SOCIAL INTELLIGENCE OF COLLEGE STUDENTS OF MIZORAM AND ITS RELATION TO GENERAL INTELLIGENCE, SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT

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CERTIFICATE

This is to certify that ***Lalruatfeli Ralte***, a Ph.D Scholar of Institute of Advanced Studies in Education, Affiliated to Mizoram University with the Registration no. MZU/Ph.D./1651 of 09.10.2020 has written her thesis titled ***'Social Intelligence of College Students of Mizoram and its Relation to General Intelligence, Socio-Economic Status and Academic Achievement'*** under my supervision and guidance.

I hereby certify that Lalruatfeli Ralte has complied with all the requirements as laid down by the Ph.D Regulations of Mizoram University and that the thesis is the original work of the scholar and has not been submitted for any other degree to any other University.

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DECLARATION

Mizoram University
August, 2025

I, **LALRUATFELI RALTE**, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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Dated: Aizawl **(LALRUATFELI RALTE)**

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LISTS OF ABBREVIATIONS

UGC -	University Grant Commission
NAAC -	National Assessment and Accreditation Council
STEM -	Science, Technology, Engineering and Mathematics
IQ -	Intelligence Quotient
MA -	Mental Age
CA -	Chronological Age
SES -	Socioeconomic status
BMI -	Body Mass Index
EI -	Extraversion- Introversion
TF -	Thinking-Feeling
JP -	Judging- Perception
SN -	Sensing- Intuition
TSIS -	Tromso Social Intelligence Scale
ANOVA -	Analysis of Variance
BC -	Backward Class
SI -	Social Intelligence
ECI -	Emotional Competence Inventory
SC/ST -	Schedule Caste/Schedule Tribe
PIQ -	Performance Intelligence Quotient
FSIQ -	Full Scale Intelligence Quotient

VIQ - Verbal Intelligence Quotient

MRI - Magnetic Resonance Imaging

GPA - Grade Point Average

EI - Emotional Intelligence

CHAPTER 1

INTRODUCTION

1.1. Introduction

According to Daniel Goleman, "Self-absorption in all its forms kills empathy, let alone compassion. When we focus on ourselves, our world contracts as our problems and preoccupations loom large. But when we focus on others, our world expands. Our own problems drift to the periphery of the mind and so seem smaller, and we increase our capacity for connection - or compassionate action."(Social Intelligence: The New Science of Human Relationships)

While conducting educational research, it is very important that the researcher has to understand the research problem that needs to be taken up for the present study. Conceptual backgrounds guide the researcher and develop a conceptual outline that connects different ideas, concepts, and theories within the field of study. The present study deals with social intelligence, general intelligence, socio-economic status, academic achievement, birth order, height and weight; and the relationship between these, as well as certain demographic variables such as gender, zone (which part of Mizoram it is located), etc. The following sections present brief highlights of the various concepts.

1.1.1 Social Intelligence

Man lives in a society. Man's life and activity are possible only through social activities of a certain social interactions. A man cannot live without society which means that a man live and conduct activity to form certain social relationships. Social Intelligence refers to the ability to understand and manage interpersonal relationships, navigate social complexities, and engage effectively with others. It helps in forming and maintaining healthy and meaningful relationships, which are essential for personal and professional well-being.

According to Goleman (1995) social intelligence play a big role in a person's success. With the current emphasis on academic accountability as measured by tested performance, there needs to be an increased emphasis, and more balanced perspective, on the development of social and emotional learning essential to academic and career excellence. (Saravanan, 2019) Social Intelligence is defined as the person's ability to understand and manage other people, and to engage in adaptive social interactions. (Thorndike, 1920)

E. L. Thorndike (1920) has divided intelligent activity into three types:

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

It is presumed that people having high social intelligence allow individuals to manage and resolve conflicts effectively, fostering a more harmonious environment. In workplaces, social intelligence is thought to lead a better teamwork, leadership, and networking, enhancing career prospects and success. It may lead to stress relief and may also increase emotional resilience. It improves the ability to communicate clearly and persuasively, which is vital in both personal and professional contexts. Social intelligence enables individuals to adapt to various social settings and cultures, making them more versatile and effective in different environments. Overall, social intelligence is a key component of overall intelligence that enhances both personal satisfactions. Social intelligence is a major building block of developing and maintaining social relationship (Rifat, 2020). As a result, socially intelligent types may sometimes be accused of being mind readers. (Saravanan, 2019).

The different dimensions of social intelligence that are included in this study are as follows:

(i) **Patience**: Patient individuals often take time to listen actively and empathize with others. This understanding helps them navigate social situations with greater ease and effectiveness. Patience allows individuals to remain calm and composed during conflicts or disagreements. Patient people tend to invest time and effort in building meaningful relationships. They are willing to give others the space and time needed to grow closer, which fosters trust and deepens connections. In diverse social settings, patience helps individuals navigate cultural differences by showing respect, curiosity, and a willingness to learn from others' perspectives. Overall, patience in social interactions enhances emotional intelligence, promotes understanding, and contributes to more harmonious relationships.

(ii) **Cooperativeness**: Cooperativeness involves contributing to group efforts, respecting others' contributions, and collaborating towards shared objectives. This requires understanding team dynamics, roles, and leveraging individual strengths for collective success. Cooperativeness fosters trust within teams and communities. By consistently demonstrating reliability, openness, and a willingness to support others, cooperative individuals create an environment where trust can flourish. In essence, cooperativeness as a form of social intelligence involves leveraging interpersonal skills, emotional awareness, and collaborative abilities to build positive relationships, achieve shared objectives, and contribute to collective success.

(iii) **Confidence**: Confident individuals tend to express themselves clearly and assertively, which fosters effective communication. They are more likely to articulate their ideas, opinions, and needs with clarity, making it easier for others to understand and respond to them. Confident individuals often influence others positively by demonstrating conviction in their beliefs, decisions, and actions. Confidence enables individuals to assert their boundaries, needs, and rights respectfully. This assertiveness is crucial for standing up for oneself, negotiating effectively, and maintaining healthy relationships based on mutual respect.

(iv) **Sensitivity**: Sensitivity involves empathizing with others, which means being able to put oneself in someone else's shoes and understand their emotions, perspectives, and experiences. Sensitivity helps in understanding non-verbal cues, subtle changes in tone or body language, and unspoken emotions during conversations. This enhances communication by ensuring that messages are received and interpreted accurately. It fosters trust and rapport by showing genuine interest in others' well-being and demonstrating respect for their feelings and boundaries. This creates a positive environment where relationships can flourish. It involves being aware of cultural norms, values, and communication styles, which promotes inclusivity and reduces misunderstandings.

(v) **Recognizing the social environment**: Socially intelligent individuals are adept at recognizing and interpreting verbal and non-verbal cues such as facial expressions, gestures, accent, and body language. This awareness helps them understand the emotional states and intentions of others. Social intelligence includes knowledge of societal and cultural norms governing behavior, communication styles, and interactions. Recognizing these norms allows individuals to navigate social situations appropriately and respectfully.

(vi) **Tactfulness**: It is a fundamental aspect of social intelligence that involves sensitivity, discretion, and diplomacy in communication and interactions with others. Tactful individuals communicate their thoughts, opinions, and feedback in a manner that is considerate and respectful of others' feelings and perspectives. They choose their words carefully to avoid causing offense or misunderstanding. Tactfulness allows individuals to discuss sensitive or controversial topics in a way that promotes constructive dialogue and maintains harmony. They are able to express differing viewpoints without creating conflict or discomfort.

(vii) **Sense of Humor**: Sense of Humor helps individuals connect with others on a more relaxed and enjoyable level, fostering rapport and camaraderie. A well-timed joke or witty remark can lighten the mood and facilitate communication.

Humor can make conversations more engaging and memorable, improving the effectiveness of interpersonal exchanges. When individuals share a sense of humor, it fosters a sense of belonging and cohesion within groups, whether in social settings or professional teams. Humor requires the ability to understand context, gauge reactions, and adjust accordingly.

(viii) **Memory**: Memory plays a crucial role in social intelligence by enabling individuals to recall past experiences, understand social dynamics, and build meaningful relationships. Remembering details about people such as their names, interests, and important events in their lives demonstrates attentiveness and shows that you value the relationship. This helps in building rapport and strengthening connections. It allows individuals to learn from past social interactions. It also allows individuals to recall their own experiences and emotions, which enhances empathy. It helps in understanding and relating to the feelings and perspectives of others, fostering deeper emotional connections.

1.1.2. General Intelligence:

General Intelligence is a key to knowing how individuals differ from one another. The Oxford Dictionary explains intelligence as ‘the power of perceiving, learning, understanding and knowing.’ Alfred Binet also defines intelligence as ‘the ability to judge well, understand well, and reason well’.

General intelligence refers to "g" factor, a concept in psychology that represents a person's overall cognitive ability. It suggests that there is a core mental capacity that underlies and influences performance on a wide variety of intellectual tasks. It was proposed by psychologist Charles Spearman in the early 1900s. It is thought to affect abilities such as reasoning, problem-solving, learning, and memory. People with high general intelligence tend to perform well across many different types of mental tasks, not just one specific area.

This I.Q is obtained by dividing the measured mental age by the actual age in years, and multiplying the result by 100. So, IQ= MA/CA x 100 (MA= Mental Age and CA= Chronological Age)**.**

General intelligence (g) is especially important among college students because it supports a wide range of academic and life skills essential for success in higher education. It helps in understanding abstract concepts across subjects like math, science, philosophy, and literature. College often requires students to think critically and evaluate arguments where general intelligence play an important role in reasoning, analysis, and decision-making. Students with strong general intelligence are typically more adaptable and can transfer knowledge across disciplines. General intelligence supports academic success, personal development, and professional preparation, making it a vital asset for college students.

1.1.3. Socioeconomic Status:

Socioeconomic status (SES) may be defined as an individual's or a group's social standing or position in society, typically determined by a combination of factors such as income, education, occupation, and social status. Socio-economic status is the position an individual, family, or group within a societal hierarchy according to its access to or power over valued goods such as wealth or social recognition and privileges (McLoyd, 1998). Children of families with a low socio-economic status are frequently at risk of not successfully developing the skills they need to achieve at school (Duncan, Brooks-Gunn, & Klebanov, 1994; McLoyd, 1998).

Socioeconomic status (SES) influences access to education, healthcare, housing, and employment opportunities. SES can affect educational attainment and opportunities for personal and professional growth. Higher SES individuals are regarded to have greater access to quality education, which can lead to higher-paying jobs and socioeconomic mobility. SES influences social mobility—the ability to move up or down in socioeconomic status. Lower SES individuals often face barriers that make it harder to improve their circumstances.

SES influences living conditions, safety, and overall well-being. Higher SES is considered to correlate with better living conditions, safer neighborhoods, and access to cultural and recreational opportunities. SES can influence political participation and social influence. Individuals with higher SES often have more resources and opportunities to engage in civic activities and influence public policies. SES impacts access to quality education and opportunities for personal and professional development. Higher SES individuals tend to have better access to educational resources, leading to higher academic achievement and greater career prospects. Overall, SES plays a

fundamental role in shaping individuals' life outcomes, influencing health, education, economic opportunities, and overall quality of life. Addressing disparities in SES is essential for achieving equitable and inclusive societies.

1.1.4. Academic Achievement:

Academic achievement can be considered as the outcomes of learning and progress attained by students within a formal educational setting. It typically includes the acquisition of knowledge, skills, and competencies across various subjects and disciplines. Dictionary of Education by Carter (1959) defines Academic Achievement as the knowledge attained or skills developed in the school subjects, usually determined by test scores or marks assigned by teachers or both. Bhatnagar R.P. (1969) considers Academic Achievement or Academic Performance of students as an aspect of their total behaviour. Academic achievement is often assessed through standardized tests, grades, performance evaluations, and other indicators that demonstrate the level of mastery and understanding a student has attained in their educational journey. It reflects both cognitive abilities and the application of learning in academic contexts.

Academic achievement fosters intellectual growth, critical thinking skills, and knowledge acquisition, which are essential for personal development and lifelong learning. It is often a key factor in accessing higher education and obtaining better job opportunities. Higher academic qualifications can lead to higher-paying and more fulfilling careers. Education and academic achievement can significantly impact social

mobility, allowing individuals from diverse backgrounds to improve their socioeconomic status and quality of life.

Well-educated individuals often contribute positively to society through innovation, leadership, and informed decision-making in various fields such as science, technology, politics, and culture. Achieving academic success can provide a sense of accomplishment, self-esteem, and confidence, which are important for personal well-being and satisfaction. In a globalized economy, academic achievement enhances a country's competitiveness by producing a skilled workforce capable of driving economic growth and innovation. Promoting academic achievement helps address educational disparities and promotes equity by ensuring all students have access to quality education and opportunities for success. Overall, academic achievement serves as a foundation for individual advancement and societal progress

1.1.5. Birth Order:

Birth order can be understood as the chronological position of siblings within a family based on their birth dates. It categorizes individuals into specific birth orders such as first-born, middle child, youngest child, and only child. Birth order theory suggests that the position a child occupies in the family can influence their personality traits, behavior, and development due to varying parental expectations, family dynamics, and interactions with siblings.

Birth order is often associated with specific personality traits. For example, first-born children are often seen as responsible, conscientious, and achievement-oriented, possibly due to their role as "leaders" among siblings. Middle children might develop characteristics like diplomacy, adaptability, and sociability, as they navigate between older and younger siblings. Youngest children may exhibit traits such as creativity, spontaneity, and a desire for attention, influenced by being the "baby" of the family.

1.1.6. Height and Weight

Height and weight may be said as the physical measurements that provide insights into an individual's body size and composition. Height is perceived to be the vertical measurement from the base of the feet to the top of the head when standing upright. It is typically measured in units such as centimeters (cm) or feet and inches (ft/in). Height is influenced by genetics, nutrition, and overall health. It is an important indicator of growth and development, with average heights varying across populations and genders.

Weight may be understood as the measurement of mass, often measured in kilograms (kg) or pounds (lbs). It represents the total body mass, including muscles, bones, fat, and organs. Weight is influenced by factors such as diet, exercise, metabolism, and genetics. Maintaining a healthy weight is important for overall health and well-being, as excessive or insufficient weight can contribute to various health problems.

Both height and weight are commonly used in medical assessments, fitness evaluations, and growth monitoring. They provide valuable information for determining health status, identifying potential growth disorders, assessing nutritional needs, and designing personalized fitness or treatment plans.

Body Mass Index (BMI) is a numerical measurement derived from an individual's height and weight. It provides a standardized way to classify individuals into different categories based on their body size and composition.

The formula for BMI is: $BMI = kg/m^2$

BMI is typically used as a screening tool to assess whether a person is underweight, normal weight, overweight, or obese. Here are the general BMI categories:

- Underweight: BMI less than 18.5
- Normal weight: BMI 18.5 to 24.9
- Overweight: BMI 25 to 29.9
- Obese: BMI 30 or greater

Body Mass Index (BMI) plays a significant role to every individual especially among the college students. It serves as a simple tool to assess whether they are within a healthy weight range for their age. BMI helps track changes in weight over time, ensuring that growth aligns with healthy standards. Maintaining a healthy BMI can help youths avoid issues related to body images, self esteem, and bullying due to weight. We have to remember that BMI does not differentiate between muscle and fat but it goes alongside with health indicators, such as physical activity and diet.

1.2. Higher Education in Mizoram: An overview

According to Ministry of Education, Government of India, "Higher Education is defined as the education, which is obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months (full time) or after completing 10 years of schooling and is of the duration of at least 3 years. The education may be of the nature of General, Vocational, Professional or Technical education."

According to Cambridge Dictionary, "Higher Education is the education at a college or university where subjects are studied in great detail and at an advanced level."

Higher Education is an integral part of the present growing society. It refers to the stage of learning that occurs after completing secondary education. It prepares individuals for more specialized careers and lifelong personal and intellectual growth. It helps the members of the society to improve their lives, to develop and enhance the strength of the nation. A competitive person can bring tremendous changes to the society but he first requires a specific learning for his own professional and social growth. Hence the importance of higher education in improving the personal and national development cannot be stressed enough. As such, all nations, developing and developed have striven to create a dynamic and powerful higher education system.

India too has boasted of excellent indigenous higher education systems from ancient times and during the British Rule, the higher education system was transformed to mirror the western world. After Independence, the Indian Government recognized the importance of a vibrant higher education system and since then has spared no efforts towards developing the same.

The first college in Mizoram was established in 1958. On 15 August 1958, Pachhunga University College (then Aijal College) was inaugurated to become the first institute of higher education. In 1961 Education Officer became the administrative authority of education in the Mizo District Council. At present, there are 27 Colleges under Section 2(f) and 12B of the UGC Act 1956 and 2 Colleges under Section 2(f). There are 24 colleges and 1 University which were accredited so far by NAAC as on March, 2020.

NEP 2020 states, "Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, crucial thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning."

The present enrolment status of students for the academic session 2020-2021 is as follows:

Table 1.1: Present Enrolment status

Sl. no	**Name of College**	**City/Town**	**District**	**No. of Students**	**Type of Management**
1	Govt. Aizawl College	Aizawl	Aizawl	1681	State Govt.

2	Govt. Serchhip College	Serchhip	Serchhip	405	State Govt.
3	Govt. Zirtiri Res.Sc. College	Aizawl	Aizawl	746	State Govt.
4	Govt. Hrangbana College	Aizawl	Aizawl	1985	State Govt.
5	Govt. Aizawl North College	Aizawl	Aizawl	1305	State Govt.
6	Govt. Aizawl West College	Aizawl	Aizawl	823	State Govt.
7	Govt. J. Thankima College	Aizawl	Aizawl	794	State Govt.
8	Govt. Johnson College	Aizawl	Aizawl	1167	State Govt.
9	Govt T. Romana College	Aizawl	Aizawl	1320	State Govt.
10	St. Xavier College	Lengpui	Aizawl	97	Private
11	ICFAI	Aizawl	Aizawl	350	Private
12	Helen Lowry College	Aizawl	Aizawl	90	Private
13	Mizoram Christian College	Aizawl	Aizawl	180	Private
14	Faith College	Aizawl	Aizawl	26	Private
15	City College	Aizawl	Aizawl	55	Private
16	Pachhunga University College	Aizawl	Aizawl	2500	Mizoram University
17	Govt. Lunglei College	Lunglei	Lunglei	1029	State Govt.
18	Govt. Siaha College	Siaha	Siaha	382	State Govt.
19	Govt. Hnahthial College	Hnahthial	Lunglei	135	State Govt.
20	Govt. Lawngtlai College	Lawngtlai	Lawngtlai	276	State Govt.
21	Govt. J. Buana College	Lunglei	Lunglei	482	State Govt.
22	HATIM	Lunglei	Lunglei	300	State Govt.
23	Govt. Kamalanagar College	Chawngte ‘C’	Lawngtlai	374	State Govt.
24	Govt. Champhai College	Champhai	Champhai	688	State Govt.
25	Govt. Saitual College	Saitual	Saitual	205	State Govt.

26	Govt. Khawzawl College	Khawzawl	Khawzawl	83	State Govt.
27	Govt. Kolasib College	Kolasib	Kolasib	653	State Govt.
28	Kawnpui College	Kawnpui	Kolasib	27	Private
29	Govt. Mamit College	Mamit	Mamit	155	State Govt.
30	Govt. Zawlnuam College	Zawlnuam	Mamit	60	State Govt.
	TOTAL			18373	

******Department of Higher and Technical Education document***

From table 1.1, it is observed that there are 18373 students enrolled for the academic year 2020-2021 and there are 22 Govt. colleges, 1 Mizoram University college and 7 private colleges. There are 15,048 students in government colleges, 825 students in private colleges and 2500 undergraduate students under Mizoram University.

Table 1.2: Latest Academic Achievement of Students

Stream of Study	No. of Candidates	No. of Appeared	Passed	Pass Percentage
Arts	3527	3506	2533	72.25%
Science	492	491	369	75.15%
Commerce	237	237	197	83.12%
Home Science	9	9	8	88.89%
Overall	4265	4243	3109	73.27%

*** *Result Book of Undergraduate VI Semesters 2020, Mizoram University***

From table 1.2, it is observed that there are majority of students in arts stream and least students in home science. The pass percentage of home science students is best i.e. 88.89% while the pass percentage of arts students is the worst i.e. 72.25%. In arts stream, out of 3527 enrolled 3506 students appeared in the exam i.e., 21 candidates do not appear in the exam. Among the science stream students, out of 492 students 491

students appeared in the exam i.e., 21 student do not appear in the exam while, all the candidates of commerce and home science students appeared in th

1.3. Rationale of the Study:

The need to study social intelligence among college students arises from its critical role in shaping their academic success, personal development, and future employability. Understanding how social intelligence impacts academic and social integration can inform teaching strategies and institutional policies to improve student engagement and retention. Studying social intelligence in college students offers practical insights into applying psychological and sociological theories to real-world educational and social contexts. Researching social intelligence among college students is vital to promoting their holistic development, improving educational environments, and equipping them with the skills necessary for success in life and work. Insights from such studies can help institutions implement evidence-based strategies to enhance student outcomes.

1.3.1. Social Intelligence: Social intelligence is the ability to adjust in society. It is important due to growing tensions, stresses and various complexities. It can be learned and developed and for managing personal life, interpersonal relationships and success in life. Every person has different level of social intelligence. Socially intelligent people can play various social roles effectively. Socially intelligent persons are good listeners. As a result, others come away from an interaction with an SI person feeling as if they had a good “connection” with him or her. Saxena and Kumar (2013) found out that female student's posses more social intelligence than male students and analysis of stream indicates that arts students are having greater social intelligence than students of other streams.

