

A STUDY OF SOCIAL INTELLIGENCE WITH REFERENCE TO ACADEMIC ACHIEVEMENTS OF RESPONDENTS

*Gautam Gakhreja

1.1 Abstract

- **Purpose** – The goal of the analysis is to establish the connection between social intelligence and Commerce students' academic success.
- **Design/methodology/approach** – The respondents were all who had either applied for a postgraduate degree or who had completed the same degree. The key data were obtained from 103 Commerce stream respondents from the district of Udaipur. Non-experimental quantitative studies, structured questionnaires, questionnaires distributed manually and direct interviews were conducted by researchers. 130 individuals were originally taken as an enquiry, but only 103 replies were useful. Therefore, 27 answers were unengaged. The methods, the ratio, average, normal deviations, one sample t test and correlation were used.
- **Findings** – The findings indicated that the socially intelligent respondents could solve issues better and better than those whose EQ was poor.
- **Research limitations/implications** – Data was collected randomly with a small sample size; only if the region had been improved could the outcome be more precise, the data was collected in the district of Udaipur.
- **Practical implications** – The research explores the respondents' mindset towards the capabilities of emotional knowledge. This is really important for long-term survival.
- **Originality/value** – Interesting in this paper are the responses of the respondents to the five-point Likert framed statements; their scores allowed us to recognise their point of view and their intuition to develop skills on the job.

Keywords: Social Intelligence, EQ, academic performance.

1.2 Introduction:

Social wisdom is essentially an art of wisely behaving in human affairs. The growing area of neuroscience inspired researchers to look at social intelligence from a different viewpoint and to send scientific hypotheses to their descendants that will support them. By looking at various brain circuits that are found to be associated with empathy, the central component of emotional intelligence, researchers say. SI evolves from human nature

and from success and inability to understand in social settings. Takt, common sense, or street smart are more commonly known. Socially wise people understand how to perform multiple social positions. They often have a strong understanding of casual social communication laws, or of "standards," which ensures they know how to play the game in the sense of social interaction. As a result they're emotionally mature and careful, but in either field we can't escape the idea of social wisdom.

1.3 Review of Literature:

(Rezaei & Jeddi, 2020)¹ The goal of this research was to examine the relationship between expertise, social intelligence, perceived power in the family, tension, types of information management and student satisfaction. A random cluster sampling procedure was used to pick three hundred and nine students (270 female and 39 female with a mean age 27) The multiple regression analyses have shown that tension, humour, and social skills are the best predictors of student satisfaction. These variables have been reviewed for their role in life satisfaction.

(Ashton, Thornton, & Ridley, 2018)² Australian magpies shows strong cognitiveness and, in certain instances, high reproductive health in people in bigger social classes. Results demonstrate that all hereditary and developmental influences continue to be examined while attempting to explain the triggers of cognitive variance.

(Gkonou & Mercer, 2017)³ The emphasis in all human activity is the emotions and social experiences. The cautious management of the emotions of pupils and teachers, as well as fostering good relational links between pupils and teachers and between pupils, are especially essential in education. These emotional and communication capabilities are critical elements of successful teaching and class administration.

(Qureshi, Nakamura, Yoshikawa, & Ishiguro, 2016) The purpose of the paper is to build a robot that captures and utilises end-to-end reinforcement of highly sensory knowledge in order to learn how humans communicate. This paper reveals that after 14 days of contact with people the robot was able to successfully master fundamental social skills.

(Li, Chen, Liou, & Lin, 2014)⁴ The study suggests a method of social intelligence that can extract and add input from social media. The suggested process beats other benchmark approaches in the estimation and adoption of consumer patterns.

1.4 Objectives of the study:

The key objectives of the study are-

1. To decide the degree of social intelligence amongst respondents.
2. Identifying the connection between intellectual and social intellect.

1.5 Research Methodology

Method of data collection:	Primary Collection of data.
Sample size:	103 respondents from Udaipur city
Type of Sampling:	Cluster Sampling
Hypothesis:	H ₀₁ : There is a significant relationship between level of social intelligence and Academic performance of Commerce students.
Tools Used:	Count, Percentage, mean, standard deviation, one sample t test and correlation.

1.6 Analysis of Data

Cronbach's Alpha	N of Items
.833	5

Table 1 explains the usage of Cronbach Alpha as an indicator of the questionnaire's reliability. The meaning was found to be 0.833, which states that the thumb rule is well above what is regarded as the nice. Thus, it has been observed that the questionnaire is accurate enough to utilize different statistical instruments.

