A Comparative Study of Social Intelligence of Collegiate Students of Vidarbha Region

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1.0 Abstract

Social Intelligence (SI) is often more about the future and the tackling of situations in a pragmatic way. Basically, people use their inherent knowledge of the present to improve the future by finding the best pathway for them. Therefore, SI is more about understanding the varied personalities and reactive behaviors of people to know, how to best get along in any situation so as to get a good outcome and/or avoid bad outcomes. In view of this the present study has been carried out to know whether different factors like, geographical area to which a person belongs, family income, education of parents, ability to visualize and experience as a leader have any impact on the SI of an individual. The study was carried out by following standard methodology, wherein the data was collected from the collegiate level students using survey method and with the aid of a standardized research instrument. In view of the study results, it is concluded that all the above mentioned factors have significant influence on the SI of college going students. This indicates that there is a scope for delineating strategies to improve the SI of college going students.

2.0 Keywords

Social Intelligence, Knowledge, reactive behaviors, family income, education of parents, ability to visualize, leader

3.0 Introduction

Social Intelligence (SI) is the ability to understand others and it includes comprehension of others feelings, intentions, finer discriminations about and predictions of other behavior (Suresh and Rao, 2009), which is something different from general intellectual ability. Success in social context is dependent on the skills like SI, social interaction ability, leadership traits, boldness, and confidence and so on. Moreover, the familial and economic background also affects the SI of a person (Jones, 1997). According to Guilford, intelligence is the ability to process information and SI includes many factors of behavioral content area. The five operations or behavioral thinking processes are behavioral cognition (Wong et al., 1995), Memory, Divergent production, convergent production and behavioral evaluation. Each of these operations then gives rise to different products of thinking such as units, classes, relations, systems, transformations and implications (Liff, (2003). It has been emphasized that SI is of more importance in the present life style due to growing tensions stresses and various complexities (Saxena and Jain, 2013). SI includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others (Babu, 2007). It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns.

SI is the prerequisite for the professional success of all the generations, as it includes many factors of behavioral content areas. It further includes an awareness of the social situation and the social dynamics that govern them and knowledge of interaction style and strategies that can help a person achieve his/her objective dealing with others. Moreover, use of SI is found changing in every phase of the life viz. in childhood it requires in choosing the right friends and getting accommodated in a hostel and college environment. In young professional life SI is required in dealing with colleagues and superiors, further while choosing the right life partner. In addition to above, SI is found to contribute at every stage of the life and success in professional life. Thus, in view of the

importance of SI in life stages it was necessary to assess the same i.e. SI of college going students of rural and urban areas. For this the geographical area was selected as Vidarbha region of Maharashtra State.

4.0 Research Methodology

4.1 Study area

The study area selected for this study constituted the Nagpur Division of the Vidarbha region. The colleges prevalent in the following Districts like Nagpur, Wardha, Chandrapur, Gadchiroli, Bhandara and Gondia were selected.

4.2 Objectives of Study:

- To compare the SI of college students living in the rural and urban areas of Vidarbha
- To study SI of college students of rural and urban areas with respect to their family income
- To explore the SI of college students of rural and urban areas with respect to education of their parents
- To investigate SI of college students of rural and urban areas with respect to their ability to visualise situations
- To study SI of college students living in rural and urban areas who have leadership abilities

4.3 Hypotheses of the study

H_1: Students from rural area have significantly high SI as compared to the students from the urban area

H_2: Students from rural area have significantly higher SI than the students from the urban area with respect to their family income

H_3: Students from urban areas have significantly higher SI as compared to the students from the rural areas with respect to education of their parents

H_4: Students from rural areas have significantly higher SI as compared to the students from the urban areas with respect to their ability to visualize

H_5: Students from rural areas have significantly higher SI than the students from the urban areas with respect to their leadership ability

4.4 Universe of the study

All college going students of Nagpur Division of Vidarbha region are considered as the universe for this study.

4.5 Sample size and sampling method

In view of the objective of the study, the data was collected from 600 students (300 each from the rural and urban area) of the Vidarbha. The data was collected by following stratified random sampling method.

4.6 Method of Data Collection

Survey method was used for collection of necessary data. Researcher himself visited all the above mentioned Districts and collected data from the college going students.

4.7 Tool for Primary Data Collection

Primary data was collected by using standardized research instrument i.e. SI Scale by Dnyan Prabodhini developed by U. Khire & V. Patwardhan (Marathi / English). The test measures SI of the respondent. The reliability coefficient for the test was 0.72, while the scale possesses content validity because the statements were selected based on the 90% unanimity of experts on content adequacy. Moreover, the criterion related validity coefficient was observed to be 0.85.

4.8 Statistical Analysis of Data

The data generated during the study was processed by using various statistical tests. The data characteristics such as mean, standard deviation, standard error, etc were determined. The

comparative assessment of the SI of college going students was determined using independent 't' test procedure.

5.0 Results of the Study
Role of Geographical Background on SI

Table 1: Comparative assessment of the SI of the collegiate level students belonging to Urban and Rural area

Students from	N	Mean	±SD	SE	't'	P
Urban area	300	9.7	±2.7	0.7	3.78	<0.05
Rural area	300	13.2	±3.8	0.9		

SD: Standard deviation; **SE**: Standard error; **'t'**: 't' ratio; **P**: Probability

Above **Table 1** presents comparative assessment of the SI of collegiate students of urban and rural area. Based on the data, it is evident that mean SI test score of students belonging to urban area is 9.7±2.7. However that of students from rural area is 13.2±3.8. Study result shows that there is significant (P<0.05) difference in the SI of collegiate students belonging to urban and rural area. Specifically, the students from rural area indicated better SI than those belonging to urban area.