1.3.2. Social Intelligence and General Intelligence: Cognitive ability also comes with society. Society is a part of our life and we are a part of the society. Without social intelligence human beings are incomplete. Are the people having good cognitive ability also have high ability to understand others? There can be

intelligent people who prevent themselves being socialized because they believe that being socialised distracts their intelligence therefore they prevent themselves being indulged in social life. In our today's life, are the people more interested in gaining good educational qualifications with high degrees more than social intelligence?

We can say General intelligence as the cognitive ability of a person. But as human beings are social beings (as said by Erikson) without being socialized we cannot fully live out what humanity really mean. A man may be a gifted person and grows apart from social relations.

Stephen, N (2019) in his study 'The Influence of General Intelligence and Social Intelligence Ability on Students Academic Achievement' studied the intelligence ability and social intelligence of school students of Nairob, Kenya. The findings show that intelligence ability and social intelligence has positive significant effects on student's scholastic achievement. Intelligence and social intelligence has positive and significant influence on students' academic achievement. Malsawmi and Lalchuangkima (2016) in their study 'Intelligence and Music Aptitude of College Students in Aizawl' examined the level of intelligence and music aptitude of college students in Aizawl city, the capital of Mizoram, India and to compare them with reference to their gender and stream of study. The findings revealed that science students are the most intelligent students. The study also revealed that female students have higher musical aptitude than the male students. Significant positive correlations have also been established between intelligence and music aptitude among college students. Kavita (2017) in his study titled 'A Study of General Intelligence among Degree College Students' studied the general intelligence level of degree college students. The results of the study are: (a) significant difference exists in the general intelligence of govt. and private college students, govt. college students scoring higher than the private college students. (b) There is significant difference in the general intelligence of urban and rural college students, urban

college students showing higher score than their rural counterparts. (c) Science students show higher general intelligence than the arts students. (d) Male and female students do not differ significantly on general intelligence scores.

Dandagal and Yarriswami (2017) in their study titled ‘A Study of Intelligence in Relation to Academic Achievement of Secondary School Students’ studied the academic achievement of high school students in relation to their intelligence. The study revealed that there is significant relationship between academic achievements. The study also indicated that there is no significant difference in academic achievement of boys and girls in case of different levels of intelligence. Dandinker (2017) in his study titled ‘A Study Relation between Academic Achievement and Intelligence Of Sc & St Students Of Secondary Schools at Gulbarga’ studied the relation between the academic achievement and intelligence of the SC and ST students of secondary schools of Gulbarga city. The findings of the study shows positive correlation among intelligence and academic achievement and no significant difference among SC and ST boys and girls of secondary schools.

From the reviews highlighted above, we can know that only 1 review can be seen related with social intelligence and general intelligence specifically. Here, we come to know the need for research work relating to this. There can be many factors like social factor, religious factor, family factor and unforeseen factors that make people more interested in general intelligence than social intelligence. Those having basic instincts and whose incapability of coping with others and confining to their own environment with self centeredness may be assessed or observed with their achievements, whether they are successful or resourceful? A person with high general Intelligence but low SI, are believed to be secluded and isolated from society ineffectually. Most of the communitarian society like Mizo society are having plethora of societal activities and functionaries. Will be considerable worth to participate in a group or society

which is under the leadership of low educational background (e.g under matric, etc) or will the society opt for a leadership executed by persons having high intelligence, probably Social Intelligence?

1.3.3. Social Intelligence and Socio-economic Status: Harpreet and Kalaramna (2004) research findings revealed that socioeconomic status has got effect on social intelligence. We often regard the Mizo society as a classless society but there is always a simple saying of the gap between the rich and the poor. Do the college students only come from the rich family? Do the college students who coming from the rich family have higher levels of social intelligence? All these questions are very important and relevant in our present scenario.

Do the students get good financial support? Do they get moral support? There are several students who could not access higher education without financial support or sponsorship due to backward financial status. Meanwhile, there are still number of people who could support themselves financially without any external supports. There are people who are having money to pay for whatever they intend for. Even degrees can be handled with sufficient amount of money. In this sense, the poorness of the poor is getting much more increased. But still, there is a chance and possibility for the underprivileged students to achieve success in their lifetime. We have to remember that beyond what money can buy, there is always a prize for those who work hard. Therefore, we ought to observe and assess the present status quo of college students in Mizoram. Assessment should be made from the empirical study of students whose social intelligence is attributed more comparing the two types of students whose academic life is tough and the other with easy access of education and without any hurdles in terms of financial, etc.

Every institution has students coming from rich and poor backgrounds. Are the students coming from the poor background know the value of time and money more than students who come from rich background? Time and money

are not easily wasted by some as they earn it which makes them aware of becoming a sensitive person who knows the value of time and money but some may or may not know the value of time and money because even when they have problems like health issues or paying of college fees their family can pay at every cost so they tend to lack sensitivity to know the value of time and money. Due to political fitness, even students having good academic records are rejected and students having low academic records may be given preferences. This shows the need of acquiring Social Intelligence.

1.3.5. Social Intelligence and Academic Achievement: Pankajam & Dhana (2017) investigated the relationship between Social Intelligence and academic achievement of the selected arts group students at Higher Secondary level. Their findings reveal that there is a mild positive relationship between social intelligence and academic achievement among the selected arts group students at Higher Secondary level. What are the latest results of the college students? Unemployment of the youth is the biggest issue in the Mizo society. There are a lot of educated people who are unemployed. What are the reasons of unemployment? We shall need to assess the exact conditions of college students' academic performances in terms of their ability to possess social intelligence or else vice versa. Academic achievement occupies a very important place in education as well as in the learning process. It has become an index of child's future in this highly competitive world (Weis and Sub, 2007). It is no surprise that people having better social skills have more friends, are in more relationships, and know how to nurture a relationship. This leads them to have successful careers and generally happier lives.

1.3.6. Social Intelligence and Birth order: Parents may have different expectations for children based on birth order. First-born children may experience higher pressure to succeed academically or professionally, while younger siblings might benefit from more relaxed parental attitudes or less supervision. Older siblings often take on care

giving or mentoring roles, while younger siblings may look up to their older siblings or rebel against perceived expectations.

First-born children may achieve higher educational attainment and occupational success, possibly due to their early exposure to adult-like responsibilities and expectations. It can affect social interactions and relationships outside the family. It may influence how individuals perceive authority, collaborate with peers, and navigate social hierarchies. Are the expectations meeting the reality or are they just mere assumptions needs to be found out.

Dorret, Toos, Leo, Rosa, Hoekstra, Tinca and Meike (2008) in their study titled 'Intelligence and birth order in boys and girls' studied the relation between intelligence and birth order among young Norwegian men and found out that IQ and birth order is the same in men and women. Meanwhile, Bruce, Adrian and Georg (2009) in their study titled 'Intelligence and Birth Order among Children and Adolescents in Psychiatric Care' studied around 2,500 adolescents in a child and adolescent psychiatry clinic in the region of Münster, Germany had their intelligence assessed. First borns and only children displayed higher IQs than later borns supportive of the confluence theory of Zajonc. Keeping in mind of the previous contrast findings, it is a big challenge to find the results among the Mizo college students.

1.3.7. Social Intelligence with Height and Weight: Caroline and Mathew (2016) in their study titled 'Associations among height, body mass index and intelligence from age 11 to age 78 years' studied intelligence in relation to both height and body mass index (BMI) at various stages of life. The results indicate that Height and intelligence were significantly positively associated in childhood and late adulthood. Longitudinal correlations also showed that childhood intelligence predicted late-adulthood height and childhood height predicted late-adulthood cognitive ability. Mondal, Karmakar, Paul, and Saha (2016) in their study titled 'Intelligence in Relation to Height and Weight among Secondary School Students' studied the

relation of intelligence in terms of height, weight and BMI among secondary school students. The study revealed that there was significant relationship between IQ and height and low significant relationship between IQ and weight and also no significant relationship between IQ and BMI.

From the previous findings highlighted above, we can observe that height and weight have a good relation with intelligence. It is a challenge to find out the outcome in the context of the Mizo society. So, in viewing of all the possible problems mentioned above, the present study is taken up.

1.4. RESEARCH QUESTIONS

The following are the research questions for the present study:

1) What are the levels of social intelligence, general intelligence, socio-economic status and academic achievement of the college students of Mizoram?
2) Do male and female college students of Mizoram have different levels of social intelligence?
3) Is there any difference in the levels of social intelligence of college students from private and government college students of Mizoram?
4) Do college students from different streams of study (arts, science and commerce) exhibit differences in the levels of social intelligence of Mizoram?
5) Does birth order have a bearing on social intelligence of college students of Mizoram?
6) Is there any difference in the social intelligence of college students of Mizoram with graduate and non-graduate parents?
7) Is there any difference in the social intelligence of college students of Mizoram with working and non-working parents?
8) What is the nature of relationship of social intelligence with general intelligence, socio-economic status and academic achievement of the college students of Mizoram?
9) What is the relationship of social intelligence with height and weight of college students of Mizoram?

1.5. STATEMENT OF THE PROBLEM:

The present study aims to investigate into the social intelligence of college students in Mizoram as well as the various factors that may have pertinence and relation with social intelligence. Hence, the present study is entitled, "Social Intelligence of College Students of Mizoram and its Relation to General Intelligence, Socio-economic Status and Academic Achievement."

1.6. OPERATIONAL DEFINITION OF THE TERM USED

The Operational Definition of the term used for the present study is as follows:

Social Intelligence: Social Intelligence refers to patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory level.

College Students: College Students refers to the undergraduate students enrolled in the different colleges within Mizoram.

General Intelligence: General intelligence refers to verbal facility ability, analytical thinking ability, classification ability, numerical reasoning ability, symbolic transforming ability and syllogistic reasoning ability**.**

Socio-Economic Status: Socioeconomic status (SES) in the study refers to the Personal Information, status of Family background, Educational status, Income of the family and cultural & material possessions.

Academic Achievement: Academic Achievement refers to the latest results of the college students enrolled in the different colleges within Mizoram.

1.7. OBJECTIVES OF THE STUDY

The following are the objectives for the present study:

1. To assess the levels of social intelligence, general intelligence, socio-economic status and academic achievement of the college students of Mizoram.
2. To compare the social intelligence with the different dimensions (a)patience (b)cooperativeness (c)confidence (d)sensitivity (e)recognition of social environment (f)tactfulness (g)sense of humour and (h)memory level with respect to gender of college students.
3. To compare the social intelligence of college students with the different dimensions (a)patience (b)cooperativeness (c)confidence (d)sensitivity (e)recognition of social environment (f)tactfulness (g)sense of humour and (h)memory level with respect to management of college.
4. To compare the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level with respect to stream of study.
5. To find out if there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to birth orders.
6. To find out whether there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to graduate and non-graduate parents.
7. To find out whether there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g)

sense of humour and (h) memory level of students with respect to working and non-working parents.

8. To study the relationship of social intelligence with general intelligence, socio-economic status and academic achievement of the college students of Mizoram.
9. To examine the relationship of social intelligence with height and weight of college students of Mizoram.

1.8. RESEARCH HYPOTHESES OF THE STUDY

The following are the research hypotheses of the present study:

1) There is a significant difference in the levels of social intelligence in relation to gender.
2) There is a significant difference in the levels of social intelligence in relation to management of college.
3) There is a significant difference in the levels of social intelligence in relation to streams of study.
4) There is a significant difference in the social intelligence of students in relation to birth orders.
5) There is a significant difference in the social intelligence of students with graduate and non-graduate parents.
6) There is a significant difference in the social intelligence of students with working and non-working parents.
7) There is a significant relationship of social intelligence with general intelligence, socio-economic status and academic achievement.
8) There is a significant relationship of social intelligence with height and weight.

1.9. NULL HYPOTHESES OF THE STUDY

For the purpose of testing the aforesaid research hypotheses are converted in the following null hypotheses:

1. There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to gender of college students.
2. There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to management of college.
3. There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to streams of study.
4. There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with different birth orders.
5. There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with graduate and non-graduate parents.
6. There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with working and non-working parents.
7. There is no significant relationship of social intelligence with general intelligence, socio-economic status and academic achievement.
8. There is no significant relationship of social intelligence with height and weight.

1.10. DELIMITATION OF THE STUDY

Due to constraints of time and resources as well as differences in the nature of courses as well as the student populace involved therein, the present study is delimited to students of general under-graduate courses and does not include students of the technical courses of Mizoram.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Introduction

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research.

The characteristics of review of related literature are:

1) Review of the related literature allows the researchers to acquaint with current knowledge in the field or area in which the investigator is going to conduct the research.
2) Review of literature provides the interpretation of existing literature in light of updated developments in the field to help in establishing the consistency in knowledge and relevancy of existing materials.
3) It helps in calculating the impact of the latest information in the field by mapping their progress of knowledge. It brings out the dialects of contradictions between various thoughts within the field to establish facts.
4) It further explored to establish the latest facts of theories to add value to the field.
5) It provides information for relevancy and coherency to check the research.
6) It points out the areas that require further investigation and thus aid as a starting point of any future research.
7) It helps to adopt a more appropriate methodology for the research by examining the strengths and weaknesses of existing research in the same field.
8) It increases the significance of the results by comparing it with the existing literature.
9) It helps to prevent plagiarism by tailoring and uniquely tweaking the scientific manuscript not to repeat other's original idea.

10) It helps to compare and contrast to show the originality and uniqueness of the research than that of the existing other researchers.
11) It helps to collect data accurately for allowing any new methodology of research than the existing ones.
12) It helps the researcher to define the limits of field; avoid unfruitful and useless problem areas; avoid unintentional duplication of well-established findings; give and understanding of the research methodology and know previous recommendations.

The review of related literature is a critical section in any research work that provides a comprehensive overview of existing studies, theories, and knowledge relevant to research topic. It involves a systematic examination and synthesis of previous research, allowing the researcher to establish a foundation for their own study. By reviewing related literature, researchers identify gaps in the current knowledge, understand the strengths and limitations of previous studies, and refine their research questions and methodology. This process also helps in situating the research within the broader academic context, ensuring that the study is informed by, and contributes to, ongoing scholarly discussions. Ultimately, a well-conducted literature review demonstrates the researcher's understanding of the topic and justifies the significance and originality of their research.

C.V.Good rightly argues saying, "The Keys to the vast storehouse of the published literature may open doors to sources of significant problems and explanatory hypotheses& provide helpful orientation for the definition of the problem, background for selection of procedure & comparative data for interpretation of results. In order to be creative & original one must read extensively & critically as a stimulus to thinking." Reviews of related literature done in the past by different researchers play a supportive role for the investigator who is carrying out further research on the same area.

So, the following are reviews on related literature relevant for the present study.

2.2 Social Intelligence

Kaukiainen, Kaj, Kirsti, Karin, Christina, Sari and Anne (1999) in their study titled 'The Relationships Between Social Intelligence, Empathy, and Three Types of Aggression' studied the relationships between social intelligence, empathy, and three types of aggressive behavior of 526 Finnish school children from three age groups (10, 12, and 14 years old). Correlations between social intelligence and each type of aggression were tested and were found out that when the two other types of aggression and empathy were partialled out, indirect aggression correlated positively and significantly with social intelligence in every age group studied. Physical and verbal forms of aggression had almost zero correlation to social intelligence. Empathy correlated negatively and significantly with every type of aggression except indirect aggression in 12-year-old children. In this study, all major variables were measured by applying a peer-estimation technique. As far as research on aggression and social skills are concerned, peer evaluations have been the most successful measures, whereas, until recently, empathy has rarely been operationalized and measured by peer nominations

Furnham, Moutafi and Paltiel (2005) in their study titled 'Intelligence in Relation to Jung's Personality Types' investigated the relationship between Jung's personality types and psychometric intelligence. 4758 were participants of all job applicants tested by Psytech International as part of an assessment centre exercise. The General Reasoning Test Battery (GRT2) which comprise of timed (28 minutes) ability test, measuring numerical (25 items), verbal (35 items) and abstract (25 items) reasoning was used. The investigation of personality and demographic predictors of specific mental abilities (numerical, verbal and abstract reasoning) revealed that Extraversion-Introversion (EI), Thinking-Feeling (TF) and Judging-Perception (JP) can be used to predict scores on all three mental abilities, whereas Sensing- Intuition (SN) can be used to predict verbal reasoning only.

Vyrost and Kyselova (2006) in their study titled ‘Interpersonal Personality Traits Social Intelligence Values Wisdom’ tested the hypothesis that there are interconnections between social intelligence, wisdom, values and interpersonal personality traits. To examine this possibility, 4 measures were administered to 44 university students. The data obtained revealed close mutual relations between social intelligence measured by TSIS scale (social information processing, social skills and social awareness) and wisdom-related knowledge. The result revealed close mutual relations between social intelligence and wisdom related knowledge.

Sembiyan and Visvanathan (2012) in their study titled ‘A Study on Social Intelligence of College Students’ examined the social intelligence of college students in Cuddalore, Villupuram, Nagapattinam, Thanjore, Vellore and Thiruvannamalai Districts of Tamil Nadu, India. Samples of 1050 college students were selected through random sampling technique. The result revealed that the locality and type of family had no significant difference but gender and type of institution exhibited significant difference in respect of their social intelligence in which girls and government school students have higher social intelligence respectively.

Fatos and Tayfun (2012) in their study titled ‘Social intelligence as a predictor of loneliness in the workplace’ examine the relationship between social intelligence and loneliness of academics in the workplace. This study involves 326 (149 female/177 male) academics employed in various universities in Turkey and North Cyprus. The age average of participants is 39.09 years. In this study, the Loneliness at Work Scale (LAWS) and Tromso Social Intelligence Scale (TSIS) has been utilized. The findings showed that social information processing, social skills, and social awareness, which are the sub-dimensions of social intelligence, positively explained of social deprivation. Social skills and social awareness positively explained of social companionship.

Ahmad and Ayed (2012) in their study titled ‘Social intelligence and personal characteristics of talented secondary school students in King Abdullah II schools for excellence, Jordan’ the aim of this study is to identify any relationship between social intelligence and the behavioral characteristics of talented students in a middle school from the perspective of their teachers. The study sample consisted of 200 male and female students, distributed in three regions; Amman, Al- Salt, and Al-Zaraqa, Jordan. The results showed that the degree of response of the sample on the social intelligence scale was high on both parts of the scale .The results also indicated that the averages were medium for each of the creativity, leadership, and motivational characteristics, whereas the average was low for the learning characteristics. The results indicated that there were no statistically significant differences in the average degree of response of the study sample due to the sex variable on both the social intelligence and behavioral characteristic scales for each of the total score or on the sub-dimensions. Furthermore, the results showed that the interaction with others dimensions is the only one which had a significant effect on the explanation of each of the behavioral characteristics of talented students' variables of creativity, leadership, learning, and the total score.

Habib, Adel and Azim (2013) in their study titled ‘The Study Of Relationship Between Social Intelligence And Organizational Performance (Case Study: Ardabil Regional Water Company's Managers)’ studied the relationships among dimensions of social intelligence, social skills, social information processing, social awareness, social desirability of organizational performance. This research was a descriptive study. The population in this study comprised all experts, assistants and managers of regional water companies in Ardabil province, and was about 164 randomly selected people. And to gather data from field methods the means of questionnaires were used. To achieve the multiplier effect of each variable on the dependent variable, Pearson correlation test was performed. Results indicated that social skills, social information processing, social awareness and social desirability of improving organizational performance had the most important part in social information processing, and social awareness and social skills played a secondary role in improving performance.

Saxena and Kumar (2013) in their study titled 'Social Intelligence of Undergraduate Students in Relation to their Gender and Subject Stream' studied the social intelligence of male and female students of science and arts streams studying in various degree colleges of Bhilai City, Chhattisgarh. For this study, descriptive method was used. 120 first year college students comprising of 60 male and 60 female undergraduate students were selected by adopting stratified disproportionate random sampling technique. The findings of gender analysis indicated that female students possess more social intelligence than male students and analysis of stream of study indicated arts students as having greater social intelligence than students of other streams.

Joana, Liliana and Maria (2013) in their study titled 'Social Intelligence in Portuguese Students: Differences According to the School Grade' studied Portuguese students' perceptions about their social intelligence and to analysis and discussion of the differences between groups according to their school grade. Participants are adolescents attending the 8th, 10th and 11th grades of Portuguese public schools. Participants were 1171 adolescents, 590 girls (50.4%) and 581 boys (49.6%), aged between 11 and 25 years old, attending the 8th, $10^{th}$and 11^{th}grades at elementary and secondary schools, in the northern, center and southern Portugal Adolescents were administered. The results show that Portuguese students are having low-perceptions of social intelligence. In other words, the students believe they do not possess the necessary skills to effectively solve the problems they face in their social life.

Ruchi, Shubhangana and Raj (2013) in their study titled 'Social Intelligence of Adolescents: A Study of Himachal Pradesh' found out the social intelligence of adolescents and the correlation between ecological variables and social intelligence of the respondents. A study was conducted in Kangra District of Himachal Pradesh. Two blocks namely Panchrukhi and Bhawarna were randomly selected. Four schools were selected from each block. Survey was done on 200 adolescents falling in the age group of 13-19 years under each block. Social Intelligence was assessed by Social Intelligence

Scale. The results of the study revealed that most of males and females respondents were with optimistic social intelligence dimensions such as patience, co-operativeness and confidence. Contrary to this, high percentage of males and females respondents showed negative response of social intelligence dimensions such as recognition of social environment, tactfulness and sense of humour. But, males and females respondents showed an affirmative relationship with memory. A significant correlation was found between social intelligence dimensions and ecological variables of respondents.

