature of existing situations. The two groups when compared with one another, it has been found that urban college students have good sense of humour and are able to see the lighter side of life.

Urban college students in comparison to rural college students have good memory to remember all important and relevant issues. In contrary, rural college students have been found to be more patient in every circumstance. They have also been found to be more cooperative in nature and by virtue of this view every situation from all angles possible. Rural college students have been found sensitive to the happenings around and thus respond more often and are also tactful in handling different kind of situations more effectively.

Rural female college students as compared to rural male college students were more patient and calm. They have been found co-operative in the relationships and have recognized the social environment in its true and real sense than rural male college students. Rural male college students when compared with rural female college students have been found to have good memory to reckon the things more quickly.

Urban female college students were more co-operative in nature and have well recognized the social environment. They have also been found to be tactful in the delicate perception of the right thing and have

good sense of humour to feel and cause amusement than urban male college students. Urban male college students when compared with urban female college students have been found to have strong memory.

Urban male college students as compared to rural male college students have been found to have higher social intelligence. It has been found that urban male college students have good level of patience and endurance. They have been found co-operative in nature and sensitive to respond to human behavior. It has also been found that urban male college students as compared to rural male college students are tactful to act wisely and have good sense of humour. Good memory has been found in urban male college students as compared to their counterparts.

Urban female college students when compared with rural female college students it has been found that urban female college students have better social intelligence. Furthermore, it has been found that urban female college student were more co-operative to interact with others in a pleasant way and have good level of confidence. They have been found to be sensitive to respond and have well recognized the social environment. It has also been found that urban female college students were tactful enough as compared to their counterparts Rural female college students were found to be more patient than urban female college students. The following studies are in conformity with the above given results. **Sembiyan, R et. al (2011), Zamirullah Khan et. al (2011), Qingwen Dong, et.al (2008), Meijs. N, et.al (2008).**

Academic Achievement of College Students

The data on academic achievement has been analyzed by applying t-test to test the hypotheses. The results of the study revealed that female college students have been found academically sound as compared to male college students, as they have excelled from the point of view of examination, besides an experience they have gained in the process of exploration and learning.

Urban college students as compared to rural college students have been found academically better, it means they have scored high percentage of marks in their examination, are more knowledgeable and have more exposure as compared to the rural college students.

Rural female college students have been found to have high academic achievement as compared to rural male college students as they have scored good marks in their examination. Urban female college students as compared to urban male college students have been found to have better academic achievement as they have some quality of assembling literature and memorizing the relevant material. Urban male college students in comparison to rural male college students have been found to have higher academic achievement. Urban female college students have better academic achievement as compared to rural female college students. The following studies are in conformity with the above given results. **Qadir. F (2010), Nuthana (2007), Gulnaz (2004), Hari Krishnan, M (1992), Ramachandran, R (1990), Misra (1986).**

Chapter-6

Summary
and
Conclusion



The present study was designed to find out if there can be any differences in the social intelligence and academic achievement of college students on the basis of gender and rural/urban dichotomy. The sample for the present investigation consists of 390 college students from eight colleges of district Srinagar.

The data has been collected with the help of N. K. Chadda and Usha Ganesan Social Intelligence Scale (1986) and academic achievement of the college students have been taken as aggregate marks which they have obtained in their first and second year examination. The test was administered in the respective colleges of the sample subjects. The investigator personally visited the colleges of the sample subjects and contacted them in their respective colleges. After the collection of the data the scoring was done strictly as per the instructions given in the manual of the test. The statistical analysis of the data was done by applying mean, S.D, t.test and percentage for testing the significance of mean differences among the mentioned groups.

The analysis and interpretation of the data has revealed very interesting conclusions. Some of the major conclusions are as under:

1. Female college students have been found to have better social intelligence as compared to male college students.
2. Female college students are patient under stressful situations, are cooperative and therefore interact with one another more effectively and are sensitive as well as responsive to human behavior, and besides this recognize social environment and have good sense of humour than male college students.