Table 2

Opinion of Respondents

Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean & St Dev.	t value & Sign.
I am good at conjecturing the actions of others	n	5	5	28	40	25	3.73	7.104
	%	4.85%	4.85%	27.18%	38.83%	24.27%	1.040	.000
I am fully conscious of the effect on others that my actions would bring.	n	9	7	68	17	2	2.96	-.483
	%	8.74%	6.80%	66.02%	16.50%	1.94%	.816	.630
Often, I feel uncertain and insecure in engaging with people I don't meet.	n	6	3	16	49	29	3.89	8.736
	%	5.83%	2.91%	15.53%	47.57%	28.16%	1.038	.000
In adapting to different social circumstances, I feel compatible.	n	4	16	11	51	21	3.67	6.248
	%	3.88%	15.53%	10.68%	49.51%	20.39%	1.088	.000
I can alter my voice in compliance with the conditions of the meeting I am in.	n	7	11	67	13	5	2.98	-.235
	%	6.80%	10.68%	65.05%	12.62%	4.85%	.840	.815

Source: Primary Data

Table 2 includes a series of five statements from Likert, which seek to classify social intelligence levels in the survey respondents who are Commerce students. The heart of social wisdom are these five statements. Inquiries were submitted to the respondents to determine their replies from deep disagreement. Standard deviation and t-value were determined dependent on the average responses in order to get respectable outcomes.

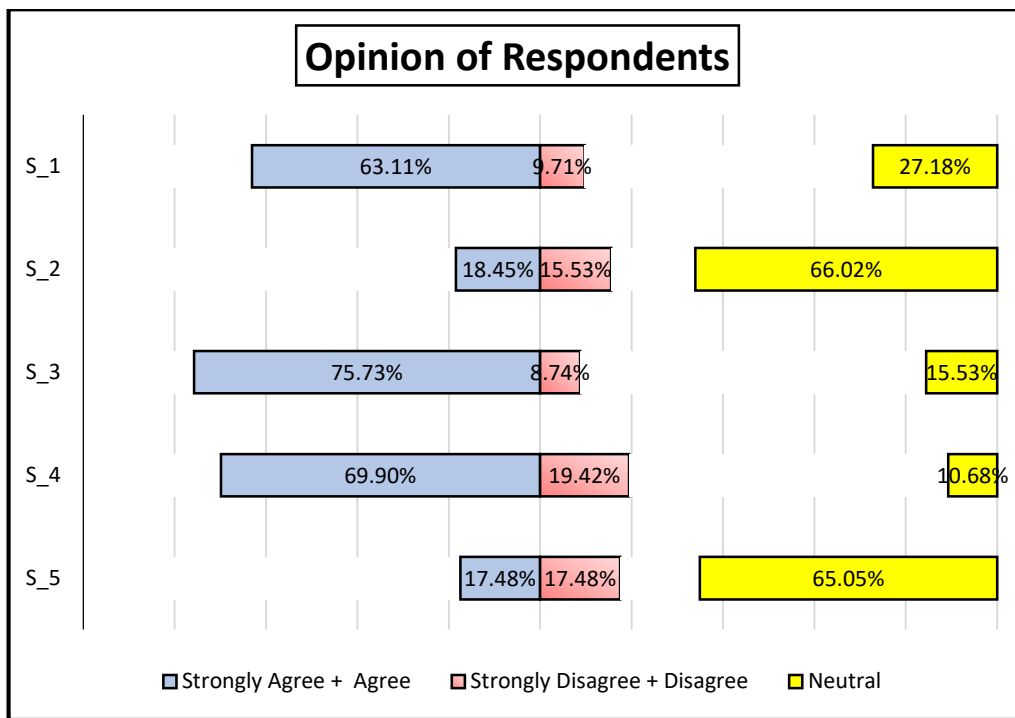


Figure 1 Opinion of Respondents

The figure above is a depiction of opinion of respondents derived from the table on Likert statements. The blue bars reflect the consonant side of the replies, the pink bar represent the opposite side and the yellow bars display neutral replies. As seen in Table 2 and Figures 1. The accepted party was still ahead of the dispute, unless there was a link between agreement and disagreement in the event of the latter declaration.