Showkat and Sharda (2015) in their study titled 'Effect of Participation in Sports on Social Intelligence of Collegiate Students' studied the effect of participation in sports on social intelligence of collegiate students. The sample for the present study was collected from colleges operational in South Kashmir, India. 100 persons i.e. 50 male (average age 20.11 years) sportspersons and 50 male (average age 19.89 years) non-sports persons were selected as sample. To measure social intelligence of the selected samples, social intelligence scale prepared by Chadha and Ganeshan (1986) was used. The results revealed that social intelligence of sportspersons is significantly superior as compared to non- sportspersons at 0.01 level of significance. It was concluded that participation in competitive sport is beneficial as far as development of social intelligence in collegiate students are concerned.

Suresh (2015) in his study titled 'A Study on Social Intelligence among Arts and Science College students' studied the social intelligence of Arts and Science college students. The sample was collected from 250 Arts and Science college students studying UG and PG courses in Namakkal District of Tamil Nadu, India. The study revealed that the Arts and Science college students are having high level of social intelligence. The sub -samples of gender and management does not show significant difference in their social intelligence but the sub sample of locality and qualification shows significant difference in their social intelligence. Rural area students and post graduate students have higher social intelligence than urban area students and graduate students respectively.

Eva, Alex, Carmen and Lilian (2015) in their study titled ‘Can We Learn to Treat One Another Better? A Test of a So1 cial Intelligence Curriculum’ studied Social Intelligence Curriculum and reports on the first test of the value of an online curriculum in social intelligence(SI) which was built from current social and cognitive neuroscience research findings. The 50 session SI program was administered, with facilitation in Spanish by classroom instructors, to 207students from Universidad Rey Juan Carlos in Madrid as part of their undergraduate classes. Pre- and Post- test were administered to participants in the SI training, and also to 87 students in similar classes who did not receive the program who served as the control group. Gender and emotional intelligence levels at pre-test also were examined as potential individual differences that might affect the impact of the program on study out-comes. Repeated measures ANOVAs on study outcomes revealed that significant increases from pre to post, in most measures of social intelligence for program participants in comparison to controls, with no effects of gender or age on program effectiveness. The findings indicate that the SI program tested here shows considerable promise as a means to increase the willingness of young adults to take the perspective of others and enhance their efficacy for initiating and sustaining positive social connections

Bikash (2016) in his study titled ‘Assessment of Social Intelligence of College Level Students’ assessed the social intelligence of students of different streams of Sikkim Government College, Tadong. The sample for the study was 100 students which were taken randomly of which 40 students from Humanities, 30 students from Commerce and 30 students from Science streams were taken. It was found out that all the hypotheses were rejected which means there is no significant difference between the students of (i) Humanities and Commerce students (ii) Science and Commerce students and (iii) Humanities and Science students.

Kapil and Tiakala (2016) in their study titled ‘Social Intelligence of Higher Secondary School Students in Nagaland’ studied the social intelligence of the higher secondary school students in Nagaland. A self-developed questionnaire was used for data collection and t-test and ANOVA was used to analyze data. The findings are: there exist no significant difference in Patience, Tactfulness, Sense of Humour dimensions of social intelligence and overall Social Intelligence in relation to gender of the students; there exist significant difference in Cooperativeness, Confidence level and Sensitivity dimensions of social intelligence in relation to gender of students; girls are more cooperative than boys; boys are more confident than girls; girls are more sensitive than boys; there exist no significant difference in social intelligence of students in relation to family income. Thus, family income has no role in social intelligence of the students; and there exist no significant difference in social intelligence of students in relation to number of siblings except confidence level, more the numbers of siblings higher the confidence.

Karanam and Vijaya (2016) in their study titled ‘Social Intelligence of Secondary School Teachers with Respect to their Gender and Age’ studied the social intelligence of secondary schoolteachers. In this study, 700 secondary school teachers who were working in Govt., Z.P. and Municipal High schools located in Kadapa district of Andhra Pradesh were selected by employing simple random sampling technique. The result showed that (i) majority of secondary school teachers have moderate level of social intelligence (ii) no significant difference between the rural and urban secondary school teachers in their social intelligence.(iii)no significance difference among the social status of secondary school teachers in their social intelligence in general and Patience, Cooperativeness, Confidence, Sensitivity and Memory dimensions of social intelligence in specific but there is significant difference in the dimensions Recognition of Social Environment and Tactfulness. (iv) Teachers belonging to Other Class (OC) Social background exhibited more Social intelligence than the teachers belonging to BC and SC/ST groups for the dimension Recognition of Social Environment. (v) Teachers

belong to BC Social background hold higher Social Intelligence than the OC for the dimension Tactfulness.

Gopal and Jagadeesh (2017) in their study titled 'Prediction of Burnout among Teacher Educators by Social Intelligence' studied the prediction of burnout among teacher educators by social intelligence. A sample of 400 teacher educators working in the teacher education colleges of Bangalore and Mysore universities were taken. Stratified random sampling was employed for the purpose of the study. Two dimensions of the social intelligence- recognition of social environment and sense of humour were not significantly related to burnout scores. Out of 8 dimensions of social intelligence, only 2 dimensions best predicted burnout; they are confidence and sensitivity. It was concluded that social intelligence has definite influence on burnout of teacher educators, and that when confidence and sensitivity are low, the burnout of the teacher educators is high.

Hani and Sulaiman (2017) in their study titled 'Social Intelligence of Principals and Its Relationship with Creative Behavior' studied the social intelligence among the male and female principals in Tafila Governorate from the teachers views and its relationship with creative behavior. The sample consisted of 190 male and female teachers chosen randomly. For achieving the goals of the study, the researchers developed two instruments, the first one was for social intelligence including 29 items, and the second one was for creative behavior including 22 items distributed on five domains: flexibility, originality, fluency, sensitivity to problems, and risk acceptance. The results indicated that the level of social intelligence of principals was mid, and for creative behavior as well. The results also showed that there is a statistically significance positive correlative relationship between social intelligence and creative behavior.

Lathesh and Vidya (2018) in their study titled 'A Study On Social Intelligence And Its Impact On Employee Performance Of Insurance Sectors In Mysuru City' studied the impact of social intelligence on employee performance and the effect of social intelligence on different age groups. This was analyzed based on seven different

variability. The social intelligence was measured using four different dimensions viz., self-awareness, art of reading of others, conflict handling and relationship management. Likewise, the employee performance was measured by using nature of work, work flexibility and employee motivation. The sample size for the finding was 50 .The results found that 1) employees those who are having high level of social intelligence can adopt new skills in their work and can perform better. For second objective it was found that 2) social intelligence does not have different impact on different age groups.

Akbar and Jafar (2018) in their study titled 'Optimism, Social Intelligence and Positive Affect as Predictors of University Students' Life Satisfaction' investigate the relationship between optimism, social intelligence, and positive affect with students' life satisfaction. The sample included 332 students of humanities sciences (213 females and 119 males) from Payame Noor University–Tabriz branch, who were randomly selected using stratified and multiple-stage cluster sampling. Extended Life Orientation questionnaire, Tromso Social Intelligence questionnaire, Positive affect and life satisfaction scales were used as data collection instruments and the data were analysed by Pearson's correlation and hierarchical multiple regression analysis. The results of Pearson's correlation analysis indicated a positive and meaningful correlation between social information processing, social skills, optimism, positive affect, and life satisfaction. Furthermore, the results of hierarchical multiple regression analysis also indicated the direct effect of social information processing and social skills on life satisfaction that later disappeared when optimism and positive affect were introduced in the second step. In the final model, only measures of optimism and positive affect were statistically meaningful. Therefore, social intelligence and positive affect promote life satisfaction in university students.

Debojit, Sujan and Gunin (2018) in their study titled 'Influence of Socio-economic status of parents on perception of mathematics among the Upper primary students of Guwahati Metro' investigated how parents' socio-economic status influences the perception of mathematics among the upper primary students. A descriptive survey

design has been adopted for the study and the data are largely descriptive by nature. Questionnaires are used to collect the data from the students of 7th and 8th standards. These are administered on a sample of 780 students selected from 39 upper primary schools of Guwahati city. The internal reliability and validity were examined. The data collected are coded and submitted to a Statistical Package for Social Science (SPSS) analysis which indicates overall that students' perception of mathematics and the socio-economic status of their parents are significantly correlated. Different statistical tools were used to analyze and interpret of numerical data.

Parveen (2018) in his study titled 'Social Intelligence of B.Ed Students in Relation to their Gender and Locality. Scholarly Research Journal for Humanity Science & English Language' studied the social intelligence of B.Ed. students. 200 B.Ed. students were taken by random sampling of different educational college of Fazilka district. Descriptive survey method was used for the present investigation. The findings of the present study revealed that there exists insignificant difference between social intelligence of male and female B.Ed. students and significant difference between urban and rural B.Ed. students.

Mahendra and Mani (2018) in their study titled 'Enhancing Social Intelligence of Arts College Students Through Yoga Based Intervention' studied the enhancement of the Social intelligence of Arts College students through yoga-based intervention. The investigator's used Pre-test, Post-test Single Group design was found to be the most relevant and appropriate method in the study. 40 students from Arts College were taken as sample of the overall impart of intervention study. The finding indicates that the female students have higher Social intelligence than the male students through the yoga-based Intervention.

Sowmyashree and Sreenivasa (2019) in their study titled 'Study on Social Intelligence of Private and Government Secondary School Boy Students' assessed the social intelligence of adolescents and to find out the difference between adolescent rural government and rural private secondary school boys on social intelligence. A total of

120 adolescent boys (60 Government and 60 Private) belonging to the age group of 13-17 years were taken as sample in the study. All the participants were selected based on the geographical areas which were settling in urban and rural areas. The samples were selected using simple random sampling. The obtained result of the study revealed that there is significant difference among government school boys and private school boys on social intelligence in which the private school boys have higher social intelligence.

Molly (2019) in her study titled 'Social Intelligence and Flexible Locus of Control among College Students' analysed the relationship between social intelligence and flexible locus of control of college students within 18-24 age group from the city of Bengaluru. I The sample includes 120 college students (60 boys and 60 girls) under study. Pearson's product moment correlation analysis found that there is no significant relationship between social intelligence and flexible locus of control of college students i.e. r=0.105. Results revealed that there is significant difference in social intelligence of boys and girls in which girls were found to be more socially intelligent. However, no significant difference was found between flexible locus of control of boys and girls.

Neha (2019) in his study titled 'A Correlational Study of Social Intelligence and Well-Being' studied a correlational study of social intelligence and well-being among teenagers. The present investigation inspects the correlation between Social Intelligence and Well-Being of teenagers. By utilizing Random Sampling Technique, 60 teenagers have been taken from Bhiwani city Of Haryana State. The present investigation demonstrates that Social Intelligence And WellBeing are decidedly and essentially related. On the off chance that a pre-adult is high on social intelligence, at that point he will have an abnormal state of wellbeing. What's more, the immature who scores low on social knowledge will have low dimension of well-being.

Saravanan and Mahendra (2019) in their study titled 'A Study On Relationship Between Social Intelligence And Environmental Hygiene And Values' studied social intelligence and Environment hygiene and values of government higher Secondary School Students. Fifty boys and fifty girls students were selected randomly from

government higher secondary school. The investigators found out that social intelligence and environment hygiene and values which is highly valid and reliable tool to collect the data from the field. The result confirms that there is significant relationship between students on their social intelligence and their environmental hygiene and values. Environmental experts should be brought to the schools once in a while to mount workshops or seminars on school sanitation. This will equip the school community with the necessary information and knowledge in the maintenance of a healthy school environment.

Pramod (2020) in his study titled 'A Comparative Study of Social Intelligence of Players And Non-Players of Vidarbha Region' studied the Social Intelligence of players and Non-players of Vidarbha region. To solve this problem, 1080 subjects were selected. Out of which 540 players and 540 non-players were randomly selected from Sant Gadge Baba Amravati University, Amravati and Rashtrasnat Tukdoji Maharaj Nagpur University, Nagput of Vidarbha region. The ages of the subjects were between 18 to 25 years. Results indicated that the players have higher level of social Intelligence than Non-players of Vidarbha region.

Rifat (2020) in his study titled 'A Study of Optimism of University Students in Relation to their Social Intelligence' undertook a study on the optimism of university students in relation to their social intelligence. The sample comprised of 200 students of University of Kashmir. The findings revealed no significant difference in optimism of male and female university students. Moreover, the results showed no significant relationship between the optimism and social intelligence.

Thomas (2020) in his study titled 'Social Intelligence Proficiency of High School Students' studied 900 students (450 boys and 450 girls). Among the samples, there are 400 students who live in the rural area and 500 students who live in the urban area. The study revealed that there is significant difference between high school boys and girls in

their Social Intelligence in which girls have higher Social Intelligence than boys. Students from urban schools have higher Social Intelligence compared to students from rural area and English medium students have higher Social Intelligence.

Thomas (2020) in his study titled 'Impact of Life Skills Education and Social Intelligence on Adolescence in current Scenario of Education' studied the impact of life skills education and social intelligence on adolescence.900 students (450 boys and 450 girls) were the sample. Among the samples, there are 400 students who live in the rural area and 500 students who live in the urban area. Life skill education divulges that there is a significant level of Life Skills Competence among high school students and girls have better life skills competence than boys. Significant differences were not observed based on in the type of school, locality and medium of instruction in their life skill. Girls were seen to have higher social intelligence, urban students have higher social intelligence, English medium students have higher social intelligence, no significant difference in the parental education regarding social intelligence.

Kaur, Jasleen, Roy, Mamta, Kumar and Rajesh (2021) in their study titled 'A Study of Social Intelligence among Prospective Teachers of Punjab' studied the social intelligence among teacher trainees who are being groomed to be future nation builders. Social intelligence of pupil teachers was measured on the basis of their gender and types of teaching subjects. The descriptive survey method was used to conduct the study. The sample of the survey consists of 400 pupil-teachers who had enrolled in B.Ed. co-educational B.Ed colleges in selected districts of Punjab for the session 2018-19. The results demonstrated that the social intelligence of males and females did not significantly differ as t-value was non-significant. The results also show that there were no differences found between prospective teachers of humanities and science groups.

Adwan and Husayn (2022) examined 'Social Intelligence among teaching staff at Princess Rahma University College and its realationship to student's interaction with the educational topic from students of Princess Rahma University College point of view' and found that the teaching staff at Princess Rahma University College had high level of

social intelligence and students' interaction with scientific subject. The findings of the research study also showed that there was a correlation between social intelligence and social interaction of teaching staff.

Malsawmtluangi, V (2023) in her study 'Effect of Life Skills on Social Intelligence and ICT Competencies of Student Teachers of Mizoram' found out that student teachers of Mizoram had average level of life skills, above average levels of social intelligence and average level of ICT proficiency. There was no significant difference between female and male student teachers. There was a positive correlation (0.177) between life skills and social intelligence.

2.3. Social Intelligence and General Intelligence

Stephen, N (2020) in his study titled 'The Influence of General Intelligence and Social Intelligence Ability on Students Academic Achievement' studied the intelligence ability and social intelligence of school students of Nairob, Kenya. Standardized questionnaire was used. In this study, data is collected from students on the intelligence ability and social intelligence along with scholastic achievement using the exam score. Simple random sampling and stratified random sampling technique were used for selecting particular sample. The sample consisted of 296 students from different branches of same school in a single city. There were 136 male students and 160 female students in the sample. The findings show that intelligence ability and social intelligence has positive significant effects on student's scholastic achievement. Intelligence and social intelligence has positive and significant influence on students' academic achievement. There is no significant difference between male and female students in terms of mean score of intelligence ability and mean score of social intelligence.

Gloria (2020) in her study 'Achievement of College Students in various Academic Streams in Mizoram in Relation to their General, Emotional and Social Intelligence' found out that there is no significant correlation between general intelligence and social intelligence.

2.4. General Intelligence

Malsawmi and Lalchuangkima (2016) in their study titled 'Intelligence and Music Aptitude of College Students in Aizawl' examined the level of intelligence and music aptitude of college students in Aizawl city, the capital of Mizoram, India and to compare them with reference to their gender and stream of study. It also aims to find out the relationship between Intelligence and music aptitude of college students. The sample consists of 400 students with 229 males and 171 females. 100 students each from the streams of Arts, Science, Commerce and Theology were selected. Results indicated that majority of college students possessed average intelligence and average music aptitude. Finding also revealed that science students are the most intelligent students. The study also revealed that female students have higher musical aptitude than the male students; and arts students possess highest musical aptitude among the different streams. Significant positive correlations have also been established between intelligence and music aptitude among college students.

Kavita (2017) in his study titled 'A Study of General Intelligence among Degree College Students' studied the general intelligence level of degree college students. It also compares the general intelligence of students in terms of the type of management of the college (govt./private), locality of the college (urban/rural), the stream in which students study (science/arts) and the gender (male/ female). Data was collected from a representative sample of 625 students from different degree colleges of Punjab. Test of General Intelligence for College Students by Misra and Pal was employed to conduct the study. T-test was used to analyse the data. The results of the study are: (a) Significant difference exists in the general intelligence of govt. and private college students, govt. college students scoring higher than the private college students. (b) There is significant difference in the general intelligence of urban and rural college students, urban college students showing higher score than their rural counterparts. (c) Science students show higher general intelligence than the arts students. (d) Male and female students do not differ significantly on general intelligence scores.

Dandagal and Yarriswami (2017) in their study titled ‘A Study of Intelligence in Relation to Academic Achievement of Secondary School Students’ studied the academic achievement of high school students in relation to their intelligence. The study revealed that there is significant relationship between academic achievements. The study also indicated that there is no significant difference in academic achievement of boys and girls in case of different levels of intelligence. No significant difference among rural and urban secondary schools as well as the Kannada and English medium students of secondary schools of Belgaum south.

2.5. Social Intelligence and Socio-economic status

William and Vimal (1967) in their study titled ‘Sociology of Education: Socioeconomic Status, Intelligence, and the Attainment of Higher Education’ studied the influences of socioeconomic status and measured intelligence at successive stages in higher education by using cross-tabular analysis, effect parameters, and path analysis. Students of Wisconsin high school seniors were randomly selected. Both socio-economic status and intelligence have direct effects on planning on college, college attendance, and college graduation, and considerable indirect effect on the level of educational attainment through their effects on college plans and college attendance. The result indicates that, for females the relative effect of socioeconomic status on college plans, college attendance, and college graduation was greater than that of the males. When only those who attended college were included in the analysis, intelligence was more important than of socioeconomic status for both sexes, in determining who eventually graduated from college.

Kennett and Cropley (1970) in their study titled ‘Intelligence, family size and socio-economic status’ studied 170 Regina school children, divided into subgroups according to family size and socio-economic status, was tested on the Otis Beta Mental Ability Test. The results demonstrated the existence of a definite relationship between

intelligence and socio-economic status, but no significant relationship between family size and IQ, except among low socio economic status males. These results, interpreted as reflecting the changing relationship between intelligence and family size, are possibly the outcome of a changing fertility pattern within the various socio-economic status groups.

Harpreet and Kalaramna (2004) in their study titled 'Study of Interrelationship Between Home Environment, Social Intelligence and Socio-economic Status Among Males and Females' studied the levels of inter-relationship between home environment, social intelligence and socio-economic status across various age levels and two sexes. The data was collected randomly from four high schools in the villages of Ludhiana –I block of Ludhiana district. The results revealed that socioeconomic status has impact on social intelligence and home environment also showed positive impact on social intelligence.

Ritu and Shaikh (2013) in their study titled 'Influence of Socio Economic Status on Academic Achievement of Secondary School Students of Lucknow City' examines the influence of different categories of SES of students on their academic achievement. The study also examines the relationship between SES and Academic achievement of 14 Secondary school students of Lucknow city of Uttar Pradesh (India) The age range varies from 13years to 17 years. The sample of the study comprised of 614 students (358 males and 256 females) from classes IX and X. The Socio Economic Status scale developed by Dr. Meenakshi (2004) is used for collection of data. The board results of class IX and X are used for assessment of academic achievement. The statistical measures like t-test and Karl Pearson's correlation coefficient is used. The result of the study reveals that students belonging to high SES have higher academic achievement as compared to average and low SES students. A positive correlation is observed between SES and Academic achievement.

Vipinder (2014) conducted a study on 'Social Intelligence of Higher Secondary Students in Relation to their Socioeconomic Status' found out the social intelligence of

higher secondary students in relation to their socio-economic status. The study was conducted on secondary school students belonging to Hoshiarpur city of Punjab (India). A consolidated list of secondary schools of this city was obtained and a random sample of 200 secondary school students was selected from these schools. The result of t-test of significance of the means indicated that neither Government and private school students nor boys and girls differ significantly in their social intelligence scores as well as adjustment level scores as the values of t-test applied are found to be insignificant.

Maciej, Nicole, Rosalind, Eva, Kaili, Andrew, Philip and Robert (2014) in their study titled 'Genetic influence on family socioeconomic status and children's intelligence' studied the genetic influence on family socioeconomic status and children's intelligence. This research depends on the twin method that compares monozygotic and dizygotic twins, but key aspects of children's environment such as socioeconomic status (SES) cannot be investigated in twin studies because they are the same for children growing up together in a family. Here, using a new technique applied to DNA from 3000 unrelated children, significant genetic influence on family SES was seen.