3. Male college students in comparison to female college students are confident in taking chances, and put their potential to use and try different things without any hesitation, are tactful in putting their views forward in the right way and have strong memory.
4. Urban college students have higher social intelligence as compared to rural college students.
5. Urban college students are confident in themselves, have strong recognition of social environment and thus perceive the nature of the existing situations, have good sense of humour to make others feel happy, and have good memory to memorize all the relevant issues as compared to rural college students.
6. Rural college students as compared to urban college students are patient in every circumstance. They are cooperative in nature and by virtue of this see everything from all angles possible, are also sensitive to respond and thus react to happenings around them and are tactful in handling different kind of situations more effectively.
7. Rural female college students are patient and calm, are cooperative to interact well with others, and recognize social environment around them better than rural male college students.
8. Rural male college students in comparison to rural female college students have good level of memory to remember the names and faces of people.
9. Urban female college students are more cooperative in nature, have well recognized the social environment, are tactful in delicate perception and have good sense of humour to feel and cause amusement than urban male college students.

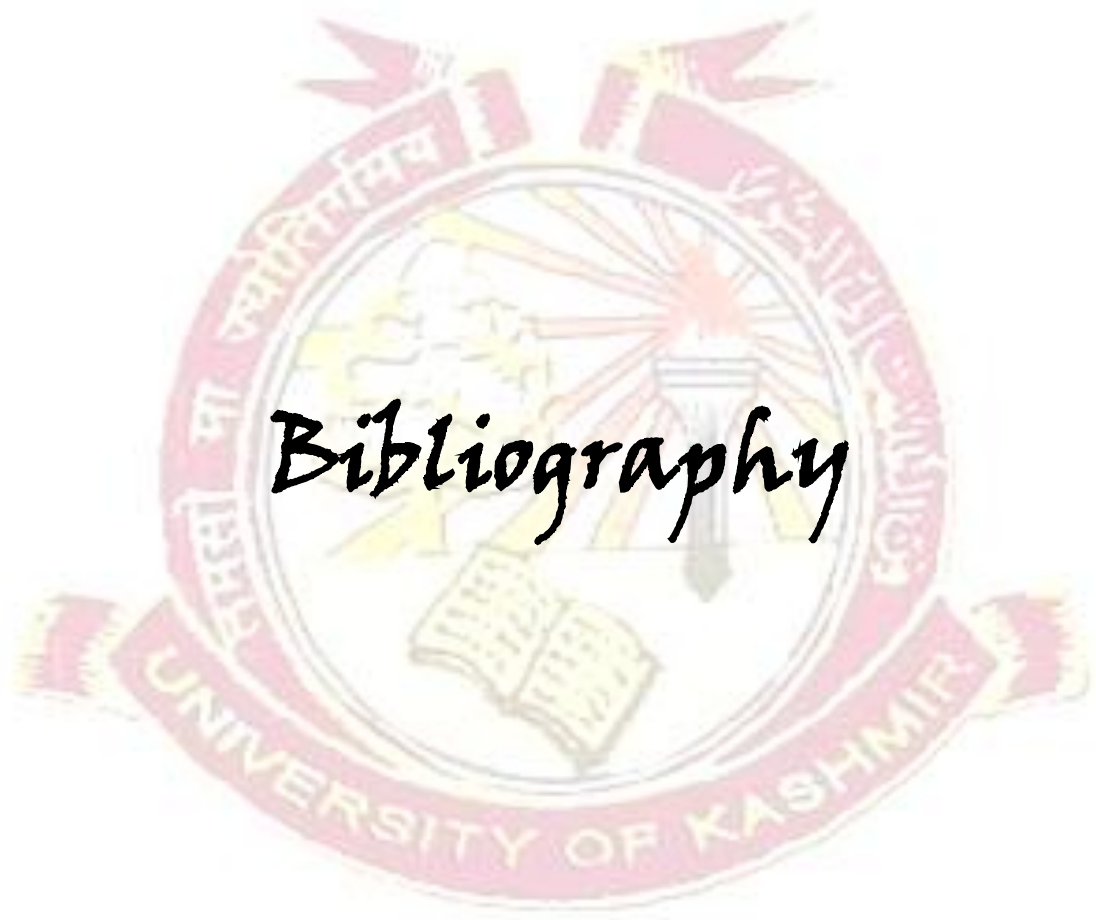
10. Urban male college students in comparison to urban female college students have been found to have good hold on memory dimension of social intelligence scale.
11. Urban male college students have better social intelligence as compared to rural male college students.
12. Urban male college students as compared to rural male college students are patient and cooperative in nature. They are sensitive to respond to human behavior, and besides this are tactful to act wisely, have good sense of humour and have good memory.
13. Urban female college students have been found to have higher social intelligence as compared to rural female college students.
14. Urban female college students are cooperative to interact with others in a pleasant way, have good level of confidence and are sensitive to respond. They have power to recognize the existing environment and are tactful to put their views forward in the right way than rural female college students.
15. Rural female college students in comparison to urban female college students have been found to have good level of patience under perturbed conditions.
16. Female college students in comparison to male college students have been found to have better academic achievement.
17. Urban college students have high academic achievement as compared to rural college students.
18. Rural female college students have been found to have high academic achievement as compared to rural male college students.
19. Urban female college students as compared to urban male college students have better academic achievement.

