

**SOCIAL INTELLIGENCE OF STUDENT TEACHERS**

*By*

**KOWSALYA DEVI.D**

**Reg. No. 08ME07**

**A THESIS SUBMITTED TO  
AVINASHILINGAM UNIVERSITY FOR WOMEN,  
COIMBATORE – 641 043.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
DEGREE OF  
MASTER OF EDUCATION  
APRIL – 2009**

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**Tmt.R.VAIJAYANTHI , M.Sc., M.Ed., M.Phil.,**

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**Signature of the Head  
and Dean of the Faculty**

**Signature of the Guide**

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# CHAPTER-I

## INTRODUCTION

“Education is the development of power of adaptation to an ever changing social environment”

- P.C. Bannerji

Education is essential for the all round development of the child. Education has always been linked with society. It has both personal and social dimensions like the two sides of the same coin. According to Gandhiji, “Real education did not consist in packing the brain with information, facts and figures or in passing examination by reading prescribed number of books, but by developing right character”. One of the foremost objectives of any educational system is to tune up the individual according to the needs of the society. He or she has to learn social norms, code of conducts and values.

The word “social” refers to the phenomena resulting from interaction among individuals or groups, as well as to the influence of individuals or groups on one another. Intelligence is the general mental adaptability to new problems and situations of life or in other words, it is the capacity to reorganize one’s behaviour patterns so as to act more effectively and more appropriately in novel situations. One’s success in life depends upon one’s cognitive abilities encompassed in one’s intelligence quotient (IQ). But with new developments in the field of psychology and science, intelligence and success are not viewed the same way as they were earlier. New theories of intelligence have been introduced and are gradually replacing the traditional theory. It is now believed that in addition to intelligence quotient, one needs social skills, that is, social intelligence and emotional skills to succeed in life.

In the present day life, intelligence tests play a great part particularly in the life of the student and they have become an important tool in the educational system. Social intelligence is one of the thrust areas in the educational researches. It is the ability to understand the society, and its heartbeats for fruitful and effective involvement in the circulatory process of society like oxygen in human body. The term “Social intelligence” is referred to the persons’ ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920). It is a key element in what makes people succeed in life. Social intelligence is the capacity of the individual to interact effectively with his environment. The interpersonal relations in various work environment is itself the reflection of social intelligence.

Similarly, Moss and Hunt (1927) defined social intelligence as “the ability to get along with others”. 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, and susceptibility to stimuli from other members of a group as well as insight into the temporary moods or underlying personality traits of strangers.

Social intelligence is represented as 30 abilities lying in the domain of behavioral operations. Guilford’s (1967) structure of intellect model postulated a system of 120 separate intellectual abilities based on all possible combinations of operations such as cognition, memory, divergent production, convergent production and evaluation with four categories of content like figural, symbolic, semantic and behavioral and six categories of products such as units, classes, relations, systems, transformations and implications. The behavioral domain corresponds to social intelligence.

By social intelligence, we mean the qualities of

- seeing through the current social myths and diversions
- understanding the necessity of social action including discerning what the social situation requires and creating a program to realize social reform
- developing genuine feelings of compassion and regard for one's fellow human beings

Social intelligence is an individual's fund of knowledge about the social world (Cantor and Kihlstrom, 1987). Intelligence is not a unitary cognitive ability but there are seven quite different kinds of intelligence namely linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal intelligences. In that two are explicitly personal and social in nature, that is, intrapersonal (emotional) and interpersonal (social) intelligence. Social intelligence is the capacity to know oneself and to know others is an inalienable part of the human condition as is the capacity to know objects or sounds, and it deserves to be investigated no less than these other "less charged" forms (Gardner, 1983). When people with high cognitive abilities fail and those with moderate cognitive abilities succeed, it is due to social and emotional abilities.

The new science of success in human relations is known as social intelligence. It has a five-part model namely "S.P.A.C.E", that is, situational awareness, presence, authenticity, clarity and empathy. It is the ability to get along well with others while winning their co-operation (Albrecht, 2005). Social intelligence is a combination of sensitivity to the needs and interests of others, sometimes called "social radar", an attitude of generosity and consideration, and a set of practical skills for interacting successfully with people in any setting. It is also essential for leadership (Goleman, 2008).

In the next twenty years, we are going to get the society we are creating now, so that, students are to be trained socially. In the scene there is more number of activities, policy plans and special programmes both in the schools and in our surroundings to shape them to become a 'Social Man'. The social man is the concept that is denoted as a man with social attitudes, social qualities, social skills and social values by which he acts, behaves, interacts and communicates in a socially approved manner. So, we have to inculcate the right type of social skills for our students. The best student should get supportive teacher and a good delegator. The teacher one who is smart in action communicates effectively, encourages and praises. She or he should possess a good sense of humour and knows his or her job very well. As future teachers, the student teachers must have the qualities of tolerance, high degree of empathy, social acceptance, social sensitivity, cooperativeness, tactfulness, sense of humour and spirit of 'we' feeling in the society. The teacher training institutions should play very prominent role in the development and shaping of positive attitude and social intelligence in future teachers.

## **NEED OF THE STUDY**

Every human being possesses intelligence. Studies based on social intelligence reveals that the main objectives of education are to produce pupils who are socially good and acceptable individuals. The Indian Education Commission (1964 – 66) emphasizes the pursuit of truth, full development of the youth physically, intellectually, socially and morally with a sense of social purpose, to promote equality and social justice and to promote attitudes and values needed for developing the "Good Life".

One tenth of the human beings' potentials are utilized to the various and multifarious activities of life and the rest of the same remain unspent and not utilized, that is, major portion of our abilities, capacities and capabilities are not used. (Srivatsava, 1952). From an exhaustive review of

related literature, the investigator came to know that in 1930s ‘Social intelligence’ played main role in researches. But after 1930s only limited studies have been conducted in the concept of social intelligence. At present the concept of social intelligence is refreshed due to technology playing major role in society and people are becoming self-centered and isolated entities. So, people are realizing the importance of social living and training for improving their social skills is deeply felt because of the changing social order. The social intelligence testing is important to know the areas of lacunae and foster them. It helps to assess the individual’s social skills, adapting the new environment in the various areas such as in education, school, home and common places.

As teachers prepare the pillars of the nation, their social intelligence would greatly affect their work. The student teachers get different types of experience during their B.Ed course. So a study is needed to know their level of social intelligence and how to develop the social intelligence regarding its dimensions. Hence the investigator wanted to study the social intelligence of the student teachers as its the period where the plasticity is more.

### **STATEMENT OF THE PROBLEM**

The topic selected for the present study is “Social intelligence of student teachers”.

### **DEFINITION OF THE TERMS USED IN THE STUDY**

The important terms used in the study are defined as follows:

#### **a) Social Intelligence:**

- ❖ Social intelligence is the ability to understand others and act wisely in human relations. - (Thorndike , 1920)

- ❖ Bar-on (2005) talked of emotional-social intelligence. According to him, it is composed of a number of intrapersonal and interpersonal competencies, skills and facilitators that combine to determine effective human behaviour.

**b) Student - Teachers:**

A college student pursuing a degree in education who teaches in a classroom under the supervision of an experienced, certified teacher. Also called practice teacher.

–The Free dictionary

**OBJECTIVES OF THE STUDY**

The following are the objectives of the present study:

- 1) To find out the level of social intelligence of student teachers with regard to its various dimensions.
- 2) To find out whether there is any significant difference between gender and social intelligence.
- 3) To find out whether there is any significant difference between the graduate and post graduate student teachers' social intelligence.
- 4) To find out whether there is any significant difference among the student teachers studying in various types of institutions and social intelligence.
- 5) To find out whether there is any significant difference between the social intelligence scores of student teachers according to the locality.
- 6) To prepare a pamphlet which would be used by the student teachers to develop the social intelligence through self-study.

## **HYPOTHESIS OF THE STUDY**

In order to realize the objectives of the study, the following hypotheses are formulated:

1. There is no difference in the social intelligence scores of various student teachers.
2. There is no significant difference between male and female student teachers in the social intelligence scores in total and dimensionwise.
3. There is no significant difference in the social intelligence scores in total and dimensionwise of graduate and post graduate student teachers.
4. There is no significant difference in the social intelligence scores in total and dimensionwise of urban and rural student teachers
5. There is no significant difference in the social intelligence scores in total and dimensionwise of student teachers studying in different types of institutions.

## **SCOPE OF THE STUDY**

The present investigation is an attempt to study the level of social intelligence of student teachers. It helps the teacher educators, teacher training institutions and the administrators to modify their curriculum and methodologies in order to provide more instructions in social skills and suggest positive measures to promote social intelligence among student teachers. The findings of this study would reveal the areas to be strengthened in empowerment programmes to help the student teachers to improve their social intelligence, to take deliberate efforts by organizing community services through service learning programmes like the NSS, CSS and NCC programmes by the institutions.

A study of this type will also be of great help to teacher educators , teacher training institutions and the administrators to enhance the social intelligence among the student teachers by creating situations to remember the importance of encouraging and facilitating safe release of emotions, set up situations, yoga, meditation, guidance and counselling which allows safe expression of feelings. The findings of the study will motivate the future investigators interested in doing researches on this area. On the whole this investigation has a very wide scope in the present situation.

### **LIMITATION OF THE STUDY**

Since an in depth study is aimed in the present investigation, to study the social intelligence of student teachers, the number of student teachers is limited to 565 doing B.Ed course in six Colleges/Faculty of Education in Coimbatore and Erode districts.

### **ORGANISATION OF THE STUDY**

The reporting of the present study has been presented in five chapters as detailed below:

1. The first chapter deals with the introduction, need of the study, statement of the problem, definition of the important terms used, objectives of the study, hypotheses formulated, scope of the study and limitation of the study.
2. The second chapter elaborates the review of literature connected with the study.
3. The third chapter presents a detailed description of the procedure adopted in this study including sample selection and tool used in the study.
4. The fourth chapter deals with the analysis and interpretation of the data.

5. The fifth chapter presents the findings of the study, recommendations, and topics for further investigations, conclusion.

This is followed by bibliography and appendices.

# **CHAPTER - II**

## **REVIEW OF LITERATURE**

### **INTRODUCTION**

A literature review is a systematic, explicit and reproducible method for identifying, evaluating and interpreting the existing body of recorded work produced by researchers, scholars, practitioners (Fink, 1998). It is a critical summary and assessment of the range of existing materials dealing with knowledge and understanding in a given field (Blaxter et al., 2002)

This chapter is presented under the following headings:

- A. Theoretical Perspectives and
- B. Review of related studies

### **A. THEORETICAL PERSPECTIVES**

Theoretical perspective is discussed under the following aspects:

- a. Historical background
- b. Breadth and nature of social intelligence
- c. Psychometric view of social intelligence
- d. Hierarchical model of social intelligence
- e. Characteristics of social intelligence
- f. Dimensions of social intelligence
- g. Personality as social intelligence
- h. Social intelligence in life tasks
- i. Factors that determine social intelligence

#### **a) Historical Background**

The very early historical philosophers, most certainly the early authors, poets and dramatists recognized the fact that human beings communicate with each other in a way that is not verbal. That is, one can

sense other peoples' intentions; one can sense their feelings; one can understand what their desires are without being told in words.

It remained until about 1920 that this kind of intelligence was given a name. Thorndike was speaking to the teachers at the time, trying to help the teacher to understand the many different varieties of thinking skills that they could teach to their students. He stated that, on one hand, we have concrete intelligence – how to manipulate things, to know about things. In another way, we have abstract intelligence knowledge of words or numbers. But Thorndike was not satisfied that the two types of intelligence exhausted all the ways that one could conceive of intelligence, so he added another concept which he called “Social intelligence”.

For sometime, nothing much was done scientifically about social intelligence. There was, of course, an early test of social intelligence called the George Washington test of social intelligence. Psychologists and educators demonstrated on many occasions by the George Washington Scale which were not effective.

### **b) Breadth and nature of social intelligence**

We should make a clear distinction about what Guilford had in mind when he talked about social intelligence. This distinction will arise again and again in our discussion. Guilford's model is concerned with intellectual skills or cognitive skills, so we must differentiate these cognitive skills or aptitudes from other things. What other things could one confuse with cognitive skills? One thing that could be confused is affect or personality traits. That is “what I know, what I sense you are communicating to me, must be quite different from the affect that I impose upon that communication”. We are not concerned with whether “I am friendly to you” or “hostile to you” or whether “I am shy or whether I am neurotic or psychotic”. Instead, we are concerned with how my intellect processes the

behavioral information that you communicate to me and that I communicate to you.

We also must avoid confusion with another element that is commonly associated with social intelligence that is, called knowledge. We all have certain social knowledge, the “Emily Post” type of knowledge. One can demonstrate social skills by how one behaves. If one drinks coffee, does one lift the saucer? Where does one put one’s fork? Does one stand when a lady enters the room? Does he offer his hand to a lady? Such “cultured” behaviours exemplify a type of formally learned social knowledge, but it is not social intelligence as defined by Guilford’s model, because those skills can be transmitted purely verbally.

Another type of social knowledge is stereotypic group knowledge. One might know certain things about groups of people, usually we know wrong things about people when we know stereotypes.

### **c) Psychometric view of social intelligence**

The psychometric view of social intelligence has its origins from Thorndike’s (1920) division of intelligence into three facets namely, abstract intelligence, mechanical intelligence and social intelligence. In his classic formulation, “Social intelligence is meant the ability to understand and manage men and women, boys and girls, to act wisely in human relations. It is the ability to get along with others (Moss and Hunt, 1927).

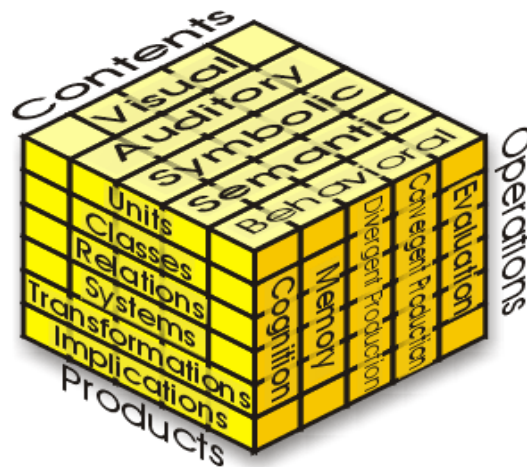
By contrast, Wechsler (1939, 1958) gave scant attention to the concept. He did acknowledge that the Picture Arrangement subtest of Wechsler Adults Intelligence Scale (WAIS) might serve as a measure of social intelligence, because it assesses the individual’s ability to comprehend social situations. However, it is just general intelligence applied to social situations.

Psychometric view of social intelligence was also discussed under the following ways:

- i) Theoretical inclusion in the social intelligence model
- ii) Social intelligence as a cognitive module

**i) Theoretical inclusion in the social intelligence model:**

When Guilford formulated the structure of intellect model between 1956 and 1960, he already had three types of intelligence that is., figural, symbolic and semantic. Guilford included in his model of intelligence a whole new dimension which is called social intelligence or behavioural intelligence.



*Fig 1.*

***Guilford's model of intellect***

This model proposes that intelligence consists of 150 independent abilities that result from the interaction of five types of contents, five types of operations and six types of products.

The brief description of contents, operations and products are as follows:-

**Contents** (The type of information involved)

- ❖ Figural (Visual) - The properties of stimuli we can experience through visual senses e.g. colour, size, shape, texture and other visual characters of figure
- ❖ Figural (Auditory) - The properties of stimuli we can experience through the auditory senses, e.g. voice and sound
- ❖ Symbolic - Numbers, letters, symbols, designs
- ❖ Semantic - The meaning of words, ideas
- ❖ Behavioural - The actions and expressions of people

### **Operations – (The way of processing information)**

- ❖ Cognition - Recognizing and discovering
- ❖ Memory - Retaining and recalling the contents of thought
- ❖ Divergent Production - Producing a variety of ideas or solutions to a problem
- ❖ Convergent production - Producing a single best solution to a problem
- ❖ Evaluation - Taking decision about the nature of the intellectual contents or gathered information whether it is positive or negative, good or bad etc.

### **Products – (The results obtained through operations)**

- ❖ Units - Individual pieces of information limited in size, e.g. a single number, letter or word
- ❖ Classes - Groups of units information related to each other on the basis of some common characteristics involving a higher order concept

- ❖ Relations - A connection between concepts
- ❖ Systems - An ordering or classification of relations
- ❖ Transformations - Altering or restructuring intellectual contents
- ❖ Implications - Making inferences from separate pieces of information

In this way, there are 150 factors operating in one's intelligence. In that, social intelligence is represented by the 30 abilities (5 Operations x 6 Products) lying in the domain of behavioural operations.

## **ii) Social intelligence as a cognitive module:**

Gardner (1983) has proposed that intelligence is not a unitary cognitive ability, but there are seven different kinds of intelligence that is, multiple intelligence each hypothetically disassociable from the others and each hypothetically associated with a different brain system, while the seven intelligences namely linguistic, logical, spatial, musical, bodily-kinesthetic, intrapersonal, interpersonal are "cognitive" abilities.

He defines intrapersonal intelligence as the person's ability to gain access to his or her own internal emotional life and interpersonal intelligence as the individual's ability to notice and make distincts among other individuals.

Isolation by brain damage, one form of intelligence can be selectively impaired, leaving their forms relatively unimpaired; and exceptional cases, individuals who possess extraordinary levels of ability in one domain, against a background of normal or even impaired abilities in other domains, alternatively a person may show extraordinarily low levels of ability in one domain against a background of normal or exceptionally high levels of ability in others. The neurological case studies inferred that damage to the prefrontal lobes of the cerebral cortex can selectively impair

personal and social intelligence, leaving other abilities intact (Gardener, 1983). Both Down syndrome and Alzheimer's disease have severe cognitive consequences but little impact on the person's ability to get along with people.

Taylor and Cadet (1989) have proposed that three different brain systems provide the neurological substrate of social intelligence:-

- ❖ **A balanced or integrated cortical subsystem** - which relies on long-term memory to make complex social judgments.
- ❖ **A frontal-dominant subsystem** - which organizes and generates social behaviours.
- ❖ **A limbic – dominant subsystem** - This rapidly produces emotional responses to events.

With respect to exceptional individuals, **Sigmund Freud and Marcel Proust as “Prodigies” in the domain of intrapersonal intelligence** , and **Mahatma Gandhi and Lyndon Johnson as their counterparts in the domain of interpersonal intelligence**. Each of these individuals, displayed high levels of personal and social intelligence against a background of more “normal” abilities in other domains.

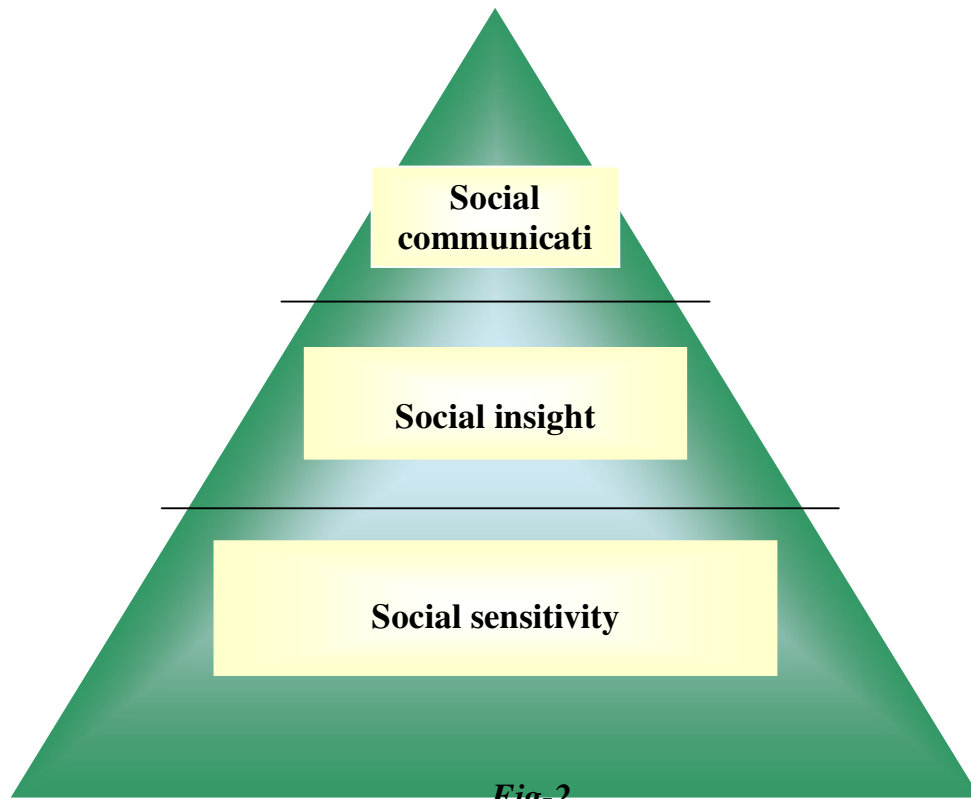
#### **d) Hierarchical model of social intelligence**

Greenspan (1979) proposed a hierarchical model of social intelligence which consists of three components as depicted in the figure2. shown below:

Social sensitivity – reflected in role-taking and social inference;

Social insight – including social comprehension, psychological insight and moral judgment;

Social communication – including referential communication and social problem solving.