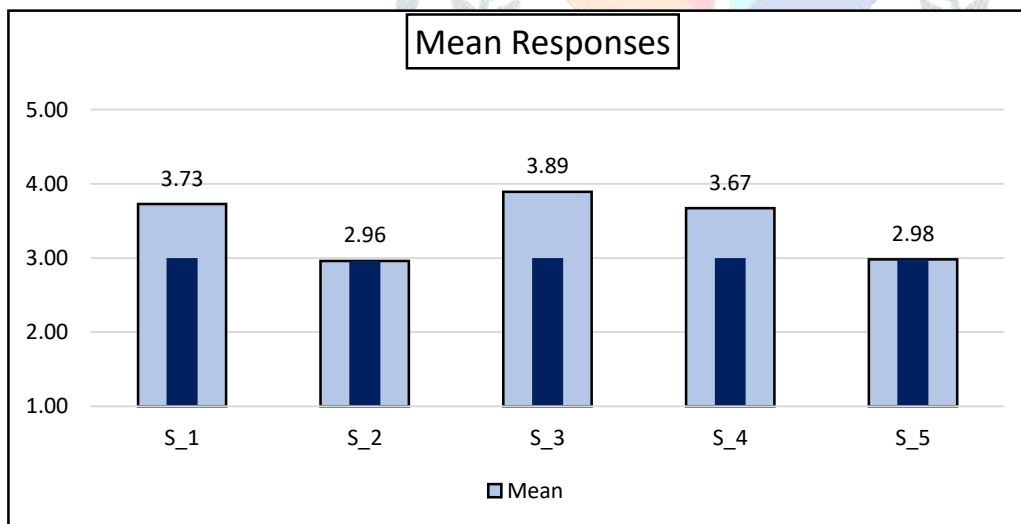


Figure 2 Mean Score of Opinion of Respondents

The average responses to Likert statements as seen in figure 2 in the above bar diagram. The findings show in S3 that "I sometimes feel awful and uncertain to interact to people I don't know personally," but in S2 that states, "I am well known for the impact of my actions on others," the lowest mean score is accorded. The largest mean score indicates that interviewees consent to the argument in general and that the lowest mean score indicates the respondents do not comply with the statement in general terms.

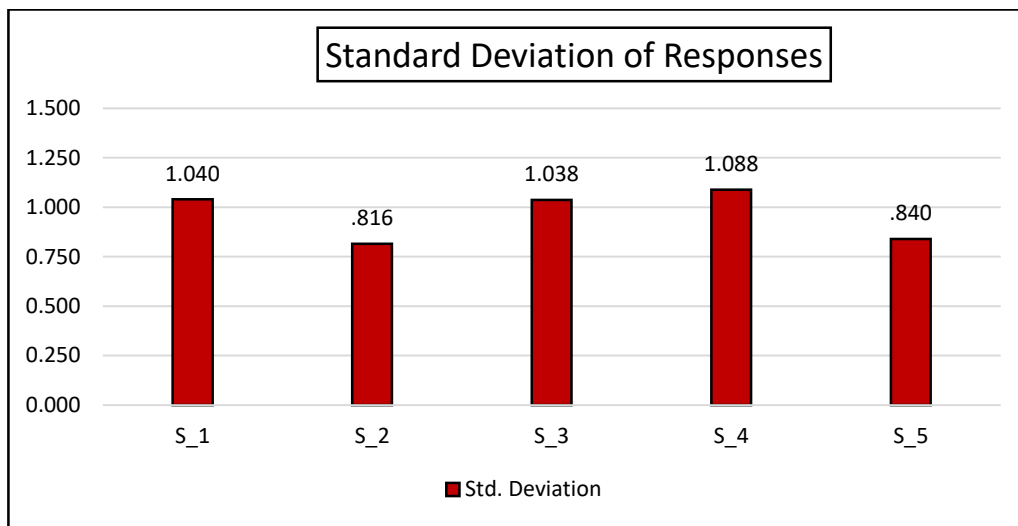


Figure 3 Standard deviation of Opinion of Respondents

The above bar diagram displays the standard deviation between respondents' answers, showing the existence of cohesive or diverse responses between respondents. The smaller the difference, the more varied the solutions are and vice versa. The argument that gave the least standard deviation was S2, thus, a popular view among respondents and S4, which shows widely varying answers, gave the highest standard deviation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45-50 %	3	2.9	2.9	2.9
	50-55 %	10	9.7	9.7	12.6
	55-65 %	37	35.9	35.9	48.5
	65-75 %	47	45.6	45.6	94.2
	75-85 %	6	5.8	5.8	100.0
	Total	103	100.0	100.0	