20. Urban male college students in comparison to rural male college students have been found to have higher academic achievement.
21. Urban female college students have better academic achievements as compared to rural female college students.

Educational Implications/Suggestions

- 1) Counseling cells should be established in different undergraduate institutions to orient the college students to develop social intelligence.
- 2) In educational institutions the individuality of the students should be respected and their opinions should be given due importance so that they can develop various qualities like confidence, cooperation, patience etc among themselves and can stand on their own efforts.
- 3) Opportunities should be provided to the students of rural colleges to exploit social parameters in all spheres of life.
- 4) 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 students of all categories at undergraduate level.
- 5) 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 students.
- 6) It is further 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 to deal with the society more effectively as well as to have better academic achievements.

- 7) Group project work should be introduced at under graduate level to bridge the gap between the educational institutions and society.
- 8) Modern techniques viz. digital classrooms, team teaching, discussions etc should be used by teachers to enhance the academic achievement of students of all categories and at all levels.



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REUSABLE BOOKLET*of***S I S – CG****English / Hindi****Dr. N. K. Chadda (Delhi)****Ms. Usha Ganesan (Delhi)****Instructions / निर्देश**

In this booklet there are some statements regarding the way in which we behave, feel and act. We want your first response. Please try to make your best possible answer honestly and sincerely. Read and understand each statement properly and then put your mark on any cell against every statement on the answer-sheet by making the sign of cross (×). Please do not omit any statement. Your answer will be kept strictly confidential. We need your full co-operation.

इस पुस्तिका में कुछ कथन हैं जो हमारे अहसास, व्यवहार व कार्य करने से सम्बन्धित हैं। कृपया अपने सर्वोत्तम विकल्प को निष्ठा एवं ईमानदारी पूर्वक चिह्नित कीजिये। प्रत्येक कथन को ठीक से पढ़कर समझिये एवं उत्तर पुस्तिका में प्रत्येक कथन के आगे दिये गये विकल्प में से किसी एक पर गुणा (×) का चिह्न लगाइये। किसी भी कथन को मत छोड़िये। आपके उत्तर पूर्णतः गोपनीय रखे जायेंगे। आपका पूर्ण सहयोग अपेक्षित है।

Estd. 1971

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NATIONAL PSYCHOLOGICAL CORPORATION**4/230, KACHERI GHAT, AGRA-282 004 (INDIA)**

PART I**Instructions**

Please read the following statements carefully and among the three responses given for each of them, pick up the one which seems to you be the most likely way in which you would respond. You are choose only one response from a, b, c, and mark a cross(X) on the answer sheet.

1. Your servant has taken a day's leave
 - (a) You are the first to volunteer help.
 - (b) You will help if nobody else does.
 - (c) You find some excuse and avoid helping.

2. When you hear about a crime.
 - (a) You sympathise solely with the victims.
 - (b) You remain indifferent.
 - (c) You do both, sympathise with the victims and empathise with the criminals.

3. You have been given an award for academic excellence.
 - (a) How did I manage it?
 - (b) I deserved it!
 - (c) Well, nobody else could have got it.

4. You are forced to rewrite some of your notes because somebody stole them
 - (a) I will kill the person!
 - (b) I wonder why somebody had to do this.
 - (c) I will never forgive him/her.

5. You are requested to switch off the music system as your neighbour is having a severe headache.
 - (a) You immediately comply.
 - (b) You ignore the request.
 - (c) You grumble and argue.