***Fig-2***  
***Hierarchical model of social intelligence***

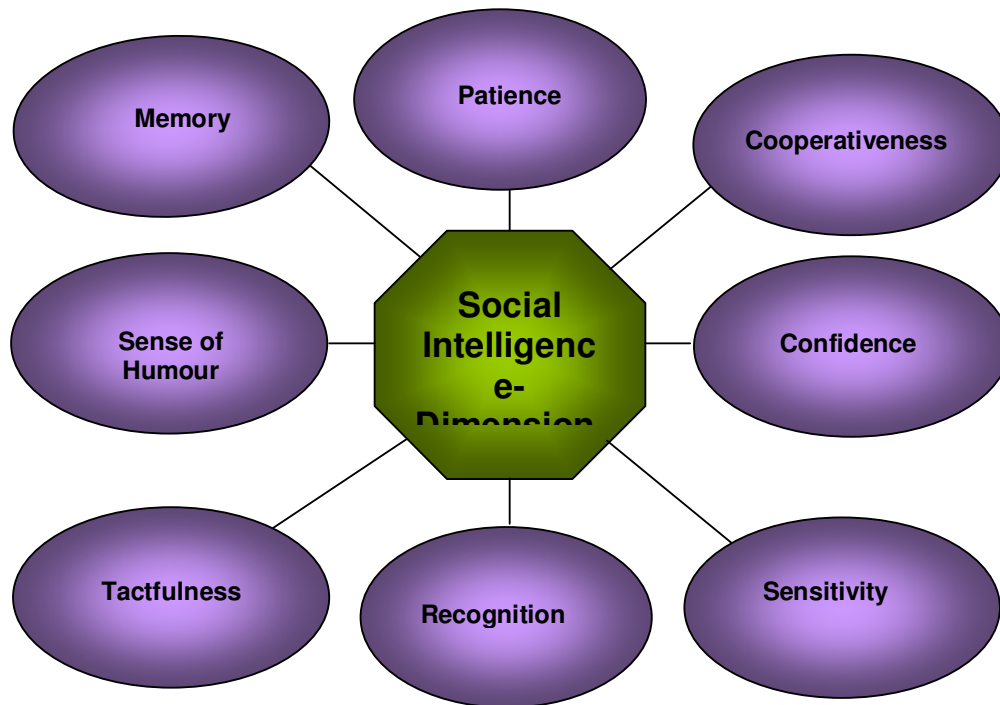
#### **e) Characteristics of social intelligence**

The Characteristics of social intelligence are:

- Judgment in social situations.
- Memory for names and faces
- Observation of human behaviour
- Recognition of the mental state behind words
- Recognition of the mental state from facial expressions
- Social information and sense of humour
- Social awareness including empathy, attunement, empathic accuracy, and social cognition
- Social facility including synchrony, self-presentation, influence and concern
- Social performance skills

## f) Dimensions of social intelligence

According to Chadha and Usha Ganeshan (2004) social intelligence comprises eight dimensions:



*Fig - 3*

### *Dimensions of Social intelligence*

#### ❖ **Patience:**

Patience is the ability to tolerate waiting, delay or frustration without becoming agitated or upset. It is the ability to be able to control the emotions or impulses and proceed calmly when faced with difficulties.

#### ❖ **Co-operativeness:**

Co-operativeness is the ability to interact with others in a pleasant way to be to view matters from all angles. Buss (2000) reported that Co-operation is not only a way to increase happiness but also a way

to avoid unhappiness due to regular involvement in competition. It creates more supportive relationships with the teachers as well as with other students.

❖ **Confidence:**

Confidence is the ability to decide in them to do what they think is right, by testing their abilities or new areas, by making their own decisions and by doing things for themselves.

❖ **Sensitivity:**

Sensitivity or insensitivity of a human considered with regard to a particular kind of stimulus is the strength of the feeling it results in comparison with the strength of the stimulus. Sensitivity means rapid perception with senses, reacting to small changes and to be easily hurt or upset; not to take things for granted.

❖ **Recognition of social environment**

Recognition of social environment measures the ability to perceive the nature and atmosphere of the existing situation.

❖ **Tactfulness:**

Tactfulness means delicate perception of the right thing to say or do. Tact is critical to social situations, school, family and the workplace.

❖ **Sense of humour:**

Humour occupies a special place in human social interactions. Individuals with sense of humour, having ability to appreciate things, situations or people that are comic, possess good general mental health, are happy, have fun, and are more satisfied with their life.

❖ **Memory:**

Memory is an organism's mental ability to store, retain and recall information. In recent decades, it has become one of the principal pillars of a branch of science called cognitive neuroscience, an interdisciplinary link between cognitive psychology and neuroscience.

**g) Personality as Social Intelligence:**

The social intelligence view of personality (Cantor and Kihlstrom, 1987, Cantor and Fleeson, 1994; Cantor and Harlow, 1994; Synder and Cantor; 1998) does not conceptualize social intelligence as a trait, or group of traits, on which individuals can be compared and ranked on a dimension from low to high. Rather, the social - intelligence view of personality begins with the assumption that social behaviour is intelligent that it is mediated by cognitive process of perception, memory, reasoning and problem-solving, rather than being mediated by innate reflexes, conditioned responses, evolved genetic programs, and the like. Accordingly, the social intelligence view construes individual differences in the social behaviour - the public manifestations of personality - to be the product of individual differences in the knowledge which individuals bring to bear on their social interactions. Differences in social knowledge cause differences in social behaviour but it does not make sense to construct measures of social IQ. The important variable is not how much social intelligence the person has, but rather what social intelligence he or she possesses.

The social intelligence view of personality has its origins in the social-cognitive tradition of personality theory, in which construal and reasoning processes are central to issues of social adaptation. Thus, Kelly (1955) characterized people as naive scientists generating hypothesis about future interpersonal events based on a set of personal constructs concerning self, others, and the world at large.

The social intelligence view of personality is Mischel's (1968, 1973) cognitive social-learning reconceptualization of personality. Although sometimes couched in behaviorist language, Mischel's (1968) provocative critique of the trait approach to personality was explicitly cognitive in nature. Thus, understanding individual differences in social behaviour requires understanding individual differences in the meaning given to behaviour, its outcome and the situation in which it takes place. The most important product of cognitive development and social learning is the individual repertoire of cognitive and behavioral construction competencies, that is, the ability to engage in a wide variety of skilled, adaptive behaviours including both overt action, and covert mental activities.

It should be clear that, from the point of view of the social intelligence theory of personality, the assessment of social intelligence has quite a different character than it does from the psychometric point of view. From a psychometric point of view, the questions posed have answers that are right or wrong for example: Are smart people also friendly? How do you know when a person is happy or sad? It is proper to laugh at a funeral?

In this way, it is possible, at least in principle, to evaluate the accuracy of the persons' social knowledge, and the effectiveness of his or her social behaviours. However, as noted at the outset, the social intelligence approach to personality abjures such rankings of people. Rather than asking how social intelligent a person is, compared to some norm, the social intelligence view of personality asks what social intelligence a person has which he or she can use to guide his or her interpersonal behaviour. In fact, the social intelligence approach to personality is less interested in assessing the individuals repertoire of social intelligence, than in seeking to understand the general cognitive structures

and process out of which individuality is constructed, how these develop over the life course of the individual and how they play a role in ongoing social inter-actions. For this reason, Cantor and Kihlstrom (1987) have not proposed any individual - difference measures by which the person's social intelligence can be assessed.

#### **h) Social intelligence in Life Tasks**

By Sternberg's (1985, 1988) triarchic theory, social intelligence is part of larger repertoire of knowledge by which the person attempts to solve the practical problems encountered in the physical and social world. According to Cantor and Kihlstrom (1987), social intelligence is specifically geared to solving the problems of social life, and in particular managing the life tasks, current concerns (Klinger,1977) or personal projects (Little, 1989) which the person selects for him or herself, or which other people impose on him or her from outside. Put another way, one's social intelligence cannot be evaluated in the abstract, but only with respect to the domains and contexts in which it is exhibited and the life tasks it is designed to serve. And even in this case, "adequacy" cannot be judged from the viewpoint of the external observer, but rather from the point of view of the subject whose life tasks are in play.

Life tasks provide an integrative unit of analysis of the interaction between the person and the situation. They may be explicit or implicit, abstract or circumscribed, universal or unique, enduring or stage specific, rare or commonplace, ill-defined or well-defined problems. Whatever their features, they give meaning to the individuals life, and serve to organize his or her daily activities. They are defined from the subjective point of view of the individual. They are the tasks which the person perceives him or herself as "working on and devoting energy to solving during a specified period in life (Cantor and Kihlstrom, 1987). First and foremost, life tasks

are articulated by the individual as self-relevant, time-consuming, and meaningful. They provide a kind of organizing scheme for the individuals activities and they are embedded in the individuals ongoing daily life. And they are responsive to the demands, structure, and constraints of the social environment in which the person lives. Life task are imposed on people and the ways in which they are approached may be constrained by socio-cultural factors. However, unlike the stage - structured views of Erikson (1950) and his popularizers (e.g., Levinson, 1978, Sheehy, 1976), the social-intelligence view of personality does not propose that everyone at a particular age is engaged in the same sorts of life tasks. Instead, period of transition, where the person is entering into new situations, are precisely those times where individual differences in life tasks become more apparent.

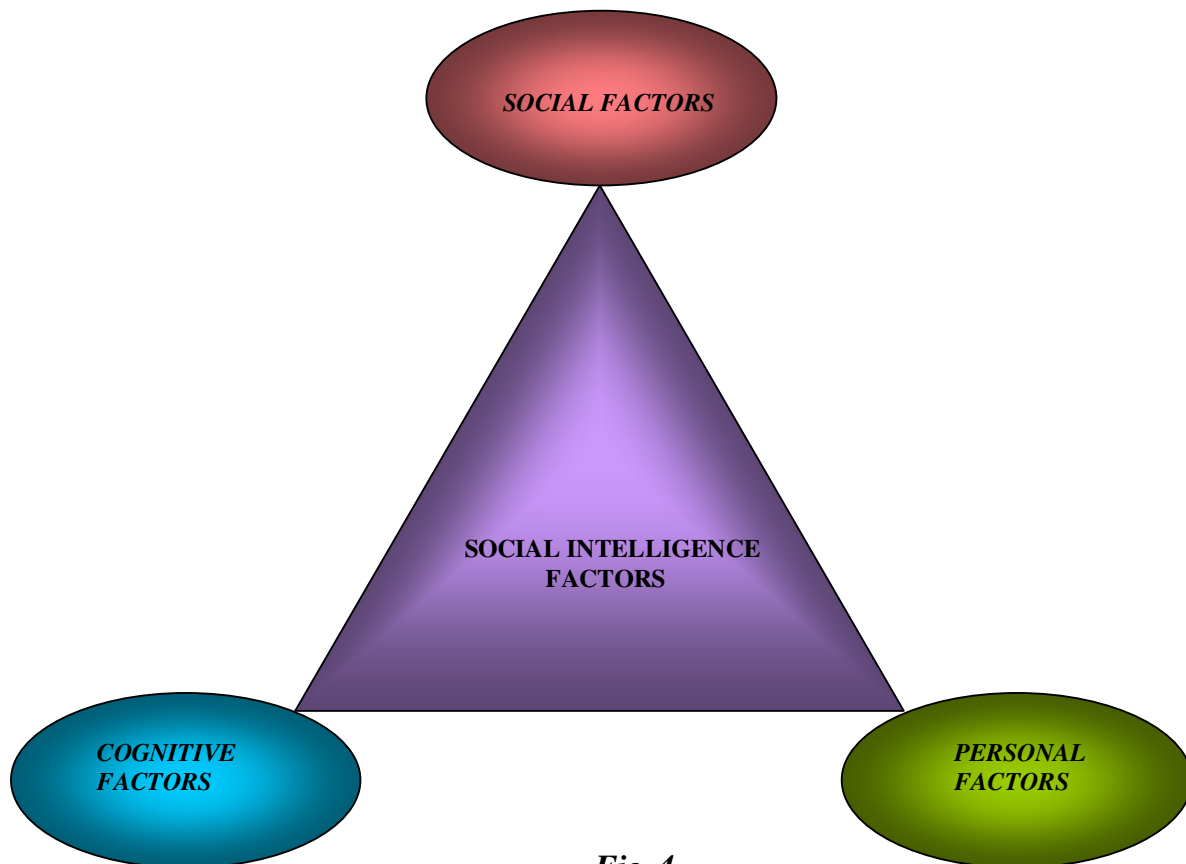
The intelligent nature of life-task pursuit is clearly illustrated by the strategies deployed in its service. People often begin to comprehend the problems at hand by simulating a set of plausible outcomes, relating them to previous experiences stored in autobiographical memory. They also formulate specific plans for action and monitor their progress toward the goal taking special notes of environmental factors which stand in the way and determining whether the actual outcome meets their original expectations. Much of the cognitive activity in life-task problem solving involves forming casual attributions about outcomes and in surveying autobiographical memory for hints about how things might have gone differently. Particularly compelling evidence of the intelligent nature of life task pursuit comes when inevitably plans go away or some unforeseen event frustrates progress. Then, the person will map out a new path toward the goal or even choose a new goal compatible with a super ordinate life task. Intelligence frees us from refer, tropism and instinct in social life as in non social domains.

### **i) Factors that determine social intelligence**

There are many factors that determine social intelligence in human beings. They can be classified broadly into social factors, cognitive factors and personal factors and it is given in the figure.4

#### **❖ Social factors**

- Socio metrical status in the peer group
- Having siblings
- Parental style
- Family socio-economic status
- Community and Environment
- Entertainment



**Fig-4**

***Factors that determine social intelligence***

#### **❖ Cognitive factors**

- Memory
- Problem solving ability
- Recognition of social environment

❖ **Personal factors**

- Bodily structure and health
- Emotional development

## **B. REVIEW OF RELATED STUDIES**

Review of related studies is discussed under the following headings:

1. Indian Studies and
2. Foreign Studies

### **1. INDIAN STUDIES**

The construct of positive health provides a comprehensive operationalization of one's satisfaction with life, happiness and optimism. Deepti Hooda (2009) examined the relationship between positive psychological health and social intelligence (SI) in a sample of 300 working adults. Correlation analysis showed significant positive association between the two components of positive psychological health, that is, satisfaction with life and happiness and six factors of social intelligence namely cooperativeness, confidence, sensitivity, tactfulness, sense of humour and memory. Optimism was found to be significantly and positively correlated with patience, cooperativeness, confidence and tactfulness and negatively correlated with memory. Further step-wise regression analysis revealed that out of eight, seven factors of social intelligence significantly predict one or the other positive health dimensions.

Karthy (2008) studied the social intelligence of teachers working in higher secondary schools. In this study the level of present teachers' social intelligence was moderate. A stratified random sample of 590

teachers working in higher secondary schools were selected for this study. In this study, there existed significant difference between the teachers working in higher secondary schools with above 15 years and those with below 15 years of teaching experience in their social intelligence as far as sensitivity and tactfulness were concerned. It was due to experience which has fostered emotional and intellectual maturity. If they get more experience, sensitivity and tactfulness in doing things will be developed to an appreciable level.

Gnanadevan (2007), in his study aimed at finding out the “Social intelligence of higher secondary students in relation to socio-economic status”. Social intelligence scale was administered to a random sample of 400 higher secondary students. The level of intelligence differed among the individuals. There were many factors external and internal affecting intelligence level. Socio-economic status was also one of the important factors affecting the social intelligence. The higher secondary students belong to the age of adolescence. Adolescence is a period of social awakening. For this purpose, the researcher attempted to analyze the social intelligence of higher secondary students in relation to their socio-economic status and he found that the social intelligence was high among the students and also the social intelligence scores differed significantly with respect to caste, mother’s education and parent’s income. They did not differ significantly with respect to gender, father’s education, father’s occupation and mother’s occupation.

Babu (2007) attempted to analyze the social intelligence and aggression among senior secondary school students. Sample size was 84 senior secondary school students of Malaappuram district. In his study, he found the social intelligence among senior secondary school students to be of average and they had a greater amount of aggression. Relationship

between social intelligence and aggression scores of senior secondary school students was found negative and negligible for the whole sample, and also gender based comparison of social intelligence was proved significant. Social intelligence based comparison of aggression was proved significant. A need for good approach and a well arranged social intelligence oriented package development and implementation in our schools was felt.

## **2. FOREIGN STUDIES**

Wallenius *et al.*, (2007) studied about Digital game playing and direct and indirect aggression in early adolescence. The roles of age, social intelligence and parent - child communication were analysed. This study examined in 478 Finnish 10 to 13 years old school children based on self-reports. The result confirmed that, digital game violence was directly associated with direct aggression, especially at age 10 but only among boys. The moderating role of social intelligence was substantiated among older boys; game violence was associated with indirect aggression among those with high level of social intelligence.

“Social preference, perceived popularity and social intelligence” was studied by Andreou (2006). In this study, relations among social preference, perceived popularity, social intelligence and two types of aggression behaviour were studied. Altogether, 403 Greek school children from fourth - through sixth - grade classrooms participated in the study. Both overt and relational aggression were negatively associated with social preference for girls; overt aggression was positively associated with perceived popularity for boys. Relational aggression was positively associated with perceived popularity for both boys and girls, and social information processing only for girls. In addition, as was hypothesized, relational aggression was predicted by cognitive aspect of social

intelligence whereas overt aggression by lack of social skills. Overt aggression was found to be a unique significant negative predictor of perceived popularity whereas relational aggression a positive predictor.

Social intelligence is a construct that has shown promising practical applications, but its use in research and applied setting has been limited by definitional problems and the complexity of most existing measures of social intelligence. The goal a present study was to adapt the Italian Version (Gini & Iotti (2004) “La Tromso Social intelligence scale: Traduzione e adattamenti alla popolazione Italiana” (TSIS) Italy: University of Padova) of the Tromso social intelligence scale. TSIS [Silvera, Martinussen, & Dahl (2001)]; to the adolescent population. The sample comprised 320 Italian adolescents, 132 boys and 188 girls. The analyses revealed the same factorial structure of the original scale and showed a good internal reliability. The items of the TSIS-IV were reasonably unbiased in terms of social desirability response bias (Gini, 2006).

“Discrimination of two aspects of cognitive - social intelligence from academic intelligence” was studied by Jones *et al.*, (1997). A multitrait – multi method study collected measures of social - cognitive flexibility crystallized social knowledge and academic problem solving from 169 high school seniors. Results support a division of social -cognitive intelligence into declarative and procedural social knowledge (crystallized) and flexible knowledge application as distinct from academic problem solving.

A study done by Wong *et al.*, (1997) based their analysis on Cattell’s (1971) distinction between fluid and crystallized intelligence in the social domain, crystallized intelligence reflects the individual’s accumulated fund of knowledge about the social world including his or her vocabulary for representing social behaviours and situations; fluid intelligence, by

contrast, reflects the individuals ability to quickly and accurately solve problems posed by novel social situations. In this study, they assembled four measures of each kind of ability including verbal and pictorial performance measures, self – ratings and teacher ratings. They also had multiple measures of academic ability. Confirmatory factor analyses testing various specific models of the relations between social and academic intelligence indicated that crystallized social intelligence was discriminable from fluid social intelligence, but not from academic intelligence.

Schneider (1996) asked subjects to generate descriptions of socially competent behaviour. These descriptions were then collected and reduced to form a social competence questionnaire in which subjects were asked to rate the extent to which each item described their typical social behaviour. A factor analysis revealed seven dimensions of social competence like extraversion, warmth, social influence, social insight, social openness, social appropriateness and social maladjustment. Composite scores on these dimensions were essentially uncorrelated with measures of quantitative and verbal / reasoning ability. On the basis of these findings, they concluded that it is time to lay to rest and residual notions that social competence is a monolithic entity, or that it is just general intelligence applied to social situations.

“Evidence for an oblique social intelligence factor established with a Likert - Based testing procedure” was done by Legree (1995) to explore theoretical issues inspired by the Likert response format. Two social insight scales were developed and administered to 391 Air force recruits and the results demonstrate the applicability of the probabilistic response format to measure differences in non traditional knowledge domain and the existence of a factor that may be interpreted as social insight.

Wong *et al.*, (1995) constructed measures of social perception (accuracy in decoding verbal and nonverbal behaviour), social insight (accuracy in interpreting social behaviour) and social knowledge (awareness of the rules of etiquette). Factor analysis showed that social perception and insight were closely related; neither of these dimensions was closely related to social knowledge and none of the social abilities was related to traditional academic ability.

“First-order and Higher-order factors of creative social intelligence within Guilford’s structure-of-intellect model: A Reanalysis of a Guilford Data Base” was done by Chen shyuefee *et al.*, (1993). In this study, confirmatory maximum likelihood factor analysis determined how accurately each of several hypothesized combinations of first-order and higher - order factors reflecting creativity in the social intelligence of 192 high school students were described. The covariation in selected submatrixes from the total correlation matrix were originally analysed and also they found that the results support Guilford’s structure - of - intellect model.

Cronin *et al.*, (1993) discussed the concept of social intelligence (SI) including its history and contexts in which it may be valid; assessed social intelligence from the perspectives of information management, information policy and information economics. Reviews tools and techniques associated with social intelligence including networks, hypermedia and connectionism and considers education and training for social intelligence.

“Reliability of seven measures of social intelligence in a sample of adolescents with mental retardation” was studied by Mathias *et al.*, (1992). Evaluation of the reliability of seven measures assessing social cognitive variables hypothesized to define social intelligence with a total of 125 adolescents with mental retardation. Found high to very high interrater

reliability coefficients; moderate to very high internal reliabilities, and moderate to high test – retest reliabilities.

Gabrielsen *et al.*, (1992) made an attempt on “the role of self-monitoring, conformity and social intelligence in selection of a college major”. A self monitor is an individual who adopts a social orientation, so that he or she can manage self presentation. Self monitors are likely to modify their academic choices to fit social situations or others’ expectations. Subjects of the study were 38 male and 54 female volunteer general psychology students, including 52 freshmen, 24 sophomores, 9 juniors, and 7 seniors, 31.5 of whom had changed majors at least once and the results indicated that self monitoring played a role in selection of college majors. However, data also indicated that the direct influence of close friends was not what most persuaded self monitors with regard to choice of major. The study also found that high self monitors were attracted to majors requiring low social intelligence suggesting that self monitors prefer enterprising but not necessary social occupations where they not others can be the center of attention.

Stricker (1990) administered a battery of performance measures of social intelligence and found that subjects’ accuracy in judging a person and a situation portrayed in a videotaped interview was correlated with verbal ability.

“Social intelligence and decoding of nonverbal cues” was discussed by Barnes, *et al.*, (1989). The relationship between non-verbal decoding ability and social intelligence defined as the ability to decode social information accurately, was studied using 40 adults. Results were discussed in the framework of R.J. Sternberg’s triarchic theory of human intelligence. Decoding skills appeared to be an important part of social intelligence.

