International Journal of Movement Education and Sports Sciences (IJMESS)
Annual Refereed & Peer Reviewed Journal Vol. III No. 1 January-December 2015
Online ISSN 2321-7200 Print ISSN 2348-5604

An Assessment of Social Quotient and Its Comparison among Professional Students from Different Streams

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(Received 01 March 2015 – Accepted & Published 12 March 2015)

Abstract

Background: The purpose of the study was to assess Social Quotient and its comparison among professional students from different streams.

Methods: The study was confined to Banaras Hindu University. Subjects were selected on the basis of random sampling method. A total of 200 male professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science (50 from each stream) were selected for the study. Observations were made on the contents related to Social Intelligence. Assessment of Social Quotient (S.Q.) was done by using Social Intelligence Scale developed by N. K. Chadha and Usha Ganesan. To characterize professional students on Social intelligence the data was analyzed by applying Descriptive Statistics i.e. Mean, Standard Deviation, Range, Skewness, Kurtosis. Finally, One Way Analysis of Variance (ANOVA) was used in order to compare social quotient among professional students from different streams.

Results: Pearson's Product Moment Correlation for Social Quotient between Engineering and Social Science Student; Medical and Social Science Student showed existence of significant relationship for Social Quotient. Significant difference was found among Engineering, Medical, Physical Education and Social Science Students in relation to Social Quotient.

Key words: Social Quotient and Professional Students.

INTRODUCTION

Social intelligence according to the original definition of Edward Thorndike is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations" It is equivalent to *interpersonal intelligence*, one of the types of intelligences identified in Howard Gardner's Theory of multiple intelligences, and closely related to theory of mind. Some authors have restricted the definition to deal only with knowledge of social situations, perhaps more properly called social cognition or social marketing intelligence, as it pertains to trending socio-psychological advertising and marketing strategies and tactics.

E.L. Thorndike has divided intelligent activity into three types:

(1) Social Intelligence, or the ability to understand and deal with persons
(2) Concrete intelligence, or ability to understand and deal with things as in skilled trades and scientific appliances;
(3) Abstract intelligence, or ability to understand and deal with verbal and mathematical symbols.

The merit of this classification of types of intelligent activity, for psychological testing, is that it indicates several realms in which persons might be functioning and implies that separate and sufficiently specialized tests might be devised to measure how effectively persons are functioning in each.

Statement of the Problem

The statement of the problem was stated as to assess Social Quotient, and its comparison among professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science.

Aims & Objectives of the Study

- To assess the Social Quotient among professional students from different streams.
- To compare the Social Quotient among professional students from different streams.

Research Questions or Hypothesis

It was hypothesized that there would be significant difference among professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science in relation to social quotient.

PROCEDURE AND METHODOLOGY

Coverage:

Universe of the Study: The study was confined to Banaras Hindu University.

Sampling Frame: Subjects were selected as a sampling frame from different professional streams i.e. Engineering, Medical, Physical Education and Social Science.

Sampling Method: Subjects were selected on the basis of random sampling method.

Sampling Size: A total of 200 male professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science (50 from each stream) were selected for the study.

Units of Observation: Observations were also made on the following contents related to Social Intelligence:

a) Patience
b) Cooperativeness
c) Confidence level
d) Sensitivity
e) Recognition of social environment
f) Tactfulness
g) Sense of humor
h) Memory

Criterion Measures

The criterion measure adopted for the study was as follows:

- Assessment of Social Quotient (S.Q.) was done by using Social Intelligence Scale developed by N. K. Chadha and Usha Ganesan.

Statistical Techniques

- To characterize professional students on social intelligence the data was analyzed by applying Descriptive Statistics i.e. Mean, Standard Deviation, Range, Skewness, Kurtosis.
- Finally, One Way Analysis of Variance (ANOVA) was used in order to compare social quotient among professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science.

RESULTS AND DISCUSSIONS OF THE FINDINGS

TABLE-I: Descriptive Statistics of Engineering, Medical, Physical Education and Social Science Students in relation to Social Quotient

	Engineering Students	Medical Students	Physical Education Students	Social Science Students
Number	50	50	50	50
Mean	95.240	67.84	101.64	103.80
Std. Error of Mean	2.00989	4.07054	2.00321	1.80521
Std. Deviation	14.21204	28.78304	14.16486	12.76475
Skewness	-1.47	-.338	-.847	-.708
Std. Error of Skewness	.337	.337	.337	.337
Kurtosis	2.802	-.781	.794	.018
Std. Error of Kurtosis	.662	.662	.662	.662
Range	63.00	108.00	60.00	50.00
Minimum	52.00	6.00	63.00	79.00
Maximum	115.00	114.00	123.00	129.00

Table-1 clearly depicts the descriptive statistics values for the Engineering, Medical, Physical Education and Social Science students in relation to Social Quotient, which shows that the mean for Engineering, Medical, Physical Education and Social Science students were found to be 95.24 ± 2.00, 67.84 ± 4.07, 101.64 ± 2.00 and 103.80 ± 1.80 respectively. Standard deviations were 14.21, 28.78, 14.16 and 12.76 for the same. Range for Engineering, Medical, Physical Education and Social Science students were 63, 108, 60 and 50 respectively.

TABLE- II: Analysis of Variance among Engineering, Medical, Physical Education and Social Science Students in relation to Social Intelligence

Source of Variation	Sum of Squares	df	Mean Square	F-Value
Between Groups	41315.26	3	13771.75	39.51644*
Within Groups	68307.36	196	348.5069	

* Significant at 0.05 level of significance, F 0.05 (3, 196) = 3.14

Table-2 revealed that there was significant difference among Engineering, Medical, Physical Education and Social Science Students in relation to Social Quotient, as obtained F-ratio was 39.51, which was greater than the tabulated value 3.14, required for F-ratio to be significant at 0.05 level with (3,196) degree of freedom.