Preeti and Garima (2015) in their study titled 'Impact of socioeconomic status on academic-achievement of school students: An investigation' investigated the impact of socioeconomic status on the academic achievement of secondary school students of Delhi city. The investigator undertook the study in government as well as private schools located in Delhi and in totality 15 schools were finalized. Normative survey method upon 450 samples from class XI was utilized to gather the data. 'Socio-economic Status Scale' (SESS) was used while the total marks obtained by the students in the previous class, i.e. standard X were used as an achievement criteria and for data analysis Mean, SD, one way ANOVA, t-test were employed. The result of this study showed the difference between high and low socioeconomic status groups. This study further reveals that gender influences the academic achievement at secondary school (Standard - XI) level. It is also found that the academic achievement was influenced by

the socioeconomic status and those who belonged to high & middle socioeconomic status have shown better performance.

Razia and Nabi (2017) in their study titled 'Emotional Intelligence and Socio-economic Status as the determinants of Academic achievement among Adolescents' studied academic achievement of adolescents with the help of independent variables: Emotional intelligence and Socio-economic status. The research was carried out on a sample of 292 adolescents studying in class XI of Aligarh district. Results indicate that significant gender differences exist in adolescents on the measure of Emotional intelligence however no significant differences were found between male and female adolescents on the measure of Socio-economic status and Academic achievement. Significant correlation was found among all the three variables under study. Socioeconomic status and Emotional intelligence together brought 18.4% variance in Academic achievement indicating the importance of Emotional intelligence and Socio-economic status in predicting Academic achievement of adolescents.

Suprava and Shamita (2018) in their study titled 'Development of Spiritual Intelligence among College Students: Perspectives of Gender and Socioeconomic Status' studied the role of gender and socioeconomic status in the development of spiritual intelligence among higher secondary to university students. 480 students were selected in equal numbers among boys and girls and low and high SES groups by quota sampling method.The study used 3-way ANOVA to test the hypotheses. From the results, adolescence to early adulthood, girls were found consistently better in all the age groups.SES was found to have good impact on the development of Personal Meaning Production and Transcendental Awareness. Significant interaction effects were also observed among these variables for the development of SI.

Gemechu (2018) in his study titled 'Family Socio-economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia' studied the effect of family socio-economic status on students' academic Achievement. Descriptive survey research design was

employed. The target population was students from the College of Education and Behavioural Sciences. 172 students were taken from the target population through stratified random sampling. The results showed us that first, family income did not bring anything new to students' academic Achievement; second, there was statistically significant negative relationship between sex and students' academic achievement; finally, family education level contributed 40.96% (R2*100%) to students' academic achievement whereas 59.04% (1-R2)*100%) were unexplained variables that contributed to students' academic achievement. It was recommended that families should access education to encourage their children in schools. Moreover, socioeconomic policies should be formulated to enable children from low economic status to have equal opportunity as children from high economic parents to maintain the harmony among children in the nation.

2.6. Social Intelligence and Emotional Intelligence

Ishita and Pawan (2014) on their study titled 'Emotional Intelligence as Related to Gender, Stream and Social Intelligence' assessed the social intelligence of prospective teachers in relation to gender, stream, and emotional intelligence. Initial sample of the study consisted of 400 prospective teachers. The sampled teachers were categorized into two extreme groups on the basis of emotional intelligence scores. Finally, the sample consisted of 136 prospective teachers i.e. 68 of each gender as well as 68 of each stream of teacher education. Analysis of Variance (ANOVA) was applied for data analysis. Significant differences were found in their social intelligence on the basis of their emotional intelligence. However, no significant differences were observed in the social intelligence of prospective teachers on the basis of their gender and stream.

Nandita, Rashmin and Divya (2019) in their study titled 'Emotional, social and spiritual intelligence among graduate girl students of psychology' studied the relationship among emotional, social and spiritual intelligence. It was hypothesized that there will be strong positive correlations between the three intelligences. 23 girls between the age group 20-25 years pursuing post-graduation in psychology from

Department of Psychology, The Maharaja Sayajirao University of Baroda, Vadodara were used as sample. Pearson Product Moment Correlations reveals distinct pattern of relationship among the three intelligences Emotional, Social, and Spiritual. All the dimensions of Emotional Competence Inventory are highly positively correlated with each other. This high positive correlation is indication of interrelatedness of all the dimensions of emotional competence as measured by ECI. Social Intelligence score has not correlated significantly with any of the four dimensions of emotional competence and Spiritual Quotient. Higher scores on Spiritual Quotient imply more sensitivity.

2.7. Social Intelligence and Academic Achievement

Asma, Muhammad and Tasleema (2015) in their study titled 'Social Intelligence and Academic Achievement of College Students – A Study of District Srinagar' studied social intelligence and academic achievement between rural and urban college students on various dimensions. The study was conducted on a sample of 390 college students of third year students from district of Srinagar. The sample comprised of 187 rural and 203 urban college students. The analysis of the data revealed that urban college students, when compared with rural college students were found to have higher social intelligence and urban college students have been found to have better academic achievement as compared to rural college students.

Younis (2016) in his study titled 'Social Intelligence, Study Habits and Academic Achievements of College Students of District Pulwama' studied the social intelligence, study habits and academic achievement of college students of district pulwama (J and k).The sample for the study was 410 including 193 male and 217 female college students by using random sampling technique. The result of the study highlights that male college students have been found to be confident, tactful, and have good memory than female college students, whereas female college students have been found to be more patient, cooperative, sensitive, recognized social environment, and have good sense of humour than male college students. On the composite score it has been found that female college students have higher social intelligence than male college students. It

has been found that 75% of the male and 72% of the female college students were having excellent study habits. The result also reveals that female college students have better academic achievement than male college students.

Dhana and Pankajam (2017) in their study titled ‘Social Intelligence in Relation to Academic Achievement’ studied the relationship between social intelligence and academic achievement of the selected arts group students at higher secondary level. The investigator adopted the survey method to study the relationship between Social Intelligence and academic achievement. Investigator selected only 300 arts group students at Higher Secondary level as sample in Coimbatore district using stratified random sampling. The findings reveal that there is a mild positive relationship between social intelligence and academic achievement among the selected arts group students at Higher Secondary level. Majority of the students possess moderate level of social intelligence.

Meera, Sheela, Deepika & Sumit (2019) in their study titled ‘The relationship between dimensions of social intelligence and academic class among adolescent’ studied the relationship between dimensions of social intelligence and academic class among adolescent. The present study is done with the purpose to examine and measure the social intelligence and academic achievement of adolescents. The study was conducted in Hisar district of Haryana state where two Government Senior Secondary Schools from rural area and three from urban area were selected. Social Intelligence Scale (SIS) by Chadha and Ganesan (2004) was used for assessing social intelligence. The results revealed that mean scores of 10th standards adolescents were comparatively higher than that of 8th and 9th standard of adolescents showing better level of social intelligence.

Saravanan and Mahendra (2019) in their study titled ‘A Study on Social Intelligence Towards Academic Achievement Among College Students’ studied social intelligence and academic achievement of college students. The sample consists of 100 college students from Sivaganga district out of which there were 50 rural and 50 urban college students. The researcher developed Social Intelligence Scale and their first-and

second-year examinations mark percentages were used to measure academic achievement. The study aimed to identify the academic difficulties in second language among college students. Survey method was used for the present study. The analysis of the data revealed that rural and urban college students were found to have equally and the same values of social intelligence. Another finding for this study revealed that there is relationship between students' social intelligence and their academic achievement.

Esezi and Augustine (2019) in their study titled 'Social Intelligence and Academic Achievement of Students in Selected Senior Secondary Schools in River State' investigated social intelligence and academic achievement of senior secondary school students. The correlational research design was adopted for the study. The population of the study was 800 respondents, while 30% of the population was used to obtain a sample size of 240 senior secondary school students. Simple random sampling technique was adopted for the study. It was found that significant relationship exist between self-awareness and academic achievement of students; self- motivation and academic achievement of students; and empathy and academic achievement of students. The study concluded that self-awareness, self - motivation, and empathy enhance the academic achievement of students.

Narasimhamurthy and Narayanaswamy (2019) in their study titled "A Study on Academic Achievement of SC/ST Secondary School Students in Karnataka." The relationship between Academic Achievement and Socio Economic Status of SC/ST Secondary School students were studied. In this study, the investigator employed the 'survey method'. The students belonging to SC/ST availing facilities by Social Welfare Department studying in secondary schools of Bangalore Urban and Rural Districts of Karnataka are identified as population of the study. The investigator used stratified random sampling technique over locality. The investigator selected the sample of 100 SC/ST students availing facilities by Social Welfare Department situated at Bangalore Urban and Rural Districts out of which 50 boys and 50 girls. The Socio Economic Status

Scale by Kuppuswamy was used. It was found out that there is a significant positive relationship between Academic Achievement and Socio Economic Status.

Gloria (2020) in her study titled ‘Achievement of College Students in various Academic Streams in Mizoram in Relation to their General, Emotional and Social Intelligence’ found out that there is no significant correlation between Academic Achievement and Social intelligence in relation to stream of study i.e. Arts, Science and Commerce.

2.8. Social Intelligence and Adjustment

Kishor (2013) in his study titled ‘Social Intelligence and Adjustment of College teachers’ studied social intelligence and adjustment among college teachers of government and private college teachers in Kota division of Rajasthan. A total of 200 teachers (100 male and 100 female) were selected for the present study. It was found out that there is no significant difference in gender, locale and stream of study. The adjustment level of Male college teachers is higher than female teachers. The rural college teachers were well adjusted than the urban college teachers. Science stream better adjusted arts. There is significant correlation between social intelligence and adjustment

Moumita, Birbal and Bhim (2015) in their study titled ‘Adjustment of Undergraduate Students in Relation to Their Social Intelligence’ studied the adjustment ability among undergraduate students in relation to gender, stream of the study and social intelligence. The sample consisted of 300 undergraduate students with 150 boys and 150 girls, which were selected in a stratified random sampling technique from different colleges under the Sidho-Kanho-Birsha University, Purulia, West Bengal. The result of the study indicated that there is a significant relationship between Social Intelligence and Adjustment Ability and there is no difference between male and female as well as science and humanities undergraduate students with regards to their

Adjustment Ability. It can be concluded that Adjustment Ability do not depend on the gender, stream but depends on Social Intelligence.

Menka (2016) in her study titled 'Study the Social Intelligence among Under Graduate Students in Relation to their adjustment' studied the social intelligence among Under Graduate students in relation to their adjustment. For the purpose of the study, a sample of 200 students was taken from Rohtak city purposively. The investigator found that there was no significant difference between boys and girls level of social intelligence but day scholar had showed more social intelligence than hostellers. It was included that Social intelligence and adjustment are highly positively correlated.

2.9. Birth order, Weight and Height

Zena (1975) in his study titled 'Comparison of associations of birth order with intelligence test score and height' examined the consistency of the association of birth order with adult intelligence test scores with adult height. The test was conducted in Netherlands. Men were excluded from families containing more than seven children. Within each family size, the firstborn always has higher test scores. For each birth order, members of small families have higher mean test scores than members of larger families. There is no consistent relationship with birth order when family size is controlled.

Willerman, Schultz, Rutledge and Bigler (1991) in their study titled 'In vivo brain size and intelligence' studied the brain size of individual in relation to intelligence by performance IQ (PIQ) based on a data set of 40 individuals. The researchers adopted MRI to measure the brain size of the individuals, and considered subjects body size also. The data was collected from 40 subject on seven study variables such as gender (male or female), full scale IQ (FSIQ) scores based on the four Wechsler (1981) subtests, verbal IQ (VIQ) scores based on the four Wechsler (1981) subtests, performance IQ (PIQ) scores based on the four Wechsler (1981) subtests, body weight (Weight) in pounds, height (Height) in inches, total pixel count from the 18 MRI (MRI_Count) scans. It was

found out that PIQ is always higher for the individuals with larger brain size than smaller and the mean PIQ is negatively associated with height implying that shorter individuals have higher PIQ than taller.

Teasdale, Sørensen and Stunkard (1992) in their study titled 'Intelligence and Educational Level in Relation to Body Mass Index of Adult Males' studied the relationships between intelligence test score, educational level, and degree of body fatness. Data were collected on intelligence test score, educational level, height, and weight from a sample of 26,274 young Danish men and computed body mass index (weight/height^2) as a measure of fatness. When adjusted for education, the association between intelligence score and BMI changes and development of obesity vanished, whereas the inverse relationship for education persisted only for BMI changes. Intelligence score was not associated with the persistence of obesity in the obese group, whereas inverse relationships were found for education. Intelligence test score was inversely related to risk of BMI changes and the risk of development of obesity, perhaps with education acting as a mediator or indicator of cognitive ability. Education, but not intelligence, was inversely associated with risk of remaining obese.

Leah (2002) in his study titled 'Are inequalities in height underestimated by adult social position? Effects of changing social structure and height selection in a cohort study' examines the effects of changing social structure and height contribution of changes in the distribution of social class to the mortality of the whole population between 1970-72 and 1991-93. Data was provided by the Office for National Statistics. The main outcome measures difference for the total population in the number of deaths between 1971and 1991. Results indicates Reductions in mortality between 1970-72 and1991-93 among men in England and Wales were partially (16% of all deaths) attributable to increase in the proportion of men in higher social classes, representing 3943 fewer deaths per year or one less death for every 3056 men in 1991-93 compared with1970-72. It was conducted that some of the observed reduction immortality seen

between 1970-72 and 1991-93 can be accounted for by improved overall socio-economic status of the population.

Dorret, Toos, Leo, Rosa, Hoekstra, Tinca and Meike (2008) in their study titled 'Intelligence and birth order in boys and girls' studied the relation between intelligence and birth order. Intelligence test scores and birth order among young Norwegian men (conscripts) were analyzed within and between families. Birth order, family size, and intelligence were tested if the association of IQ and birth order is the same in men and women. Longitudinal IQ data were available from 626 Dutch twin pairs at ages 5, 12 and 18 years. The result concluded that the dependency of IQ scores on birth order does not differ for boys and girls. These results were in the context of the general findings of the absence of common environmental influences on IQ scores in the genetic analyses of adolescent and adult twin data.

Bruce, Adrian and Georg (2009) in their study titled 'Intelligence and Birth Order Among Children and Adolescents in Psychiatric Care' studied around 2,500 adolescents in a child and adolescent psychiatry clinic in the region of Münster, Germany had their intelligence assessed. Family size (total number of siblings within a family) was significantly correlated with intelligence score categories (—0.08 and —0.19 for males and females). First borns and only children displayed higher IQs than later borns supportive of the confluence theory of Zajonc. The relationship was found only for those older children (11 or older) and not the under 11-year-olds. The relationship between birth order and intelligence was moderated by gender.

Diane and Satoshi (2009) in their study titled 'The role of height in the sex difference in intelligence' studied the role of height in the sex difference in intelligence. A sample of 80 high schools and 52 middle schools in the United States was selected to be representative with respect to region of country, urban city, school size, school type, and ethnicity. A total of 20,745 adolescents in grades 7–12 were personally interviewed in their homes in 1994–1995 (Wave I) and again in1996 (Wave II). In 2001–2002, 15,197 of the original Wave I respondents were interviewed again in their homes. It was

found out that, men may have higher IQs than women because they are taller, and when height for women is controlled women have slightly higher IQs than men.

Monika and Nicholas (2011) in their study titled 'Intra and Intergenerational Social Mobility in Relation to Height, Weight and Body Mass Index in a British National Cohort' had done a longitudinal study of Intra and Intergenerational Social Mobility in Relation to Height, Weight and Body Mass Index in a British National Cohort of all children born in England, Wales and Scotland in the week 3rd to 9th March 1958. The children and their families were periodically re-studied in 1965, 1969 and 1974. Body mass index was also calculated (weight(kg)/height(m)2.The mean height difference between the highest and lowest social class decreased from about 4 cm in the fathers' generation to about 3 cm in the sons' generation, indicating a decline in heterogeneity in height between classes. For weight the BMI there were no consistent relationships with intra-generational mobility in either the fathers' or sons' generations.

Caroline and Mathew (2016) in their study titled 'Associations among height, body mass index and intelligence from age 11 to age 78 years' studied intelligence in relation to both height and body mass index (BMI) at various stages of life. Several studies have demonstrated longitudinal relationships between these measures, but none has established whether height and intelligence, or BMI and intelligence are linked from childhood through to older age. The study assessed the relations between these measures over an interval of up to 67 years using data from the 36-Day Sample, an initially-representative sample of Scottish people born in 1936, assessed at age 11 years (N = 6,291) and again at 77-78 years (N = 722). This paper focuses on the 423 participants (6.7 % of the original sample) who provided relevant data in late adulthood. The results indicate that Height and intelligence were significantly positively associated in childhood and late adulthood. Longitudinal correlations also showed that childhood intelligence predicted late-adulthood height and childhood height predicted late-adulthood cognitive ability. No significant relationship is found between BMI and

intelligence either in childhood or in late adulthood, nor any longitudinal association between the two in this sample.

Karmakar, Paul, Mondal and Saha (2016) in their study titled 'Intelligence in Relation to Height and Weight among Secondary School Students' studied the relation of intelligence in terms of height, weight and BMI among secondary school students. The sample consists of 97 female and 112 male students from five secondary schools in Purulia district, West Bengal, India selected randomly. For the present study, t-test and ANOVA were used to test the null hypotheses. The study revealed that there was significant relationship between IQ and height and low significant relationship between IQ and weight and also no significant relationship between IQ and BMI.

Abdalla and Alsedig (2019) in their study titled 'The Relationship between Intelligence, Head Circumference, Body Weight and Height in Libya' studied the relationship between Intelligence, Head Circumference, Body Weight and Height in Libya. This study reports a relationship between intelligence, head circumference, body weight and height. Intelligence was measured by the Standard Progressive Matrices (SPM), a test of abstract non-verbal reasoning, in a sample of 720 school students aged 13-18 years in Libya. The results show statistically significant correlations of test scores with head circumference, body weight and height in all six age groups, with a mean of 0.27, 0.28 and 0.25 respectively. All three anthropometric measures were independent predictors in multiple regression models.

2.10. Emotional Intelligence and Academic Achievement

Marjorie, James, Judith, Carolyn, Laura and Amber (2010) in their study titled 'Academic success in adolescence: Relationships among verbal IQ, social support and emotional intelligence' studied the relationships among verbal IQ, social support and emotional intelligence of adolescence. The participants in the study were 192 Grade 10students (96 male, 96 female) attending two high schools in southern Ontario, Canada. It was found out that for male students, EI and peer social support predicted Grade Point

Average (GPA) and EI mediated the association between verbal IQ and GPA. For female students, EI, peer social support, and family support predicted GPA but did not mediate the association between verbal IQ and GPA.

Louis, Josep, Lee and Ai (2020) in their study titled 'Association between intelligence quotient and obesity in England' analyze the relationship between IQ and obesity in England using nationally representative community-based data. This study used data from people who participated in the 2007 Adult Psychiatric Morbidity Survey. Verbal IQ was estimated using the National Adult Reading Test. Obesity was based on self-reported weight and height and defined as a body mass index higher or equal to 30 kg/m2. Multivariable logistic regression analyses were conducted to assess the association between IQ and obesity, while adjusting for sex, age, ethnicity, marital status, qualification, employment, income, chronic physical conditions, loneliness, social support, stressful life events, smoking status, alcohol dependence, drug use, and common mental disorders. There were 6798 individuals aged ≥16 years included in the present study. There was a negative association between IQ and obesity in the UK population. Further research is needed to provide a better understanding of the mechanisms involved in this relationship.

2.11. Overview/ Meta-analysis

The researcher reviewed seventy- six (76) related studieshave been reviewed out of which there were 44 Social Intelligence related reviews, 10 Social Intelligence & Socio-Economic Status related reviews, 9 Social Intelligence & Academic Achievement related reviews, 6 Social Intelligence & Birth Order related reviews, 4 Social Intelligence & Weight and height related reviews, 2 Social Intelligence & General Intelligence related reviews, 3 General Intelligence related reviews and 2 Academic Achievement & Emotional Intelligence related reviews. The period covers from 1967-2021 which means 53 years range. They are the views of the studies undertaken by different researchers in different region with various variables. The researchers mostly used t-test, ANOVA, Product Moment Correlation, Pearson Product Moment

Correlation and Regression for analysis of data. Majority of the researchers used standardised tool for finding out the results.

William and Vimal (1967),Harpeet and Kalaramna (2004), Maciej, Nicole, Rosalind, Eva, Kaili, Andrew, Philip and Robert (2014),Vipinder (2014), Kapil and Tiakala (2016) andSuprava and Shamita (2018) studied the relation between socioeconomic status and social intelligence/ intelligence. The results revealed that socioeconomic status has got effect on social intelligence. Sembiyan and Visvanathan (2012) revealed that the locality and type of family had no significant difference but, gender and type of institution exhibited significant difference in respect of their social intelligence of college students. Asma, Muhammad and Tasleema (2015) revealed that urban college students have higher social intelligence than rural college students and have better academic achievement as compared to rural college students. Saravanan and Mahendra (2019) revealed that rural and urban college students were found to have equally and the same values of social intelligence.