Conformatory maximum likelihood factor analysis was used to determine how accurately each of the several hypothesized combinations of first-order and / or higher-order factors could describe the covariation within selected submatrices taken from the total correlation matrix originally analyzed by O' Sullivan *et al.* Focus was on evaluating the goodness-of-fit of six models portraying different hypothesized factor structures and reproducing selected correlation sub-matrices established from a total correlation matrix of variables including both anchor tests or reasonably well-established factorial content and experimental measures of social intelligences designed to reflect selected constructs within the structure-of-intellect model of intelligence. Results indicate that confirmatory analysis permitted the reproduction of first and higher -order factors within the social intelligence portion of the structure-of- intellect model ; a single higher-order or general factor of behavioural content constitutes a viable alternative to account for much of the covariance among the 23 measures of behavioural cognition that were tested; and the first order factors identified by O'sullivan *et al.*, were not supported (Dunmire *et al.*, 1988).

Marlowe (1986) made an attempt on "Social intelligence: Evidence for multidimensionality and construct independence". A multidimensional model of social intelligence was empirically derived. Through the use of factor analytic techniques. Five domains of social intelligence were identified and found to be independent of verbal and abstract intelligence.

Marlowe (1985) discussed the topic "Social intelligence: Implications for Adult Education". In that they discussed the importance of social intelligence, how to include it in training needs assessment and how to include it in the frame work of other technical training, suggesting a

prototypical curriculum for social intelligence development, student competencies and social intelligence skills for needs assessment.

“The place of social intelligence in a Taxonomy of cognitive abilities” was studied by Frederiksen (1984). An investigation of social behaviour measures obtained from interviews and a wide variety of cognitive variables rarely produced significant relations and the results suggested that rather than trying to place social intelligence within cognitive abilities taxonomy, a separate taxonomy of social intelligence should be developed.

Ford (1983) analyzed “the nature of social intelligence and its process and outcomes”. They provided the information that two approaches used to study social intelligence can be categorized as implicit and explicit theories. Implicit theories include four major ideas and explicit theories focus on two sets of interrelated abilities. The single most important process is social planning ability. Other processes that appear to be important were an individual’s perception of control, competence, empathy, goal – directedness and degree of interest in social kinds of accomplishments. An empirically coherent domain of social abilities can be identified if one stops trying to conceptualize social intelligence as purely a cognitive phenomenon and views it instead in terms of effective social behaviour that results from the interaction of a variety of psychological and socio-cultural process.

Snyder *et al.*, (1983) studied the relationship of performance on standardized tests in mathematics and reading to two measures of social intelligence and one of academic self – esteem for two samples of primary school children. The purpose of this study was to provide evidence of the validity of two measures of social intelligence and a self – esteem scale relative to mathematics and reading achievement. The social intelligence

measures showed modest degrees of concurrent and predictive validity; the academic self – esteem measures failed to demonstrate its validity.

A further search for social intelligence was done by Ford *et al.*, (1983). A behavioural effectiveness criterion was employed to conceptually and operationally define social intelligence. Using Keatings, a search for social intelligence as a methodological model, this study examined four measures of academic intelligence and six measures of social intelligence using three different correlational procedures.

Ford and Tisak (1983) conducted a substantial study involving over 600 high-school students. Four measures of verbal and mathematical ability were derived from school records of grades and standardized test scores. Social intelligence was measured by self, peer and teacher - ratings of social competence. Hogan's (1969) empathy test, self - reports of social competence-and the judgement based on an individual interview, he found that the measures of academic and social intelligence loaded on different factors. Moreover, the three ratings of social competence and Hogan's empathy scale were more highly predictive of the interview ratings of social competence than were the academic measures. Ford and Tisak attributed these results to the selection of social intelligence measures according to a criterion of behavioural effectiveness in social situations, rather than cognitive understanding of them.

D'urso, (1978) discussed about “an evaluation of Dewey's social intelligences”. Dewey's notion of applying the method of social intelligence to the solution of social problems was critically reviewed with special emphasis on his failure to come to terms with the question of concentrated social power in America. Theoretical ambiguities as well as unclear ideas on the practical agencies of social change were pointed out.

In a study on “A search for social intelligence” by Keating, (1978). Three measures of academic intelligence and three measures of social intelligence were investigated in a group of college students. In the social domain, intradomain correlations were no higher than interdomain, factor analyses produced no identifiable social factor and academic measures were better at predicting a social competence criterion than social measures.

Osipow *et al.*, (1973) investigated “Social intelligence and the selection of counsellors”. Despite the limitations in the results of this study, these results were tentatively interpreted to indicate that the Tests of Social intelligence have potential worth for further investigation in the identification of conselor trainees.

Hendricks (1969) made an attempt in “Measuring creative social intelligence”. This study investigated social intelligence in relation to individuals coping with other persons. In terms of structure of intellect theory, the first of these two areas included six behavioural cognition abilities, one for each kind of product or mental construct of information. The second included six behavioural divergent production abilities concerned with the generation of behavioural ideas in quantity and variety.

A research on “social intelligence, achievement and the elementary school child” was done by Bailey (1968). This study assessed the social intelligence component using the Friendship Rating scale. In a cohesive fifth grade class, peer acceptance was found to covary with academic achievement at the same magnitude that such achievement related with measured intelligence. Self ratings were not as efficient as peer ratings in the prediction of academic success.

O’Sullivan *et al.*, (1965), administered a battery of creative social intelligence tests, 22 for divergent production of behavioral products and

another 16 representing 8 categories of cognition of behaviour and divergent production in the semantic domain to 252 high-school students. As might be expected, scoring divergent production proved considerably harder than scoring cognitions, as in the former case there was no one best answer and the subject's responses must be evaluated by independent judges for quality as well as quantity. Principal components analysis yield 15 factors with six factors clearly interpretable as divergent production in the behavioral domain.

O' Sullivan *et al.*, (1965) conducted a normative study in which 306 high school students received 23 different social intelligence tests representing the six hypothesized factors, along with 24 measures of 12 non – social ability factors. A principal factor analysis with orthogonal notation yielded 22 factors including the 12 non-social reference factors and 6 factors clearly interpretable as cognition of behaviour. In general, the six behavioral factors were not contaminated by non – social semantic and spatial abilities. Thus, O' Sullvian et al., apparently succeeded in measuring expressly social abilities which were essentially independent of abstract cognitive ability.

Hunt (1928) originally validated the George Washington Social Intelligence Test [GWSIT] through its correlations with adult occupation status, the number of extracurricular activities pursued by college students, and supervisor ratings of employees ability to get along with people. However some controversy ensued about whether social intelligence should be correlated, with personality measures of sociability or extraversion. However, the GWSIT came under immediate criticism for its relatively high correlation with abstract intelligence.

## **CONCLUSION**

The review elicits the fact that the concept of social intelligence has been postulated long back. The changing social scenario calls for a set of modification in the perception of it and the assessment requires a new insight. Lack of latest research work in India spells out the need for the educationist to change their focus and conduct studies afresh. A detailed description of the variables and methodology of the research are given in the next chapter.

# **CHAPTER -III**

## **METHODOLOGY**

### **INTRODUCTION**

Research is composed of two words 're' and 'search' which means to search again, or to search to new facts or to modify older ones in any branch of knowledge. It provides an analytical framework for the subject matter of investigation. It establishes the relationship between different variables especially the relationship of the dependent variables with the independent variables. The researcher should be objective and logical in applying every possible test to verify the data collected and the procedures employed.

The methodology used in the present investigation is discussed under the following headings:

- A. Method adopted for the study
- B. Selection of the tool
- C. Description of the tool
- D. Jury opinion
- E. Establishment of validity & Reliability
- F. Selection of area
- G. Sample selected for the study
- H. Administration of the tool
- I. Variables of the study
- J. Statistical Analysis

### **A. METHOD ADOPTED FOR THE STUDY**

The study on "Social intelligence of student teachers" is an exploratory type of research work. Exploratory research is that kind of

study in which the investigator has to gather information from reliable sources and analyze to arrive at facts.

In this study, to know the social intelligence of student teachers and in order to achieve the objectives of the study the investigator selected the survey method.

Survey (Krishnasami, 2006) is a fact finding study. It is a method of research involving collection of data directly from a population or a sample there of at a particular time. It requires expert and imaginative planning, careful analysis and rational interpretation of the findings.

## **B. SELECTION OF THE TOOL**

The investigator used the standardized tool “Social Intelligence Scale [SIS], prepared by Chadha and Usha Ganeshan (2004). This scale consisted of eight dimensions namely patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory.

## **C. DESCRIPTION OF THE TOOL**

### **a) Personal Data Sheet**

In order to obtain relevant personal information about the student teachers, a personal data sheet has been developed and administered by the investigator. It consisted of personal information such as name, age, gender, name of the college, optional subject, graduation level, additional qualifications, medium of instruction, locale, type of residence, marital status, type of family and family details. The personal data sheet prepared and used by the investigator is given in Appendix-1.

b) The standardized multi-dimensional social intelligence scale consisted of 66 items, in the form of statements. In the case of six dimensions namely patience, cooperativeness, confidence, sensitivity, sense of humour and

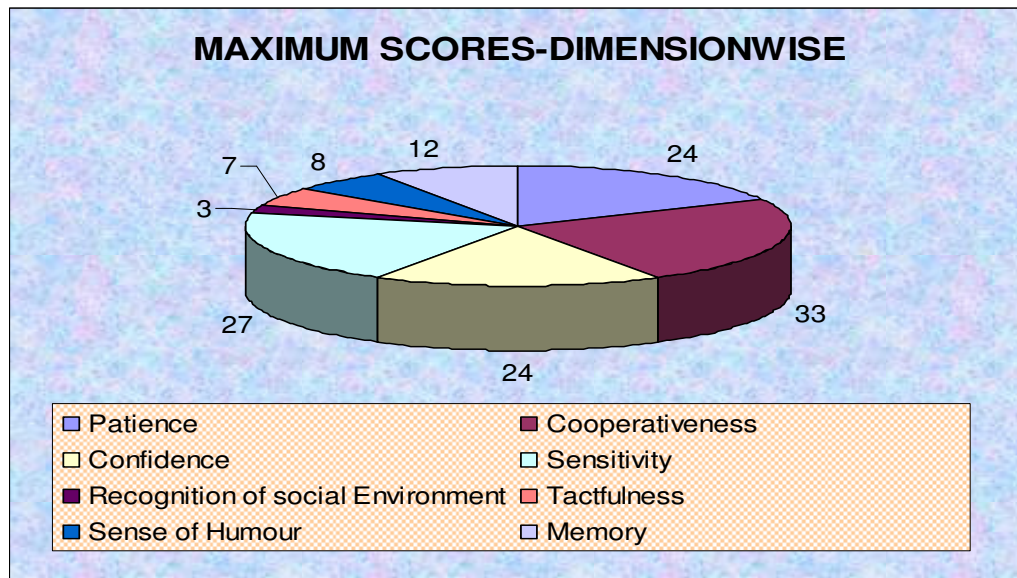
recognition of social environment, the respondent was given a choice of three alternatives for each item and was asked to choose one. For the other dimension tactfulness, the responses were in the form of 'yes' or 'no' type and for 'memory' it was open-ended type.

The scale measures the social intelligence regarding its eight dimensions and is made up of 8 items for patience, 11 items for cooperativeness, 8 items for confidence, 9 items for sensitivity, 3 items for recognition of social environment, 7 items for tactfulness, 8 items for sense of humour and 8 items for memory. But the items in the final form were jumbled.

The maximum scores of social intelligence scale are 138 and dimensionwise scores are tabulated below (Table-I), and it is graphically represented in the figure 5:

**TABLE-I**  
**MAXIMUM SCORES –DIMENSIONWISE**

S.No	DIMENSIONS	MAXIMUM MARKS
1.	Patience	24
2.	Cooperativeness	33
3.	Confidence	24
4.	Sensitivity	27
5.	Recognition of social Environment	3
6.	Tactfulness	7
7.	Sense of Humour	8
8.	Memory	12
	<b>TOTAL</b>	<b>138</b>



*Fig.5*

#### **D. JURY OPINION**

The tool was a standardized one. It was translated into Tamil and the correctness of translation was justified with experts in Education and Tamil. The social intelligence scale with Tamil translation is given in Appendix 2.

#### **E. ESTABLISHMENT OF VALIDITY AND RELIABILITY**

Reliability refers to the consistency of the measures of behaviour (Elmes, 1995). Freeman states that the term reliability refers to “the extent to which the tool gives consistent results on testing and retesting”. Reliability is one of the first and foremost characteristics of any measuring tool.

Validity refers to the truthfulness of a measure a valid measure of a concept is on. (Shughnessy, 1997).

The tool being a standardized one, the validity and reliability have been established by the authors, Chadha and Usha Ganeshan (attached in Appendix 3).

#### **F. SELECTION OF AREA**

The areas selected for the purpose of the study were Coimbatore and Erode districts.

#### **G. SAMPLE SELECTED FOR THE STUDY**

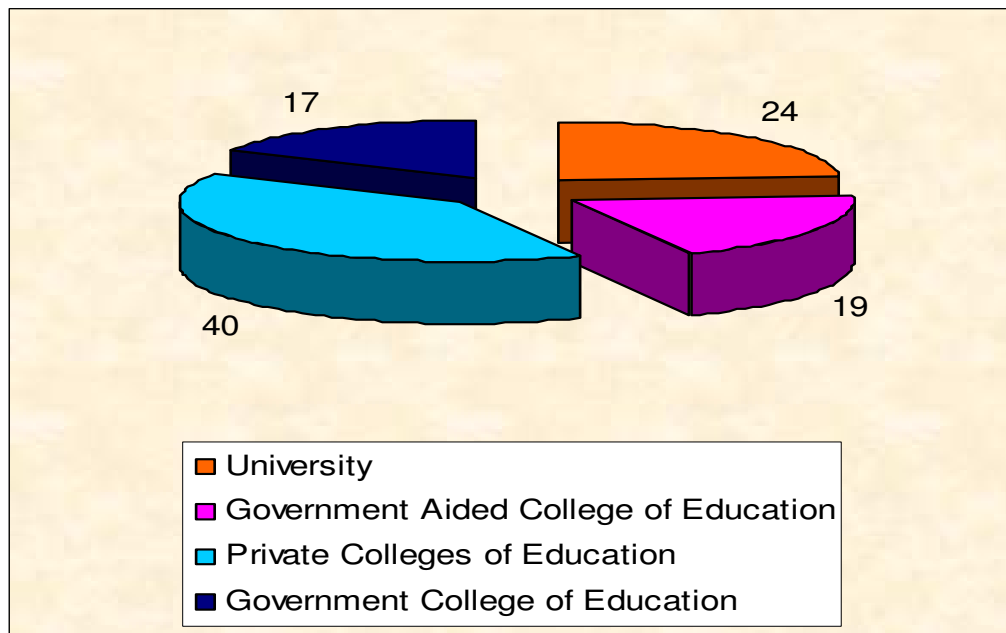
According to Gay (2001), “Sampling is the process of selecting a number of individuals for a study in such a way that the individual represents the larger group from which they were selected”.

The present study has its focus on student teachers of B.Ed course. Random sampling technique was used to ensure representativeness without any bias. In selecting the sample, care was taken with due representation of factors gender, locality and type of institutions, as variables of the study.

The following Table II indicates the number of samples selected for the final study with regard to their type of institution and is graphically represented in fig 6:

**TABLE-II**  
**DISTRIBUTION OF SELECTED STUDENT TEACHERS**

S.No	Type of Institution	No. of Samples	Percentage
1.	University a) Avinashilingam University for Women, Coimbatore	134	24
2.	Government Aided College of Education a) Sri Ramakrishna Mission Vidhyalaya College of Education,Coimbatore	110	19
3.	Self-finance Colleges of Education a) Vellalar College of Education for Women, Erode b) Shivparvathi Mandradiar College of Education, Erode c) P.P.G College of Education, Coimbatore	221	40
4.	Government College of Education Government College of Education for Women, Coimbatore	100	17
	Total	565	100



**Fig.6**

*Distribution of selected student teachers*

## **H. ADMINISTRATION OF THE TOOL**

The investigator obtained the required permission from the principals and administrators in the Colleges of Education to conduct the study. The investigator went to Colleges of Education and administered the social Intelligence scale to the samples. Rapport was created with the respondents before the administration of the tools. The purpose of this study was explained to them and they were asked to give their responses frankly in the response sheet.

Before filling the social Intelligence scale, all respondents were asked to fill personal data sheet containing a few basic questions on matters such as name, age, gender, name of the college, locale, medium of instruction and family details. After getting this done, the investigator gave necessary directions as to how to answer the social intelligence scale. The respondents were asked to read the instructions which is given in each sections and understand each statement properly and then put the (X) mark

on a cell against the chosen answer for every statement on the response sheet .

It took nearly 40 minutes for the sample to fill the information related to the background details and also Social Intelligence Scale. The subjects were co-operative in data collection. The importance of enhancing social intelligence among the student teachers is very essential. For this purpose, the investigator had prepared a pamphlet for student teachers and it was distributed to them which will facilitate them to enhance their social intelligence by self study. (Pamphlet enclosed in Appendix 4)

## **I. VARIABLES OF THE STUDY**

The variables like gender, previous degree level, Locale and type of institutions were considered in the present study and is shown in Table III:

**TABLE -III**  
**DETAILS OF SELECTED VARIABLES OF THE STUDY**

S.No	Variables		No. of the student teachers	Percentage
1.	Gender	Male	127	22
		Female	438	78
2.	Degree level	Graduate	311	55
		PostGraduate	254	45
3.	Type of Institution	University	134	24
		Aided Colleges	110	19
		Private colleges	221	39
		Government Colleges	100	18
4.	Locale	Urban	251	44
		Rural	314	56

## **J. STATISTICAL ANALYSIS**

The collected data were consolidated, tabulated and analyzed statistically by using mean and standard deviation, test of significance ('t'-test and ANOVA).

### **i) Mean and Standard Deviation**

Mean and standard deviation were done using the result of the study to make simple comparisons whenever necessary.

## **Formula**

A. Mean

$$\bar{X} = \frac{\sum x}{N}$$

where ,  $\bar{X}$  =Mean

$\sum X$  = sum of all the values of the variables

N= Number of observations.

B) Standard Deviation

$$\sigma = \sqrt{\frac{\sum x^2}{N}} \quad \text{Where } x = (\bar{x} - x)$$

$\sigma$  = standard deviation

X= value of the variable x;

$\bar{X}$  = Mean

N= Number of observations.

## **CONCLUSION**

Systematic procedure has been followed in the conduct of the study and the results are discussed in the following chapter.

# **CHAPTER – IV**

## **RESULTS AND DISCUSSIONS**

### **INTRODUCTION**

In this chapter the data obtained in the final study on “Social Intelligence of Student teachers” has been analyzed to find out the level of social intelligence of student teachers. The term ‘analysis’ refers to the computation of certain measures along with searching for patterns and relationships that exist among the data groups (Kothari, 1990).

Social Intelligence Scale (SIS) developed by Chadha and Usha Ganeshan (2004) was used to collect information about the student teachers. The collected data was statistically analyzed and interpreted using descriptive and quantitative analysis and is discussed under the following headings :

#### **Descriptive Analysis**

- Profile of the Sample
- Overall Social Intelligence scores of the student teachers
- Social Intelligence scores of the sample dimensionwise

#### **Quantitative Analysis**

- Comparison of the social intelligence scores of the student teachers.
- Comparison of the social intelligence scores and dimensionwise scores of the student teachers according to gender.
- Comparison of the social intelligence scores and dimensionwise scores of graduate and postgraduate student teachers.
- Comparison of the social intelligence scores and dimensionwise scores of student teachers according to the locality.
- Comparison of the social intelligence scores and dimensionwise scores of student teachers studying in different types of institutions.

## Descriptive Analysis

The background details of the student teachers were tabulated by the investigator, to consolidate the general information of the sample and is given in Table-IV and in figure 7:

**TABLE – IV**  
**PROFILE OF THE STUDENT TEACHERS**

S.No.	Particulars	Number	Percentage	
1.	Marital status	Married	86	15
		Unmarried	479	85
2.	Type of family	Nuclear	422	75
		Joint	143	25
3.	Age level	19 -25 years	492	87
		26 – 32 years	68	12
		Above 32 years	5	1
4.	Family income (Monthly)	Upto Rs. 10,000	384	68
		Rs.10,001 – 20,000	113	20
		Rs.20,001 – 30,000	35	6
		Above Rs. 30,000	33	6
5.	Locale	Urban	251	44
		Rural	314	56

From the above table, it is inferred that 15 percent of the student teachers were married and the rest 85 percent were unmarried.

Regarding “Type of Family” 75 percent of student teachers were from nuclear family and 25 percent from joint family.

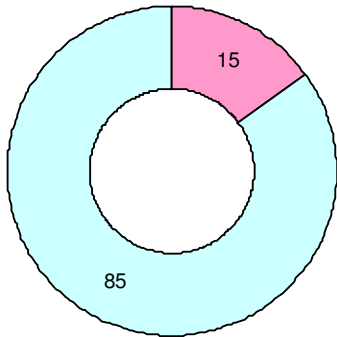
With reference to ‘Age Level’ 87 percent of the student teachers were in the age level of 19-25 years, 12 percent of them in 26-32 years age

level and 1 percent of them were above 32 years. The mean age of the sample was 23 and majority of them belong to 19-25 years of age.

With regard to 'Family Income', the family income of the 68 percent of the student teachers was upto Rs.10,000 ; the family income of 20 percent of the student teachers was between Rs. 10,001-20,000 and the family income of 6 percent student teachers was between Rs. 20,001-30,000 and the family income of 6 percent student teachers was above Rs.30,000. The mean income of the sample was Rs. 10,350 and a majority of them belong to lower middle income group .

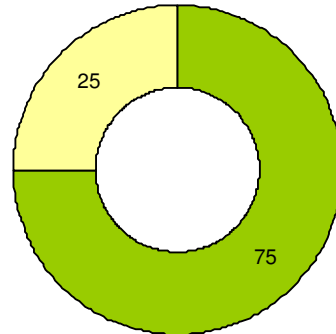
Regarding locality of the sample, 44 percent of the student teachers studied in institutions located in urban areas and 56 percent in rural areas.

