



Study of Social Intelligence of Arts and Science Undergraduate Students of District Jind

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ABSTRACT

The purpose of the study was to understand Social Intelligence of Arts and Science Undergraduate Students of District Jind. A sample of 100 undergraduate students was selected from different colleges of district Jind. "Social Intelligence Scale" developed by N.K Chandha and Usha Ganesan was administered to measure variables. The study revealed that undergraduate students of fine arts and science have equal social intelligence.

ISSN 2454-308X



SOCIAL INTELLIGENCE

Social Intelligence is the person's ability to understand and manage other people and to engage in adaptive social interaction. Social Intelligence describes the exclusively human capacity to use very large brains to effectively navigate and negotiate complex social relationship and environments. Traditionally social intelligence known as accepting the socio norms/standards given to the young generation by conservative past . It is awareness of the socio economic political situation of the present.

It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Social intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. Several studies have shown that social intelligence is multidimensional and distinguishable from general intelligence domains (Jones and Day, 1997; Marlowe, 1986; Weis et al.).

EMERGENCE AND SIGNIFICANCE OF THE STUDY

A socially intelligent person has the aptness of getting along with others easily, is tactful and understanding in human relations. The review of related literature implies that the importance of social intelligence has raised important issues for educational researches. Researchers have come with many conclusions related to social intelligence, adjustment, life satisfaction, job satisfaction etc.

OBJECTIVE OF THE STUDY

- To compare the social intelligence of arts and science undergraduate students.

HYPOTHESIS OF THE STUDY



- There will be no significant difference between social intelligence of arts and science undergraduate students

METHODOLOGY

METHOD OF RESEARCH

- Descriptive survey method was used for the investigation.

SAMPLE OF THE STUDY

- The sample of the study was consisted of 100 undergraduate students.

TOOLS USED

- For data collection researcher used standardized test ‘Social Intelligence Scale’ developed by N.K Chandha and Usha Ganesan.

STATISTICAL TECHNIQUES USED

- The investigator used descriptive and inferential statistical techniques to analyze the data.

ANALYSIS AND INTERPRETATION OF THE DATA

Table: t-ratio between social intelligence of fine arts and science undergraduate students

Sr. No.	N	Mean	SD	SE	df	t- ratio
1	50	106.60	10.24	1.97	98	0.96
2	50	108.68	9.32			

*Significance at 0.05 level of confidence.

**Significance at 0.01 level of confidence.

The result shows that calculated value of t- ratio between social intelligence of arts and science undergraduate student was found to be 0.96, which is not significant even at 0.05 level of confidence. Therefore, the hypothesis that “There exists no significant difference between social intelligence of fine arts and science undergraduate students” is accepted.

CONCLUSIONS

There is no significance difference between the social intelligence of undergraduate students of Arts and Science stream, which revealed that undergraduate students of arts and science have equal social intelligence.

EDUCATIONAL IMPLICATIONS

As the study revealed that, there was no significant difference between the social intelligence of science students and art of graduation courses. Therefore, teachers at school and college level, counselors, guidance worker and parents should not discriminate students based on subjects they opted. Every student has its own level of social intelligence and social influence. This study does not favor science or arts students. They found equal social intelligence; hence, all the students should be treated equally.



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