Impact of family income on SI

Table 2: Comparative assessment of the SI of the collegiate level students belonging to families with respect their family income

Students from	N	Mean	±SD	SE	't'	P
Urban area	300	10.8	±1.5	0.9	1.267	NS
Rural area	300	11.3	±1.9	1.2		

SD: Standard deviation; **SE**: Standard error; **P**: Probability; **NS**: Not significant

Above **Table 2** presents comparative assessment of the SI of collegiate students belonging to families with less than 2 lacs annual income. Based on the data, it is evident that mean SI test score of students from urban area is 9.8±1.5. However, that of students from rural area is 11.3±1.9. The comparative assessment showed that there is no significant difference in the SI of collegiate students from urban and rural areas.

Comparison of SI of students with respect to their parent's education

Table 3: Comparison of SI of collegiate level students from urban and rural area vis-à-vis education of their parents

Students from	N	Mean	±SD	SE	't'	P
Urban area	300	14.6	±2.3	1.1	2.247	<0.05
Rural area	300	12.1	±1.7	0.8		

SD: Standard deviation; **SE**: Standard error; **P**: Probability

Above **Table 3** presents results of comparative assessment of SI of collegiate students belonging to urban and rural areas with respect to education of their parents. Based on the data, it is evident that mean SI test score of students from urban area is 14.6±2.3. However, that of students from rural area is 12.1±1.7. Study results reveal that there is significant (P<0.05) difference in the SI

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of collegiate students from urban and rural areas vis-à-vis education of their parents. Specifically, students from urban area indicated significantly better SI than those from rural areas, indicating that the education of parents is vital for better SI of children.

Student's ability to visualise and their SI

Table 4: Comparative assessment of the SI of the
collegiate level students from urban and rural area with respect to their ability to visualise

Students from	N	Mean	±SD	SE	't'	P
Urban area	300	12.4	±1.8	0.7	2.497	<0.05
Rural area	300	15.1	±2.4	0.9		

SD: Standard deviation; **SE**: Standard error; **'t'**: 't' ratio; **P**: Probability

Table 4 presents comparative assessment of the SI of collegiate students from urban and rural areas who posses ability to visualise. Based on the data, it is observed that mean SI test score of students from urban area is 12.4±1.8 and that of students from rural area is 15.1±2.4. The data shows that there is significant ($P<0.05$) difference in the SI of collegiate students belonging to urban and rural area (who posses ability to visualise). Specifically, the students from rural area indicated better SI than those from the urban areas.

Student's leadership experience and their SI

Table 5: Comparative assessment of the SI of
collegiate level students (with experience of leadership) from urban and rural area

Students from	N	Mean	±SD	SE	't'	P
Urban area	300	12.9	±1.3	0.6	2.169	<0.05
Rural area	300	14.7	±1.5	0.7		

SD: Standard deviation; **SE**: Standard error; **'t'**: 't' ratio; **P**: Probability

Table 5 presents data of comparative assessment of the SI of collegiate students having experience of leadership role and belonging to urban and rural area. Based on the data, it is evident that mean SI test score of students from urban area is 12.9±1.3. However, that of students from rural area is 14.7±1.5. Study results show that there is significant ($P<0.05$) difference in the SI of students (having leadership experience) from urban and rural areas. Specifically, students from rural area displayed better SI.

6.0 Discussion

SI is the ability of people to successfully build relationships and navigate social environments during various situations. Also, SI is the ability to get along well with others, and to get them to cooperate with you in different tasks and procedures. SI includes an awareness of situations and the social dynamics that govern them (which in this investigation are revolving around the rural and urban areas of Vidarbha, education of parents, ability to visualize situations and leadership experience), and a knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns vis-à-vis different prevailing situations.

From the standpoint of interpersonal skills, Karl Albrecht classifies behavior toward others as falling somewhere on a spectrum between "toxic" effect and "nourishing" effect. Toxic behaviour

makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. While, nourishing behaviour makes people feel valued, respected, affirmed, encouraged or competent. Moreover, a continued pattern of toxic behaviour indicates a low level of SI – the inability to connect with people and influence them effectively. A continued pattern of nourishing behaviour, however, tends to make a person much more effective in dealing with others; nourishing behaviours are the indicators of high SI. Thus, the study results indicated that the impact of rural setting, better education of parents, ability to visualise different situations and leadership experience have nourishing effect on the SI of collegiate level students. However, the family income did not indicate any remarkable impact or influence on the students SI.

7.0 Hypothesis Testing

It is widely known that factors like heredity, age, culture, social and economic conditions, health and physical fitness affect the social intelligence of the students. However, the data obtained through the survey showed that the SI of college going students from the rural area is significantly higher than the students belonging to urban area. However, upon further investigation, it was evident that the SI was independent of the family income (no significant difference was observed), while the other parameters like education of parents ($p<0.05$), student's ability to visualize different situations ($p<0.05$) and their experience of leadership in varied situations ($p<0.05$) has significant influence on their SI. In view of these results, the hypotheses H_1, H_3, H_4 and H_5 are **accepted** while H_2 is rejected.

8.0 Conclusions

In view of the study results it is concluded that the SI of collegiate students belonging to rural area is relatively higher than that of students belonging to urban area. Moreover, the results also point towards importance of various contributing factors (which are apparently different in the rural and urban set up), like education of parents, ability of students to visualize different situations and their experience of being a leader.

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