**Marital status**



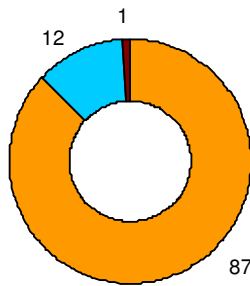
■ Married □ Unmarried

**Type of family**



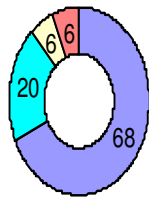
■ Nuclear □ Joint

**Age level**



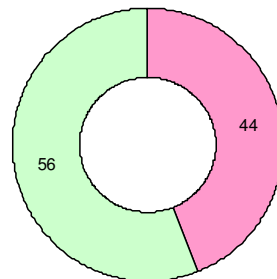
■ 19 -25 years    ■ 26 - 32 years  
■ Above 32 years

**Family income (Monthly)**



■ Upto Rs. 10,000    ■ Rs. 10,001 - 20,000  
■ Rs. 20,001 - 30,000    ■ Above Rs. 30,000

**Locality**



■ Urban □ Rural

**Fig.7**

**PROFILE OF THE STUDENT TEACHERS**

**ACADEMIC PROFILE OF THE STUDENT TEACHERS**

The academic profile of the student teachers studied is shown in the following Table -V and it is represented in the figure 8:

**TABLE - V**

**ACADEMIC PROFILE OF THE STUDENT TEACHERS**

<b>S.No.</b>	<b>Particulars</b>		<b>Numbers</b>	<b>Percentage</b>
1.	Type of Institution	Government	100	17
		Government -aided	110	19
		University	134	24
		Self-finance	221	40
2.	Subject Specification	Arts/Commerce	219	39
		Science	346	61
3.	Residence Type	Hostlers	350	62
		Day Scholars	215	38
4.	Degree Level	Graduates	310	55
		Post Graduates	255	45
5.	Medium of Instruction	Tamil	209	37
		English	356	63

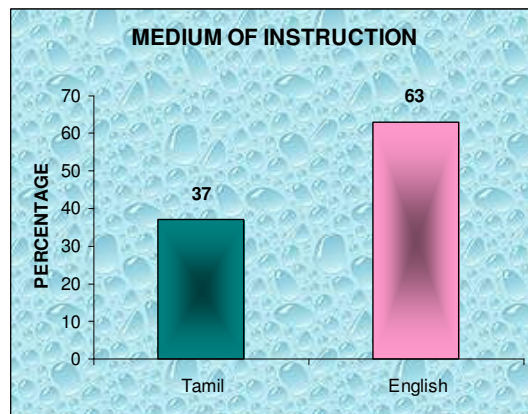
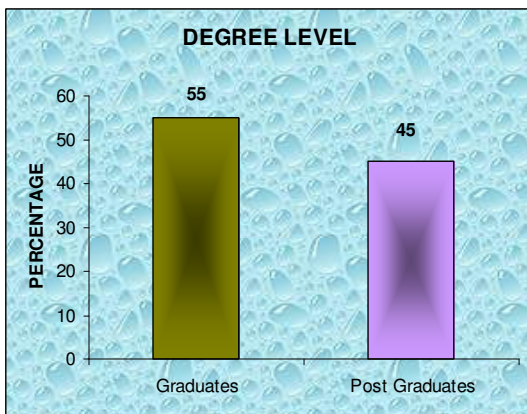
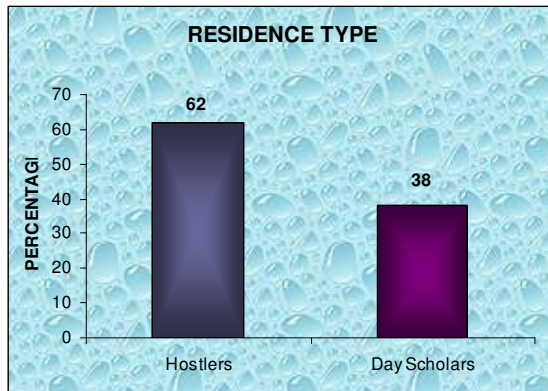
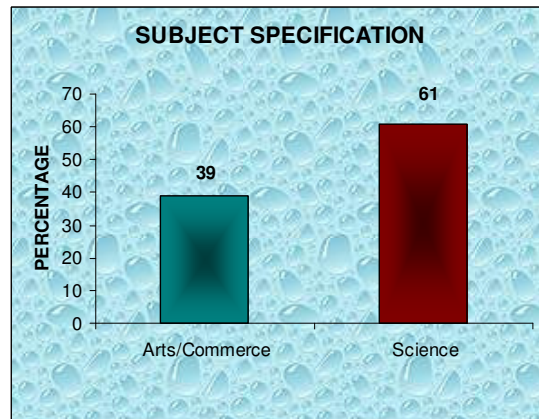
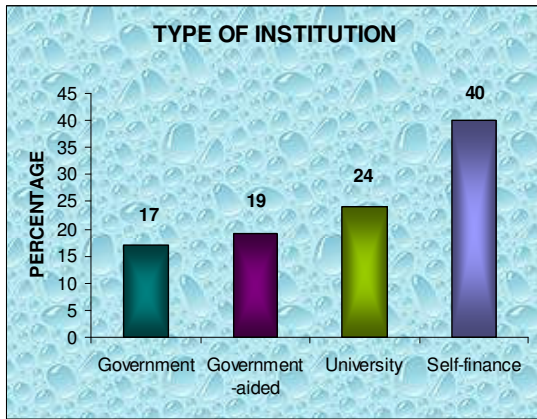
The above table provided the information related to the academic side of the student teachers. In that, the first category, 'Type of Institution', 17 percent of the sample were studying in the Government Colleges of Education, 19 percent of the sample are studying in Government Aided College of Education, 24 percent of the sample were studying in University (Faculty of Education) and 40 percent of the sample were studying in self-finance Colleges of Education.

It was found that 39 percent of the sample belonged to Arts/Commerce groups namely Tamil, English, Commerce, Economics, Geography or History and 61 percent belonged to Science groups namely Mathematics, Physical Science, Biological Science, Special Education, Home Science or Computer Science in the category of subject specialization.

In the category of 'Residence Type', 62 percent of the student teachers were hostlers and the remaining 38 percent were day scholars.

Regarding 'Graduation level' it is revealed that 55 percent of student teachers were Graduates and 45 percent of them were Post-Graduates.

Regarding 'Medium of Instruction' 63 percent of the student teachers studied in English Medium and 37 percent of them in Tamil Medium.



*Fig .8*

**ACADEMIC PROFILE OF THE STUDENT TEACHERS**

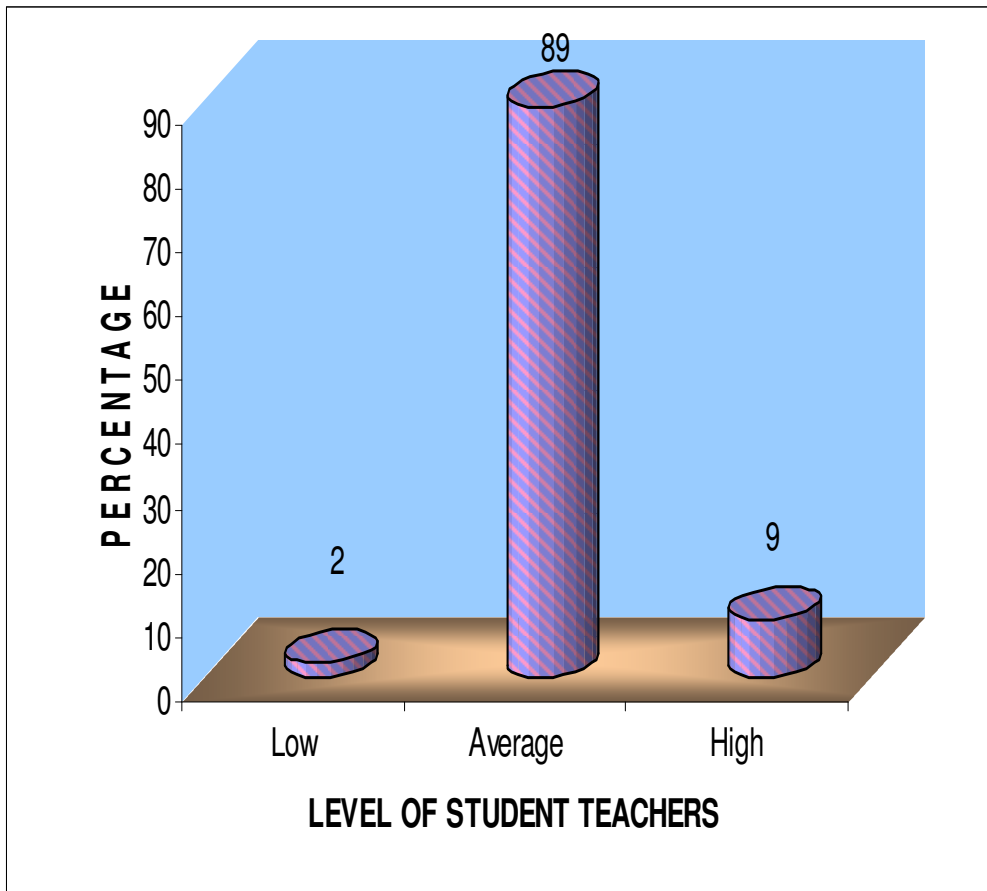
### **Overall Social intelligence scores of the Student Teachers**

The following Table-VI represents the overall social intelligence scores of the student teachers and is shown in the figure 9:

**TABLE – VI**  
**Overall social intelligence scores**  
**of the student teachers**

<b>S. No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Low(<85)	10	2
2.	Average(85-115)	502	89
3.	High(>115)	53	9
	Total	565	100

From the above table it is evident that 2 percent of the student teachers had low level of social intelligence with their scores being less than 85, and majority of the sample (89 percent) had an average social intelligence between the score range of 85-115. About 9 percent of the sample had the social intelligence scores of high level which is greater than 115. So, it is inferred that majority of the student teachers had an average level of social intelligence.



**Fig.9**  
**Overall social intelligence scores**  
**of the student teachers**

### **Social intelligence scores of the sample dimensionwise -‘Patience’**

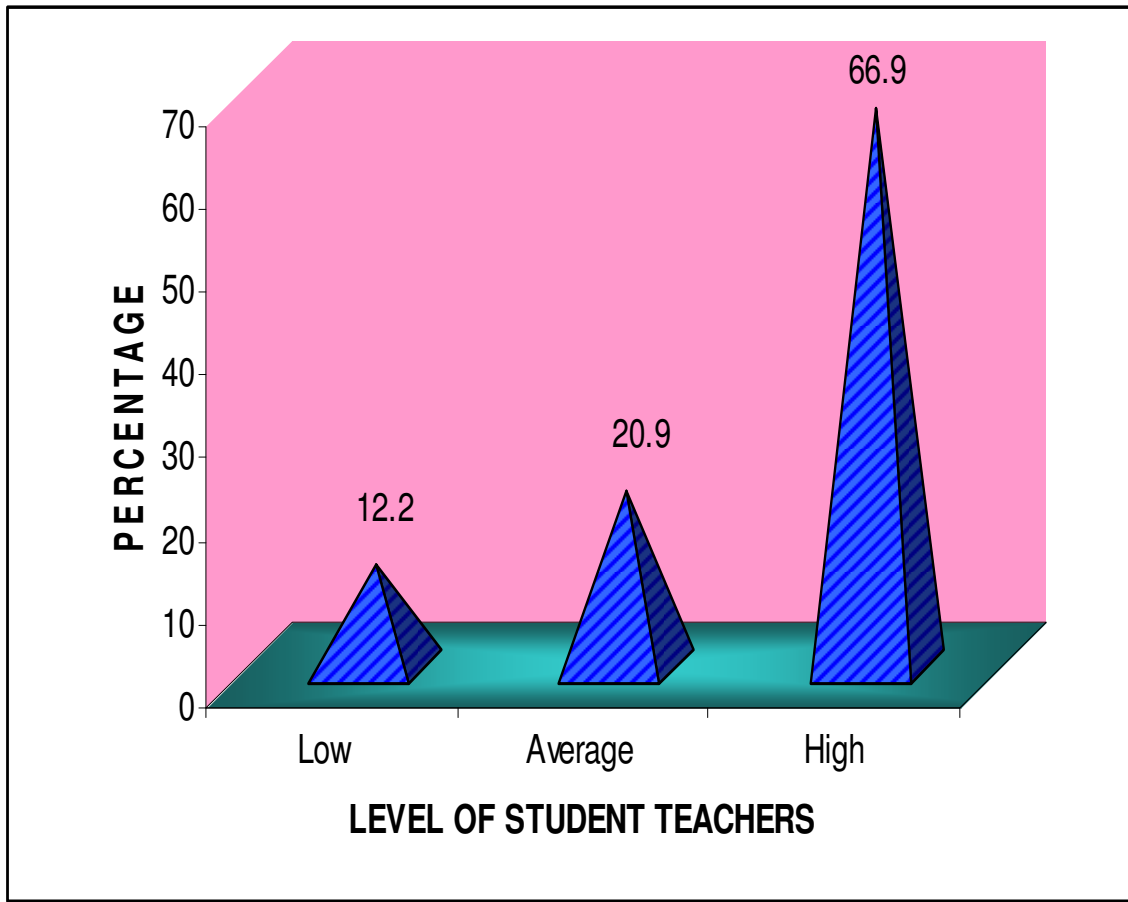
The scores obtained in the first dimension-‘Patience’ by the student teachers are shown in the following Table-VII and in the figure 10:

**TABLE – VII**

#### **Social intelligence scores of the sample in dimension -‘Patience’**

<b>S. No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Low ( $\leq 17$ )	69	12.2
2.	Average (18, 19)	118	20.9
3.	High ( $\geq 20$ )	378	66.9
	Total	565	100

From the above table, it is clear that scores of student teachers in the dimension ‘patience’ of social intelligence are analyzed and categorized as low, average and high depending on the score range given in the manual of this tool (attached in Appendix 3). It shows that 12.2 percent of student teachers had patience in low level, with the score range which is less than or equal to 17; 20.9 percent of student teachers had an average level of patience with the score range of 18 and 19, and 66.9 percent of the student teachers had high level of patience with the score range greater than or equal to 20. So, it is concluded that majority of the student teachers had high level of social intelligence in the dimension patience.



**Fig .10**

**Social intelligence scores of the sample in dimension -'Patience'**

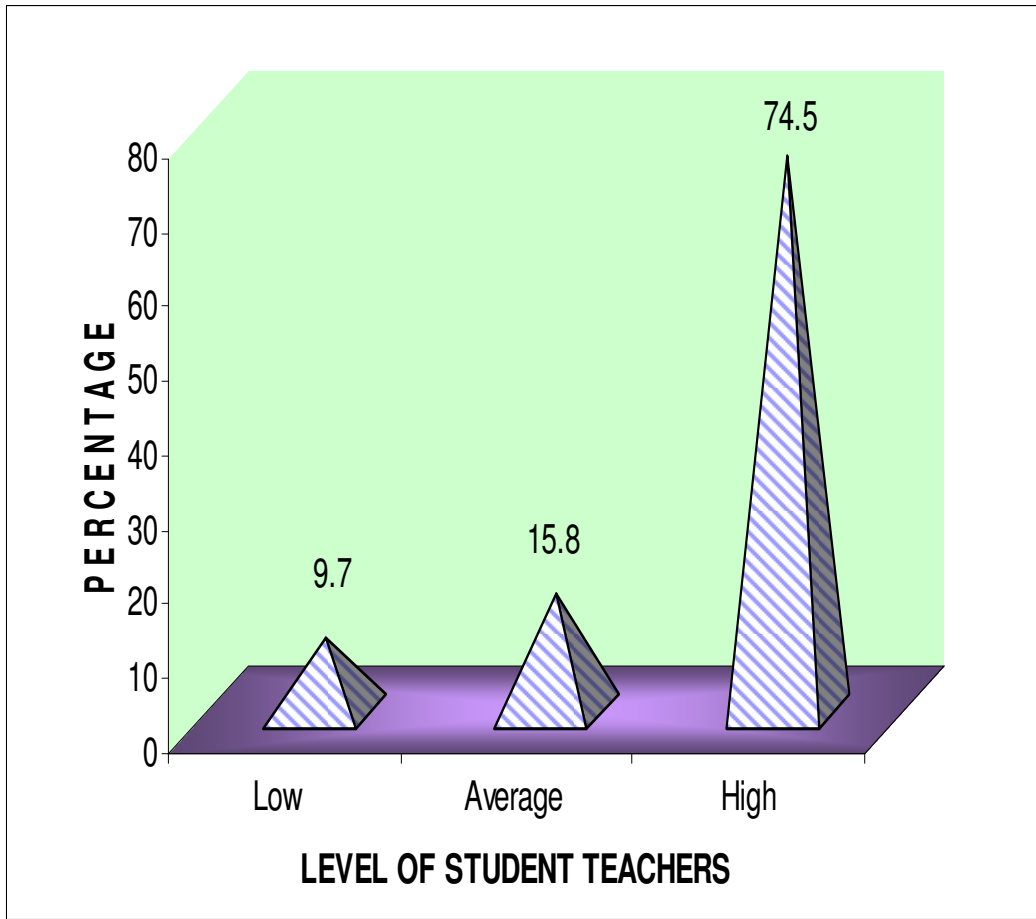
**Social intelligence scores of the sample dimensionwise -  
'Cooperativeness'**

In the dimension 'cooperativeness' scores of student teachers are analyzed and it is categorized into low, average and high as depicted in the following Table-VIII and shown in the figure 11:

**TABLE-VIII**  
**Social intelligence scores of the sample in dimension -  
'Cooperativeness'**

<b>S. No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Low ( $\leq 24$ )	55	9.7
2.	Average (25,26)	89	15.8
3.	High ( $\geq 27$ )	421	74.5
	Total	565	100

From the above table, it is evident that the scores of the sample in the dimension of 'cooperativeness' of social intelligence are found to be from 19 to 31. They are grouped as low, average, high depending on the score range given in the manual of this tool (attached in Appendix 3). It is seen that 9.7 percent of the student teachers had low level of cooperativeness; 15.8 percent of them had an average level of cooperativeness and 74.5 percent of the sample had high level of cooperativeness. It is inferred that majority of the student teachers are highly cooperative.



**Fig.11**  
**Social intelligence scores of the sample in dimension -**  
**‘Cooperativeness’**

### **Social intelligence scores of the sample dimensionwise- ‘Confidence’**

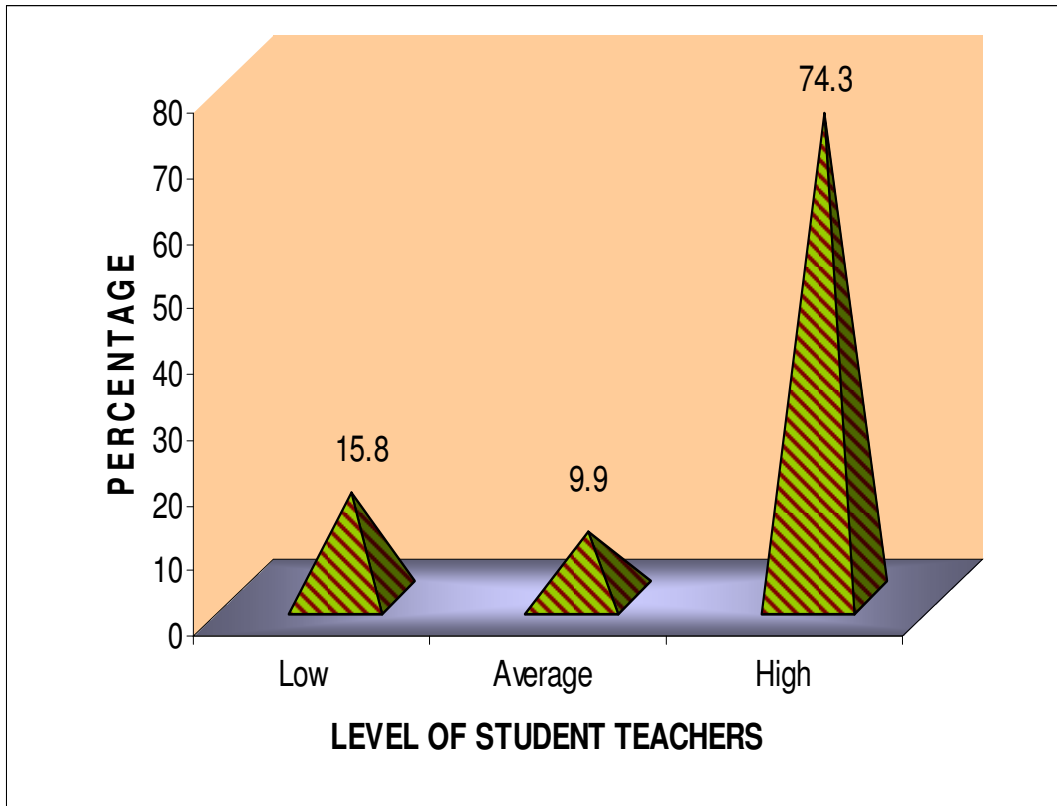
The scores of student teachers in dimension confidence of social intelligence are depicted in the following table-IX and figure 12:

**TABLE – IX**

#### **Social intelligence scores of the sample in dimension- ‘Confidence’**

<b>S. No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Low ( $\leq 18$ )	89	15.8
2.	Average (19)	56	9.9
3.	High ( $\geq 20$ )	420	74.3
	Total	565	100

From the above table, it is inferred that the ‘confidence’ scores of student teachers in social intelligence range from low to high compared to the score range given in the manual of the tool (attached in Appendix 3). It is evident that 15.8 percent of the student teachers had a low level of confidence, with the score range which is less than or equal to 18; 9.9 percent of the student teachers had an average level of confidence with the score 19, and 74.3 percent of the student teachers had a high level of confidence with the score range which is greater than or equal to 20. So, it is concluded that the majority of the student teachers (74.3 percent), had a high level of confidence.



