

A SOCIAL INTELLIGENCE STUDY IN CONNECTION WITH RESPONDENTS' ACADEMIC SUCCESSES

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1.1 Abstract

- **Purpose** – The study's goal is to see if there's a link between Social Intelligence and Arts students' academic achievement.
- **Design/methodology/approach** – Respondents in the sample were individuals who had already earned a bachelor's degree and were either seeking a postgraduate degree or had already completed one. The original data was gathered from 103 Arts stream respondents in the Udaipur district. The researcher employed non-experimental quantitative surveys, prepared organized questions, distributed questionnaires manually, and conducted direct interviews. A poll of 130 participants was conducted at first, but only 103 responses were useful. As a result, 27 responses were non-engaged. Count, percentage, mean, standard deviation, one-sample t-test, and correlation were utilized as tools and tests.
- **Findings** – The findings demonstrated that people who were socially intelligent were able to handle challenges better and perform better than those whose EQ was judged to be below.
- **Research limitations** – The data was acquired at random with small sample size; the data was only taken from the Udaipur district; if the area had been expanded, the results would have been more accurate.
- **Practical implications** – Respondents' attitudes on Social Intelligence skills are examined in this study. This is critical in order to thrive in the long run.
- **Originality/value** – On a five-point Likert scale, the respondents' reactions to the framed statements are depicted in this study; their evaluations allowed us to determine their perspective and instinct to enhance their working skills.

Keywords: *Social Intelligence, EQ, academic performance, Arts stream students.*

1.2 Introduction:

Social intelligence is the art of functioning wisely in human relationships. The rising discipline of neuroscience has motivated scholars to take a different approach to social intelligence and develop empirical theories that

will benefit their generations. Researchers propose that this can be done by looking at specific brain areas that have been linked to empathy, which is a key feature of social intelligence. SI develops through human experience and societal learning based on successes and mistakes. It's more commonly referred to as tact, common sense, or street smarts. Socially competent people learn how to play a variety of social roles. They're also well-versed in the "norms," or unwritten rules that govern social interaction. In other words, they "know how to play the game" in social situations. As a result, they are mature and prudent in social situations. As a result, in any discipline, we cannot avoid the concept of social intelligence. The purpose of this study is to determine the social intelligence level of respondents who have pursued their educational qualifications in the subject of Arts and are employed in a certain position within a business or are in some profession. We want to establish a relation between socially intelligent people's attitudes and their organizational survival skills.

1.3 Review of Literature:

(Rezaei & Jeddi, 2020)¹ The goal of this study was to see if there was a link between wisdom, social intelligence, perceived domestic strength, stress, information processing techniques, and college student contentment. A random cluster selection method was used to select 309 students (270 females and 39 males, with an average age of 27 years). Stress, humour, and social skills were found to be the greatest predictors of college students' satisfaction in multiple regression models. These variables' roles in life happiness were examined.

(Ashton, Thornton, & Ridley, 2018)² Research on Australian magpies suggests that individuals in larger social groups show high cognitive performance and, in some cases, high reproductive fitness. Findings show the importance of examining both genetic and developmental factors in trying to understand the causes of cognitive variation.

(Gkonou & Mercer, 2017)³ Feelings and social interactions are at the centre of all human behaviour. Teaching requires, in particular, the careful handling of students' and teachers' feelings, as well as the responsive promotion of positive social relations between teachers and students and between students. Such emotional and relational abilities are important components of effective classroom management and teaching abilities.

(Qureshi, Nakamura, Yoshikawa, & Ishiguro, 2016) The paper aims to create a robot that collects data during its interaction with a human being and uses end-to-end reinforcement learning from high-dimensional sensory information to learn human interaction behaviour. This paper demonstrates that the robot was able to effectively learn basic social skills after 14 days of interacting with people.

(Li, Chen, Liou, & Lin, 2014)⁴ The report proposes a social intelligence system that can extract and aggregate the feedback conveyed through social media. The proposed mechanism outperforms other benchmark methods in market trend prediction and customer acceptance.