6. You come across an accident where a car collided with an elephant. The former was damaged and the latter died. What strikes you first?
 - (a) The damage car received.
 - (b) The dead elephant.
 - (c) Both.

7. You are asked to join a rough trek.
 - (a) I am determined to give it a try.
 - (b) I wonder if i can stand the strain.
 - (c) Oh! I won't risk it.

8. Someone who is dependent on you spends your hard earned money on gambling.
 - (a) You reprimand severely.
 - (b) You talk it over.
 - (c) You decide to throw him out.

9. If you are asked to go for a picnic you do not really want to go for but know your friends would like you to.
 - (a) You will go.
 - (b) You refuse point blank.
 - (c) You will try your best to avoid going if it were possible.

10. You hear that some anti- social elements have been given capital punishment.
 - (a) You are happy.
 - (b) You are relieved.
 - (c) You are against capital punishment.

11. You are invited to a grand party.
 - (a) I hope I know people there.
 - (b) I guess I'll make friends.
 - (c) I wish I did not have to go.

12. You are asked to make a speech at a public function.
 - (a) Gosh! I am nervous.
 - (b) I will give them a talk to remember.
 - (c) I wonder if a substitute can be found.

13. You come out of a restaurant and find a beggar outside.
- (a) You give him some money.
 - (b) You ignore him.
 - (c) You feel guilty.
14. If you had to share your room with a distant cousin for a week.
- (a) You will hesitate.
 - (b) You will refuse.
 - (c) You will agree immediately.
15. At a group meeting you find it impossible to put forward a very pertinent point.
- (a) You get disgusted.
 - (b) You want to scream.
 - (c) You decide to make it later if possible.
16. Your friends fail to understand the solution to a simple technical problem which you have explained many times over.
- (a) You tell your friend that he/she is stupid.
 - (b) You continue to try.
 - (c) You dismiss the subject.
17. You are required to stay at home and look after someone in your family and hence have to cancel an outing.
- (a) You wouldn't do it.
 - (b) You cancel your outing.
 - (c) You look for an alternative solution.
18. When you see a child being hit by parents in public.
- (a) You sympathise with the child.
 - (b) You get upset.
 - (c) You remain indifferent.
19. You are faced with a stiff problem.
- (a) I can't solve it.
 - (b) I'm sure something will come up.
 - (c) There can be no possible solution to this.

20. Your friend arrives 45 minutes late for an appointment.
- (a) You are wild at him/her.
 - (b) You refuse to listen to excuses.
 - (c) You ask for an explanation.
21. You are asked to walk a long way to the market to get something for a party at home.
- (a) You will refuse.
 - (b) You agree to go.
 - (c) You try persuading others to go.
22. If you see a blind man waiting to cross a road and looking for help.
- (a) You wait and see if someone else will help.
 - (b) You immediately offer assistance.
 - (c) You decide to ignore the situation.
23. You have failed in your examination.
- (a) This is terrible.
 - (b) I will always fail.
 - (c) I'm sure I will do better next time.
24. Caged birds are being sold all over the country.
- (a) You consider them decorative.
 - (b) You appreciate their beauty.
 - (c) You think that they ought to be freed.
25. If you are asked to step down from some high post for a good cause.
- (a) You will resign.
 - (b) You will fight and try to retain the post.
 - (c) You will refuse it immediately.
26. You are asked to baby sit a child for the evening.
- (a) You try to quickly put the child to sleep.
 - (b) You try to form a rapport with the child.
 - (c) You refuse to baby sit.

27. You go for a movie with some family friends and find it very boring.
- (a) You wait till the end.
 - (b) You walk out.
 - (c) You tell your friends that they have a bad taste.
28. If you had to sacrifice a holiday for friend's need.
- (a) You would go on your holiday.
 - (b) You would help your friend out.
 - (c) You will try your very best to avoid making a sacrifice.
29. You see a man suffering in pain on the roadside.
- (a) You help him.
 - (b) You ignore him.
 - (c) You can't help him but think about the incident for many days.
30. You have been accused of a crime you never committed.
- (a) I will never be able to prove my point.
 - (b) I will prove myself.
 - (c) There is no way I can get out of this.
31. If you went home tired and found that you had to entertain some friends for the evening.
- (a) You display signs of reluctance.
 - (b) You keep up a smile and ensure their comfort.
 - (c) You will try your best to give them a hint.
32. Suppose you are a team captain and some discussion arose.
- (a) You would refuse to accept the views of other members.
 - (b) You consider yourself supreme.
 - (c) You believe in over all participation.
33. You finally find a dress you have been waiting for ages and discover that the size is not proper.
- (a) You wait for more places to arrive.
 - (b) You buy it up anyway and consider altering it.
 - (c) You drop the idea completely.