**Fig.12**

**Social intelligence scores of the sample in dimension - 'Confidence'**

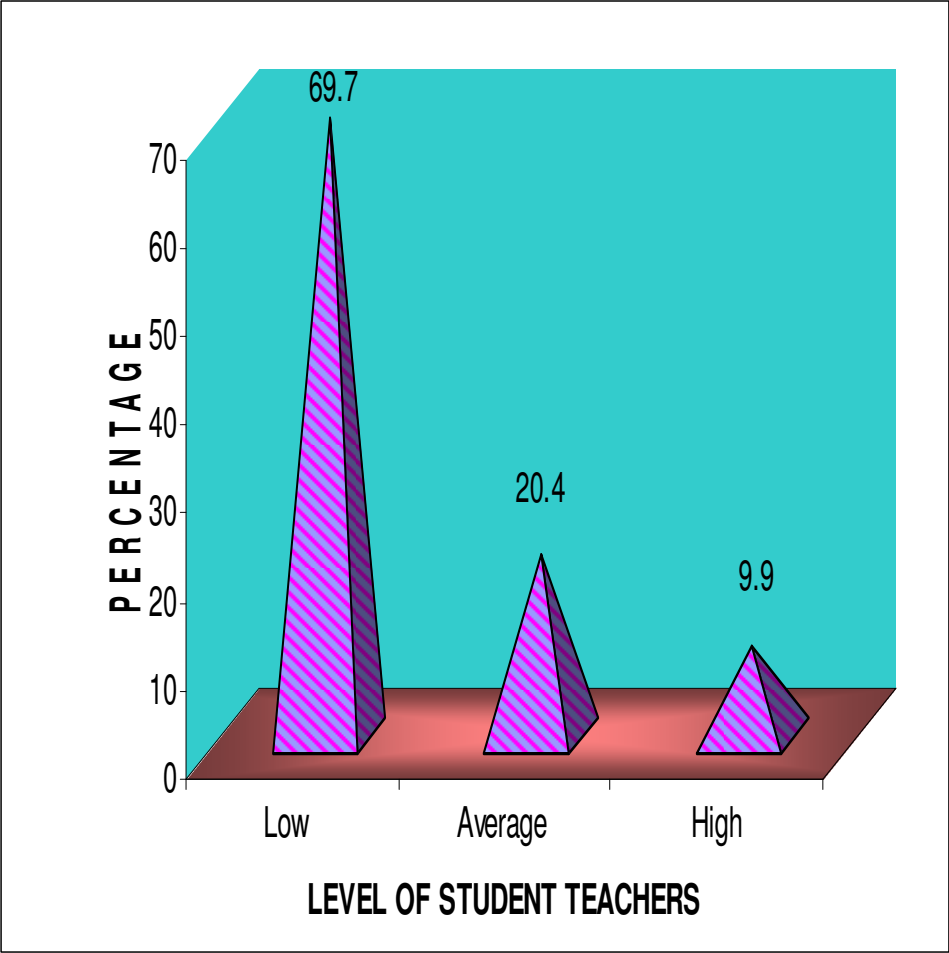
### **Social intelligence scores of the sample dimensionwise- ‘Sensitivity’**

Scores of student teachers in the dimension sensitivity of social intelligence categorized in the following Table-X and in the figure 13:

**TABLE – X**  
**Social intelligence scores of the sample in dimension-**  
**‘Sensitivity’**

<b>S. No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Low ( $\geq 23$ )	394	69.7
2.	Average (20 – 22)	115	20.4
3.	High ( $\leq 19$ )	56	9.9
	Total	565	100

From the above table, it is clear that the ‘Sensitivity’ scores of student teachers in social intelligence are categorized into low, average or high depending on the score range which is given in the manual of the tool (attached in Appendix 3). It also further reveals that 69.7 percent of student teachers had low level of sensitivity regarding the score range which is greater than or equal to 23 ; 20.4 percent of the student teachers had an average level of sensitivity with the score range 20-22 and 9.9 percent of the sample had high level of sensitivity with the score range which is less than or equal to 19. So, it is inferred that majority of the student teachers 69.7 percent had low level of sensitivity. The qualitative description indicates that the scores of low level (less or equal to 23) is highly sensitive. So 69.7 percent of the student teachers’ sensitivity is very high.



**Fig.13**

**Social intelligence scores of the sample in dimension-  
'Sensitivity'**

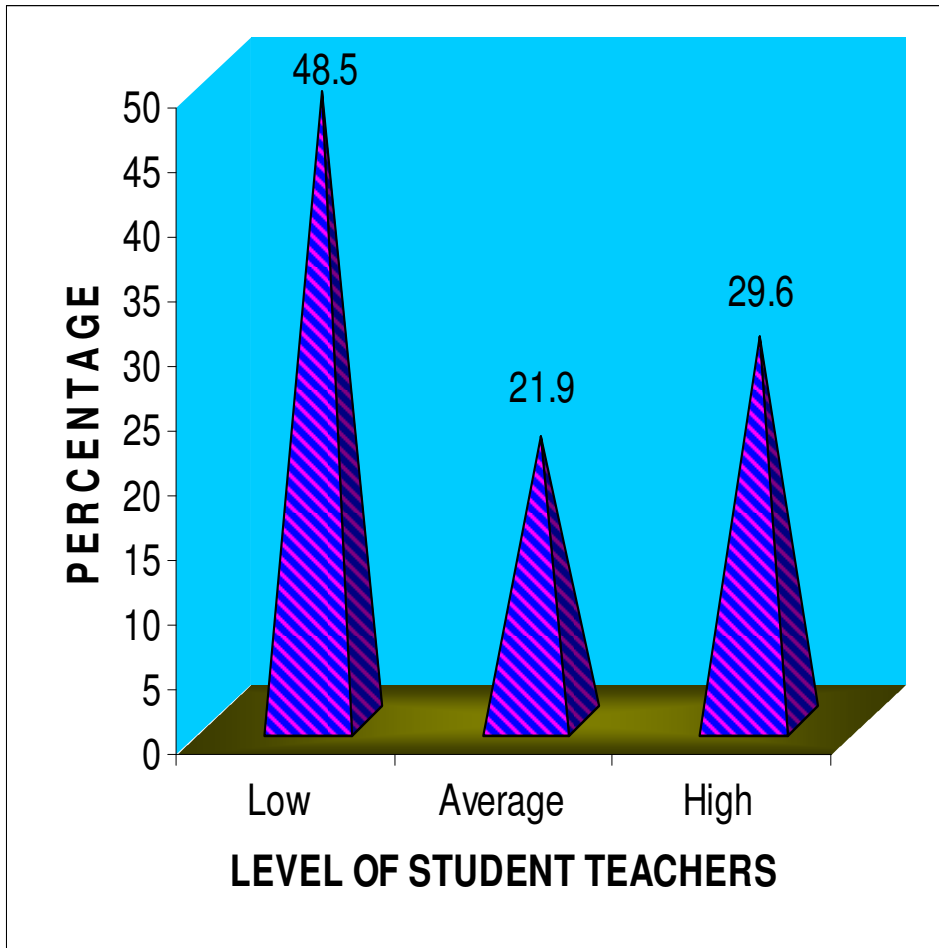
**Social intelligence scores of the sample dimensionwise – ‘Recognition of Social Environment’**

The Social intelligence score of student teachers in the dimension ‘Recognition of Social Environment’ are tabulated in the Table-XI and figure 14:

**TABLE – XI**  
**Social intelligence scores of the sample in dimension – ‘Recognition of Social Environment’**

<b>S. No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Low (0 – 4)	274	48.5
2.	Average (5 – 6)	124	21.9
3.	High (> 6)	167	29.6
	Total	565	100

The above table sheds light on fact that the ‘Recognition of Social Environment’ scores of student teachers in social intelligence are categorized into low, average and high depending on the score range which is given in the manual of the tool (attached in Appendix 3). It is evident that 48.5 percent of student teachers had low level of recognition of social environment with the score range 0 – 4; 21.9 percent of student teachers had an average level with the score range 5 – 6 and 29.6 percent of student teachers had high level in recognition of social environment with the score range which is greater than 6. So, it is revealed that about half of the student teachers (48.5 percent) had low level scores in the dimension recognition of social environment. Hence it is required to give training for the samples in this dimension.



**Fig.14**

**Social intelligence scores of the sample in dimension – ‘Recognition of Social Environment’**

### **Social intelligence scores of the sample dimensionwise – ‘Tactfulness’**

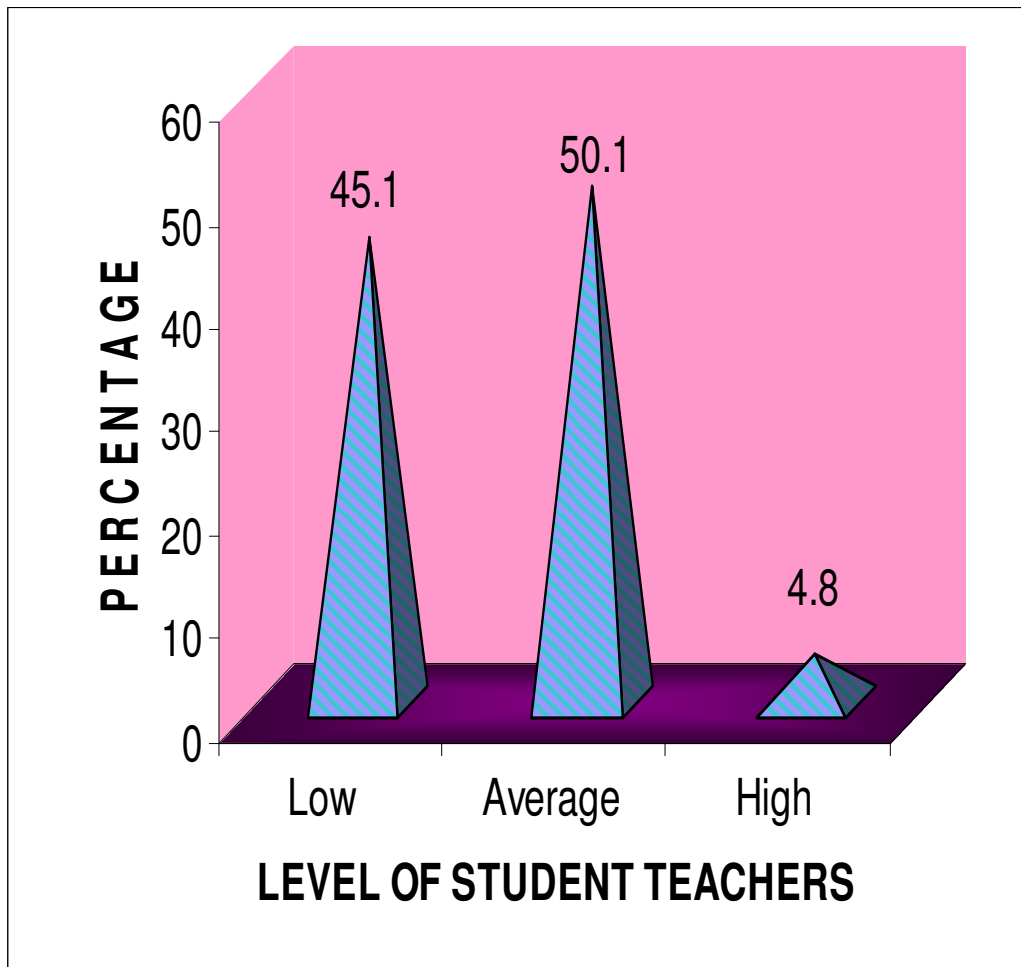
The Social intelligence scores of the student teachers in the dimension ‘Tactfulness’ are outlined in the following Table-XII and is shown in the figure 15:

**TABLE – XII**

#### **Social intelligence scores of the sample in dimension – ‘Tactfulness’**

<b>S. No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Low (0 – 4)	255	45.1
2.	Average (5 , 6)	283	50.1
3.	High (> 6)	27	4.8
	Total	565	100

From the above table, it is noticed that the social intelligence scores of student teachers in the dimension ‘Tactfulness’ are analyzed and it is categorized into low, average and high depending on the score range which is given in the manual of the tool (attached in Appendix 3). It reveals that 45.1 percent of student teachers had low level of tactfulness, with the score range 0-4; 50.1 percent of student teachers had an average level of tactfulness with the score range of 5 and 6 and 4.8 percent of student teachers had high level of tactfulness with the score range which is greater than 6. So, it is evident that half of the student teachers (50.1 percent) had average level of tactfulness, and the high and low level put together constituted another half. Equally low ‘tactfulness’ scores in social intelligence demands the need for training in this dimension.



**Fig.15**

**Social intelligence scores of the sample in dimension – ‘Tactfulness’**

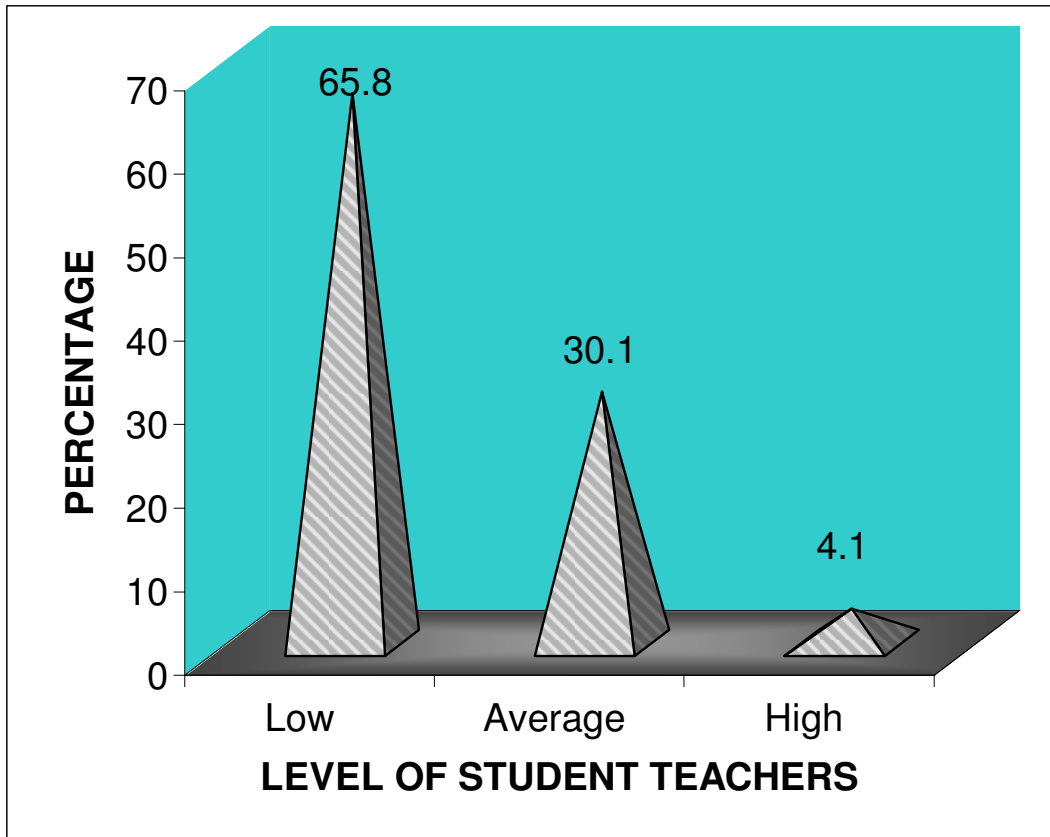
### **Social intelligence scores of the sample dimensionwise – ‘Sense of Humour’**

The Social intelligence scores of the student teachers in the dimension ‘Sense of humour’ are classified in the following Table-XIII and in the figure 16:

**TABLE – XIII**  
**Social intelligence scores of the sample in dimension – ‘Sense of Humour’**

<b>S. No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Low (<9)	372	65.8
2.	Average (9 – 12)	170	30.1
3.	High (> 12)	23	4.1
	Total	565	100

From the above table, it is understood that the scores obtained by the student teachers in the dimension ‘sense of humour’ of social intelligence are categorized into low, average, high depending on the score range which is given in the manual of the tool (attached in Appendix 3). It is also evident that 65.8 percent of the student teachers had low level of ‘sense of humour’ with the score which is less than 9 ; 30.1 percent of the student teachers had an average level of ‘sense of humour’ with the score range of 9 – 12 and 4.1 percent of student teachers had high level of sense of humour with the score range which is greater than 12. So, it is concluded that majority of the student teachers (65.8 percent) had low level of sense of humour.



**Fig.16**

**Social intelligence scores of the sample in dimension – ‘Sense of Humour’**

### **Social intelligence scores of the sample dimensionwise – ‘Memory’**

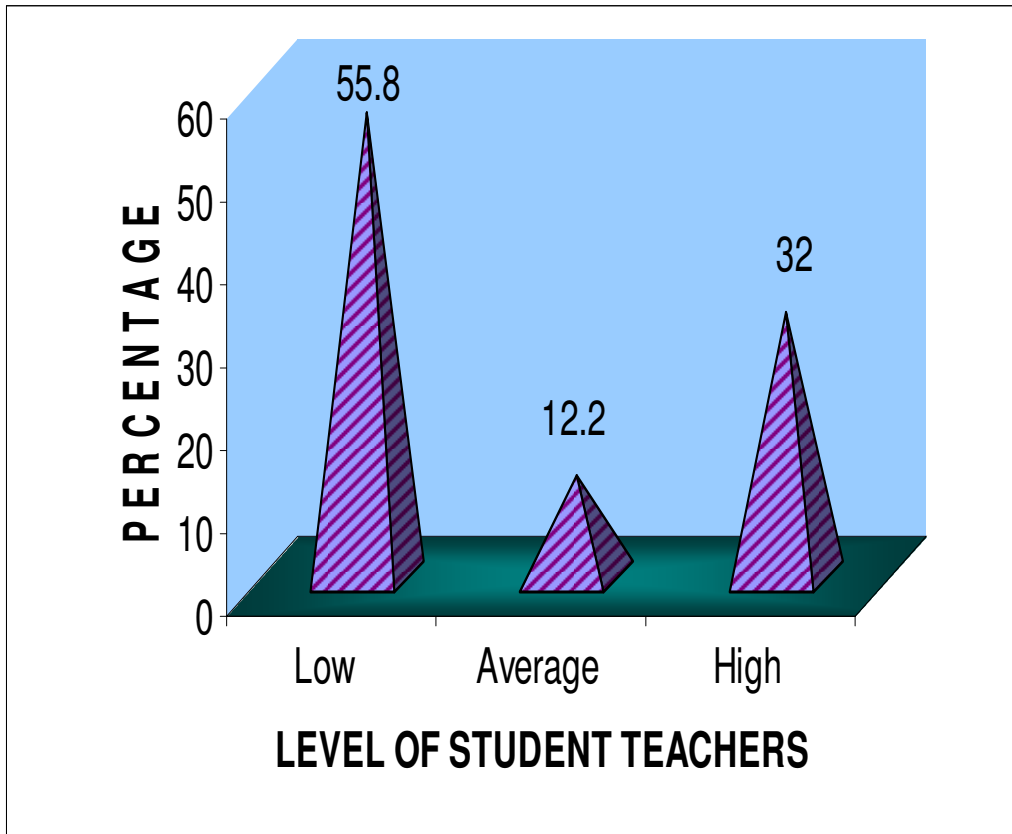
The Social Intelligence Scores of the sample in the dimension ‘Memory’ are tabulated in the following table XIV and in the figure 17:

**TABLE – XIV**

### **Social intelligence scores of the sample in dimension – ‘Memory’**

<b>S. No.</b>	<b>Range</b>	<b>Frequency</b>	<b>Percentage</b>
1.	Low ( $\leq 8$ )	315	55.8
2.	Average (9-12)	69	12.2
3.	High ( $\geq 13$ )	181	32
	Total	565	100

From the above table, it is noticed that the social intelligence scores of the sample in the dimension ‘Memory’ are analyzed and categorized into low, average and high depending on the score range which is given in the manual of the tool (attached in Appendix 3). It is clear that 55.8 percent of student teachers that is more than half the sample had low level memory with the score range which is less than or equal to 8; 12.2 percent of student teachers had an average level of memory with the score range of 9 – 12 and 32 percent of the student teachers had high level of memory with the score range which is greater than or equal to 13. So, it is evident that majority of the student teachers (55.8 percent) had low level in memory. This finding urges the need to give training to the student teachers in the dimension memory of social intelligence.



**Fig.17**

**Social intelligence scores of the sample in dimension – ‘Memory’**

## QUANTITATIVE ANALYSIS

The quantitative analysis is done for the comparison of two or more groups. This statistical technique helps in the inference and prediction of results. The primary objective of quantitative analysis is to enable the investigator to generalize from the sample to some large population of which the sample is a part. Generalizations are done by using difference in means, standard deviation and standard errors. Among the various techniques 't' test and ANOVA are used for the present study.

The quantitative analysis by using 't'-test and ANOVA are corroborated under the following headings:

- Comparison of the social intelligence scores of the student teachers.
- Comparison of the social intelligence scores of the student teachers against the variable gender.
- Comparison of the social intelligence scores against the variable – level of the student teachers.
- Comparison of the social intelligence scores against the variable locality.
- Comparison of the social intelligence scores of student teachers against the variable type of institution.

### **Comparison of the social intelligence scores of the student teachers**

The collected data were tabulated and the minimum scores, maximum scores, mean and standard deviation are shown in Table-XV below:

**TABLE – XV**

### **Comparison of the social intelligence scores of the student teachers**

S.No.	Number of Student Teachers	Minimum Score	Maximum Score	Mean	S.D.
1	565	81	122	106.59	7.57

From the above table, it is seen that the social intelligence scores of student teachers varied from 81 to 122. So, it is concluded that the student teachers differed in the social intelligence.

Hence the null hypothesis 1, ‘There is no difference in the social intelligence scores of student teachers’ is rejected.