1.4 Objectives of the study:

The key objectives of the study are-

1. To identify the level of social intelligence among the respondents.
2. To establish a link between social intelligence and academic achievement.

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 the level of social intelligence and the academic performance of Arts students.
Tools Used:	Count, Percentage, mean, standard deviation, one-sample t-test and correlation.

1.6 Analysis of Data

<i>Table 1 Reliability Statistics</i>	
Cronbach's Alpha	N of Items
.833	5

The use of Cronbach alpha, a measure of questionnaire reliability, is shown in Table 1. The number was discovered to be 0.833, which means that the reliability is much ahead of what is considered good, according to the rule of thumb. As a result, the questionnaire was deemed to be trustworthy enough to use with various statistical techniques.

Table 2 Opinion of Respondents

Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean & St Dev.	t value & Sign.
I am good at guessing other people's attitude people's behaviour	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 well known for the impact my actions will exert on others.	n	9	7	68	17	2	2.96	-.483
	%	8.74%	6.80%	66.02%	16.50%	1.94%	.816	.630
At times, I feel awkward and uncertain interacting with people whom I don't know personally.	n	6	3	16	49	29	3.89	8.736
	%	5.83%	2.91%	15.53%	47.57%	28.16%	1.038	.000
I feel compatible in adjusting to various social situations.	n	4	16	11	51	21	3.67	6.248
	%	3.88%	15.53%	10.68%	49.51%	20.39%	1.088	.000
I am able to modify my speech as per the requirements of the gathering where 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 shows a set of five Likert statements designed to determine the level of social intelligence among the sample respondents who are Arts, stream students. The heart of social intelligence is these five statements. The respondents were given the option of rating their comments on a scale of strongly disagree to highly agree. To obtain reasonable results, the mean, standard deviation, and t-value were calculated based on the responses.

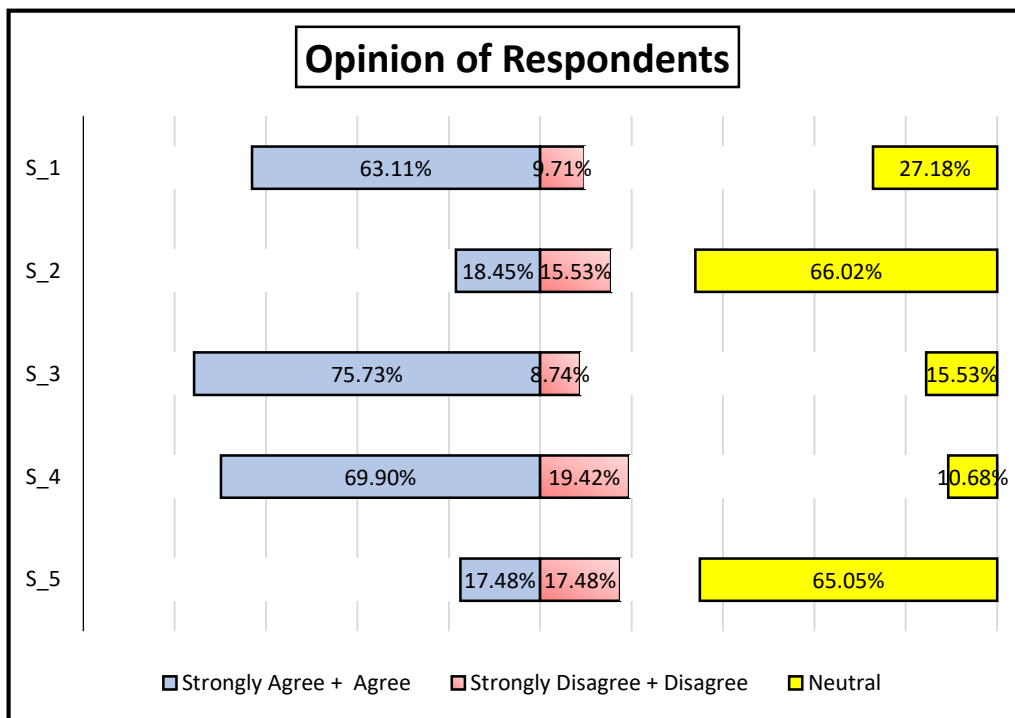


Figure 1 Opinion of Respondents

The blue bars reflect the agree side of the responses, the pink bars reflect the disagree side, and the yellow bars reflect neutrally scored responses, as seen in Table 2 and Figure 1. As can be seen, the agreed side was always ahead of the disagreeing choices, with the exception of the last statement, where agreement and disagreement were tied.

