

## Social Intelligence, Study Habits and Academic Achievements of College Students of District Pulwama

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### Abstract

This study was undertaken to study the social intelligence, study habits and academic achievement of college students of district pulwama (J and k).The sample for the study was 410 including 193 male and 217 female college students by using random sampling technique. Chadha and Ganesan Social Intelligence Scale (1986), Palsane and Sharma's study habits inventory (PSSHI) were administered for the collection of data.The result of the study highlights that the female college students have high social intelligence and academic achievement as compared to male college studens.On the other hand It has been found that 75% of the male and 72% of the female college students were having excellent study habits.

**Keywords:** social intelligence, study habits, academic achievement, college students.

### Introduction

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.

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).

Study habits refer to the activities carried out by learners during the learning process of improving learning. Study habits are intended to elicit and guide one's cognitive processes during learning. According to Patel (1976) study habits include home environment & planning of work, reading & note taking habits, planning of subjects, habits of concentration, preparation for examination, general habits & attitudes, school environment. Study habits are habitual way of exercising and practicing the abilities for learning. These are techniques, which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of

long application or practice. It is one of the major factor effecting academic achievement of the students. Intelligence has traditionally been considered an important predictor of academic achievement (Furnham, 1995). Intelligence traditionally, was defined in terms of ability to do abstract reasoning, ability to learn and ability to adapt in novel situations. The recent views of intelligence recognize active role of an intelligent person in terms of shaping and selecting an environment according to his or her choice. It is a manifestation of cognitive ability with reference to one's academic achievement. According to Stern (1914), "intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life". Terman (1921), "an individual is intelligent in the proportion that he is able to carry on abstract thinking".

Study habits are the ways that we study. The habits that we have formed during our school years. Study habits can be "good" which means they work and help us to make "good grades" or "bad" which just means they don't work and don't help us make good grades. (Crede & Kuncel, 2008) Study habits are "the adopted way and manner a student plans his private readings, after classroom learning so as to attain mastery of the subject" (Azikiwe, 1998) A habit is just a behavior that is repeated until it is automatic. A habit is something that is done on a scheduled, regular and planned basis.

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).

Academic achievement of students refers to the knowledge attained and skills developed in the school subjects. So, academic achievement means the achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on pupil's performance. Sinha (1970) explains it as "students whose academic performance is superior in character in the form of high percentage of marks are taken as successful candidates. On the other hand, students who fails in the previous examination and obtained low divisions in their examination are considered as individuals who are failed in their attainments

#### **I. OBJECTIVE**

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 make an assessment of the study habits of college students
4. To compare male and female college students on academic achievement.

#### **II. Hypotheses**

1. Male and female college students differ significantly on various dimensions of social intelligence
2. College male and female students do not differ significantly in their study habits.
3. Male and female college students differ significantly on academic achievement.

#### **III. Method and procedure:**

This study was designed to study social intelligence, study habits and academic achievements of college students. As such, descriptive method of research was employed.

#### **IV. SAMPLE:**

The sample for this study was collected from 4 degree colleges of district pulwama, J&K. The sample consisted of 410 students of which 193 male and 217 female college students were selected from district Pulwama. The sample has been selected on the basis of random sampling technique..

#### **V. Tools 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. Palsane and Sharma's study habits inventory (PSSHI) was administered on the sample subjects to measure their study habits.
3. To measure the academic achievement, aggregate marks obtained by the subjects in 1st year and 2<sup>nd</sup> year classes were taken as their academic achievement.

#### **VI. Statistical treatment:**

The data collected was subjected to the following statistical treatment:

Mean  
S.D  
t-test

#### **Analysis and interpretation of data:**

In order to achieve the objectives formulated for the study, the data was stastically analyzed by employing t-test.

**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	193	21.00	1.50	7.35	Significant at 0.01
		Female	217	22.25	2.15		
2.	Co-operativeness	Male	193	20.62	1.77	5.70	Significant at 0.01
		Female	217	21.19	2.06		
3.	Confidence	Male	193	21.48	1.56	9.53	Significant at 0.01
		Female	217	20.05	1.48		
4.	Sensitivity	Male	193	20.76	1.57	3.50	Significant at 0.01
		Female	217	21.25	1.51		
5.	Recognition of Social Environment	Male	193	1.18	0.09	15.73	Significant at 0.01
		Female	217	1.32	0.09		
6.	Tactfulness	Male	193	4.00	0.33	5.00	Significant at 0.01
		Female	217	4.15	0.33		
7.	Sense of Humour	Male	193	3.16	0.28	19.50	Significant at 0.01
		Female	217	3.55	0.26		
8.	Memory	Male	193	7.77	0.60	4.60	Significant at 0.01
		Female	217	8.00	0.46		
<b>Total</b>		<b>Male</b>	<b>193</b>	99.97	7.7	3.25	<b>Significant at 0.01</b>
		<b>Female</b>	<b>217</b>	102.51	8.34		

**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 7.35>0.01), Cooperativeness (t.value 5.70>0.01), Confidence (t.value 9.53>0.01), Sensitivity (t. value 3.50>0.01), Recognition of social environment (t.value 15.73>0.01), Tactfulness (t.value 5.00>0.01), Sense of humour (t.value 19.50>0.01), and Memory (t.value 4.60>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 2:** Showing the percentage of respondents falling on each level of study habits (N=410).

Levels	Male	Female
Excelent	97 (75%)	96 (68%)
V.Good	22 (12%)	42 (18%)
Average	28 (6%)	29 (5%)
Unsatisfactory	24 (4%)	27 (7%)
Very unsatisfactory	22 (3%)	23 (2%)

The above figure shows the percentage of respondents falling on each level of study habits. A perusal of the table shows that out of 410 college male students 75% have excellent study habits, 12% have very good study habits, 6% have average study habits, 4% have unsatisfactory study habits and 3% have very unsatisfactory study habits while as seeing the percentage of college female students 72% have excellent study habits, 18% have very good study habits, 5% have average study habits, 7% have unsatisfactory study habits and 2% have very unsatisfactory in their study habits.

As mentioned above the comparison of the two groups on their study habits has revealed that there exists no significant difference in the mean score of college male and female groups on study habits.

**Table 3:** Showing the mean comparison of college male and female students on study habits.

GROUP	N	MEAN	S.D	t - VALUE	Level of Significance
MALE	193	56.97	8.02	0.81	Not Significant
FEMALE	217	57.62	8.42		

A perusal of the above table shows that college male students have secured a mean score of 56.97 with S.D of 8.02 whereas the college female students have secured a mean score of 57.62 with S.D of 8.42. This means that College female students are slightly higher than the male. The two groups under study do not show any significant difference in their study habits.

**Table No. 4:** Mean Comparison of Male and Female College Students on Academic Achievement

Variables	N	Mean	S.D	t-value	Level of Significance
Male	193	64.06	6.12	5.06	Significant at 0.01
Female	217	67.11	6.04		

**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  $5.06 > 0.01$ ), 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 which reads as “Male and Female College students differ significantly on academic achievement”, stands accepted.

### Conclusion

In this study, it was found that Female college students have been found to have better social intelligence as compared to male college students. It has been found that there exists no significant difference in the study habits of college male and female students. Though the mean difference slightly favoured female students but the difference failed to arrive as any level of confidence. Female college students in comparison to male college students have been found to have better academic achievement.

### Suggestions

1. The further study may be replicated on large sample.
2. Counseling cells should be established in different undergraduate institutions to orient the college students to develop social intelligence.
3. 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.
4. 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.
5. Group project work should be introduced at under graduate level to bridge the gap between the educational institutions and society.

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