34. How would you react to the extreme poverty prevalent in slums?
- (a) Dirty slums sicken you.
 - (b) You consider it their bad luck.
 - (c) You feel responsible in some way.
35. You are asked to play the lead role in some play.
- (a) I can't act at all.
 - (b) I am not presentable enough.
 - (c) I will try to do my best.
36. You are asked to attend a religious function at an old aunt's house.
- (a) You are unwilling because you dislike conventional people.
 - (b) You accept just to please your aunt.
 - (c) You can't bear to sit through long ceremonies.

PART II

Instructions

From each of the following quotations, select the word that most accurately describes the mental state of the person making the statement. Cross out (X) the correct answer on the answer-sheet

37. The army will defend us. Will it? Won't it?

- (a) Despair.
- (b) Indecision.
- (c) Confidence.

38. And to think we had looked forward to this party for days.

- (a) Disappointment.
- (b) Regret.
- (c) Disgust.

39. We hate the way you admire her. What about us?

- (a) Despair
- (b) Jealousy
- (c) Possessiveness.

PART III**Instructions**

In this part there are some statements regarding the way you behave and act. Each statement has a forced choice of either 'yes' or 'no'. Try and decide whether 'Yes' or 'No' represents your usual way of behaving and acting.

40. If you were the host in a party and had to entertain a mixed crowd in which there were some people you disliked intensely. Would you gently avoid them and give the other more attention.
- (a) Yes
 - (b) No
41. Your friend brings you a gift for some occasion and it so happens that you don't like it much, would you express your feelings obviously.
- (a) Yes
 - (b) No
42. If you had to give someone a piece of bad news and after having searched for almost a day, you finally find him/her in a disturbed mood. Would you give the news.
- (a) Yes
 - (b) No
43. On arriving for dinner at a friend's place you discover that none of the dishes prepared appeals to your appetite. Would you resist showing traces of disappointment?
- (a) Yes
 - (b) No
44. In your various successful enterprises do you think that your opponents have experienced strong sense of defeat?
- (a) Yes
 - (b) No

45. Do you go through experiences where you find that in some controversial matter after a while your opponents willingly acknowledge your point of view?

(a) Yes

(b) No

46. If you are asked to intervene in an argument between two persons without supporting any of them, do you expect to be successful.

(a) Yes

(b) No

PART IV**Instructions**

Given below is a list of incomplete jokes. Against them, there are three choices with which to complete the joke. You are to select and cross out(X) the choice you consider to be the most humorous.

47. Doctor to patient: 'Are you married by any chance?'
- Patient:
- (a) My wife chooses her own doctor.
 - (b) No, the reason I look this way is that I am sick.
 - (c) That was ten years back.
48. Two friends were discussing the reasons for their remaining single after all these years. "Why only a few days", said the first, 'I met a girl and fell in love with her at first sight'. 'Well', then said the second, 'Why didn't you marry her?'
- (a) I took a second look
 - (b) She was my boss's wife
 - (c) Her boy-friend punched me.
49. It was their first fight after marriage and the sordid subject was money. 'Before we were married', she cried, 'You told me you were well off'.
- (a) 'So what' he yelled!
 - (b) 'I was', he snarled 'but I didn't know it'.
 - (c) How right I was, he retorted.
50. Why does he suffer from eyestrain?
- (a) Lack of spectacles
 - (b) He lives opposite to Y.W. C. A
 - (c) He sleeps very little
51. 'You are a liar', challenged muscles, 'Really, grumbled the small man, 'Say that again and I'll burst your jaw. 'Consider it said', taunted muscles.
- (a) Forget it.
 - (b) Bye-bye, I have to hurry home.
 - (c) Consider it bursted.