Saxena and Kumar (2013) found out that female students possess more social intelligence than male students and arts students are having greater social intelligence than students of other streams. Malsawmi and Lalchuangkima (2016) found out that science students are more intelligent than arts and theology students, and that commerce students have higher intellectual level than the theology students. Sowmyashree (2019) revealed that there is significant difference among government school boys and private school boys on social intelligence. According to Moumita, Birbal and Bhim (2015) there is no difference between male and female as well as in the stream of studies of undergraduate students with regards to their Adjustment Ability. Mahendra and Mani (2018) findings indicate that there is a significant difference between the mean scores of male and female students selected elements of Social intelligence attained through the yoga-based Intervention. Parveen (2018) revealed that there exists insignificant difference between social intelligence of male and female B.Ed. students and significant difference between urban and rural B.Ed. students. Molly (2019) revealed that there is

significant difference in social intelligence of boys and girls. However, no significant difference was found between flexible locus of control of boys and girls. Thomas (2020) studied the social intelligence proficiency of high school students. The study reveals girls have higher Social Intelligence than boys and students from urban schools have higher Social Intelligence compared to students from rural area and English medium students have higher Social Intelligence. Thomas (2020) studied the impact of life skills education and social intelligence on adolescence and reveals that girls have higher social intelligence than boys. Students from urban schools have higher social intelligence compared to students from rural area. There is significant difference between the Social Intelligence of high school students with regard to medium of instruction. English medium students have higher social intelligence.

Dhana and Pankajam (2017) found out that there is a mild positive relationship between social intelligence and academic achievement among the selected arts stream students. Esezi and Augustine (2019) found out that significant relationship exist between social intelligence and academic achievement of senior secondary school students. Meera, Sheela, Deepika & Sumit (2019) revealed that 10th standards adolescents were comparatively higher than that of 8th and 9th standard of adolescents showing better level of social intelligence. Suresh (2015) and Bikash (2016) revealed that there is no significant difference according to their stream of study in their social intelligence.

Teasdale, Sørensen and Stunkard (1992) found out that Intelligence test score was inversely related to risk of BMI changes and the risk of development of obesity. Leah (2002) examines the effects of social class to the mortality of the whole population between 1970-72 and 1991-93. It was observed that reduction immortality seen between 1970-72 and 1991-93 can be accounted for by improved overall socio-economic status of the population. Diane and Satoshi (2009) found out that the correlation between height and IQ and the female advantage in intelligence persist even after control for health as a measure of genetic quality, as well as physical attractiveness, age, race,

education, and earnings, height is also strongly associated with intelligence within each sex. Monika and Nicholas (2011) studied a longitudinal study of Intra and Intergenerational Social Mobility in Relation to Height, Weight and Body Mass Index in a British National Cohort of all children born in England, Wales and Scotland in the week 3rd to 9th March 1958. It was observed that no significant relationship between BMI and intelligence either in childhood or in late adulthood, or any longitudinal association was found between the two samples. Mondal, Karmakar, Paul, and Saha (2016) revealed that there is significant relationship exist between IQ and height and low significant relationship exist between IQ and weight and also no significant relationship exist between IQ and BMI. Abdalla and Alsedig (2019) studied the relationship between Intelligence, Head Circumference, Body Weight and Height in Libya. The results show that all the three anthropometric measures were independent predictors in multiple regression models.Louis, Josep, Lee and Ai (2020) analyze the relationship between IQ and obesity in England using nationally representative community-based data. There was a negative association between IQ and obesity in the UK population.

Zena (1975) examines the consistency of the association of birth order with adult intelligence test scores on the one hand and with adult height on the other. The result reveals that the firstborn child has higher test scores and members of small families have higher mean test scores than large families. Dorret, Toos, Leo, Rosa, Hoekstra, Tinca and Meike (2008) studied the relation between intelligence and birth order. The results shows that dependency of IQ scores on birth order does not differ for boys and girls.

Ishita and Pawan (2014) find out that significant differences were found among the teachers in their social intelligence on the basis of their emotional intelligence. Karanam and Vijaya (2016) studied the social intelligence of secondary school teachers it was found out that both the male and female Secondary school teachers expressed equal level of social intelligence and significant variation exists among the age groups of the Secondary school teachers towards the social intelligence in Toto.

Moumita, Birbal and Bhim (2015) and Menka (2016) indicate that there is a significant relationship between Social Intelligence and Adjustment Ability. Showkat and Sharda (2015) and Pramod (2020) reveal that social intelligence of sportspersons is significantly superior as compared to non- sportspersons.

Joana, Liliana and Maria (2013) show that Portuguese students of have low-perceptions of social intelligence. Eva, Alex, Carmen, Lilian (2015) first test of the value of an online curriculum in social intelligence (SI) which was built from current social and cognitive neuroscience research findings. The findings indicate that the SI program tested here shows considerable promise as a means to increase the willingness of young adults to take the perspective of others and enhance their efficacy for initiating and sustaining positive social connections. Gopal and Jagadeesh (2017) find out that social intelligence has definite influence on burnout of teacher educators to some extent. Neha (2019) studied a correlational study of social intelligence and well-being among teenagers. It was found out that positive correlation between Social Intelligence and Well-Being.

Rifat (2020) findings revealed no significant difference in optimism of male and female university students. Moreover, the results showed no significant relationship between the optimism and social intelligence. Akbar and Jafar (2018) investigate the relationship between optimism, social intelligence, and positive affect with students' life satisfaction. The results of Pearson's correlation analysis indicated a positive and meaningful correlation between social information processing, social skills, optimism, positive affect, and life satisfaction.

Marjorie, James, Judith, Carolyn, Laura and Amber (2010) studied the relationships among verbal IQ, social support and emotional intelligence of adolescence. For male students, EI mediated the association between verbal IQ and GPA. For female students, EI did not mediate the association between verbal IQ and GPA. Nandita, Rashmin and Divya (2019) studied the relationship among emotional, social and

spiritual intelligence. No correlation has been found between Social Intelligence and Spiritual Quotient. Higher scores on Spiritual Quotient imply more sensitivity.

2.12. CONCLUSION

The review consisted of 78 related literatures, out of which 44 reviews are related to social intelligence, 10 reviews are social intelligence and socio-economic status related literature, 9 reviews are social intelligence and academic achievement related literature, 6 reviews are social intelligence and birth order related literature, 4 reviews are social intelligence and weight and height related literature, 2 reviews are social intelligence and general intelligence related literature, 3 reviews are general intelligence related literature and 2 reviews are academic achievement and emotional intelligence related literature. The year span of the reviews collected is between 1967-2023.

CHAPTER 3

METHODOLOGY AND PROCEDURE

"Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life."

- (Marcus 121).

"The methodology occupies a very important position in any kind of research. The research cannot perform its function without it, since it is the methodology which lays out the way the formal research is to be carried out and outlines the detailed description of the research procedure." (Bar 1960)

The methodology and procedure of the present study comprises of method of study, population and sample, tools used, procedure of data collection and data analysis. In a research, it is a necessity for the investigator to describe the procedure followed by him/her in order to fulfill the study of the research work. The present study deals with the following heads:

3.1. Method of Study

3.2. Population and Sample

3.3. Tools used for Data Collection

3.4. Procedure of Data Collection

3.5. Data Tabulation and Analysis

3.1. Method of the Study:

The present study falls within the domain of descriptive research. It has attempted to describe the status of social intelligence in college students of Mizoram as well as its relation to other variables.

3.2. Population and Sample**:**

The population comprises of all the college students within Mizoram studying general degree courses, numbering 18373 students as per the document collected from the department of Higher and Technical Education. The investigator selected 3% (600 students) from the total population using Stratified Random Sampling technique wherein the population was stratified based on the following variables:

Table 3.1

Samples with Respect to Zones

Population	No. of Students	Sample
Central Zone	13524	440
South Zone	2978	100
East Zone	976	30
North Zone	680	20
West Zone	215	10
Total	18373	600

Table 3.2

Samples with Respect to Different Variables

Gender		Management of College		Stream of Study			Birth Order			Father's Education		Mother's Education		Father's Occupation		Mother's Occupation	
Male	Female	Private	Government	Arts	Science	Commerce	Eldest	Middle	Youngest	Graduate Father	Non Graduate	Graduate Mother	Non Graduate	Working Father	Non Working Father	Working Mother	Non Working Mother
294	306	181	419	304	148	148	224	212	164	191	409	110	490	281	316	103	497

3.3. Tools used for Data Collection**:**

In research and analysis, the choice of tools used for data collection is critical to ensuring the accuracy, reliability, and validity of the findings. Data collection tools refer to the instruments or methods used to gather information, observations, or measurements from a target population or system. These tools vary based on the nature of the research, the type of data being collected, and the resources available. The careful selection and implementation of appropriate data collection tools are fundamental to gathering quality data that can be used to draw meaningful conclusions, support decision-making, and contribute to scientific, business, or social advancements.

Developing new norms for data collection is necessary due to several reasons. New norms are essential to ensure that data is used ethically, avoiding biased, discriminatory, or harmful outcomes. It promotes greater transparency, allowing users to know who is collecting their data, how it's being used, and for what purpose. This can enhance accountability and build public trust. They are necessary to manage how data is shared internationally, balancing economic opportunities with the need to safeguard

sensitive information. New norms for data collection are needed to protect individuals, promote fairness, and ensure that organizations can responsibly harness the power of data in an increasingly digital world.

The following tools are used for the present study:

(i) A standardized tool 'Social Intelligence Scale' (1986) developed by Prof. (Dr.) N. K. Chadha and Usha Ganesan was used to assess the social intelligence of college students within Mizoram. The scale consists of 66 items where there are 8 dimensions through which social intelligence of the college students will be measured. They are Patience, Cooperativeness, Confidence Level, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory. As the samples of the present study is not similar with the samples in the manual, we renormalized it as given below:

Table 3.3

Re-calculation of z-scores for Social Intelligence

Mean: 89.50/94.78 SD: 15.00/11.46 N: 300/600

Raw Score	z- Score	New z-Score	Raw Score	z-Score	New z-score	Raw Score	z-Score	New z-score	Raw Score	z-Score	New z-score
51	-2.56	-3.82	71	-1.23	-2.08	91	1.10	-0.33	111	1.43	1.42
52	-2.50	-3.73	72	-1.16	-1.99	92	0.16	-0.24	112	1.50	1.50
53	-2.43	-3.64	73	-1.10	-1.90	93	0.23	-0.16	113	1.56	1.59
54	-	-	74	-	-	94	0.30	-	114	1.63	1.68

	2.36	3.56		1.03	1.81			0.07			
55	-2.30	-3.47	75	-0.96	-1.73	95	0.36	0.02	115	1.70	1.76
56	-2.23	-3.38	76	-0.90	-1.64	96	0.43	0.11	116	1.76	1.85
57	-2.16	-3.29	77	-0.83	-1.55	97	0.50	0.19	117	1.83	1.94
58	-2.10	-3.21	78	-0.76	-1.46	98	0.56	0.28	118	1.90	2.03
59	-2.03	-3.12	79	-0.70	-1.38	99	0.63	0.37	119	1.96	2.11
60	-1.96	-3.03	80	-0.63	-1.29	100	0.70	0.46	120	2.03	2.20
61	-1.90	-2.95	81	-0.56	-1.20	101	0.76	0.54	121	2.10	2.29
62	-1.83	-2.86	82	-0.50	-1.12	102	0.83	0.63	122	2.16	2.37
63	-1.76	-2.77	83	-0.43	-1.03	103	0.90	0.72	123	2.23	2.46
64	-1.70	-2.69	84	-0.36	-0.94	104	0.96	0.80	124	2.30	2.55
65	-1.63	-2.60	85	-0.30	-0.85	105	1.03	0.89	125	2.36	2.64
66	-1.56	-2.51	86	-0.23	-0.77	106	1.10	0.98	126	2.43	2.72
67	-1.50	-2.42	87	-0.16	-0.68	107	1.16	1.07	127	2.50	2.81
68	-	-	88	-	-	108	1.23	1.15	128	2.56	2.89

	1.43	2.34		0.10	0.59						
69	-1.36	-2.25	89	-0.03	-0.50	109	1.30	1.24	129	2.63	2.98
70	-1.30	-2.16	90	0.03	-0.42	110	1.36	1.33	130	2.70	3.07

Table 3.4

Revised Norms for Social Intelligence

Range of Raw Scores	Range of Z-Scores	Level of Social Intelligence
120 & above	+2.01 & above	Extremely High
109 to 119	+1.26 to +2.00	High
98 to 108	+0.51 to +1.25	Above Average
82 to 97	-0.50 to +0.50	Average
72 to 81	-1.25 to -0.51	Below Average
59 to 71	-2.00 to -1.26	Low
59 and below	-2.01 and below	Extremely Low

(ii) A standardized tool 'Test of General Intelligence for College Students' (2012) developed by Dr. K. S. Misra and Dr. S.K. Pal was used to test the general intelligence of the College students of Mizoram. The test consists of 60 items in which word meaning, analogy, classification, number series, code transformation and syllogism will be the sub-test items. As the samples of the present study is not similar with the samples in the manual, we renormalized it as given below:

Table 3.5

Recalculation of IQs for Test of General Intelligence

Score	IQ	New IQ	**Score**	IQ	New IQ	**Score**	IQ	New IQ
11	63	67	**26**	90	117	**41**	117	165.85
12	65	71	**27**	92	120	**42**	119	169.15
13	67	74	**28**	94	123	**43**	121	172.45
14	69	77	**29**	96	126	**44**	123	175.6
15	71	81	**30**	97	130	**45**	125	178.9
16	72	84	**31**	99	133	**46**	128	182.2
17	74	87	**32**	101	136	**47**	130	185.5
18	76	90	**33**	103	140	**48**	132	188.8
19	78	94	**34**	105	143	**49**	132	192.1
20	79	97	**35**	107	146	**50**	134	195.4
21	81	100	**36**	108	149	**51**	135	198.55
22	83	103	**37**	110	153	**52**	137	201.85

23	85	107	**38**	112	156	**53**	139	205.15
24	87	110	**39**	114	159	**54**	141	208.45
25	88	113	**40**	116	163	**55**	143	211.75

Table 3.6

Revised Norms for General Intelligence

Score	IQ	Level of General Intelligence
34 and above	141 and Above	Very Gifted
30 - 33	130- 140	Gifted
27 - 29	120- 129	Superior
24 - 26	110 – 119	High Average
18- 23	90 - 109	Average
15-17	80 - 89	Low average
12-14	70 – 79	Borderline Impaired
11 and below	69 and below	Mildly impaired

(iii) A standardized tool 'Upadhyay-Saxena Socio-Economic Status Scale' (2010) developed by Sunil Kumar Upadhyay and Alka Saxena was used to measure the Socio-economic status of college students. The scale consists of 31 items in five parts related to (i) Personal Information (ii) Family (iii) Education (iv) Income and (v) Others (cultural & material possessions). As the samples of the present study is not similar with the samples in the manual, we renormalized it as given below:

Table 3.7

Classification of Socio-Economic Status

Category	Scores	New Scores
High	75 or above	116 or above
Above Average	Between 62 to 74	109 - 115
Average	Between 49 to 61	97 - 108
Below Average	Between 36 to 48	91 - 96
Low	Between 35 or below	90 or below

(iv) The latest aggregate percentage of marks obtained by the sample subjects was used to measure the academic achievement.

(v) Bio data sheet: The Data Sheet consists of questions like in which college the students are studying, stream of study, latest semester/examination passed, marks obtained in the latest semester/examination, how many siblings they have, the position (students) among the siblings, their weight and height.

3.4. Test of Reliability and Validity: In statistics, reliability refers to the consistency and stability of a measurement or test over time. A reliable measure produces similar results under consistent conditions. Validity refers to the degree to which a test, measurement, or research instrument accurately measures what it is intended to measure. It indicates whether the conclusions drawn from the data are accurate and applicable.

3.4.1. Reliability and Validity of Social Intelligence:

Reliability: In order to determine the retest reliability, the scale was administered on a sample of (75 male & 75 female) and it was again administered to the same sample population.

Validity: The techniques of validity used to validate the scale were (1) Empirical Validity and (2) Cross Validation. The present scale and the Social Intelligence Test by Moss and Hunt were administered and scored accordingly. The data obtained were subjected to 'Pearson Product Moment Correlation' for testing the validity.

Table 3.8

Reliability and Validity of Social Intelligence

Areas	Coefficient of Co-relations	Correlation between Two Groups
Patience	.94	.82
Cooperativeness	.91	.92
Confidence	.90	.86
Sensitivity	.93	.75
Recognition of Social Environment	.95	.91
Tactfulness	.84	.75
Sense of Humour	.92	.95
Memory	.97	.94

*All the results are significant at 0.01 level of significance.

3.4.2. Reliability and Validity of General Intelligence

Reliability: Split half as well as test-retest reliabilities of the test scores have been calculated for 148 students studying in degree and post graduate classes.

Validity: Criterion related validity was calculated by finding out product moment coefficient of correlation between scores on TGI and scores on Catell's Culture Fair Test of Intelligence.

Table 3.9

Reliability and Validity of General Intelligence

Test	Split Half Reliability	Test-Retest Reliability	Correlations between sub-test Scores					
			1	2	3	4	5	6
Word Meaning	.58	.68	-	.34	.59	.40	.38	.45
Analogy	.80	.74			.69	.67	.33	.26
Classification	.72	.71				.34	.67	.38
Number Series	.84	.76					.70	.32
Code Transformation	.93	.82						.35
Syllogism	.51	.50						
Total Test	.95	.81						

3.4.3. Reliability and Validity of Socio-economic Status

Reliability: On 109 students of secondary school, the test retest reliability was found to be 0.83.

Validity: The validity of this scale was computed by correlating with SESS of Shah(1986). It was found to be 0.78.

3.5. Procedure of Data Collection: The investigator personally visited all the selected colleges to collect pertinent data. Before administering the test, the administrator asked permission from the Principal by explaining the purpose of the study. After getting the permission to administer, the investigator ensured that seat arrangement is good and pupils get sufficient light and fresh air. The instructions for the test to the pupil written on the test booklet were read clearly and slowly. The investigator

ensured before starting the test that all the pupils have fully understood the instructions.

3.6. Data Tabulation and Analysis: The data collected were entered to MS EXCEL after which t-test, correlation and anova were used for data analysis.

3.6.1. T-test: T-test is an inferential statistic used to determine if there is a significant difference between the means of two groups and how they are related. A t-test may be used to evaluate whether a single group differs from a known value (a one-sample t-test), whether two groups differ from each other (an independent two-sample t-test), or whether there is a significant difference in paired measurements (a paired, or dependent samples t-test.6

Requirements for T-test: A t-test is a statistical test used to determine if there is a significant difference between the means of two groups. To perform a t-test correctly, the following requirements must be kept in mind:

(i) Types of Data

(a) Dependent variable: The data should be continuous (interval or ratio scale), such as height, weight, temperature, or test scores.

(b) Independent variable: The groups being compared should be categorical (binary or grouping factor), such as treatment vs. control or male vs. female.

(ii) Assumptions of Normality: The data in each group should be approximately normally distributed. This assumption is especially important for small sample sizes (typically fewer than 30 observations per group).

For larger samples, the t-test is relatively robust to violations of normality due to the Central Limit Theorem.

(iii) Sample Size: while there is no strict minimum sample size, larger samples generally provide more reliable results. A common rule of thumb is that each group should have at least 10-30 observations for valid conclusions.

(iv) Random Sampling: The data should be randomly sampled from the population. This helps ensure that the sample is representative of the population and that the results can be generalized.

(v) Level of Measurement: The data should be measured on a continuous scale (interval or ratio). The t-test is not suitable for categorical data such as gender or eye color, unless you are analyzing the means of a continuous variable split by categories.

3.6.2. Pearson's Product Moment Correlation Coefficient: It is a measure of the linear relationship between two variables that have been measured on interval or ratio scales. It can only be used to measure the relationship between two variables which are both normally distributed just like t-test. Limitation of the correlation coefficient is that it assumes a linear association. This also means that any linear transformation and any scale transformation of either variable X or Y, or both, will not affect the correlation coefficient.

Requirements for Pearson's product moment correlation coefficient:

Pearson's product moment correlation coefficient (commonly denoted as r) is used to measure the strength and direction of a linear relationship between two continuous variables. To use this correlation effectively, certain requirements must be met:

1. Scale of Measurement: Both variables should be continuous and measured on an interval or ratio scale. (e.g., height, temperature, income).

2. Linearity: The relationship between the two variables should be linear. A scatter plot of the two variables should show a straight-line relationship rather than a curved one.

3. Normality: The variables should ideally follow a normal distribution, particularly if conducting hypothesis tests or making inferences about the population correlation. While Pearson's r can still be used with non-normally distributed data, normality improves the reliability of results.

4. Homoscedasticity: The variance of the two variables should be constant across values of the variables (i.e., homoscedastic). If the spread of one variable increases with the other (heteroscedasticity), the results may be less reliable.

5. Independence: Observations should be independent of each other. This means that the data points should not be influenced by other data points in the set.

6. No Outliers: Pearson's correlation is sensitive to outliers. Outliers can disproportionately affect the magnitude and direction of the correlation, so it is important to check for and address them.

3.6.3. ANOVA: Analysis of Variance, is a statistical test used to analyze the difference between the means of more than two groups. It helps to know whether any of the differences between the means of the given samples are significant. It deals with the task of analyzing of breaking up the total variance of a large sample or a population consisting of a number of equal groups or sub-samples into two components (two kinds of variances), given as follows:

i) "Within-groups" variance: This is the average variance of the members of each group around their respective group means, i.e. the mean value of the scores in a sample (as members of each group may vary among themselves).

ii) "Between-groups" variance: This represents the variance of group means around the total or grand mean of all groups, i.e. the best estimate of the population mean (as the group means may vary considerably from each other).

When these assumptions are reasonably met, Pearson's correlation coefficient provides a valid measure of the strength and direction of the linear relationship between two variables.