Since the one way analysis of variance was found significant in relation to Social Quotient, the least significant difference (LSD) test was applied to find out the differences of the paired means among Engineering, Medical, Physical Education and Social Science Students.

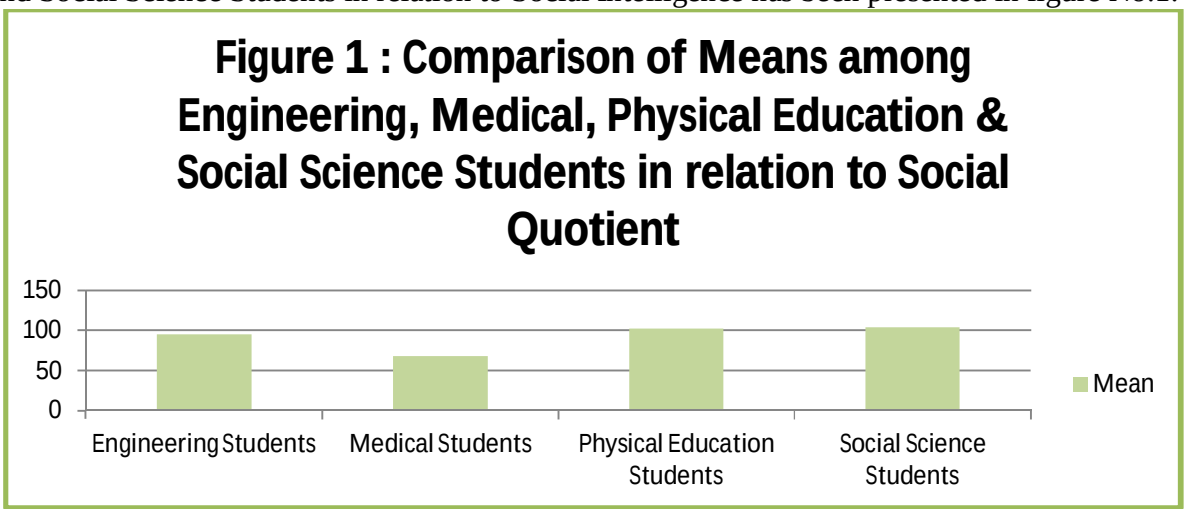
TABLE-III: Least Significant Difference (LSD) post hoc test for the paired means among Engineering, Medical, Physical Education and Social Science Students in relation to Social Intelligence

Means				Mean Difference	Critical Difference
Engineering Students	Medical Students	Physical Education Students	Social Science Students		
4762	3392			1370*	6.091822
4762		5082		320*	
4762			5190	428*	
	3392	5082		1690*	
	3392		5190	1798*	
		5082	5190	108*	

* Significant at 0.05 level of significance

It is evident from table- 3 that paired mean differences among Engineering, Medical, Physical Education and Social Science Students in relation to Social Intelligence was found significant between Engineering and Medical; Engineering and Physical Education; Engineering and Social Science; Medical and Physical Education; Medical and Social Science; Physical Education and Social Science. Hence, it is inferred that mean difference between Medical and Social Science > Medical and Physical Education > Engineering and Medical > Engineering and Social Science > Engineering and Physical Education > Physical Education and Social Science.

The graphical representation of means among Engineering, Medical, Physical Education and Social Science Students in relation to Social Intelligence has been presented in figure No.1.



DISCUSSION

The scholar assess the Social Quotient and also compared the Social Intelligence among professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science.

The findings of the study revealed that there was significant difference among Engineering, Medical, Physical Education and Social Science Students in relation to Social Quotient. The possible reason for this may be that students from different streams have difference in social intelligence due to difference in their social exposes to social environment.

"By social intelligence is meant the ability to understand and manage men and women, boys and girls -- to act wisely in human relations". Similarly, Moss and Hunt (1927) defined social intelligence as the "ability to get along with others" (p. 108). Vernon (1933), provided the most wide-ranging definition of social intelligence as the person's "ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers".

Paired mean differences among Engineering, Medical, Physical Education and Social Science Students in relation to Social Intelligence was found significant between Engineering and Medical; Engineering and Physical Education; Engineering and Social Science; Medical and Physical Education; Medical and Social Science; Physical Education and Social Science. Hence, it is inferred that mean difference between Medical and Social Science > Medical and Physical Education > Engineering and Medical > Engineering and Social Science > Engineering and Physical Education > Physical Education and Social Science. Results clearly shows that Social Science students scored high in SQ in comparison to Medical students because Social Science student have background and better knowledge about the prevailing contents of society in comparison to Medical students.

The similar trends had been cited by Noortje, Meijs et. al. (2010).

Discussion of Hypotheses

It was hypothesized that there would be significant difference among professional students from different streams i.e. Engineering, Medical, Physical Education and Social Science in relation to social quotient which is accepted.

CONCLUSIONS

1. Significant difference was found among Engineering, Medical, Physical Education and Social Science Students in relation to Social Quotient.
2. Paired mean differences among Engineering, Medical, Physical Education and Social Science Students in relation to Social Intelligence was found significant between Engineering and Medical; Engineering and Physical Education; Engineering and Social Science; Medical and Physical Education; Medical and Social Science; Physical Education and Social Science. Hence, it is inferred that mean difference between Medical and Social Science > Medical and Physical Education > Engineering and Medical > Engineering and Social Science > Engineering and Physical Education > Physical Education and Social Science.

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