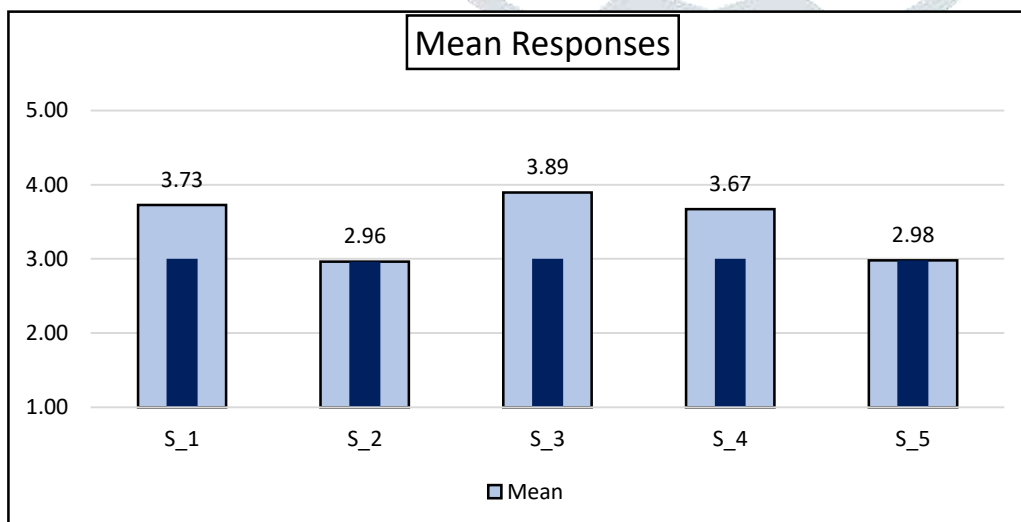


Figure 2 Mean Score of Opinion of Respondents

The mean replies of the respondents to the Likert statements are depicted in Figure 2 (the bar diagram above). The results revealed that S3 received the highest mean score, indicating that “At times, I feel awkward and

unsure conversing with individuals I don't know personally," while S2 received the lowest score, indicating that "I am fully aware of the effects my actions will have on others." The highest mean score indicates that the majority of respondents agree with the statement, while the lowest mean value indicates that the majority of respondents disagree with the statement.