Table 3.10

Range for computation of correlation coefficient

The range of computed correlation coefficient	Interpretation
0 (zero value)	Zero relation, absolutely no relationship.
From 0.00 to ±0.20	Slight, almost negligible relationship.
From ± 0.21 to ± 0.40	Low correlation, definite but small relationship.
From ± 0.41 to ± 0.70	Moderate correlation, substantial but small relationship.
From ± 0.71 to ± 0.90	High correlation, marked relationship.
From ± 0.91 to ± 0.99	Very high correlation, quite dependable relationship.
± 1	Perfect correlation, almost identical or opposite relationship.

Requirements for ANOVA: ANOVA (Analysis of Variance) is a statistical method used to compare the means of three or more groups to determine if there are significant differences between them. Several assumptions and requirements must be met to ensure the results are valid:

(i) Types of Data:

(a) Dependent variable: The dependent variable should be continuous (measured on an interval or ratio scale), such as height, weight, or test scores.

(b) Independent variable: The independent variable should be categorical, with two or more groups or levels (e.g., different treatments, age groups, or types of interventions).

(ii) Normality: The data within each group should be approximately normally distributed. This assumption is more crucial when the sample sizes are small, but ANOVA is robust to minor deviations from normality when the sample sizes are large due to the Central Limit Theorem.

(iii) Independence of Observations: The observations in each group must be independent of each other. This means that the data from one group should not influence the data in other groups. Each participant or subject should only belong to one group.

(iv) Homogeneity of Variances (Homoscedasticity): The variances among the groups should be approximately equal. This can be tested using Levene's test or Bartlett's test. If this assumption is violated, there are alternative versions of ANOVA (like the Welch ANOVA) that do not assume equal variances.

(v) Random Sampling: The data should be randomly sampled from the population. Random sampling helps ensure that the sample is representative of the population, increasing the generalizability of the results.

(vi) Sample Size: While there is no strict rule, ANOVA works best with relatively balanced sample sizes across groups. Unequal sample sizes can lead to biased results. As a rule of thumb, having at least 10-30 observations per group is considered good practice for reliable results.

(vi)Linear Relationship (for Factorial ANOVA): In factorial ANOVA (which involves more than one independent variable), the effects of the independent variables on the dependent variable should be linear.

Additivity (for Factorial ANOVA): The combined effect of two independent variables should be additive, meaning that the effect of one factor should be consistent across the levels of the other factor. This assumption is important for interpreting interactions in factorial ANOVA.

(vii)No Significant Outliers: The data should not have significant outliers, as these can distort the results of the ANOVA. Outliers can have a large influence on the mean and variances, leading to incorrect conclusions.

Table 3.11

Test of Normality

Variable		Skewness		Kurtosis		Kolmogorov-Smirnov[a]	Shapiro-Wilk
		Statistic	Std. Error	Statistic	Std. Error	Statistic	Statistic
1.	Social Intelligence	-1.7	.10	5.84	.20	.126	.879
2.	General Intelligence	-.06	.10	-.26	.20	.050	.994
3.	Socio-economic Status	-.30	.10	-.12	.20	.058	.991

Lilliefors Significance Correction*

The calculated values of skewness for social intelligence, general intelligence and socio-economic status are -1.7, -.06 and -.30 respectively and the calculated values of kurtosis for social intelligence, general intelligence and socio-economic status are 5.84, -.26 and

-.12 respectively. According to Brown (2006), the acceptable values of skewness fall between -3 and +3, and kurtosis is appropriate from a range of -10 to +10 when utilizing SEM. Hence, the data for social intelligence, general intelligence and socio-economic status are within the acceptable limits and the data can be considered as normally distributed.

So, in this research, as the raw scores are converted into z-scores the data became a normal curve i.e., Bell-shaped curve which makes t-test possible for data analysis. Nevertheless, these tests can only compare the means of two groups or samples, so if the means of more than two groups or samples needs to be compared, other statistical techniques must be applied.

CHAPTER 4

ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the data collected. The data collected through the various tools were processed and analysed with the help of suitable statistical techniques.

Data analysis is the process of collecting, processing, transforming and interpreting structured and unstructured data to identify patterns and trends. Data interpretation refers to the process of using diverse analytical methods to review data and arrive at relevant conclusions. It is important in research as it links the studies and findings with real-world scenarios and adds reliability to their planned theories and findings of researchers and thus enhances trust and consistency in the research process. Analysis helps researchers organize and scrutinize data to derive meaningful insight and make decisions that rely more on intuition and flawed reasoning than facts.

In the present research, the data was tabulated in MS-Excel and was displayed using tables and figures to ease comprehension.

Inferential analysis was carried out using appropriate techniques. The three main statistical techniques were used namely, t-test, ANOVA (one-way) and Pearson's Product Moment Correlation.

4.1. SOCIAL INTELLIGENCE, GENERAL INTELLIGENCE, SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT OF THE COLLEGE STUDENTS OF MIZORAM.

As stated in objective 1 "To assess the levels of social intelligence, general intelligence, socio-economic status and academic achievement of the college students of Mizoram" the findings of the study are as given below:

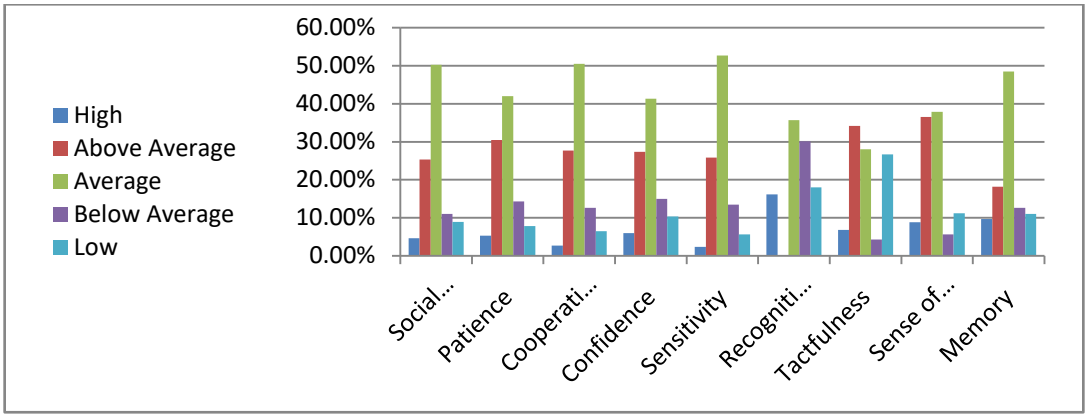
4.1.1. Social Intelligence of the College Students of Mizoram

The findings of the study on social intelligence are as given below:

Table 4.1
Social Intelligence

Levels	Social Intelligence (Overall)	Patience	Cooperativeness	Confidence	Sensitivity	Recognition of Social Environment	Tactfulness	Sense of Humour	Memory
High	**28 (4.6%)**	32 (5.33%)	16 (2.66%)	36 (6%)	14 (2.33%)	97 (16.16%)	41 (6.83%)	53 (8.83%)	58 (9.66%)
Above Average	**152 (25.3%)**	183 (30.5%)	166 (27.66%)	164 (27.33%)	155 (25.83%)	0 (0%)	205 (34.16%)	219 (36.5%)	109 (18.16%)
Average	**301 (50.2%)**	252 (42%)	303 (50.5%)	248 (41.33%)	316 (52.66%)	214 (35.66%)	168 (28%)	227 (37.83%)	291 (48.5%)
Below Average	**66 (11%)**	86 (14.33%)	76 (12.66%)	90 (15%)	81 (13.5%)	181 (30.16%)	26 (4.33%)	34 (5.66%)	76 (12.66%)
Low	**53 (8.9%)**	47 (7.83%)	39 (6.5%)	62 (10.33%)	34 (5.66%)	108 (18%)	160 (26.66%)	67 (11.16%)	66 (11%)

Figure 4.1: Social Intelligence



Social Intelligence: Table 4.1 shows that out of the total sample of 600 respondents, 28 students (4.6%) have high level, 152 students (25.3%) have above average level, 301 students (50.2%) have average level, 66 students (11%) have below average level and 53 students (8.9%) have low level of social intelligence.

Patience: From a careful study of table 4.1, it can be observed that out of 600 respondents, 32 students (5.33%) have high level, 183 (30.5%) of the students have above average level, 252 (42%) of the students have average level, 86 (14.33%) of the students have below average level and 47 (7.83%) of the students have low level of patience.

Cooperativeness: On detailed examination, table 4.1 shows that out of 600 respondents, 16 (2.66%) of the students have high level, 166 (27.66%) of the students have above average level, 303 (50.5%) of the students have average level, 76 (12.66%) of the students have below average level and39 (6.5%) of the students have low level of cooperativeness.

Confidence: On thorough assessment, table 4.1 shows that out of 600 respondents, 36 (6%) of the students has high level, 164 (27.33%) of the students have above average level, 248 (41.33%) of the students have average level, 90 (15%) of the students have below average level, 62 (10.33%) of the students have low level of confidence.

Sensitivity: On detailed assessment, table 4.1 shows that out of 600 respondents, 14 (2.33%) of the students have high level, 155 (25.83%) of the students have above average level, 316 (52.66%) of the students have average level, 81 (13.5%) of the students have below average level and 34 (5.66%) of the students have low level of sensitivity.

Recognition of Social Environment: From the above Table 4.1 it can be observed that out of 600 respondents, 97 (16.16%) of the students have high level, 214 (35.66%) of the students have average level, 181 (30.16%) of the students have below average level and 108 (18%) of the students have low level of recognition of social environment. There are no students with above average level of recognition of social environment.

Tactfulness: On detailed examination, table 4.1 shows that out of 600 respondents, 41 (6.83%) of the students have high level, 205 (34.16%) of the students have above average level, 168 (28%) of the students have average level, 26 (4.33%) of the students have below average level and 160 (26.66%) of the students have low level of tactfulness.

Sense of Humour: On a careful study, table 4.1 shows that out of 600 respondents, 53 (8.83%) of the students have high level, 219 (36.5%) of the students have above average level, 227 (37.83%) of the students have average level, 34 (5.66%) of the students have below average level and 67 (11.16%) of the students have low level of sense of humour.

Memory: On careful examination, table 4.1 shows that out of 600 respondents, 58 (9.66%) of the students have high level, 109 (18.16%) of the students have above average level, 291 (48.5%) of the students have average level, 76 (12.66%) of the students have below average level and 66 (11%) of the students have low level of memory.

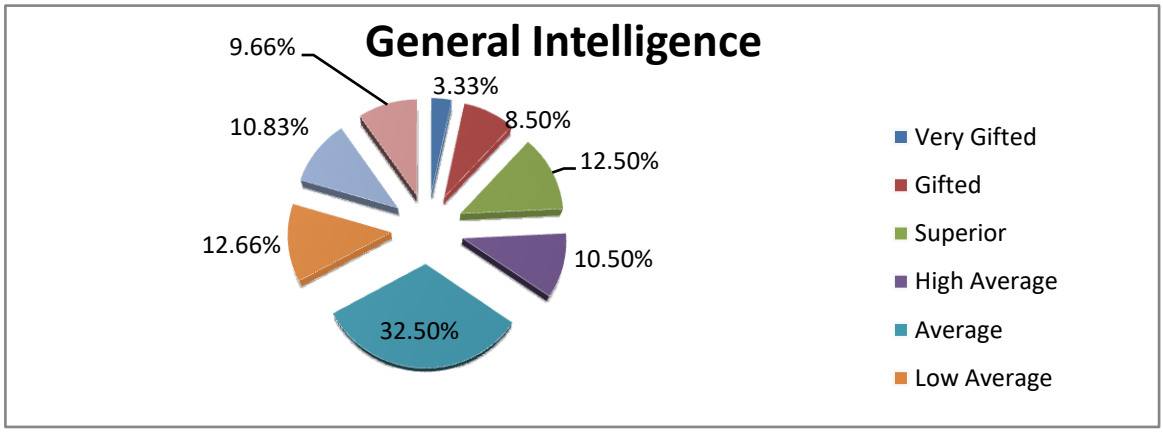
4.1.2. General Intelligence of the College Students of Mizoram.

The findings of the study on general intelligence are as given below:

Table 4.2
General Intelligence

Score	IQ	Level of General Intelligence	Number	Percentage
34 and above	**141 and Above**	Very Gifted	20	3.33
30 - 33	**130- 140**	Gifted	51	8.5
27 - 29	**120- 129**	Superior	75	12.5
24 - 26	**110 – 119**	High Average	63	10.5
18- 23	**90 - 109**	Average	195	32.5
15-17	**80 - 89**	Low average	73	12.66
12-14	**70 – 79**	Borderline Impaired	65	10.83
11 and below	**69 and below**	Mildly impaired	58	9.66
Total			600	100

Figure 4.2: General Intelligence



From table 4.2 the analysis shows that out of 600 respondents, majority of the students have average level of general intelligence. 20 (3.33%) of the students are very gifted, 51 (8.5%) of the students are gifted, 75 (12.5%) of the students are superior, 63 (10.5%) of the students have high average level, 195 (32.5%) have average level, 73 (12.66%) have low average level, 65 (10.83%) are borderline impaired and58 (9.66%) of the students have mildly impaired level of general intelligence.

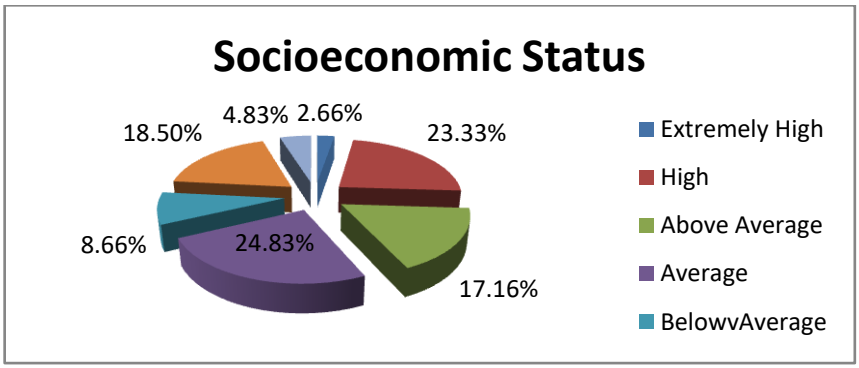
4.1.3. Socio-Economic Status of the College Students of Mizoram.

The findings of the study on socio-economic status are as given below:

Table 4.3
Socioeconomic Status

Category	Scores	Number	Percentage
Extremely High	135 or above	16	2.66
High	116 - 135	140	23.33
Above Average	109 - 115	103	17.16
Average	97 - 108	149	24.83
Below Average	91 - 96	52	8.66
Low	73 - 90	111	18.5
Extremely low	72 or below	29	4.83
Total		600	

Figure 4.3: Socioeconomic Status



From table 4.3 we can assess that out of 600 respondents, majority of the students have average socioeconomic status. The analysis shows that 16 (2.66%) of the students have extremely high, 140 (23.33%) of the students have high, 103 (17.16%) of the students have above average, 149 (24.83%) of the students have average, 52 (8.66%) have below average, 111 (18.5%) of the students have low and 22 (4.83%) have extremely low socioeconomic status.

4.1.4. Academic Achievement of College Students of Mizoram

The findings of the study on academic achievement are as given below:

Table 4.4
Academic Achievement

DIVISION	NO.OF STUDENTS	PERCENTAGE
Distinction	143	23.83%
1st Division	355	59.16%
2nd Division	59	9.83%
3rd Division	21	3.5%
Failed	22	3.66%
Total	600	100

Figure 4.4: Academic Achievement

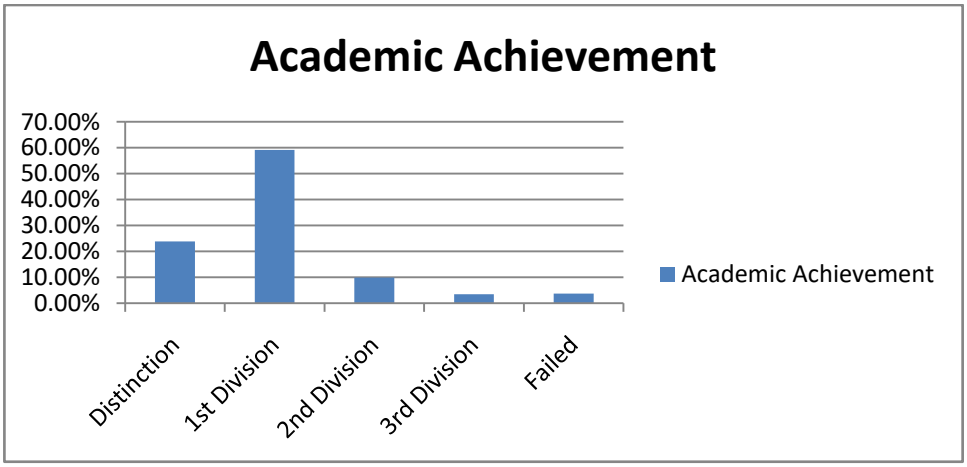


Table 4.4 reveals that majority of the students have 1st division marks. 143 (23.83%) of the students have distinction marks, 355 (59.16%) of the students have 1st division marks, 59 (9.83%) of the students have 2nd division marks, 21 (3.5%) of the students have 3rd division marks and 22 (3.66%) of the students failed in their latest examination.

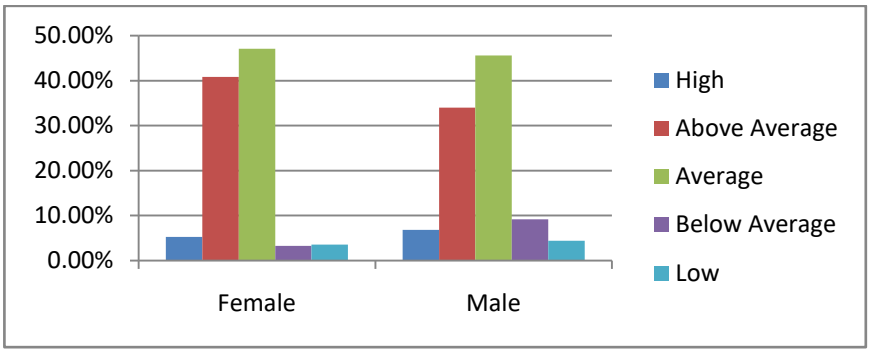
4.2. SOCIAL INTELLIGENCE OF COLLEGE STUDENTS BASED ON GENDER

As stated in objective no.2 "To compare the social intelligence with the different dimensions (a) patience (b)cooperativeness (c)confidence (d)sensitivity (e)recognition of social environment (f)tactfulness (g)sense of humour and (h)memory level with respect to gender of college students", variations between male and female college students are observed and the results are presented in the following tables and figures:

Table 4.5
Analysis of Social Intelligence Based on Gender

Level of Social Intelligence	Female		Male	
High	16	5.23%	20	6.8%
Above Average	125	40.85%	100	34.01%
Average	144	47.06%	134	45.58%
Below Average	10	3.27%	27	9.18%
Low	11	3.59%	13	4.42%
Total	306	100%	294	100%

Figure 4.5: Gender based Analysis of Social Intelligence



Analysis of data vide table 4.5 shows that 16 (5.23%) of the female students have high level while 20 (6.8%) of male students have high level of social intelligence, 125 (40.85%) of the female students have above average level while 100 (34.01%) of male students have above average level of social intelligence, 144 (47.06%) of the female students have average level while 134 (45.58%) of the male students have average level of social intelligence, 10 (3.27%) of the female students have below average level while 27 (9.18%) of the male students have below average level of social intelligence and 11 (3.59%) of the female students have low level while 13(4.42%) of the male students have low level of social intelligence.

4.2.1. Comparison of Social Intelligence of College Students Based on Gender

Variations between male and female college students on different dimensions are observed and are presented in the table below:

Table 4.5.1
Comparison of Social Intelligence Based on Gender

Social Intelligence	Gender	N	Mean	S.D	t-value	Critical Values		Inference
	Female	306	95.88	10 .43	2.40	0.01	2.59	Significant at 0.05 level
	Male	294	93.62	12.45		0.05	1.96	
Patience	Female	306	19. 44	3.23	2.02	0.01	2.59	Significant at 0.05 level
	Male	294	18.88	3.49		0.05	1.96	
Cooperativeness	Female	306	26	3.59	3.28	0.01	2.59	Significant
	Male	294	24. 92	4.43		0.05	1.96	
Confidence	Female	306	17. 08	2.92	0.42	0.01	2.59	Not Significant
	Male	294	17.19	3.51		0.05	1.96	
Sensitivity	Female	306	20. 69	3.49	1.44	0.01	2.59	Not Significant
	Male	294	20.27	3.73		0.05	1.96	
Recognition of Social Environmen	Female	306	1. 57	0.92	1.69	0.01	2.59	Not Significant
	Male	294	1.43	1.00		0.05	1.96	

t								
Tactfulness	Female	306	2.78	1.98	0.86	0.01	2.59	Not Significant
	Male	294	2.63	2.05		0.05	1.96	
Sense of Humour	Female	306	3.35	1.77	2.07	0.01	2.59	Significant at 0.05 level
	Male	294	3.05	1.76		0.05	1.96	
Memory	Female	306	4.99	2.85	1.12	0.01	2.59	Not Significant
	Male	294	5.24	2.70		0.05	1.96	

Table 4.5.1 indicates that there is no significant difference in confidence, sensitivity, recognition of social environment, tactfulness and memory level while there is significant difference in the levels of social intelligence, patience, cooperativeness and sense of humour.