52. 'Don't I look good tails?'
- (a) No
 - (b) We all do, don't we
 - (c) Why not? Your ancestor did.
53. Elderly passenger who objects to cigarette smoking. 'If you were my husband, I'd give you poison'. Replied the smoker:
- (a) Well if you were my wife I'd take it.
 - (b) You'd still go to jail.
 - (c) With or without desert.
54. Patient to new doctor in the Mental Asylum, 'We all like you more than the old doctor';
- 'Why?' queried the surprised doctor.
- The patient replied:
- (a) We feel you are more like one of us.
 - (b) Well, the old doctor was slightly mad.
 - (c) Your hair is longer.

PART V

Instructions

Write down the name of the eminent persons in the space given below each photograph.



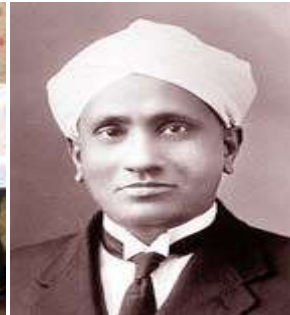
55



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58



59



60



61



62



63



64



65



66



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Dr. N. K. Chadda (Delhi)
Ms. Usha Ganesan (Delhi)

ANSWER SHEET
of
S I S-CG
(English/Hindi Version)

Please fill up the following informations (कृपया निम्न सूचनाएँ भरिये) :—

Name (नाम) :

Age (आयु) : Male/Female (पुरुष/महिला).....

Education (शिक्षा) : Rural/Urban (शहरी/ग्रामीण).....

Occupation (व्यवसाय) :

SCORING TABLE

Areas क्षेत्र	A अ	B ब	C स	D द	E य	F र	G ल	H व	TOTAL कुल योग
Scores प्राप्तांक									

Interpretation (विवेचना) : -

Estd. 1971

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NATIONAL PSYCHOLOGICAL CORPORATION

4/230, KACHERI GHAT, AGRA-282 004 (INDIA)

PART – I (भाग - I)

Sr. No. (क्रमांक)	a (अ)	b (ब)	c (स)
1. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. द (D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. स (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. अ (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. द (D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. स (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. अ (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. द (D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. स (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. स (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. द (D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. अ (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. अ (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. द (D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No. (क्रमांक)	a (अ)	b (ब)	c (स)
19. स (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. अ (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. द (D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. स (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. द (D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. अ (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. द (D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. स (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. ब (B)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. अ (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. द (D)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. स (C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. अ (A)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART – II (भाग - II)

Sr. No. (क्रमांक)	a (अ)	b (ब)	c (स)
37. य (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. य (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. य (E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART – IV (भाग - IV)

Sr. No. (क्रमांक)	a (अ)	b (ब)	c (स)
47. ल (G)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. ल (G)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. ल (G)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. ल (G)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. ल (G)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. ल (G)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. ल (G)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. ल (G)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART – III (भाग - III)

Sr. No. (क्रमांक)	Yes (हाँ)	No (नहीं)
40. र (F)	<input type="checkbox"/>	<input type="checkbox"/>
41. र (F)	<input type="checkbox"/>	<input type="checkbox"/>
42. र (F)	<input type="checkbox"/>	<input type="checkbox"/>
43. र (F)	<input type="checkbox"/>	<input type="checkbox"/>
44. र (F)	<input type="checkbox"/>	<input type="checkbox"/>
45. र (F)	<input type="checkbox"/>	<input type="checkbox"/>
46. र (F)	<input type="checkbox"/>	<input type="checkbox"/>

PART – V (भाग - V)**Instruction (निर्देश)**

Write down the Name of the Eminent Persons (प्रख्यात व्यक्तियों के नाम लिखिए)

Sr. No. (क्रमांक)	Eminent Person (प्रख्यात व्यक्ति)
55. व (H)	<input type="text"/>
56. व (H)	<input type="text"/>
57. व (H)	<input type="text"/>
58. व (H)	<input type="text"/>
59. व (H)	<input type="text"/>
60. व (H)	<input type="text"/>
61. ष (H)	<input type="text"/>
62. व (H)	<input type="text"/>
63. व (H)	<input type="text"/>
64. व (H)	<input type="text"/>
65. व (H)	<input type="text"/>
66. ष (H)	<input type="text"/>

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Answer Sheet of Social Intelligence Scale (SIS-cc) English/Hindi Version