



## A STUDY OF THE RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE, STUDY HABITS AND ACADEMIC ACHIEVEMENTS OF COLLEGE STUDENTS- A SURVEY

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### **Abstract:**

*Social intelligence refers to the ability to read other people and understand their intentions and motivations. Study habits refer to the activities carried out by learners during the learning process of improving learning. Academic achievement of students refers to the knowledge attained and skills developed in the school subjects. This study is about the relationship between the social intelligence, study habits and academic achievement of degree college students. 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 students. 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.*

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### **Introduction :**

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.

“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

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

### Statement of the problem:

A study of the relationship between Social Intelligence, Study Habits and Academic Achievements of College Students-

### Objectives:

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.

### 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.

### Research Methodology :

Descriptive method of research was employed.

### Sample:

The sample for this study was collected from 4 degree colleges of kalyan area. The sample consisted of 410 students of which 193 male and 217 female college students were selected. The sample has been selected on the basis of random sampling technique..

### 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 Ist year and 2nd year classes were taken as their academic achievement.

Statistical analysis : The data collected was subjected to the following statistical treatment: Mean S.D , t-test

### Analysis and Interpretation:

The result showed 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.**

With reference to the level of study habits The findings 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, 3% 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.**

The college male students have secured a mean score of 66.96 with S.D of 7.01 whereas the college female students have secured a mean score of 67.61 with S.D of 7.41. 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.

The mean comparison of male and female college students on academic achievement .reveals that on academic achievement (t.value  $5.40 > 0.01$ ), 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 gifted 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.

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