Therefore, the null hypothesis no.1 “There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to gender of college students” is accepted in confidence, sensitivity, recognition of social environment, tactfulness and memory level and rejected in the levels of social intelligence, patience, cooperativeness and sense of humour in relation to gender of college students where female students score higher than their male counterparts.

4.3. SOCIAL INTELLIGENCE OF STUDENTS BASED ON MANAGEMENT OF COLLEGE

As stated in objective no.3 “To compare the social intelligence of college students with the different dimensions (a)patience (b)cooperativeness (c)confidence (d)sensitivity (e)recognition of social environment (f)tactfulness (g)sense of humour and (h)memory level with respect to management of college”, the data were analysed by various methods as below:

Table 4.6
Analysis of Social Intelligence Based on Management of College

Level of Social Intelligence	Private Colleges		Government Colleges	
High	5	24.86%	31	7.39%
Above Average	50	27.62%	171	40.81%
Average	110	60.77%	168	40.09%
Below Average	9	4.97%	29	6.92%
Low	7	3.87%	20	4.77%
Total	181	100	419	100

Figure 4.6
Level of Social Intelligence Based on Management of College

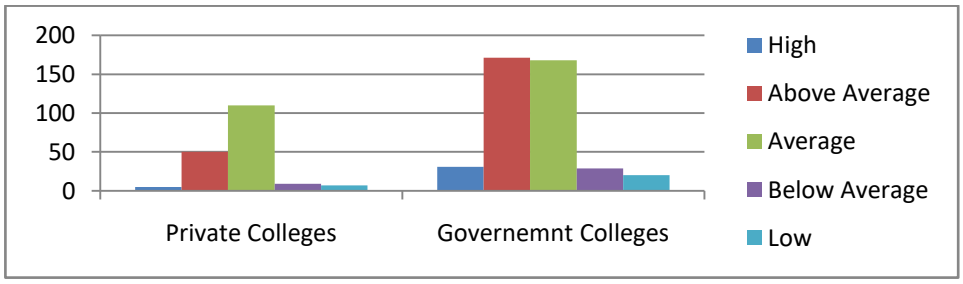


Table 4.6 shows that 5 (24.86%) of the private college students have high level while there are 31 (7.39%) of government college students having high level of social intelligence, 50 (27.62%) of the private college students have above average level while 171 (40.81%) of government college students have above average level of social intelligence, 110 (60.77%) of the private college students have average level while 168 (40.81%) of the government college students have average level of social intelligence, 9 (4.97%) of the private college students have below average level while 29 (6.92%) of the government college students have below average level of social intelligence, 7 (3.87%) of the private college students have low level while 20 (4.77%) of the government college students have low level of social intelligence.

4.3.1. Comparison of Social Intelligence of College Students Based on Management of College

The differences between private college and government college students were statistically tested for significance using the t-test as shown below:

Table 4.6.1
Comparison of Social Intelligence Based on Management of College

Social Intelligence	Type of College	N	Mean	S.D	t-value	Critical Values		Inference
	Private	157	91.67	11.00	3.98	0.01	2.59	Significant
	Government	443	95.88	11.50		0.05	1.96	
Patience	Private	157	18.89	3.49	1.24	0.01	2.59	Not Significant
	Government	443	19.27	3.32		0.05	1.96	
Coopera-tiveness	Private	157	25.21	4.33	0.93	0.01	2.59	Not Significant
	Government	443	25.56	3.96		0.05	1.96	
Confidence	Private	157	17.07	3.55	0.27	0.01	2.59	Not Significant
	Government	443	17.15	3.09		0.05	1.96	
Sensitivity	Private	157	19.99	2.71	1.97	0.01	2.59	Significant at 0.05
	Government	443	20.65	3.87		0.05	1.96	
Recognition of Social Environment	Private	157	1.41	0.99	1.29	0.01	2.59	Not Significant
	Government	443	1.53	0.95		0.05	1.96	
Tactfulness	Private	157	2.09	1.88	4.52	0.01	2.59	Significant
	Government	443	2.92	2.02		0.05	1.96	
Sense of Humour	Private	157	2.62	1.73	4.94	0.01	2.59	Significant
	Government	443	3.42	1.74		0.05	1.96	
Memory	Private	157	4.39	2.66	3.85	0.01	2.59	Significant
	Government	443	5.37	2.77		0.05	1.96	

A cursory glanced at data vide table 4.6.1 shows that there is no significant difference in the levels of patience, cooperativeness, confidence and recognition of social environment while there is significant difference in the levels of social intelligence, sensitivity, tactfulness, sense of humour and memory.

Therefore, the null hypothesis no. 2 “There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to management of college” is accepted in the levels of patience, cooperativeness, confidence and recognition of social environment and rejected in the levels of social intelligence, sensitivity, tactfulness, sense of humour and memory in which government college students scored higher than private college students.

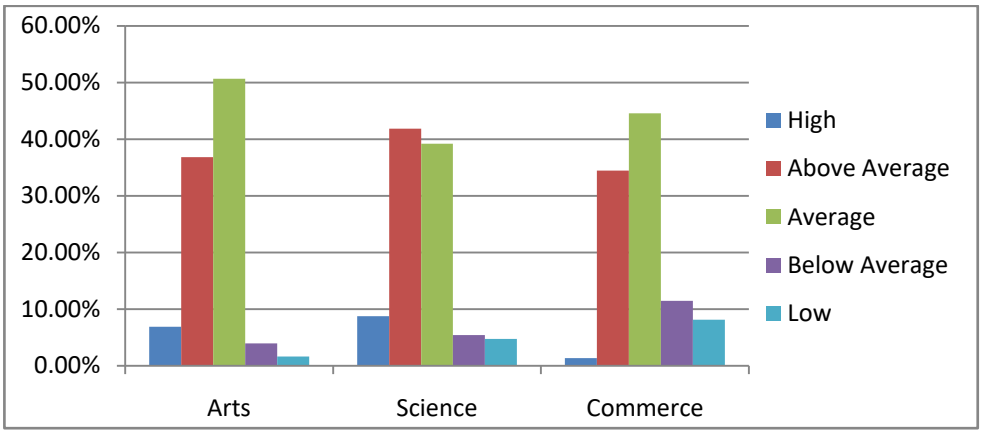
4.4. SOCIAL INTELLIGENCE OF COLLEGE STUDENTS BASED ON STREAM OF STUDY.

As stated in objective no.4 “To compare the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level with respect to stream of study” the data were statistically analyzed by various methods given below:

Table 4.7: Analysis of Social Intelligence Based on Stream of Study

Level of Social Intelligence	Arts		Science		Commerce	
High	21	6.91%	13	8.78%	2	1.35%
Above Average	112	36.84%	62	41.89%	51	34.45%
Average	154	50.66%	58	39.19%	66	44.59%
Below Average	12	3.95%	8	5.40%	17	11.48%
Low	5	1.64%	7	4.73%	12	8.11%
Total	304	100	148	100	148	100

Figure 4.7
Level of Social Intelligence Based on Stream of Study



From table 4.7 it can be concluded that 6.91% of the arts students have high level, 8.78% of the science students have high level and 1.35% of commerce students having high level. 36.84% of the arts students have above average level, 41.89% of the science students have above average level and 34.45% of commerce students have above average level. 50.66% of the arts students have average level, 39.19% of the science students have average level and 44.59% of the commerce students have average level. 3.95% of the arts students have below average level, 5.40% of the science students have below average level and 11.48% of the commerce students have below average level. 0.98% of the arts students have low level, 2.07% of the science students have low level and 5.4% of the commerce students have low level.

4.4.1. Comparison of Social Intelligence of College Students Based on Stream of Study

Table 4.7.1
Analysis of Social Intelligence Based on Stream of Study using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	9671.28	4835.64	8.16	0.0003	3.01

Within Sets	599	353660	592.39			

Table 4.7.1 shows that the calculated value of f is 8.16 which is greater than the table value of f i.e. 3.01. So, we concur that there is a significant difference between the different streams of study. Hence, the hypothesis is further tested using t-test.

Table 4.7.1.1
Comparison of Social Intelligence based on Stream of Study

	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values		Inference
Social Intelligence	Arts	304	96.30	9.72	0.48	0.01	2.59	Not Significant
	Science	148	95.92	10.91		0.05	1.96	
	Arts	304	96.30	9.72	5.08	0.01	2.59	Significant
	Commerce	148	90.50	13.44		0.05	1.96	
	Commerce	148	90.50	13.44	3.68	0.01	2.59	Significant
	Science	148	95.92	10.91		0.05	1.96	

Table 4.7.1.1 indicates that there is no significant difference in the levels of social intelligence between arts and science students while there is significant difference in the levels of Social Intelligence between Arts and Commerce college students where arts students score higher and between Commerce and Science students where science students score higher than their counterparts respectively.

Table 4.7.2
Analysis of Patience Based on Stream of Study using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	158.71	79.35	7.11	0.0008	3.01
Within Sets	598	6676.66	11.14			

A careful study of table 4.7.2 shows that the calculated value of f is 7.11 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test.

Table 4.7.2.1: Comparison of Patience Based on Stream of Study

	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values		Inference
Patience	Arts	304	19.57	3.10	2.10	0.01	2.59	Significant at 0.05
	Science	148	18.86	3.65		0.05	1.96	
	Arts	304	19.57	3.10	3.28	0.01	2.59	Significant
	Commerce	148	18.46	3.65		0.05	1.96	
	Commerce	148	18.46	3.65	0.94	0.01	2.59	Not Significant
	Science	148	18.86	3.65		0.05	1.96	

Table 4.7.2.1 reveals that there is no significant difference in the levels of patience between commerce and science students while there is significant difference in the levels of Social Intelligence between arts and science college students where arts students score higher and between arts and commerce students where arts students score higher than their counterparts respectively.

Table 4.7.3
Analysis of Cooperativeness Based on Stream of Study using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	214.43	107.22	6.66	0.0001	3.01
Within Sets	598	9647.4	16.11			

Table 4.7.3 shows that the calculated value of f is 6.66 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test.

Table 4.7.3.1
Comparison of Cooperativeness based on Stream of Study

	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values		Inference
Cooperativeness	Arts	304	26.09	3.54	3.34	0.01	2.59	Significant
	Science	148	24.76	4.43		0.05	1.96	
	Arts	304	26.09	3.54	2.76	0.01	2.59	Significant
	Commerce	148	24.97	4.54		0.05	1.96	
	Commerce	148	24.97	4.54	0.41	0.01	2.59	Not Significant
	Science	148	24.76	4.43		0.05	1.96	

An insightful look into table 4.7.3.1 indicates that there is no significant difference in the levels of cooperativeness between commerce and science students while there is significant difference in the levels of Social Intelligence between arts and science college students where arts students score higher and between arts and commerce students where arts students score higher than their counterparts respectively.

Table 4.7.4

Analysis of Confidence Based on Stream of Study using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	93.96	31.32	3.04	0.03	2.62
Within Sets	598	6151.93	10.28			

Table 4.7.4 shows that the calculated value of f is 3.04 which is greater than the table value of f i.e. 2.62. So, the hypothesis is tested again using t-test.

Table 4.7.4.1

Comparison of Confidence Based on Stream of Study

Confidence	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values	Inference

	Arts	304	17.44	2.98	1.97	0.01	2.59	Significant
	Science	148	16.78	3.66		0.05	1.96	at 0.05
	Arts	304	17.44	2.98	2.42	0.01	2.59	Significant
	Commerce	148	16.68	3.24		0.05	1.96	at 0.05
	Commerce	148	16.68	3.24	0.27	0.01	2.59	Not
	Science	148	16.78	3.66		0.05	1.96	Significant

A careful study of table 4.7.4.1 indicates that there is no significant difference in the levels of confidence between commerce and science students while there is significant difference in the levels of Social Intelligence between arts and science college students where arts students score higher and between arts and commerce students where arts students score higher than their counterparts respectively.

Table 4.7.5
Analysis of Sensitivity Based on Stream of Study using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	447.86	223.93	18.10	2.33	3.01
Within Sets	598	7410.53	12.37			

Table 4.7.5 indicates that the calculated value of F is 18.10 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test.

Table 4.7.5.1
Comparison of Sensitivity Based on Stream of Study

	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values		Inference
Sensitivity	Arts	304	20.58	2.92	3.97	0.01	2.59	Significant
	Science	148	21.70	2.39		0.05	1.96	
	Arts	304	20.58	2.92	3.32	0.01	2.59	Significant
	Commerce	148	19.58	5.28		0.05	1.96	

	Commerce	148	19.58	5.28	5.15	0.01	2.59	Significant
	Science	148	21.70	2.39		0.05	1.96	

The above table 4.7.5.1 indicates that there is significant difference in the levels of sensitivity between arts and science students where science students score higher, between arts and commerce students where arts students score higher and between science and commerce students where science students score higher than their counterparts respectively.

Table 4.7.6
Analysis of Recognition of Social Environment Based on Stream of Study using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	8.13	4.06	4.37	0.01	3.01
Within Sets	598	556.26	0.93			

Table 4.7.6 shows that the calculated value of F is 4.37 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test.

Table 4.7.6.1
Comparison of Recognition of Social Environment Based on Stream of Study

	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values		Inference
Recognition of Social Environment	Arts	304	1.52	0.95	1.57	0.01	2.59	Not Significant
	Science	148	1.68	0.92		0.05	1.96	
	Arts	304	1.52	0.96	1.76	0.01	2.59	Not Significant
	Commerce	148	1.34	1.03		0.05	1.96	
	Commerce	148	1.34	1.03	2.92	0.01	2.59	Significant
	Science	148	1.68	0.92		0.05	1.96	

A thorough assessment of table 4.7.6.1 indicates that there is no significant difference in the levels of recognition of social environment between arts and science

students and between arts and commerce students while there is significant difference between science and commerce students where science students score higher than their counterparts respectively.

Table 4.7.7
Analysis of Tactfulness Based on Stream of Study using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	21.10	10.55	2.61	0.07	3.01
Within Sets	598	2418.26	4.04			

Table 4.7.7 indicates that the calculated value of f is 2.61 which is lesser than the table value of f i.e. 3.01. Hence, the hypothesis cannot be rejected.

Table 4.7.8
Analysis of Sense of Humour Based on Stream of Study using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	74.05	37.03	12.28	5.92	3.01
Within Sets	598	1805.81	3.01			

The above table 4.7.8 shows that the calculated value of f is 12.28 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test.

Table 4.7.8.1
Comparison of Sense of Humour Based on Stream of Study

	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values		Inference
Sense of Humour	Arts	304	3.19	1.78	3.26	0.01	2.59	Significant
	Science	148	3.76	1.57		0.05	1.96	
	Arts	304	3.19	1.78	2.24	0.01	2.59	Significant at 0.05
	Commerce	148	2.77	1.85		0.05	1.96	

	Commerce	148	3.76	1.57	4.94	0.01	2.59	Significant
	Science	148	2.77	1.85		0.05	1.96	

A thorough examination of table 4.7.8.1 indicates that there is significant difference in the levels of sense of humour between arts and science students where science students score higher, between arts and commerce students where arts students score higher and between science and commerce students where science students score higher than their counterparts respectively.

Table 4.7.9
Analysis of Memory Based on Stream of Study using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	58.24	29.12	3.78	0.02	3.01
Within Sets	598	4616.16	7.71			

A cursory glanced at data vide table 4.7.9 shows that the calculated value of f is 3.78 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test.

Table 4.7.9.1
Comparison of Memory Based on Stream of Study

	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values		Inference
Memory	Arts	304	5.23	2.92	1.11	0.01	2.59	Not Significant
	Science	148	5.55	2.44		0.05	1.96	
	Arts	304	5.23	2.92	1.89	0.01	2.59	Not Significant
	Commerce	148	4.66	2.90		0.05	1.96	
	Commerce	148	4.66	2.90	2.83	0.01	2.59	Significant
	Science	148	5.55	2.44		0.05	1.96	

A careful study of table 4.7.9.1 indicates that there is no significant difference in the levels of sensitivity between arts and science students and between arts and

commerce students while there is significant difference between science and commerce students where commerce students score higher than their counterparts respectively.

Therefore, hypothesis no.3 “There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to streams of study” is rejected except for the level of tactfulness where there is no significance difference in relation to stream of study.

4.5. SOCIAL INTELLIGENCE OF COLLEGE STUDENTS BASED ON BIRTH ORDERS.

As stated in objective no. 5 “To find out if there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to birth orders”, the data were statistically analysed by various methods as given below:

Table 4.8
Analysis of Social Intelligence Based on Birth Order

Level of Social Intelligence	Eldest		Middle		Youngest	
High	13	5.8%	22	10.37%	12	7.32%
Above Average	102	45.53%	88	41.51%	59	35.97%
Average	94	41.96%	86	40.56%	73	44.51%
Below Average	7	3.12%	5	2.36%	11	6.70%
Low	8	3.57%	11	5.18%	9	5.49%
Total	224	100	212	100	164	100

Figure 4.8
Level of Social Intelligence Based on Birth Order

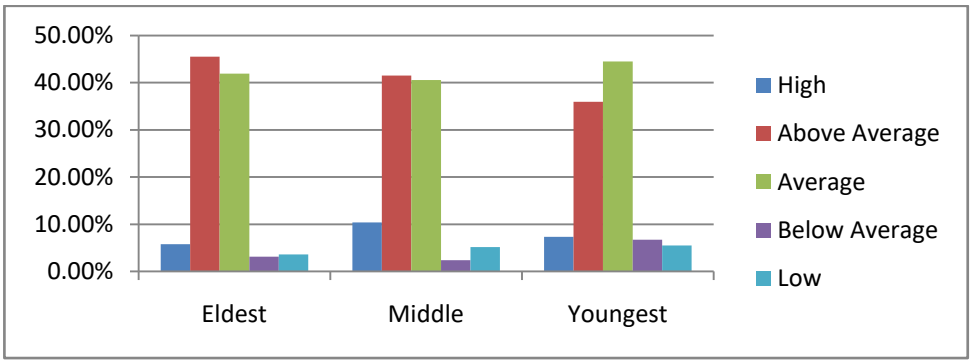


Table 4.8 shows that 5.8% of the eldest students have high level, 10.37% of the middle students have high level and 7.32% of youngest students having high level. 45.53% of the eldest students have above average level, 41.51% of the middle students have above average level and 35.97% of youngest students have above average level. 41.96% of the eldest students have average level, 40.56% of the middle students have average level and 44.51% of the youngest students have average level. 3.12% of the eldest students have below average level, 2.36% of the middle students have below average level and 6.70% of the youngest students have below average level. 3.57% of the eldest students have low level, 5.18% of the middle students have low level and 5.49% of the youngest students have low level of social intelligence.

4.5.1. Comparison of Social Intelligence of College Students Based on Birth Order

Table 4.8.1
Analysis of Social Intelligence Based on Birth Order using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	F-ratio	P-Value	F-Critical Value
Between Sets	2	850.36	3.52	0.03	3.01
Within Sets	598	72025.04			

Table 4.8.1 reveals that the calculated value of f is 3.52 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test.

Table 4.8.1.1
Comparison of Social Intelligence Based on Birth Order

	Birth Order	No. of Students	Mean	Standard Deviation	t-value	Critical Values		Inference
Social Intelligence	Eldest	224	95.74	8.42	0.43	0.01	2.59	Not Significant
	Middle	212	95.33	11.02		0.05	1.96	
	Eldest	224	95.74	8.42	2.64	0.01	2.59	Significant at 0.05
	Youngest	164	92.74	13.81		0.05	1.96	
	Middle	212	95.33	11.03	2.02	0.01	2.59	Significant at 0.05
	Youngest	164	92.74	13.81		0.05	1.96	

Table 4.8.1.1 indicates that there is no significant difference in social intelligence between the eldest and middle child students while there is significant difference in social intelligence between the eldest and youngest child students where the eldest child students scored higher and between the middle and youngest child students where the middle child students scored higher than their counterparts respectively.

Table 4.8.2
Analysis of Patience Based on Birth Order using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	71.07	35.53	3.15	0.04	3.01
Within Sets	598	6718.23	11.27			

Table 4.8.2 shows that the calculated value of f is 3.15 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test.

Table 4.8.2.1
Comparison of Patience Based on Birth Order

	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values		Inference
Patience	Eldest	224	19.46	2.64	0.58	0.01	2.59	Not Significant
	Middle	212	19.30	3.20		0.05	1.96	
	Eldest	224	19.46	2.64	2.38	0.01	2.59	Significant at 0.05
	Youngest	164	18.62	4.29		0.05	1.96	
	Middle	212	19.30	3.20	1.76	0.01	2.59	Not Significant
	Youngest	164	18.62	4.29		0.05	1.96	

Table 4.8.2.1 indicates that there is no significant difference in social intelligence between the eldest and middle child students and between the middle and youngest child students while there is significant difference in social intelligence between the eldest and youngest child students where the eldest child students scored higher than their counterparts respectively.

Table 4.8.3
Analysis of Cooperativeness Based on Birth Order using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	161.70	80.85	4.98	0.007	3.01
Within Sets	598	9704.09	16.23			

Table 4.8.3 shows that the calculated value of f is 4.98 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test.