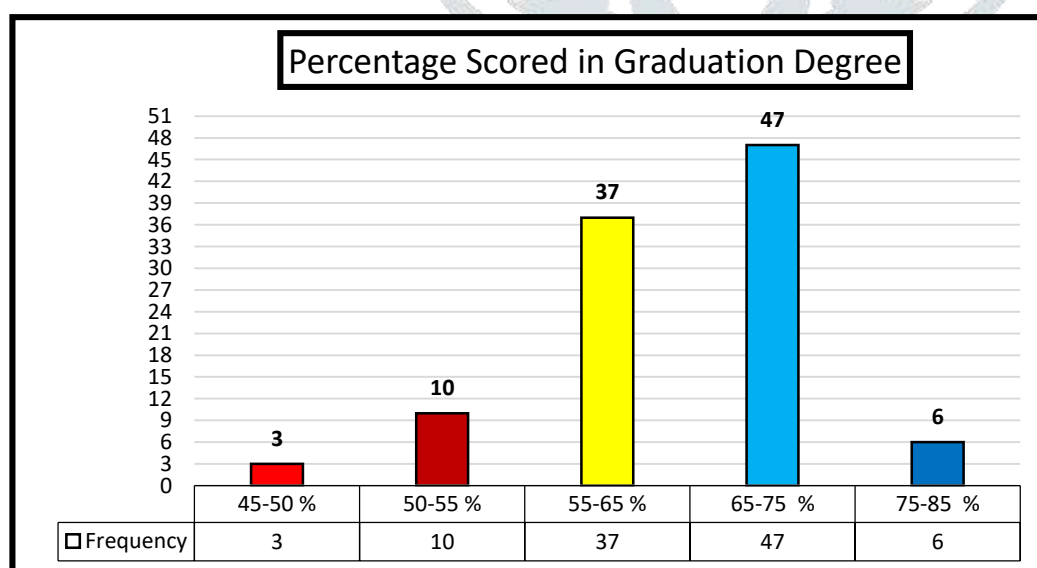


Figure 3 Percentage Scored in Graduation Degree by respondents

Table 3 indicates the proportion of those questioned on the Commerce graduation stream. The goal of this paper was to research the effect of social knowledge on the overall success of trade-outs. The table above has been

drawn up to achieve the aim. In the fourth section, the peak frequency (47) was 65% to 75% and in the first class, the lowest (3). (45-50 percent).

1.7 Hypothesis Testing

H₀₁: There is a significant relationship between level of social intelligence and Academic performance of Commerce students.

		Mean Score Social Intelligence	Percentage Scored in Graduation Degree
Mean Score Social Intelligence	Pearson Correlation	1	.852
	Sig. (2-tailed)		.000
	N	103	103
Percentage Scored in Graduation Degree	Pearson Correlation	.852	1
	Sig. (2-tailed)	.000	
	N	103	103

Table 4 indicates the cross-matrix between Likert's Social Intelligence comment and the percentage marked in graduation level between the interviewees. The association between the two variables has been determined. There is a high level of correlation between the two which explains why the more socially intelligent the individual is, the better his outcomes are.

We can infer that the significance of Mean Score Social Intelligence & Percentage in Graduation has a positive association, the p-value being less than 0,05 was statistically important.

1.8 Findings:

1. There is a strong association between mean social intelligence and graduate percentage ranking.
2. All in all, the degree of social intelligence defined on the basis of Likert ratings showed the tremendous importance of the term to respondents and that the networks are reasonably intelligent.

1.9 References:

- ¹ Rezaei, A., & Jeddi, E. M. (2020). Relationship between wisdom, perceived control of internal states, perceived stress, social intelligence, information processing styles and life satisfaction among college students. *Current Psychology*, 39(3), 927-933.
- ² Ashton, B. J., Thornton, A., & Ridley, A. R. (2018). An intraspecific appraisal of the social intelligence hypothesis. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 373(1756), 20170288.
- ³ Gkonou, C., & Mercer, S. (2017). Understanding emotional and social intelligence among English language teachers.
- ⁴ Li, Y.-M., Chen, H.-M., Liou, J.-H., & Lin, L.-F. (2014). Creating social intelligence for product portfolio design. *Decision Support Systems*, 66, 123-134.
- ⁵ Boyatzis, R. E., Gaskin, J., & Wei, H. (2015). Emotional and social intelligence and behavior *Handbook of intelligence* (pp. 243-262): Springer.
- ⁶ Emerits, Popp, J.,(2015), “Social intelligence and the explanation of work place abuse”, SAGE journal,7(2).
- ⁷ Ganaie, M.Y., Mudasir, H., (2015), “A study of Social Intelligence and academic achievements of college students of District Srinagar, J&k”, *Journal of American Science*, 11(3), 23-27.
- ⁸ Sultana, N.,(2015), “Social intelligence:- A key to employee success at workplace”,4(3).