**Comparison of the social intelligence scores of the student teachers against the variable gender**

Mean value, standard deviation and t-value of the male and female student teachers dimensionwise and in total social intelligence scores are tabulated in the following Table-XVI and in figure 18:

**TABLE – XVI**  
**Comparison of the Social intelligence scores of the Male and Female student teachers**

Dimensions	Mean Value		Standard Deviation		't' – value
	Male	Female	Male	Female	
Patience	19.95	20.34	2.21	2.32	1.66 <sup>NS</sup>
Co-operativeness	27.16	27.77	2.56	2.28	2.60**
Confidence	21.14	20.55	1.92	2.21	2.75**
Sensitivity	22.49	22.20	2.15	2.13	1.35 <sup>NS</sup>
Recognition of Social Environment	0.97	0.88	0.79	0.76	1.13 <sup>NS</sup>
Tactfulness	4.62	4.52	1.38	1.27	0.80 <sup>NS</sup>
Sense of humour	3.80	3.88	1.24	1.58	0.50 <sup>NS</sup>
Memory	7.01	6.30	1.72	1.75	4.06**
<b>Social intelligence</b>	<b>107.14</b>	<b>106.43</b>	<b>7.18</b>	<b>7.67</b>	<b>0.93<sup>NS</sup></b>

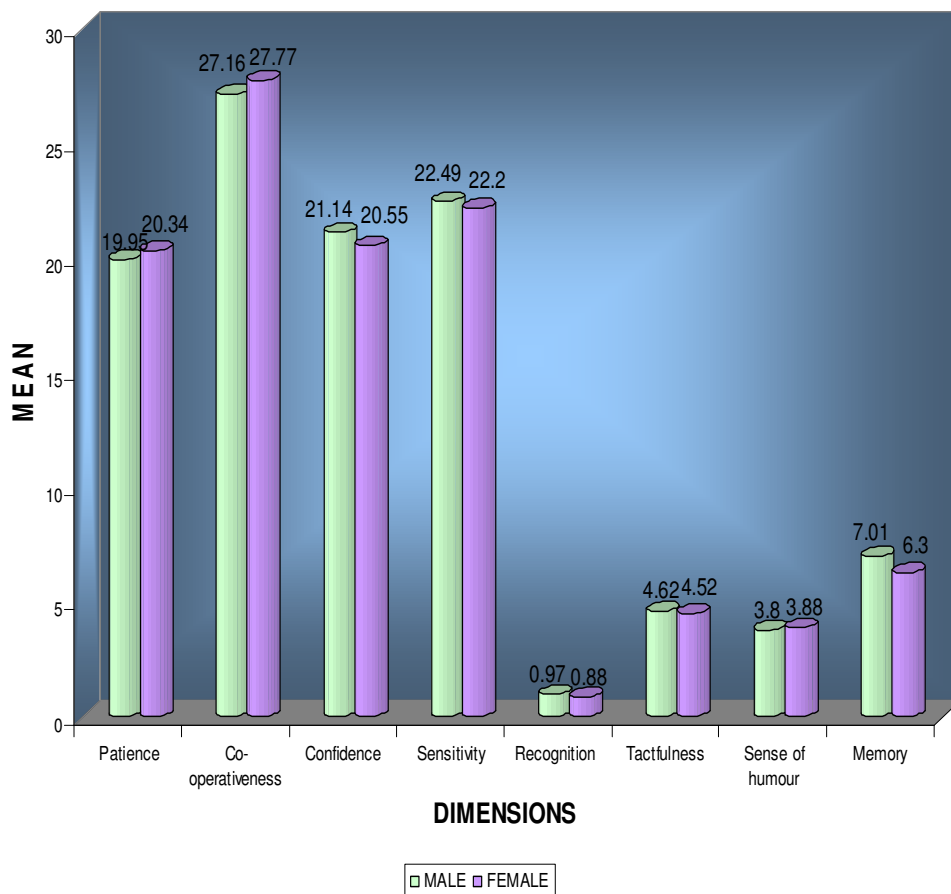
NS – Not Significant

\*\* - Significant at 1 percent level.

The above table indicates the analysis of the dimensionwise scores and total social intelligence scores of the student teachers against the variable gender. There is significant difference between female and male student teachers in the dimensions cooperativeness, confidence and memory, at 1 percent level. In the other dimensions patience, sensitivity,

recognition of social environment, tactfulness and sense of humour and in the total social intelligence scores, there is no significant difference between the male and female student teachers.

Hence the null hypothesis 2, 'There is no significant difference between male and female student teachers in the social intelligence scores in total and dimensionwise' is accepted for all dimensions and in total social intelligence except for the dimensions cooperation, confidence and memory. In the dimensions confidence and memory the male student teachers scored more whereas in the dimension cooperativeness female student teachers scored more.



**Fig.18**

**Comparison of the Social intelligence scores of the Male and Female student teachers**

**Comparison of the social intelligence scores against the variable – level of the student teachers**

Social intelligence scores and its dimensionwise scores of graduate and post graduate student teachers are given in the following Table-XVII and figure 19.

**TABLE - XVII**

**Comparison of the Social intelligence scores of Graduate and Post graduate student teachers**

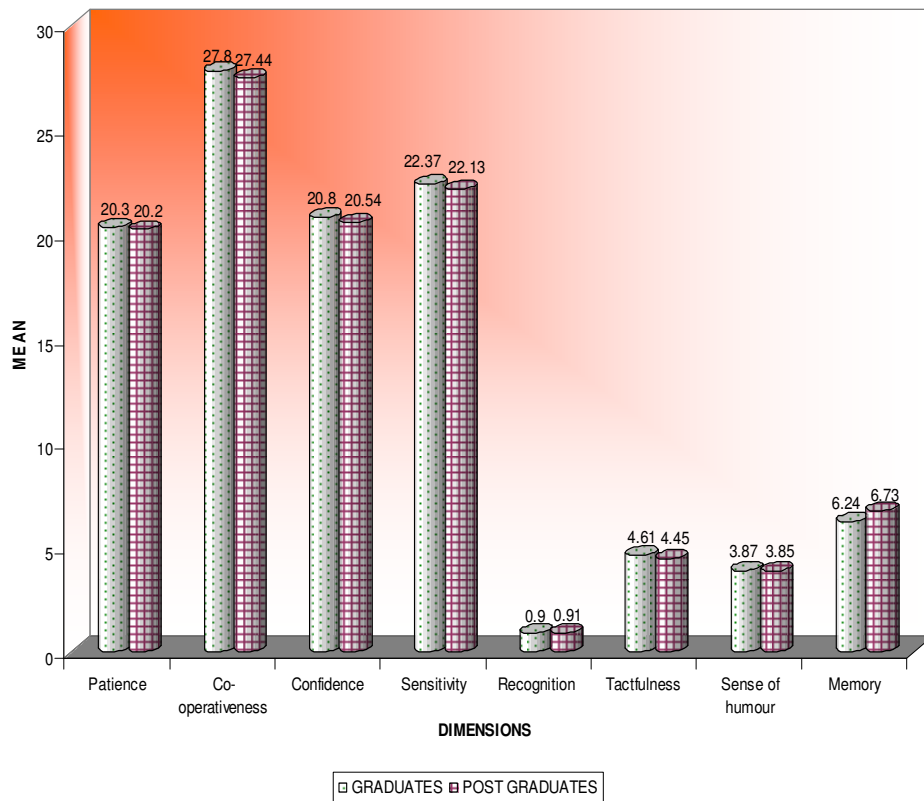
Dimensions	Mean Value		Standard Deviation		't' – value
	Graduate s	Post graduate s	Graduate s	Post graduate s	
Patience	20.30	20.20	2.24	2.37	0.52 <sup>NS</sup>
Co-operativeness	27.80	27.44	2.18	2.54	1.80 <sup>NS</sup>
Confidence	20.80	20.54	2.19	2.13	1.42 <sup>NS</sup>
Sensitivity	22.37	22.13	1.94	2.34	1.36 <sup>NS</sup>
Recognition of Social Environment	0.90	0.91	0.72	0.81	0.03 <sup>NS</sup>
Tactfulness	4.61	4.45	1.30	1.28	1.44 <sup>NS</sup>
Sense of humour	3.87	3.85	1.48	1.54	0.21 <sup>NS</sup>
Memory	6.24	6.73	1.71	1.79	3.32 <sup>**</sup>
<b>Social intelligence</b>	<b>106.89</b>	<b>106.23</b>	<b>7.16</b>	<b>8.03</b>	<b>1.03<sup>NS</sup></b>

NS – Not Significant

\*\* - Significant at 1 percent level

The above table clearly represents that there is significant difference in the scores of graduate and post graduate student teachers at 1 percent level in the dimension memory. In the remaining dimensions and in the overall social intelligence there is no significant difference between the scores of graduate and post graduate student teachers.

So the null hypothesis 3 ‘There is no significant difference in the social intelligence scores in total and dimensionwise of graduate and post graduate student teachers’ is accepted for all dimension and in total social intelligence score excepting in the dimension memory. In this dimension-memory post graduate student teachers scored more when compared with their graduate students.



**Fig .19**

**Comparison of the Social Intelligence scores of graduate and post graduate student teachers**

**Comparison of the Social intelligence scores of student teachers according to their locality**

Social intelligence scores and its dimensionwise scores of urban and rural student teachers are given in the following Table XVIII and figure 20:

**TABLE - XVIII**  
**Comparison of the Social intelligence scores of Urban and Rural student teachers**

Dimensions	Mean Value		Standard Deviation		't' – value
	Urban student teachers	Rural student teachers	Urban student teachers	Rural student teachers	
Patience	20.18	20.31	2.34	2.27	0.67 <sup>NS</sup>
Co-operativeness	27.60	27.66	2.41	2.32	0.33 <sup>NS</sup>
Confidence	20.49	20.83	2.18	2.14	1.89 <sup>NS</sup>
Sensitivity	22.38	22.17	2.09	2.17	1.17 <sup>NS</sup>
Recognition of Social Environment	0.90	0.90	0.80	0.74	0.11 <sup>NS</sup>
Tactfulness	4.46	4.61	1.29	1.30	1.34 <sup>NS</sup>
Sense of humour	3.83	3.88	1.52	1.50	0.40 <sup>NS</sup>
Memory	6.66	6.29	1.74	1.77	2.45 <sup>**</sup>
<b>Social intelligence</b>	<b>106.50</b>	<b>106.66</b>	<b>7.68</b>	<b>7.48</b>	<b>0.25<sup>NS</sup></b>

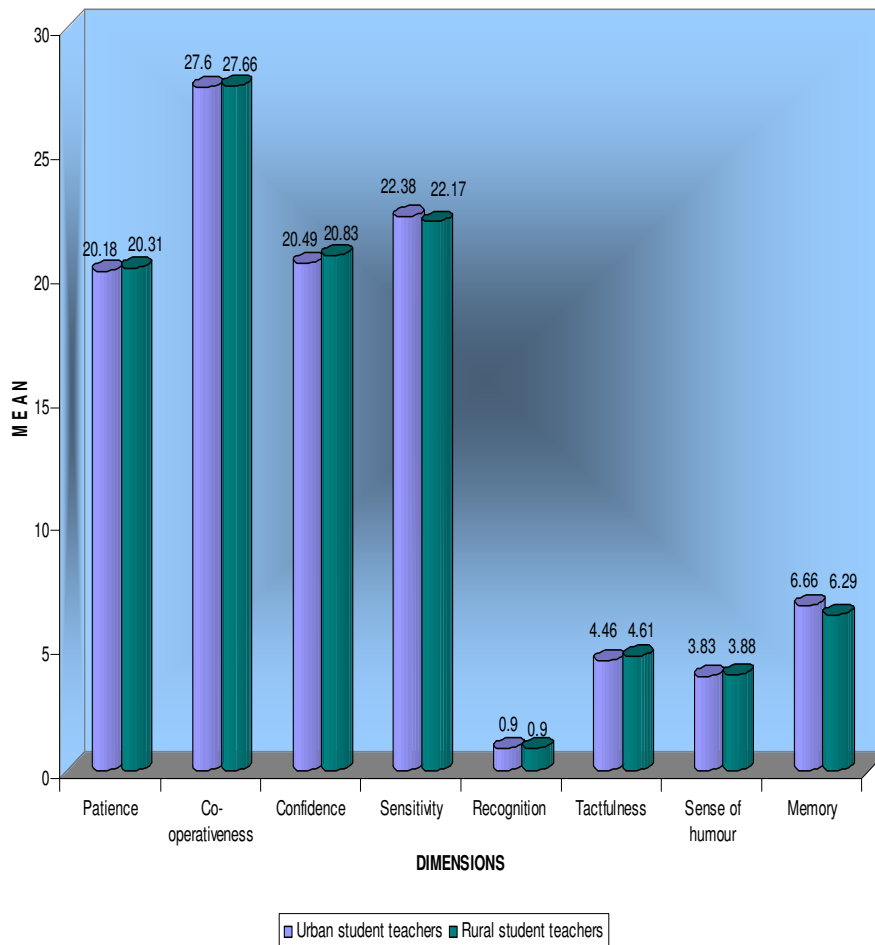
NS – Not Significant

\*\* - Significant at 1 percent level

The above table provides the information that the analysis of the dimensionwise scores of social intelligence and total social intelligence scores of the student teachers according to the locality. There is significant

difference between urban and rural student teachers in the dimension ‘Memory’ at 1 percent level. In the remaining dimensions and in the overall social intelligence there is no significant difference in the scores of urban and rural student teachers.

Hence the null hypothesis 4 ‘There is no significant difference in the social intelligence scores in total and dimensionwise of urban and rural student teachers’ is accepted for all dimension and in total social intelligence scores excepting in the dimension memory. The scores of urban student teachers is higher when compared in the rural student teachers in the dimension memory.



**Fig 20**

**Comparison of the Social intelligence scores of Urban and Rural  
student teachers**

**Comparison of the social intelligence scores of student teachers against  
the variable type of institution**

The following Table-XIX portrays the value of sum of squares, degrees of freedom, mean squares and ‘f’ values obtained in the Analysis of Variance of the scores dimensionwise and the total social intelligence scores of the sample in different institutions and is shown in figure 21:

**TABLE - XIX**

**Comparison of social intelligence scores of Student teachers studying  
in different types of institutions**

Dimensions	Source of Variation	Sum of squares	df	Mean Square	‘f’ – value
Patience	Between Groups	4.45	2	2.23	0.42 <sup>NS</sup>
	Within Groups	2985.86	562	5.31	
Co-operativeness	Between Groups	52.93	2	26.47	4.82**
	Within Groups	3083.96	562	5.49	
Confidence	Between Groups	131.89	2	65.94	14.78**
	Within Groups	2507.13	562	4.46	
Sensitivity	Between Groups	60.68	2	30.34	6.80**

	Within Groups	2509.02	562	4.46	
Recognition of social environment	Between Groups	1.035	2	0.52	0.89 <sup>NS</sup>
	Within Groups	327.41	562	0.59	
Tactfulness	Between Groups	9.27	2	4.64	2.78 <sup>NS</sup>
	Within Groups	937.00	562	1.67	
Sense of humour	Between Groups	14.88	2	7.44	3.30*
	Within Groups	1268.35	562	2.26	
Memory	Between Groups	126.55	2	63.27	21.85**
	Within Groups	1627.64	562	2.90	
<b>Social intelligence</b>	<b>Between Groups</b>	<b>911.35</b>	<b>2</b>	<b>455.67</b>	<b>8.16**</b>
	<b>Within Groups</b>	<b>31367.2</b>	<b>562</b>	<b>55.81</b>	
		<b>1</b>			

\* - Significant at 5 percent level

\*\* - Significant at 1 percent level

NS - Not Significant

One way ANOVA was applied to find whether there is any significant difference in the social intelligence scores of student teachers studying in different types of institutions. The ANOVA results shows that

the calculated 'f' value is significant at 5 percent level in the dimension "sense of humour" and the 'f' ratio value is significant at 1 percent level in the dimensions patience, cooperativeness, confidence and memory. The overall social intelligence scores of the student teachers in different types of institutions are significant at 1 percent level.

So the null hypothesis 5, 'There is no significant difference in the social intelligence scores in total and dimensionwise of student teachers studying in different types of institutions' is rejected for the total social intelligence and in all dimensions except patience, recognition of social environment and tactfulness.

## **CONCLUSION**

In this chapter the investigator has analyzed the data collected by descriptive and quantitative statistics. The analysis helped the investigator to arrive at the summary of findings and offer the recommendations in the field of education for the development of social intelligence and suggestions for further research which are presented in the next chapter.

# **CHAPTER-V**

## **SUMMARY AND CONCLUSION**

### **INTRODUCTION**

In this chapter summary of the major findings of the present study, “Social intelligence of student teachers” is presented on the basis of statistical interpretation given in the previous chapter. Besides the major findings, the researcher offer suggestions and recommendations for further research based on the present study.

### **METHODOLOGY**

The investigator selected 565 student teachers from the six different types of institutions namely University, Government, Government-aided and self-finance Colleges of Education. Social Intelligence Scale (SIS) constructed by Chadha and Usha ganeshan was used to assess the social intelligence of the student teachers selected for the study. This scale consisted of eight dimensions namely patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory regarding the social intelligence and survey method was used to collect the data from the student teachers.

### **FINDINGS**

The major findings of the study were as follows:

- Three fourth of the student teachers were from nuclear families and 25 percent from joint families.
- Majority of the student teachers (87 percent) were in the age level of 19-25 years, 12 percent of them in 26-32 years age level and 1 percent of them were above 32 years.

- The mean income of the sample was Rs.10,350 and a majority of the student teachers(68 percent) belong to lower middle income group.
- Regarding the locality of the sample, 44 percent of the student teachers studied in institutions located in urban areas and 56 percent in rural areas.
- It was found that 39 percent of the sample belonged to Arts/Commerce groups and 61 percent belonged to Science groups in the category of subject specialization.
- The analysis of data based on their graduation showed the fact that more than half (55 percent) of the student teachers were graduates and the remaining 45 percent of them were post graduates in different disciplines.
- Regarding 'Medium of Instruction' 63 percent of the student teachers studied in English medium and 37 percent of them in Tamil medium.
- Majority of (62 percent) the student teachers were hostlers and the remaining 38 percent of them were day scholars.
- Majority of the student teachers (89 percent) had an average level of social intelligence. In the dimension patience 66.9 percent of student teachers had high level of social intelligence.
- Majority of the student teachers (74.5 percent) are highly cooperative.
- Regarding the dimension 'Confidence' 74.3 percent of student teachers had high level of confidence.
- Most of the student teachers (69.7 percent) had low level of sensitivity.
- In the dimension 'recognition of social environment', half of the student teachers (48.5 percent) had low level scores.

- In the dimension 'Tactfulness' half of the student teachers (50.1percent) had average level and high and low level put together constituted another half.
- Majority of the student teachers (65.8 percent) had low level scores in the dimension 'sense of humour'.
- More than half of the student teachers (55.8 percent) had low level scores in dimension-memory.
- The social intelligence scores of student teachers varied from 81 to 122. So it is concluded that the student teachers differed in the social intelligence.
- There is no significant difference between male and female student teachers in the social intelligence scores in total and for all dimensions except for the dimensions cooperation, confidence and memory.
- There is no significant difference in the social intelligence scores in total and dimensionwise of graduate and post graduate student teachers excepting in the dimension memory. In this dimension-memory post graduate student teachers scored more when compared with their graduate students.
- There is no significant difference in the social intelligence scores in total and dimensionwise of urban and rural student teachers excepting in the dimension memory. The scores of urban student teachers is higher when compared in the rural student teachers in the dimension memory.
- There is no significant difference in the social intelligence scores in total and dimensionwise of student teachers studying in different types of institutions is rejected for the total social intelligence and in all dimensions except patience, recognition of social environment and tactfulness.

## **RECOMMENDATIONS**

Based on the findings of the study the following recommendations are suggested by the investigator:

- Various lectures can be arranged to sensitize the student teachers about Social intelligence and with reference to dimensions of Social intelligence.
- The present study highlights the need of better environment in institutions for the development of social intelligence among the student teachers. A proper environment helps to develop the pattern of relationship among the student teachers for further cooperative learning.
- The student teachers with low and average level of social intelligence can be identified and suggestions or guidance can be given to improve their social intelligence.
- The institutions should create situations to remember the importance of encouraging and facilitating safe release of emotions by yoga, meditation, guidance and counselling which will allow safe expression of feelings.
- Exclusive training packages and tryout studies can be undertaken for student teachers in order to develop social intelligence.
- More empowerment programmes can be arranged to help build self esteem for student teachers. These programmes are often best taught by teacher educators who can connect to the respective ages or genders in classroom and society.

## **SUGGESTIONS FOR FURTHER RESEARCH**

- The present study included a sample size of 565 student teachers which could be extended to other districts to obtain more generalized information.
- Numerous studies can be conducted in the field of social intelligence highlighting its applications and use in daily life situations.
- Case studies can be conducted to assess the social intelligence of disabled children.
- A comparative study can be conducted to compare the social intelligence of school students of various levels and also in higher education including Professional course programmes.
- A comparative study can be conducted to compare the social intelligence of Lecturers, Professors working in Professional Colleges and Arts and Science colleges.
- A comparative study can be conducted to compare the social intelligence of Working Women, Homemakers and Social Workers.
- A comparative study can be conducted to compare the social intelligence of Lawyers, Managers, Doctors etc.

## **CONCLUSION**

Our system of education must have the objective of social man making. For the same not only teachers but also all the hands associated to the field of education must take special care and work in unison to develop social intelligence among student teachers. Our members of community- parents, teachers, family members, social workers, voluntary organizations, political as well as religious leaders all of them are responsible collectively in the making of socially approved 'promises of tomorrow'.

The present study reports that the student teachers had an average level of social intelligence. It may be due to the existing life style, social code, food habit, socialization pattern, family setup, college atmosphere, nature of college discipline and classroom code of conduct, diminishing moral values and or such other factors.

The student teachers try to understand more about society, social relations, social approval, dealings, responsibility and social identity. They begin the social conduct in a novel way to develop morale and inculcate values of social intelligence in the future generation for a Social India.

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**APPENDIX-1**  
**Avinashilingam University for Women,**  
**Coimbatore – 108**

**Department of Education**

**Personal Datasheet**

As a part of my M.Ed course I am doing a dissertation on the topic "Social Intelligence of B.Ed students". Kindly give the following details. The information provided by you will be kept confidential.