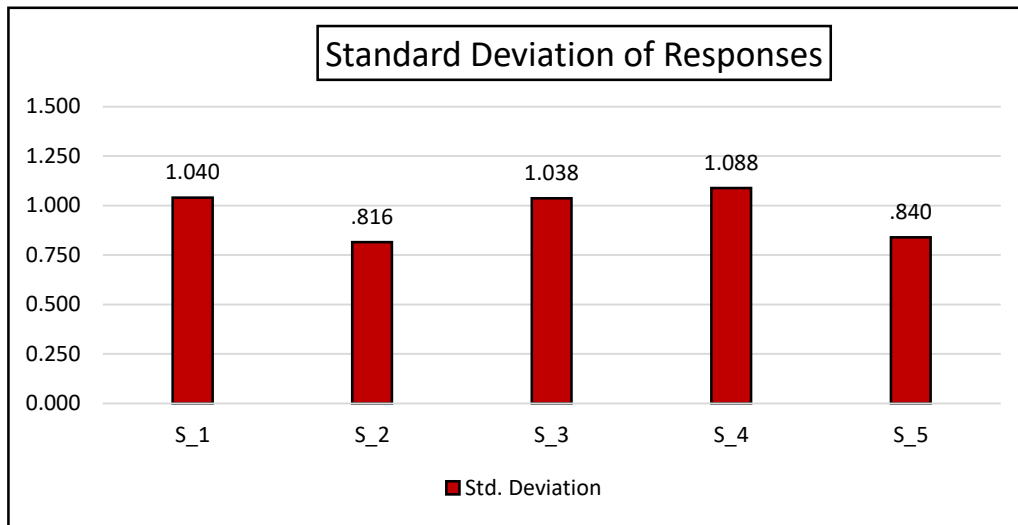


Figure 3 Standard deviation of Opinion of Respondents

Figure 3 The standard deviation among respondents' responses is depicted in the bar diagram above, indicating whether respondents' responses are unified or diverse—the lower the deviation, the less diverse the responses, and vice versa. The statement with the lowest standard deviation was S2, which represented a consensus among respondents, while the statement with the largest standard deviation was S4, which represented a wide range of replies.

		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	

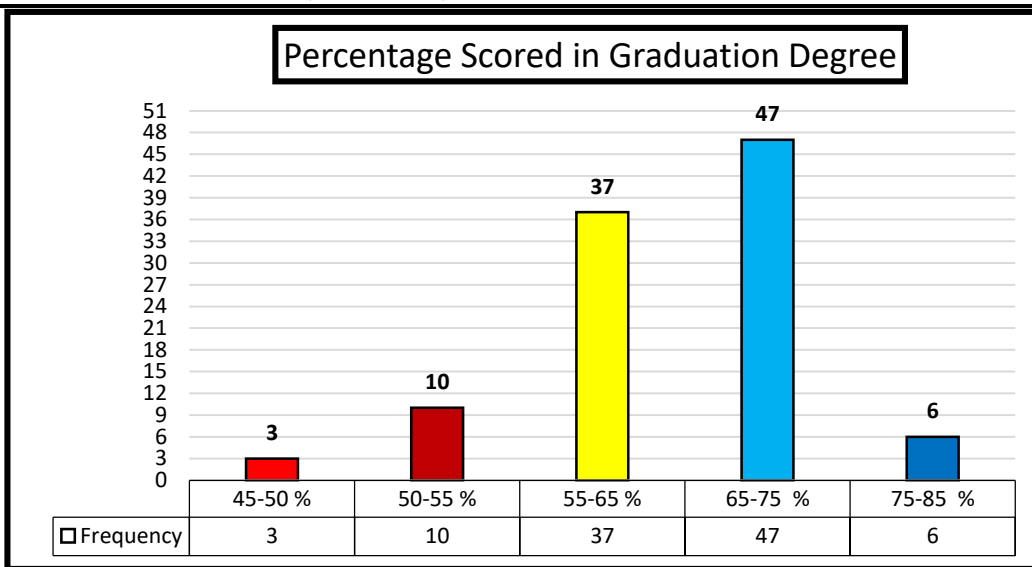


Figure 3 Percentage Scored in Graduation Degree by respondents

Table 3 shows the percentage of respondents who received graduation in the arts stream. The purpose of the current research is to investigate the effects of social intelligence on the overall performance of Arts graduates. The above table was created to achieve the stated goal. The fourth class (65-75 per cent) had the highest frequency (47), and the first-class had the lowest (3). (45-50 per cent).

1.7 Hypothesis Testing

H₀₁: There is a significant relationship between the level of social intelligence and the academic performance of Arts students.

Table 4 Correlations between Mean Score Social Intelligence and Percentage scored in Graduation Degree

		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 shows a cross matrix of respondents’ mean scores on Likert statements on Social Intelligence and the percentage of respondents who received a graduate degree. Between the two variables, the correlation was determined. There is a strong link between the two, indicating that the more socially intelligent a person is, the better his outcomes will be.

The value was found to be statistically significant because the p-value is less than 0.05, indicating that there is a positive correlation between Mean Score Social Intelligence and Percentage Scored in Graduation Degree.

1.8 Findings:

1. The Mean Social Intelligence Score and the Percentage Scored in Graduation Degree have a favourable correlation.
2. Overall, the respondents' social intelligence level, as determined by Likert ratings, demonstrated that they place a high value on the notion and are fairly knowledgeable about the platforms.

1.9 References:

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