1. Name : \_\_\_\_\_
2. Age : \_\_\_\_\_
3. Gender : Male  Female
4. Name of the College : \_\_\_\_\_
5. System of the college : Boys / girls / Co-Education
6. Optional : \_\_\_\_\_
7. UG / PG : \_\_\_\_\_
- (Indicate Branch also)
8. Additional qualifications : \_\_\_\_\_
9. Medium of Instruction : Tamil  English
10. Locale : Urban  Rural
-

11. Hostelite  Dayscholar
12. Marital status : Married  Single
13. Type of family : Nuclear  Joint
14. Details regarding the family :

S. No	Name	Relation-ship to the Student	Gender	Age	Qualification	Occupation	Monthly income

15. Mention your physical condition : Normal  Disabled
16. Participation in Co-curricular activities

# Social Intelligence Scale

## Response Sheet

**Name :**

**College :**

### Part – I

Q. No.	Responses			Q.No.	Responses		
1.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	19.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
2.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	20.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
3.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	21.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
4.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	22.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
5.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	23.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
6.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	24.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
7.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	25.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
8.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	26.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
9.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	27.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
10.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	28.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
11.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	29.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
12.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	30.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
13.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	31.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
14.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	32.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
15.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	33.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
16.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	34.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
17.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	35.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c
18.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	36.	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c

## Part – II

### Q. No. Responses

37.  a  b  c

38.  a  b  c

39.  a  b  c

### Part - III

40. Yes / No

41. Yes / No

42. Yes / No

43. Yes / No

44. Yes / No

45. Yes / No

46. Yes / No

### Part - IV

47.  a  b  c

48.  a  b  c

49.  a  b  c

50.  a  b  c

51.

52.  a  b  c

53.  a  b  c

54.  a  b  c

### Part - V

### Q.No. Responses

55.  a  b  c

56.

57.

58.

59.

60.

61.

62.

63.

64.

65.

66.

## APPENDIX- 2

### INSTRUCTIONS

In this booklet there are some statements regarding the way in which we behave, feel and act. We want your first response. Please try to make your best possible answer honestly and sincerely. Read and understand each statement properly and then put your mark on any cell against every statement on the answer-sheet by making the sign of cross (X). Please do not omit any statement. Your answer will be kept strictly confidential. We need your full co-operation.

### PART - I

#### INSTRUCTIONS

Please read the following statements carefully and among the three responses given for each of them, pick up the one which seems to you to be the most likely way in which you would respond. You are to choose only one response from a, b, and c, and mark a cross (x) on the appropriate cell on the answer-sheet.

கீழ்க்கண்ட வாக்கியங்களை கவனமாக படிக்கவும். ஒவ்வொரு வாக்கியத்திற்கும் மூன்று விதமான பதில்கள் கொடுக்கப்பட்டிருக்கின்றன. உங்களுக்கு எது சரி என்று தேர்ந்துகொள்ளுங்கள் அதனை a, b, c-ல் தேர்ந்தெடுத்து அதற்குண்டான கட்டத்தில் (X) குறிக்கவும்.

#### STATEMENT

1. Your servant has taken a day's leave.

- You are the first to volunteer help.
- You will help if nobody else does.
- You find some excuse and avoid helping.

உங்கள் வேலைக்காரர் ஒரு நாள் விடுமுறை எடுத்துள்ளார்.

- நீங்கள் தானாக முன்வந்து முதலில் உதவி செய்வீர்கள்.
- யாரும் உதவ முன்வராத பட்சத்தில் நீங்கள் உதவி புரிவீர்கள்.
- ஏதாவது காரணம் சொல்லி உதவுவதை தவிர்ப்பீர்கள்.

2. When you hear about a crime.

- You sympathise solely with the victims
- You remain indifferent.
- You do both, sympathise with the victims and emphathise with the criminals.

நீங்கள் ஒரு குற்றத்தைப்பற்றி கேட்கும் போது

- பாதிக்கப்பட்டவனுக்காக அனுதாபப்படுவீர்கள்.
- அவட்சியமாக இருந்துவிடுவீர்கள்.
- நீங்கள் பாதிக்கப்பட்டவனுக்காக அனுதாபமும் அதேசமயம் அந்த குற்றம் செய்தவனுடைய காரணத்தையும் புரிந்து கொள்வீர்கள்.

3. You have been given an award for academic excellence.

- How did I manage it?
- I deserved it!
- Well, nobody else could have got it.

உங்களுக்கு கல்லியில் சிறப்பான முறையில் வெற்றியடைந்ததற்காக விருது அளிக்கப்படுகிறது.

- நான் அதை எப்படி கையாளுவேன்?
- நான் அதற்கு தகுதி உடையவன்!
- நன்று. வேறு எவரும் வாங்கிடுக்க இயலாது.

4. You are forced to rewrite some of your notes because somebody stole them.

- I will kill the person!
- I wonder why somebody had to do this.
- I will never forgive him/her.

நீங்கள் எழுதியதை யாரோ திருடிக்கொண்டதால் உங்களை வற்புறுத்தி மறுபடியும் அதை எழுதச் சொல்கிறார்கள்.

- நான் அவனை கொன்றுவிடுவேன்.
- யார் இப்படி செய்தார்கள் என்று ஆச்சரியப்படுவேன்.
- நான் எப்போதும் அவனை / அவளை மன்னிக்கமாட்டேன்.

5. You are requested to switch off the music system as your neighbour is having a severe headache.

- You immediately comply.
- You ignore the request.
- You grumble and argue.

உங்களுடைய பக்கத்துவீட்டுக்காரர் கடுமையான தலைவலியால் பாதிக்கப்பட்டுள்ளதால் உங்களை இசைக்கருவியை நிறுத்தச்சொல்லி பணிவுடன் கேட்கிறார்.

- உடனடியாக நீங்கள் சம்மதிப்பீர்கள்
- நீங்கள் அவருடைய வேண்டுகோளை அவட்சியப்படுத்துவீர்கள்.
- நீங்கள் முணுமுணுத்துக் கொண்டே விவாதம் செய்வீர்கள்.

6. You come across an accident where a car collided with an elephant. The former was damaged and the latter died. What strikes you first?

- The damaged car received.
- The dead elephant.
- Both

நீங்கள் யானையும் காரும் மோதிக்கொண்ட ஒரு விபத்தை பார்க்கிறீர்கள் அதில் கார் சேதமடைந்துவிட்டது. யானை இறந்துவிட்டது. இச்சம்பவம் பற்றி உங்கள் மனதில் எது தோன்றும்?

- சேதமடைந்த கார்.
- இறந்த யானை.
- இரண்டும்.

7. You are asked to join a rough trek.

- I am determined to give it a try.
- I wonder if I can stand the strain.
- Oh! I won't risk it.

நீங்கள் ஒரு கடுமூரடான நீண்ட பிரயாணத்தில் சேர்ந்து கொள்ளுமாறு கேட்டுக் கொள்ளப்படுகிறீர்கள்.

- நான் அதை முயற்சி செய்ய முடிவெடுப்பேன்.
- என்னால் முடியுமா என்று ஆச்சரியப்படுவேன்.
- ஓ! நான் இந்த இடருக்கு உட்படமாட்டேன்.

8. Someone who is dependent on you spends your hard earned money on gambling.

- You reprimand severely
- You talk it over.
- You decide to throw him out.

உங்களை சார்ந்திருக்கும் யாரோ ஒருவர் நீங்கள் கஷ்டப்பட்டு உழைத்த பணத்தை சூதாட்டத்தில் செலவு செய்கிறார்.

- நீங்கள் கடுமையாக கண்டனம் தெரிவிக்கிறீர்கள்.
- நான் அதைப்பற்றி பேசவேன்.
- நான் அவனை தூக்கியெறிய முடிவெடுப்பேன்.

9. If you are asked to go for a picnic you do not really want to go for but know your friends would like you to.

- You will go.
- You refuse point blank.
- You will try your best to avoid going if it were possible.

உங்களை நண்பர்கள் சிறு உல்லாசப்பயணம் வருமாறு அழைக்கிறார்கள். உங்களுக்கு அதில் விருப்பமில்லை. ஆனால் நீங்கள் வரவேண்டும் என நண்பர்கள் விரும்புகிறார்கள்.

- நீங்கள் செல்வீர்கள்.
- நீங்கள் அதை நிராகரிப்பீர்கள்.
- நீங்கள் அதை நிராகரிப்பதற்கு முடிந்தளவு முயற்சி செய்வீர்கள்.

10. You hear that some anti-social elements have been given capital punishment.

- You are happy.
- You are relieved.
- You are against capital punishment.

சில சமூக விரோதிகளுக்கு தூக்குதண்டனை கொடுப்பதைப் பற்றி கேள்விப்படுகிறீர்கள்

- நீங்கள் சந்தோசம் அடைவீர்கள்.
- நீங்கள் நிம்மதி அடைவீர்கள்.
- நீங்கள் அதை எதிர்ப்பீர்கள்.

11. You are invited for a grand party.

- I hope I know people there.
- I guess I'll make friends.
- I wish I did not have to go.

நீங்கள் ஒரு பெரிய விருந்திற்காக அழைக்கப்படுகிறீர்கள்

- எனக்கு அங்கே உள்ளவர்களைத் தெரியும் என்ற நம்பிக்கை உள்ளது.
- என்னால் நண்பர்களை ஏற்படுத்தி கொள்ளமுடியும் என நினைக்கிறேன்.
- நான் அங்கே செல்வதற்கு விரும்பவில்லை.

12. You are asked to make a speech at a public function.

- Gosh! I am nervous.
- I will give them a talk to remember.
- I wonder if a substitute can be found.

நீங்கள் ஒரு பொதுவிழாவில் சொற்பொழிவாற்றுமாறு கேட்டுக் கொள்ளப்படுகிறீர்கள்

- நான் பதட்டப்படுவேன்.
- அவர்கள் நினைவில் நிற்கும்படி சொற்பொழிவாற்றுவேன்.
- எனக்கு பதிலாக யாராவது சொற்பொழிவாற்ற கிடைப்பார்களா என்று நினைப்பேன்.

13. You come out of a restaurant and find a beggar out side.

- You give him some money.
- You ignore him.
- You feel guilty.

நீங்கள் ஒரு சிற்றுண்டிச்சாலையில் இருந்து வெளியே வருகிறீர்கள். அப்போது ஒரு பிச்சைக்காரனை கண்கிறீர்கள்

- நான் அவனுக்கு பணம் கொடுப்பேன்.
- நான் அவனை நிராகரிப்பேன்.
- நான் குற்றவுணர்ச்சி கொள்வேன்.

14. If you had to share your room with a distant cousin for a week.

- You will hesitate.
- You will refuse.
- You will agree immediately.

நீங்கள் உங்களுடைய அறையை தூரத்து உறவினருடன் ஒரு வாரத்திற்கு பங்குகொள்ளுமாறு நேருகிறது எனில்

- நீங்கள் தயங்குவீர்கள்.
- நீங்கள் அதை நிராகரிப்பீர்கள்.
- நீங்கள் உடனடியாக சம்மதிப்பீர்கள்.

15. At a group meeting you find it impossible to put forward a very pertinent point.

- You get disgusted.
- You want to scream.
- You decide to make it later if possible.

பலர் கலந்து கொள்ளும் சந்திப்பில் உங்களுடைய ஏற்ற கருத்தை முன்சொல்வது இயலாமல் போகிறது.

- நீங்கள் வெறுப்படைவீர்கள்.
- உங்களுக்கு கத்தவேண்டும் போல் தோன்றும்.
- எப்போது முடியுமோ அப்போது சொல்லலாம் என முடிவெடுப்பீர்கள்

16. Your friend fails to understand the solution to a simple technical problem which you have explained many times over.

- You tell your friend that he / she is stupid.
- You continue to try.
- You dismiss the subject.

நீங்கள் உங்களுடைய நண்பனுக்கு ஒரு தொழில் நுணுக்கமான ஒரு பிரச்சனையின் முடிவை பலதடவை சொல்லியும் அவன் புரிந்துகொள்ளவில்லை எனில்

- நீங்கள் அவனை அறிவற்றவன் என கூறுவீர்கள்.
- நீங்கள் முயற்சியை தொடர்வீர்கள்.
- அந்தப் பிரச்சனையை ஒதுக்கிவிடுவீர்கள்.

17. You are required to stay at home to look after someone in your family and hence have to cancel an outing.

- You wouldn't do it.
- You cancel your outing.
- You look for an alternative solution.

நீங்கள் வெளியே செல்வதை விட்டுவிட்டு உங்களுடைய குடும்பத்தில் உள்ள ஒருவரை பார்த்துக்கொள்ளுமாறு கேட்டுக் கொள்ளப்படுகிறீர்கள்

- நீங்கள் அதை செய்யமாட்டீர்கள்.
- நீங்கள் வெளியே செல்வதை தவிர்த்துவிடுவீர்கள்.
- நீங்கள் அதற்கு மாற்று வழி கண்டுபிடிப்பீர்கள்

18. When you see a child being hit by its parent in public.

- You sympathise with the child.
- You get upset.
- You remain indifferent.

பொது இடத்தில் ஒரு பெற்றோர் தன் குழந்தையை அடிப்பதைக் கண்கிரீர்கள்

- நீங்கள் அதற்காக இரக்கப்படுவீர்கள்.
- நீங்கள் வருத்தப்படுவீர்கள்.
- நீங்கள் அவட்சியமாக இருந்துவிடுவீர்கள்.

19. You are faced with a stiff problem.

- I can't solve it.
- I'm sure something will come up.
- There can be no possible solution to this.

நீங்கள் ஒரு கடினமான பிரச்சனையை எதிர்கொள்கிறீர்கள்

- என்னால் தீர்க்க இயலாது.
- நான் அதிலிருந்து வெளியே வருவேன் என்ற நம்பிக்கை உள்ளது.
- அதற்கு ஏற்ற தீர்வு இல்லை.

20. Your friend arrives 45 minutes late for an appointment.

- You are wild at him / her.
- You refuse to listen to excuses.
- You ask for an explanation.

உங்கள் நண்பன் ஒரு ஏற்பாட்டிற்கு 45 நிமிடங்கள் தாமதமாக வருகிறான்

- நீங்கள் அவனிடம் கடுமையாக நடந்துகொள்வீர்கள்.
- அவன் சொல்லும் காரணங்களை கேட்பதை நீங்கள் தவிர்ப்பீர்கள்.
- அவனிடம் விளக்கம் கேட்பீர்கள்.

21. You are asked to walk a long way to the market to get something for a party at home.

- You will refuse.
- You agree to go.
- You try persuading others to go.

உங்கள் வீட்டில் நடக்கும் விருந்துக்காக சில பொருட்களை வாங்கி வருவதற்கு நீண்ட தூரம் உள்ள சந்தைக்கு போய்வருமாறு கேட்டுக் கொள்ளப்படுகிறீர்கள்

- நீங்கள் அதை நிராகரிப்பீர்கள்.
- நீங்கள் செல்வதற்கு ஒத்துக்கொள்வீர்கள்.
- நீங்கள் மற்றவர்களை போகுமாறு பணிப்பீர்கள்.

22. If you see a blind man waiting to cross a road and looking for help.

- You wait to see if someone else will help.
- You immediately offer assistance.

c. You decide to ignore the situation.

சாஸலயைக் கடப்பதற்காக உதவியை எதிர்த்தோக்கி உள்ள கண்பார்வையற்றவரை நீங்கள் காணும்பொழுது

- யாராவது உதவி செய்வார்களா என்று எதிர்பார்ப்பீர்கள்.
- நீங்கள் அவருக்கு உடனடியாக உதவிபுரீவீர்கள்.
- நீங்கள் அந்த இடத்தை புறக்கணிப்பீர்கள்.

23. You have failed in your examinations.

- This is terrible.
- I will always fail.
- I'm sure I will do better next time.

நீங்கள் தேர்வில் தேர்வலயடைந்து விட்டீர்கள்

- இது ெகாடுமையானது.
- நான் எப்போதும் தேர்வலயடைவேன்.
- நான் உறுதியாக அடுத்ததலை நன்றாக எழுதுவேன்.

24. Caged birds are being sold all over the country.

- You consider them decorative.
- You appreciate their beauty.
- You think that they ought to be freed.

கூண்டுப்பறவைகள் நாடு முழுவதும் விற்பனை செய்யப்படுகிறது

- நீங்கள் அவற்றை அவங்காரத்திற்கு என நினைக்கிறீர்கள்.
- நீங்கள் அவற்றின் அழகை சரியாக உணர்ந்துகொள்கிறீர்கள்.
- நீங்கள் அவற்றை சுதந்திரமாக விட்டிருக்கலாம் என நினைக்கிறீர்கள்.

25. If you are asked to step down from some high post for a good cause.

- You will resign.
- You will fight and try to retain the post.
- You will refuse it immediately.

ஏதேனும் ஒரு நல்ல காரணத்திற்காக உங்களுடைய உயர்ந்த பதவியில் இருந்து அடுத்த நிலைக்கு இறங்குமாறு கேட்டுக்கொள்ளப்படுகிறீர்கள்

- நான் அந்தப் பதவியை ராஜினாமா செய்வேன்.
- நீங்கள் சண்டை போட்டு மறுபடியும் அந்தப் பதவியை தக்கவைத்துக்கொள்ள முயற்சி செய்வீர்கள்.
- நீங்கள் அதை உடனடியாக நிராகரிப்பீர்கள்.

26. You are asked to baby sit a child for the evening.

- You try to quickly put the child to sleep.
- You try to form a rapport with the child.
- You refuse to baby sit.

ஒரு மாலைப்பொழுதில் குழந்தையை பார்த்துக்கொள்ளுமாறு கேட்டுக் கொள்ளப்படுகிறீர்கள்

- நீங்கள் சீக்கிரமாக அந்தக் குழந்தையை உறங்க வைக்க முயற்சி செய்வீர்கள்.
- நீங்கள் அந்தக் குழந்தையிடம் சுமுகமான உறவை ஏற்படுத்திக் கொள்வீர்கள்.
- நீங்கள் அந்தக் குழந்தையை பார்த்துக் கொள்ள சொல்வதை நிராகரிப்பீர்கள்.

27. You go for a movie with some family friends and find it very boring.

- You wait till the end.

- b. You walk out.
- c. You tell your friends that they have bad taste.

நீங்கள் ஒரு திரைப்படத்திற்கு குடும்ப நண்பர்களுடன் செல்கிறீர்கள். அப்படம் உங்களுக்குப் பிடிக்கவில்லை எனில்

- a. படம் முடியும் வரை காத்திருப்பீர்கள்.
- b. வெளியே வந்துவிடுவீர்கள்.
- c. உங்கள் நண்பர்களிடம் அவர்களுக்கு மேசமமான ரசனை என்று கூறுவீர்கள்

28. If you had to sacrifice a holiday for a friend's need.

- a. You would go on your holiday.
- b. You would help your friend out.
- c. You will try your very best to avoid making a sacrifice.

நீங்கள் உங்கள் நண்பனின் தேவைக்காக ஒரு விடுமுறை தினத்தை தியாகம் செய்ய நேரும்போது

- a. நீங்கள் உங்களுடைய விடுமுறைக்குத்தான் செல்வீர்கள்.
- b. நீங்கள் உங்கள் நண்பனுக்கு உதவிபுரிவீர்கள்.
- c. நீங்கள் அந்த தியாகத்தை ஒதுக்க முயற்சி செய்வீர்கள்.

29. You see a man suffering in pain on the roadside.

- a. You help him.
- b. You ignore him.
- c. You can't help him but think about the incident for many days.

சாலைவழியில் ஒருவன் வலியால் துடிப்பதை காண்கிறீர்கள்

- a. நீங்கள் அவனுக்கு உதவிசெய்வீர்கள்.
- b. நீங்கள் அவனை ஒதுக்குவீர்கள்.
- c. உங்களால் அவனுக்கு உதவிசெய்ய இயலவில்லை. ஆனால் அந்த சம்பவத்தை நீண்ட நாட்களுக்கு நினைத்துக் கொண்டிருப்பீர்கள்.

30. You have been accused of a crime you never committed.

- a. I will never be able to prove my point.
- b. I will prove myself.
- c. There is no way I can get out of this.

நீங்கள் செய்யாத குற்றத்திற்காக குற்றம் சாட்டப்படுகிறீர்கள்

- a. நான் என்னுடைய காரணத்தை நிரூபிக்க முயற்சி செய்யமாட்டேன்.
- b. நானே என்னுடைய நியாயத்தை உறுதிப்படுத்துவேன்.
- c. அதிலிருந்து வெளியே வருவதற்கு எந்த வழியும் இல்லை.

31. If you went home tired and found that you had to entertain some friends for the evening.

- a. You display signs of reluctance.
- b. You keep up a smile and ensure their comfort.
- c. You will try your best to give them a hint.

நீங்கள் வீட்டிற்கு சோர்வாகப் போகிறீர்கள். அந்த மாலைப்பொழுதில் உங்கள் நண்பர்களை சந்தோசமடைய செய்யவேண்டும் எனில்

- a. நீங்கள் உங்கள் விருப்பமின்மையை தெரியப்படுத்துவீர்கள்.

- b. நீங்கள் ஒரு புன்னகையை உதிர்த்துவிட்டு அவர்களுடைய சௌகரியத்திற்கு உறுதியளிப்பீர்கள்.
- c. நீங்கள் அவர்களுக்கு குறிப்பு தருவதற்கு முயற்சி செய்வீர்கள்.

32. Suppose you are a team captain and some discussion arose.

- a. You would refuse to accept the views of other members.
- b. You consider yourself supreme.
- c. You believe in over all participation.

நீங்கள் ஒரு குழுவில் தலைவன். அப்போது விவாதம் எழுகிறது எனில்

- a. மற்றவர்களின் கருத்தை நிராகரிப்பீர்கள்.
- b. உங்களை அதிகாரத்தில் பெரியவனாக நினைப்பீர்கள்.
- c. எல்லோருடைய பங்களிப்பையும் நம்புவீர்கள்.

33. You finally find a dress you have been waiting for, for ages and discover that the size is not proper.

- a. You wait for more places to arrive.
- b. You buy it up any way and consider altering it.
- c. You drop the idea completely.

நீங்கள் இறுதியாக ஒரு உடையை தேர்வு செய்கிறீர்கள். ஆனால் அதன் அளவு சரியாக இல்லை என கண்டுபிடிக்கிறீர்கள்

- a. நீங்கள் இன்னும் நிறைய இடத்திற்கு செல்வீர்கள்.
- b. நீங்கள் அதையே வாங்கி பிறகு தகுந்தபடி மாற்றிக் கொள்வீர்கள்.
- c. நீங்கள் இந்த விஷயத்தை அப்படியே விட்டுவிடுவீர்கள்.

34. How would you react to the extreme poverty prevalent in slums?

- a. Dirty slums sicken you.
- b. You consider it their bad luck.
- c. You feel responsible in someway.

சேரியில் காணப்படும் அதிகப்படியான வறுமையை நீங்கள் எப்படி எடுத்துக்கொள்வீர்கள்?

- a. தூய்மையற்ற சேரி உங்களை வெறுப்படைய வைக்கிறது.
- b. அவர்களுடைய கெட்ட அதிர்ஷ்டம் என நினைக்கிறீர்கள்.
- c. நீங்கள் ஏதாவது ஒரு விதத்தில் பொறுப்பாக இருக்க வேண்டும் என நினைக்கிறீர்கள்.

35. You are asked to play the lead role in some play.

- a. I can't act at all.
- b. I am not presentable enough.
- c. I will try and do my best.

நாடகத்தில் ஒரு முக்கியமான கதாபாத்திரத்தில் நடிக்குமாறு கேட்டுக்கொள்ளப்படுகிறீர்கள்

- a. என்னால் நடிக்க இயலாது.
- b. என்னால் அந்தளவுக்கு நடிக்க இயலாது.
- c. என்னால் இயன்ற அளவு நடிக்க முயற்சி செய்வேன்.

36. You are asked to attend a religious function at an old aunt's house.

- a. You are unwilling because you dislike convential people.
- b. You accept just to please your aunt.
- c. You can't hear to sit through long ceremonies.

நீங்கள் உங்கள் வயதான அத்தையின் வீட்டில் மதச்சார்பான விழாவில் கலந்து கொள்ளுமாறு கேட்டுக்கொள்ளப்படுகிறீர்கள்

- a. நீங்கள் அதற்கு தயாராக இல்லை. ஏனெனில் உங்களுக்கு அந்தமாதிரி மதப்பழக்கவழக்கமான மக்களைப் பிடிக்காது.
- b. நீங்கள் உங்களுடைய அத்தைக்காக ஒத்துக்கொள்வீர்கள்.
- c. நீண்டநேரம் விழாக்களில் உட்காருமாறு சொல்வதை நீங்கள் கேட்கமாட்டீர்கள்.

## PART – II

### INSTRUCTIONS

From each of the following quotations, select the word that most accurately describes the mental state of the person making the statement. Cross out (x) the correct answer on the answer-sheet.

கீழ்க்கண்ட தொடர்களில் சம்பந்தப்பட்ட நபரின் மனநிலையை மிகச்சரியாக விவரிக்கக்கூடிய வார்த்தையை தேர்ந்தெடுக்கவும், அதை விடைத்தாளில் அதற்குரிய கட்டத்தில் (X) குறிக்கவும்.

37. The army will defend us. Will it? Won't it?

- a. Despair
- b. Indecision
- c. Confidence

படை நம்மை பாதுகாக்கிறது. சரியா? இல்லையா?

- a. நம்பிக்கையின்மை.
- b. உறுதியின்மை.
- c. நம்பிக்கை.

38. And to think we had looked forward to this party for days.

- a. Disappointment
- b. Regret
- c. Disgust

முன்கூட்டியே இந்தவிழா எப்போது வருமென்று ரொம்பநாளாக நினைக்கிறோம்.

- a. ஏமாற்றம்.
- b. வருத்தம்.
- c. வெறுப்பு.

39. We hate the way you admire her. What about us?

- a. Despair
- b. Jealousy
- c. Possessiveness

நீங்கள் அவளை மெச்சியவிதத்தை நாங்கள் வெறுக்கிறோம். எங்களைப் பற்றி என்ன கூறுவாய்?

- a. நம்பிக்கையின்மை.
- b. பொறாமை.
- c. அதிகப்படியான பற்றுதல்.

## PART – III

### INSTRUCTIONS

In this part, there are some statements regarding the way you behave and act. Each statement has a forced choice response of either 'Yes' or 'No'. Try and decide whether 'Yes' or 'No' represents your usual way of behaving and acting. If yes, cross out (x) the cell below 'Yes' and if no, then cross out (x) the cell below 'No'.

இப்பகுதியில் சில வாக்கியங்கள் உங்கள் நடவடிக்கை சம்பந்தமாக கொடுக்கப்பட்டுள்ளது. ஒவ்வொரு வாக்கியமும் "ஆம்", "இல்லை" என்று ஏதாவது ஒன்றை தேர்ந்தெடுக்கும்படி கொடுக்கப்பட்டுள்ளன. இதில் ஒன்றை தேர்ந்தெடுத்து அதற்குரிய கட்டத்தில் (X) குறிக்கவும்.

40. If you were the host in a party and had to entertain a mixed crowd in which there were some people you disliked intensely would you gently avoid them and give the other more attention.

ஒரு விழாவில் நீங்கள் விருந்தளிப்போனாக இருக்கிறீர்கள். எல்லோரும் கலந்த அந்த மிகப்பெரிய கூட்டத்தில் நீங்கள் கடுமையாக வெறுக்கும் சிலர் உள்ளனர். அவர்களை நீங்கள் மென்மையாக ஒதுக்கிவிட்டு மற்றவர்களை மிகவும் சிரத்தையாக கவனிக்கிறீர்கள்.

41. Your friend brings you a gift for some occasion and it so happens that you don't like it much, would you express your feelings obviously.

உங்கள் நண்பன் ஒரு விழாவில் உங்களுக்கு அன்பளிப்பு அளிக்கிறான். ஆனால் அது உங்களுக்கு பிடிக்கவில்லை எனில் அதை வெளிப்படையாக வெளிப்படுத்துவீர்களா?

42. If you had to give someone a piece of bad news and after having searched for almost a day, you finally find him / her in a disturbed mood would you give the news?

நீங்கள் ஒருவற்கு கெட்ட செய்தியை அறிவிக்க வேண்டும். ஒரு நாள் முழுவதும் அவரை தேடிய பிறகு, அவர் மனநிலை அமைதியில்லாமல் இருப்பதைக் கண்கிணிக்கிறீர்கள். எனில் அந்த செய்தியை அவரிடம் கூறுவீர்களா?

43. On arriving for dinner at a friend's place you discover that none of the dishes prepared appeals to your appetite. Would you resist showing traces of disappointment.

உங்களுடைய நண்பனின் வீட்டிற்கு இரவு விருந்திற்காக செல்கிறீர்கள். அங்கே உங்கள் பசிக்கு தகுந்தவாறு உணவு எதுவும் இல்லை எனில் ஏமாற்றத்தை வெளியிட தடை போடுவீர்களா?

44. In your various successful enterprises do you think that your opponents have experienced strong sense of defeat.

உங்களுடைய பலவிதமான வெற்றி முயற்சிகளில், உங்களுடைய போட்டியாளர்களின் பலமான தோல்விகளை சந்தித்ததாக எண்ணுகிறீர்களா?

45. Do you go through experiences where you find that in some controversial matter after a while your opponents willingly acknowledge your point of view.

நீங்கள் உங்களுடைய எதிர்ப்பாளர்களின் எதிர்மறையான விவாதத்தில், உங்களுடைய கருத்தை அவர்கள் இறுதியில் ஏற்றுக் கொண்ட அனுபவங்கள் உள்ளதா?

46. If you are asked to intervene in an argument between two persons without supporting any of them, do you expect to be successful.

இரண்டு பேர் விவாதம் செய்து கொண்டிருக்கும்போது யாரையும் ஆதரிக்காமல் அவர்களுக்கு இடையே உங்களை தலையிடுமாறு கேட்டுக் கொள்ளப்படுகிறீர்கள் எனில் அது வெற்றியடையும் என எதிர்பார்ப்பீர்களா?

## PART – IV

### INSTRUCTIONS

Given below is a list of incomplete jokes. Against them, there are three choices with which to complete the joke. You are to select and cross out (x) the choice you consider to be the most humorous.

கீழே முற்றுப்பெறாத நகைச்சுவை தொடர்கள் கொடுக்கப்பட்டுள்ளன. அதற்கு கீழே மூன்று விதமான வாய்ச்சொற்கள் நகைச்சுவை தொடர்களை முடிவுறச் செய்யும் வகையில் கொடுக்கப்பட்டுள்ளன. இதில் நீங்கள் மிகவும் நகைச்சுவையாக கருதும் ஒரே ஒரு வாய்ச்சொற்றை a, b, c -ல் தேர்ந்தெடுத்து விடைத்தாளில் அதற்குரிய கட்டத்தில் (X) குறிக்கவும்.

47. Doctor to patient: 'Are you married by any chance?'

#### Patient:

- My wife chooses her own doctor.
- No, the reason I look this way is that I am sick.
- That was ten years back.

மருத்துவர் நோயாளியிடம் : உனக்கு திருமணமாகிவிட்டதா?

நோயாளி :

- என் மனைவி அவளுடைய மருத்துவரை அவளே தேர்ந்தெடுப்பாள்.
- இல்லை, உடல்நிலை சரியில்லாத காரணத்தால் இப்படி காணப்படுகிறேன்.
- பத்து வருடங்களுக்கு முன்னாலேயே நடந்துவிட்டது.

48. Two friends were discussing the reasons for their remaining single after all these years. 'Why only a few days', said the first, 'I met a girl and fell in love with her at first sight'. 'Well', then said the second, 'Why didn't you marry her'?

- I took a second look.
- She was my boss's wife.
- Her boy-friend punched me.

இரு நண்பர்கள் நீண்டகாலமாக அவர்கள் திருமணம் செய்து கொள்ளாததைப் பற்றி விவாதிக்கிறார்கள்.

முதல் நண்பன் : கொஞ்ச நாட்களாகத்தான் ஒரு பெண்ணை சந்தித்தேன். முதல் பார்வையிலேயே காதலில் விழுந்தேன்.

இரண்டாம் நண்பன் : ஏன் அவளை திருமணம் செய்து கொள்ளவில்லை?

முதல் நண்பன் :

- நான் அவளை இரண்டாம் முறை பார்த்ததினால்.
- அவள் என் முதலாளியின் மனைவி.
- அவள் நண்பர்கள் அடித்ததினால்.

49. It was their first fight after marriage and the sordid subject was money. 'Before we were married', She cried, 'You told me you were well off'.

- a. 'So what' he yelled!.
- b. 'I was', he snarled 'but I didn't know it'.
- c. How right I was, he retorted.

திருமணத்திற்கு பின் அது அவர்களுடைய முதல் சண்டை, சண்டைக்கான முக்கிய காரணம் பணம். "நம் திருமணத்திற்கு நீங்கள் வசதியுடன் இருந்ததாக கூறியுள்ளீர்கள்" என்று அவள் கத்தினாள்.

- a. "அதற்கென்ன" என்று அவன் கத்தினான்.
- b. "ஆமாம். இருந்தேன்." ஆனால் இது பற்றி எனக்கு தெரியாது" என்று கூறினான்.
- c. நான் எவ்வளவு சரியாகக் கூறினேன்.

50. Why does he suffer from eyestrain?

- a. Lack of spectacles.
- b. He lives opposite the Y.W.C.A.
- c. He sleeps very little.

ஏன் அவன் தன் கண்களை வருத்திக் கொள்கிறான்?

- a. கண்ணாடி அணியாததினால்.
- b. அவன் Y.W.C.A எதிரில் வசிப்பதால்.
- c. மிகக்குறைவாக தூங்குவதினால்.

51. 'You're a liar', challenged muscles, 'Really', grumbled the small man, 'Say that again and I'll burst your jaw'. 'Consider it said', taunted muscles.

- a. Forget it.
- b. Bye-bye, I have to hurry home.
- c. Consider it bursted.

ஒரு சிறிய மனிதனின் தசைகள் அவனிடம், "நீ பொய்யானவன்" என்று கூறியது. அதற்கு "உண்மையாகவா" என்று கேட்டான். மேலும் அவன் "நீ இதை திரும்ப சொன்னால் உன் தாடையை பெயர்த்துவிடுவேன்" என்றான். அதற்கு தசைகள், "அதன் விளைவுகளையும் பார்த்துக்கொள்" எனக் கூறியது.

- a. அதை மறுத்துவிடு.
- b. நான் வீட்டிற்கு அவசரமாக செல்கிறேன். போய் வருகிறேன்.
- c. உடைந்த தாடையை பார்த்துக்கொள்.

52. 'Don't I look good tails?

- a. No
- b. We all do, don't we.
- c. Why not? You ancestor did.

என்னுடைய தோற்றம் மதிப்புடையவனாக்கி காண்பிக்கிறதா?

- a. இல்லை.
- b. நாம் எல்லோரும் இதே மாதிரி உள்ளோம் இல்லையா?.
- c. ஏன் இல்லை? நம் முன்னோர்கள் அப்படித்தானே இருந்தார்கள்.

53. Elderly passenger who objects to cigarette smoking. 'If you were my husband, I'd give you poison'. Replied the smoker:

- a. Well if you were my wife I'd take it.
- b. You'd still go to jail.
- c. With or without dessert.

மூத்த பயணி புகைப்பிடிக்க எதிர்ப்பு தெரிவிக்கிறார். " நீ என் கணவனாக இருந்திருந்தால் உனக்கு விஷம் கொடுத்திருப்பேன்". அதற்கு புகைப்பிடிப்பவர்:

- a. நல்லது, நீ என் மனைவியாக இருந்தால் விஷத்தை குடித்திருப்பேன்.
- b. ஜெயிலுக்கு போயிருப்பாய்.
- c. பழுவகை உணவுடனா? தனியாகவா?

54. Patient to new doctor in the Mental Asylum, 'We all like you more than the old doctor'; 'Why?', queried the surprised doctor.

The patient replied:

- a. We feel you are more like one of us.
- b. Well, the old doctor was slightly mad.
- c. Your hair is longer.

ஒரு மனநலகாப்பகத்தில் நோயாளி, புது மருத்துவரிடம் கூறுகிறார். "நாங்கள் பழைய மருத்துவரைவிட உங்களை அதிகம் விரும்புகிறோம்."

மருத்துவர் : "ஏன்" என்று கேட்கிறார்.

நோயாளி :

- a. உங்களை எங்களில் ஒருவராக எண்ணுகிறோம்.
- b. பழைய மருத்துவர் கொஞ்சம் பைத்தியம்.
- c. உங்கள் முடி நீளமாக இருப்பதால்.

PART - V

INSTRUCTIONS

Write down the name of the eminent persons on the answer-sheet.

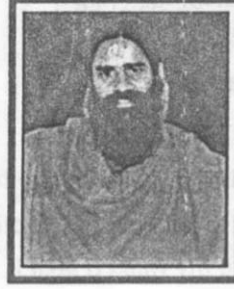
கீழ்க்கண்ட மிகச்சிறந்த நபர்களின் பெயர்களை விடைத்தாளில் எழுதவும்.



55



56



57



58



59



60



61



62



63



64



65



66

## APPENDIX -3

*MANUAL*

*FOR*

**SOCIAL**

**INTELLIGENCE**

**SCALE**

**S**

**I**

**S**

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Estd. 1971

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## RELIABILITY AND VALIDITY

In this scale, retest and split half techniques were employed to find the reliability coefficients. The following coefficients were obtained:

### SPLIT-HALF RELIABILITY CO-EFFICIENTS

Areas	Reliability coefficients
A. Patience	0.93
B. Cooperativeness	0.91
C. Confidence	0.89
D. Sensitivity	0.90
E. Recognition of social environment	0.95
F. Tactfulness	0.91
G. Sense of humour	0.90
H. Memory	0.96

### TEST-RETEST RELIABILITY COEFFICIENTS

Areas	Reliability coefficients
A. Patience	0.94
B. Cooperativeness	0.91
C. Confidence	0.90
D. Sensitivity	0.93
E. Recognition of social environment	0.95
F. Tactfulness	0.84
G. Sense of humour	0.92
H. Memory	0.97

## **VALIDITY**

The techniques of Validity used to validate this scale were Empirical Validity and Cross Validation. The present scale has a validity coefficient of 0.70 and the overall cross validation  $r=0.80$ .

## SCORING KEY

Scoring key of the present scale is given as follows:

### Scoring key for (A) - Patience

Items Nos	Response Alternatives		
	a	b	C
4	1	3	2
8	2	3	1
15	1	2	3
16	1	3	2
20	1	2	3
27	3	1	2
36	2	3	1
Scores Awarded			

### Scoring key for (B) - Cooperativeness

Items Nos	Response Alternatives		
	a	b	C
1	3	2	1
5	3	1	2
9	3	1	2
14	2	1	3
17	1	3	2
21	3	1	2
25	3	2	1
26	2	3	1
28	1	3	2
31	1	3	2
32	2	1	3
Scores Awarded			

### Scoring key for (c) - Confidence

Items Nos	Response Alternatives		
	a	b	C
3	1	3	2
7	3	2	1
11	2	3	1
12	2	3	1
19	1	3	2
23	2	1	3
30	1	2	3
35	1	2	3
Scores Awarded			

### Scoring key for (D) - Sensitivity

Items Nos	Response Alternatives		
	a	b	C
2	2	1	3
6	1	3	2
10	1	2	3
13	2	1	3
18	2	3	1
22	2	3	1
24	1	2	3
29	3	1	2
34	2	1	3
Scores Awarded			

**Scoring key for (E) - Recognition of Social Environment**

Items Nos	Response Alternatives		
	a	b	C
37	1	0	0
38	1	0	0
39	0	1	0
Scores Awarded			

**Scoring key for (F) - Tactfulness**

Item Nos	Response Alternatives	
	Yes	No
40	0	1
41	0	1
42	0	1
43	1	0
44	0	1
45	1	0
46	1	0
Scores Awarded		

**Scoring key for (G) - Sense of Humour**

Items Nos	Response Alternatives		
	a	b	C
47	0	1	0
48	1	0	0
49	0	1	0
50	0	1	0
51	0	0	1
52	0	0	1
53	1	0	0
54	1	0	0

**Scores Awarded**

**Scoring key for (H) - Memory**

Score of one (1) for following correct responses

55. Indira Gandhi	61. Sarojini Naidu
56. Sachin Tendulkar	62. Rabindranath tagore
57. Ram Deo	63. A.P.J. Abdul Kalam
58. C.V. Raman	64. Atal Behari Vajpai
59. Lata mangeskar	65. Ashwarya rai
60. Prem Chand	66. Dr. Rajendra prasad

**NORMS**

A 'Qualitative' of the scores obtained on different dimensions of the scale has also been given.

**Percentile norms (A)Patience**

Raw scores	Percentile
11	3
12	5
13	9
14	13
15	19
16	26
17	34
18	43
19	52
20	62

21	70
22	77
23	84
24	89

**Percentile norms (B)-Cooperativeness**

Raw scores	Percentile
11	0
12	0
13	0
14	1
15	1
16	2
17	3
18	5
19	8
20	11
21	17
22	25
23	32
24	40
25	50
26	59
27	67
28	76

29	82
30	88
31	92
32	94
33	96

**Percentile norms(C)-Confidence**

Raw scores	Percentile
10	0
11	0
12	1
13	2
14	6
15	9
16	16
17	25
18	38
19	50
20	63
21	75
22	84
23	90
24	95

### Percentile norms(D)- Sensitivity

Raw scores	Percentile
11	2
12	4
13	6
14	8
15	12
16	17
17	24
18	31
19	39
20	48
21	57
22	66
23	74
24	81
25	86
26	90
27	93

### **Percentile norms(E)- Recognition of Social Environment**

Raw scores	Percentile
1	17
2	59
3	93

### **Percentile norms(F)- Tactfulness**

Raw scores	Percentile
1	10
2	17
3	25
4	35
5	46
6	58
7	69

### **Percentile norms(G)- Sense of humour**

Raw scores	Percentile
3	22
4	32
5	54
6	56
7	68

### Percentile norms(H)- Memory

Raw scores	Percentile
3	18
4	21
5	25
6	31
7	33
8	38
9	42
10	47
11	52
12	57
13	62

### Qualitative Description of the scores on the Scale

#### (A)-Patience

Percentile	Score	Qualitative Description
0-20	Upto 15	Very low
21-40	Upto 17	Low
41-60	Upto 19	Average
61-80	Upto 22	High
81-100	Upto 24	Very high

**(B)-cooperativeness**

Percentile	Score	Qualitative Description
0-20	Upto 21	Very low
21-40	Upto 24	Low
41-60	Upto 26	Average
61-80	Upto 28	High
81-100	Upto 33	Very high

**(C)- Confidence**

Percentile	Score	Qualitative Description
0-20	Upto 16	Very low
21-40	Upto 18	Low
41-60	Upto 19	Average
61-80	Upto 21	High
81-100	Upto 24	Very high

**(D)-Sensitivity**

Percentile	Score	Qualitative Description
0-20	Upto 16	Very high
21-40	Upto 19	High
41-60	Upto 21	Average
61-80	Upto 23	Low
81-100	Upto 25	Very low

**(E)- Recognition of Social Environment**

Percentile	Score	Qualitative Description
0-40	1	Low
41-60	2	Average
61-100	3	High

**(F)- Tactfulness**

Percentile	Score	Qualitative Description
0-40	Upto 4	Low
41-60	Upto 6	Average
61-100	Upto 7	High

**(G)- Sense of humour**

Percentile	Score	Qualitative Description
0-40	Upto 4	Low
41-60	Upto 6	Average
61-100	Upto 7	High

**(H)- Memory**

Percentile	Score	Qualitative Description
0-20	Upto 8	Low
41-60	Upto 12	Average
61-100	Upto 13	High