Table 4.8.3.1
Comparison of Cooperativeness Based on Birth Order

	Stream of Study	No. of Students	Mean	SD	t-value	Critical Values		Inference
Cooperativeness	Eldest	224	25.74	3.00	0.31	0.01	2.59	Not Significant
	Middle	212	25.83	3.67		0.05	1.96	
	Eldest	224	25.74	3.00	2.56	0.01	2.59	Significant at 0.05
	Youngest	164	24.63	5.45		0.05	1.96	
	Middle	212	25.83	3.67	2.56	0.01	2.59	Significant at 0.05
	Youngest	164	24.63	5.45		0.05	1.96	

A thorough examination of Table 4.8.3.1 indicates that there is no significant difference in social intelligence between the eldest and middle child students while there is significant difference in social intelligence between the eldest and youngest child students where the eldest child students scored higher and between the middle and youngest child students where the middle child students scored higher than their counterparts respectively.

Table 4.8.4
Analysis of Confidence Based on Birth Order using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	60.48	20.16	1.95	0.12	2.62
Within Sets	598	6145.12	10.33			

Table 4.8.4 shows that the calculated value of F is 1.95 which is smaller than the table value of f i.e. 2.62. So, the hypothesis is accepted.

Table 4.8.5
Analysis of Sensitivity Based on Birth Order using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	17.46	8.73	0.66	0.51	3.01
Within Sets	598	7811.98	13.11			

Table 4.8.5 indicates that the calculated value of F is 0.66 which is smaller than the table value of f i.e. 3.01. So, the hypothesis is accepted.

Table 4.8.6
Analysis of Recognition of Social Environment Based on Birth Order using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	0.13	0.06	0.07	0.93	3.01
Within Sets	598	557.62	0.93			

Table 4.8.6 shows that the calculated value of F is 0.07 which is smaller than the table value of f i.e. 3.01. So, the hypothesis is accepted.

Table 4.8.7
Analysis of Tactfulness Based on Birth Order using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	23.84	11.92	2.94	0.05	3.01
Within Sets	598	2414.85	4.05			

Table 4.8.7 reveals that the calculated value of f is 2.94 which is smaller than the table value of f i.e. 3.01. So, the hypothesis is accepted.

Table 4.8.8
Analysis of Sense of Humour Based on Birth Order using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	5.20	2.60	0.82	0.44	3.01
Within Set	598	1873.13	3.14			

A careful study of table 4.8.8 shows that the calculated value of f is 0.82 which is smaller than the table value of f i.e. 3.01. So, the hypothesis is accepted.

Table 4.8.9
Analysis of Memory Based on Birth Order using ANOVA

Source of Variance	Degree of Freedom	Sum of Squares	Mean Square	F-ratio	P-Value	F-Critical Value
Between Sets	2	12.17	6.08	0.78	0.44	3.01
Within Sets	598	4614.884	7.74			

Table 4.8.9 shows that the calculated value of f is 0.78 which is smaller than the table value of f i.e., 3.01. So, the hypothesis is accepted.

Therefore, hypothesis no.4 “There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with different birth orders” is rejected in the level of social intelligence, patience and cooperativeness only and is accepted in the level of confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory level where there is no significance difference in relation to stream of study.

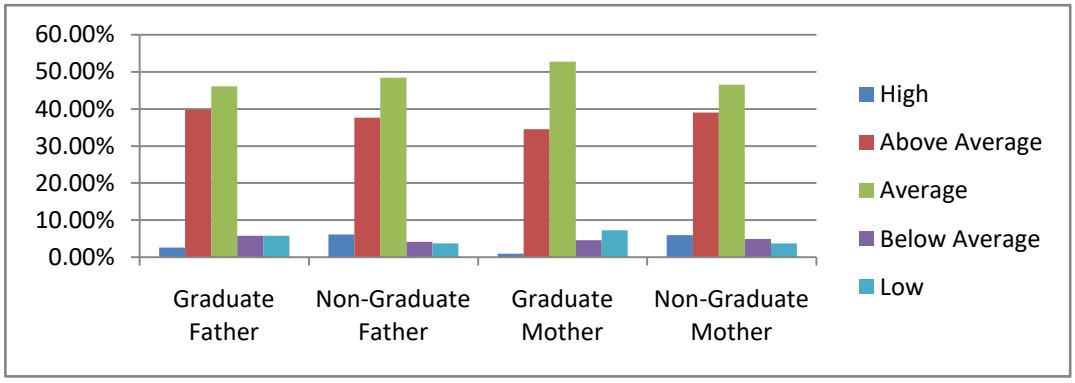
4.6. SOCIAL INTELLIGENCE OF COLLEGE STUDENTS WITH GRADUATE AND NON-GRADUATE PARENTS.

As stated in objective no.9, 'To find out whether there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to graduate and non-graduate parents', the data were analysed by various methods as below:

Table 4.9
Analysis of Social Intelligence based on the Education of their Parents

Level of Social Intelligence	Graduate Father		Non-Graduate Father		Graduate Mother		Non-Graduate Mother	
High	5	2.62%	25	6.11%	1	0.91%	29	5.92%
Above Average	76	39.79%	154	37.65%	38	34.54%	191	38.98%
Average	88	46.07%	198	48.41%	58	52.72%	228	46.53%
Below Average	11	5.76%	17	4.15%	5	4.54%	24	4.89%
Low	11	5.76%	15	3.67%	8	7.27%	18	3.67%
Total	191	100	409	100	110	100	490	100

Figure 4.9
Level of Social Intelligence Based on Education of Parents



Graduate Father: A cursory glanced of Table 4.9 shows that 2.62% of students having graduate fathers have high level whereas 6.11% of students having non-graduate father have high level of social intelligence, 39.79% of students having graduate father have above average level while 37.65% of students having non-graduate father have above average level of social intelligence, 46.07% of students having graduate father have average level while 48.41% of students having non-graduate father have average level of social intelligence, 5.76% of students having graduate father have below average level whereas 4.15% of students having non-graduate father have below average level of social intelligence and 5.76% of students having graduate father have low level while 3.67% of students having non-graduate father have low level of social intelligence.

Graduate Mother: With reference to table 4.9, it is observe that 0.91% of students having graduate mother have high level whereas 5.92% of students having non-graduate mother have high level of social intelligence, 34.54% of students having graduate mother have above average level while 38.98% of students having non-graduate mother have above average level of social intelligence, 52.72% of students having graduate mother have average level while 46.53% of students having non-graduate mother have average level of social intelligence, 4.54% of students having graduate mother have below average level whereas 4.89% of students having non-

graduate mother have below average level of social intelligence and 7.27% of students having graduate mother have low level while 3.67% of students having non-graduate mother have low level of social intelligence.

4.6.1. Comparison of Social Intelligence of College Students with Graduate and Non-Graduate Parents.

Table 4.9.1

Comparison of Social Intelligence between students having Graduate Father and Non-Graduate Father

Social Intelligence	Fathers Qualification	N	Mean	S.D	t-value	Inference
	Graduate	191	93.62	12.69	1.75	Not Significant
	Non- Graduate	409	95.32	10.21		
Patience	Graduate	191	19.05	3.75	0.62	Not Significant
	Non- Graduate	409	19.23	3.18		
Cooperativeness	Graduate	191	25.38	4.52	0.35	Not Significant
	Non- Graduate	409	25.51	3.82		
Confidence	Graduate	191	17.04	3.27	0.48	Not Significant
	Non- Graduate	409	17.17	3.19		
Sensitivity	Graduate	191	20.22	3.76	1.21	Not Significant
	Non- Graduate	409	20.60	3.54		
Recognition of Social Environment	Graduate	191	1.43	0.94	1.22	Not Significant
	Non- Graduate	409	1.53	0.98		
Tactfulness	Graduate	191	2.56	1.97	1.20	Not Significant
	Non- Graduate	409	2.77	2.04		
Sense of Humour	Graduate	191	3.08	1.79	1.16	Not Significant
	Non- Graduate	409	3.26	1.76		
Memory	Graduate	191	4.86	2.72	1.51	Not Significant
	Non- Graduate	409	5.23	2.80		

Table 4.9.1 indicates the comparison between students having graduate father and non-graduate father in social intelligence. There are 191 students who have graduate father and 409 students having non-graduate father. There is no significant difference in the social intelligence with the different dimensions and hence, the hypothesis is accepted.

Table 4.9.2
Comparison of Social Intelligence between students having Graduate Mother and Non-Graduate Mother

	Mothers Qualification	N	Mean	S.D	t-value	Inference
Social Intelligence	Graduate	110	92.75	12.39	2.14	Significant at 0.05
	Non- Graduate	490	95.23	10.72		
Patience	Graduate	110	18.54	3.79	2.19	Significant at 0.05
	Non- Graduate	490	19.31	3.25		
Cooperativeness	Graduate	110	25.09	4.90	1.08	Not Significant
	Non- Graduate	490	25.55	3.84		
Confidence	Graduate	110	16.55	3.68	2.11	Significant at 0.05
	Non- Graduate	490	17.26	3.09		
Sensitivity	Graduate	110	20.18	3.51	0.96	Not Significant
	Non- Graduate	490	20.55	3.64		
Recognition of Social Environment	Graduate	110	1.55	0.94	0.65	Not Significant
	Non- Graduate	490	1.49	0.97		
Tactfulness	Graduate	110	2.75	2.03	0.28	Not Significant
	Non- Graduate	490	2.69	2.01		
Sense of Humour	Graduate	110	3.07	1.85	0.87	Not Significant
	Non- Graduate	490	3.24	1.75		
Memory	Graduate	110	5.01	2.81	0.44	Not Significant
	Non- Graduate	490	5.14	2.77		

Table 4.9.2 indicates the comparison between students having graduate mother and non-graduate mother in social intelligence. There are 110 students who have graduate mother and 490 students having non-graduate mother. There is significant difference in social intelligence, patience and confidence of students with graduate and non-graduate mothers where students having non-graduate mothers scored higher than students having graduate mothers while

there is no significant difference in cooperativeness, sensitivity, recognition of social environment, tactfulness, sense of humour and memory level.

Therefore, the hypothesis no.5 “There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with graduate and non-graduate parents.” cannot be accepted.

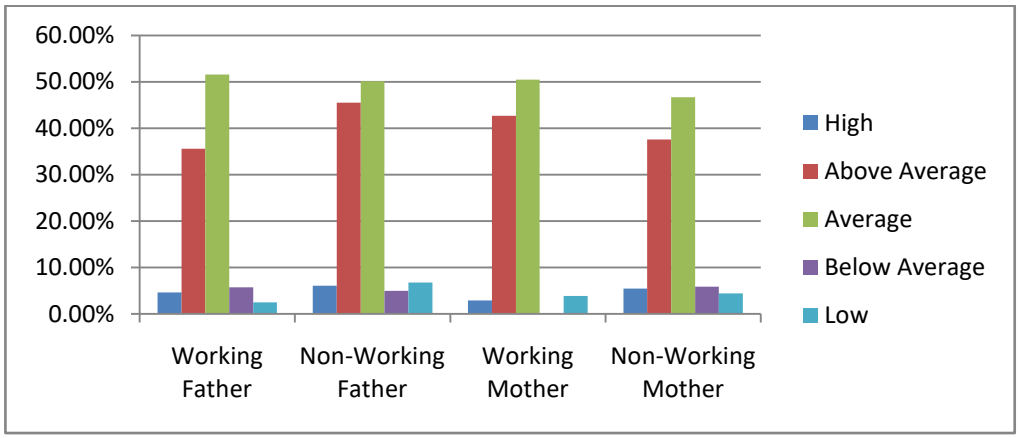
4.7. COMPARISON OF SOCIAL INTELLIGENCE OF COLLEGE STUDENTS WITH WORKING AND NON-WORKING PARENTS

As stated in objective 6, ‘There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with working and non-working parents’, the data was analysed as follows:

Table 4.10
Analysis of Social Intelligence Based on their Parent’s Occupation

Level of Social Intelligence	Working Father		Non-Working Father		Working Mother		Non-Working Mother	
High	13	4.63%	17	6.05%	3	2.91%	27	5.43%
Above Average	100	35.59%	128	45.55%	44	42.72%	187	37.62%
Average	145	51.60%	141	50.17%	52	50.48%	232	46.68%
Below Average	16	5.69%	14	4.98%	0	0%	29	5.83%
Low	7	2.49%	19	6.76%	4	3.88%	22	4.43%
Total	281	100	319	100	103	100	497	100

Figure 4.10
Level of Social Intelligence Based on Parent's Occupation



Working Father: Table 4.10 indicates that 4.63% of students having working father have high level whereas 6.05% of students having non-working father have high level of social intelligence, 35.59% of students having working father have above average level while 45.55% of students having non-working father have above average level of social intelligence, 51.60% of students having working father have average level while 50.17% of students having non-working father have average level of social intelligence, 5.69% of students having working father have below average level whereas 4.98% of students having non-working father have below average level of social intelligence and 2.49% of students having working father have low level while 6.76% of students having non-working father have low level of social intelligence.

Working mother: Table 4.10 reveals that 2.91% of students having working mother have high level whereas 5.43% of students having non-working mother have high level of social intelligence, 42.72% of students having working mother have above average level while 37.62% of students having non-working mother have above average level of social intelligence, 50.48% of students having working mother have average level while 46.68% of students having non-working mother have average level of social intelligence, none of the students having working mother have below average level

whereas 5.83% of students having non-working mother have below average level of social intelligence and 3.88% of students having working mother have low level while 4.43% of students having non-working mother have low level of social intelligence.

4.7.1. Comparison of Social Intelligence of College Students with Working and Non-Working Parents

Table 4.10.1
Comparison of Social Intelligence between students having Working Father and Non-working Father

	Variable	N	Mean	S.D	t-value	Inference
Social Intelligence	Working Father	281	95.04	9.11	0.53	Not Significant
	Non-Working Father	319	94.55	12.57		
Patience	Working Father	281	19.15	2.79	0.13	Not Significant
	Non-Working Father	319	19.19	3.81		
Cooperativeness	Working Father	281	25.83	3.14	2.05	Significant at 0.05
	Non-Working Father	319	25.15	4.70		
Confidence	Working Father	281	17.21	2.74	0.59	Not Significant
	Non-Working Father	319	17.06	3.59		
Sensitivity	Working Father	281	20.54	3.44	0.35	Not Significant
	Non-Working Father	319	20.43	3.76		
Recognition of Social Environment	Working Father	281	1.47	0.97	0.72	Not Significant
	Non-Working Father	319	1.53	0.97		
Tactfulness	Working Father	281	2.68	2.06	0.25	Not Significant
	Non-Working Father	319	2.72	1.97		
Sense of Humour	Working Father	281	3.12	1.85	1.16	Not Significant
	Non-Working Father	319	3.29	1.69		
Memory	Working Father	281	5.03	2.84	0.44	Not Significant
	Non-Working Father	319	5.19	2.73		

A careful study of table 4.10.1 indicates the comparison between students having working father and non-working father in social intelligence. There are 281 students who have working father and 319 students having non-working father. There is no significant difference in the social intelligence with the different dimensions except for cooperativeness.

Table 4.10.2
Comparison of Social Intelligence between students having Working Mother and Non-working Mother

	Variable	N	Mean	S.D	S_ED	t-value	Inference
Social Intelligence	Working Mother	103	95.77	9.47	0.93	0.99	Not Significant
	Non-Working Mother	497	94.57	11.38			
Patience	Working Mother	103	19.22	3.02	0.30	0.17	Not Significant
	Non-Working Mother	497	19.16	3.43			
Cooperativeness	Working Mother	103	26.25	3.58	0.35	2.16	Significant at 0.05
	Non-Working Mother	497	25.31	4.13			
Confidence	Working Mother	103	17.46	2.75	0.27	1.13	Not Significant
	Non-Working Mother	497	17.06	3.31			
Sensitivity	Working Mother	103	20.50	3.47	0.34	0.07	Not Significant
	Non-Working Mother	497	20.48	3.65			
Recognition of Social Environment	Working Mother	103	1.40	0.92	0.09	1.17	Not Significant
	Non-Working Mother	497	1.52	0.97			
Tactfulness	Working Mother	103	2.75	2.15	0.21	0.23	Not Significant
	Non-Working Mother	497	2.70	1.99			
Sense of	Working Mother	103	3.10	1.79	0.17	0.69	Not

Humour	Non-Working Mother	497	3.23	1.76			Significant
Memory	Working Mother	103	5.09	2.69	0.26	0.11	Not Significant
	Non-Working Mother	497	5.12	2.79			

Table 4.10.2 depicts the comparison between students having working mother and non-working mother in social intelligence. There are 103 students who have working mother and 497 students having non-working mother. There is significant difference in cooperativeness where students having working mothers scored higher than students having non-working mothers while there is no significant difference in social intelligence, patience, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory level.

Therefore, the hypothesis no.6 "There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with working and non-working parents." cannot be accepted.

4.8. RELATIONSHIP OF SOCIAL INTELLIGENCE WITH GENERAL INTELLIGENCE, SOCIOECONOMIC STATUS AND ACADEMIC ACHIEVEMENT OF THE COLLEGE STUDENTS OF MIZORAM.

As stated in objective no. 7 "To study the relationship of social intelligence with general intelligence, socioeconomic status and academic achievement of the college students of Mizoram", the relationship of social intelligence with general intelligence, socioeconomic status and academic achievement of the college students of Mizoram were analysed by employing Pearson Product moment correlation.

Table 4.11
Relationship of Social Intelligence with General Intelligence, Socioeconomic Status and Academic Achievement

Dimensions	General Intelligence	Socio-Economic Status	Academic Achievement
Social Intelligence	-0.226	-0.485	-0.027
Nature of Relationship	Negative	Negative	Negative
Strength of Relationship	Low	Medium	Negligible
Patience	-0.047	-0.02	-0.01
Nature of Relationship	Negative	Negative	Negative
Strength of Relationship	Negligible	Negligible	Negligible
Cooperativeness	-0.088	-0.037	0.03
Nature of Relationship	Negative	Negative	Positive
Strength of Relationship	Negligible	Negligible	Negligible
Confidence	-0.198	-0.007	-0.05
Nature of Relationship	Negative	Negative	Negative
Strength of Relationship	Negligible	Negligible	Negligible
Sensitivity	-0.12	-0.67	-0.03
Nature of Relationship	Negative	Negative	Negative
Strength of Relationship	Negligible	Negligible	Negligible
Recognition of Social Environment	-0.05	-0.28	0.03
Nature of Relationship	Negative	Negative	Positive
Strength of Relationship	Negligible	Low	Negligible

Tactfulness	-0.07	-0.44	0.07
Nature of Relationship	Negative	Negative	Positive
Strength of Relationship	Negligible	Medium	Negligible
Sense of Humour	-0.17	-0.42	0.03
Nature of Relationship	Negative	Negative	Positive
Strength of Relationship	Negligible	Medium	Negligible
Memory	-0.18	-0.42	0.04
Nature of Relationship	Negative	Negative	Positive
Strength of Relationship	Negligible	Medium	Negligible

Social Intelligence: The correlation test result from table 4.11 shows that the correlation of social intelligence and general intelligence is r = -0.226, the correlation of social intelligence and socioeconomic status is r = -0.485 and the correlation of social intelligence and academic achievement is r = -0.027. Social intelligence and general intelligence have a negative low correlation, social intelligence and socioeconomic status have a negative medium correlation and social intelligence and academic achievement have negative low correlation.

Patience: The correlation test result from table 4.11 shows that the correlation of patience and general intelligence is r = -0.047, the correlation of patience and socioeconomic status is r = -0.02 and the correlation of patience and academic achievement is r = -0.01. Patience and general intelligence have a negative negligible correlation, patience and socioeconomic status have a negative negligible correlation and patience and academic achievement have negative negligible correlation.

Cooperativeness: The correlation test result from table 4.11 shows that the correlation of cooperativeness and general intelligence is r = -0.088, the correlation of cooperativeness and socioeconomic status is r = -0.037 and the correlation of cooperativeness and academic achievement is r = 0.03. Cooperativeness and general intelligence have a negative negligible correlation, cooperativeness and socioeconomic status have a negative negligible correlation and cooperativeness and academic achievement have a positive negligible correlation.

Confidence: The correlation test result from table 4.11 shows that the correlation of confidence and general intelligence is r = -0.198, the correlation of confidence and socioeconomic status is r = -0.007 and the correlation of confidence and academic achievement is r = -0.05. Confidence and general intelligence have a negative negligible correlation, confidence and socioeconomic status have a negative negligible correlation and cooperativeness and academic achievement also have a negative negligible correlation.

Sensitivity: The correlation test result from table 4.11 shows that the correlation of sensitivity and general intelligence is r = -0.12, the correlation of sensitivity and socioeconomic status is r = -0.67 and the correlation of sensitivity and academic achievement is r = -0.03. Sensitivity and general intelligence have a negative low correlation, sensitivity and socioeconomic status have a negative medium correlation and sensitivity and academic achievement also have negative negligible correlation.

Recognition of Social Environment: The correlation test result from table 4.11 shows that the correlation of recognition of social environment and general intelligence is r = -0.05, the correlation of recognition of social environment and socioeconomic status is r = -0.28 and the correlation of recognition of social environment and academic achievement is r =0 .03. Recognition of social environment and general intelligence have a negative negligible correlation, recognition of social environment and socioeconomic status has negative low correlation and recognition of social environment and academic achievement have positive negligible correlation.

Tactfulness: The correlation test result from table 4.11 shows that the correlation of tactfulness and general intelligence is r = -0.07, the correlation of tactfulness and socioeconomic status is r = -0.44 and the correlation of tactfulness and academic achievement is r = 0.07. Tactfulness and general intelligence have a negative negligible correlation, tactfulness and socioeconomic status have a negative medium correlation and tactfulness and academic achievement have positive negligible correlation.

Sense of Humour: The correlation test result from table 4.11 shows that the correlation of sense of humour and general intelligence is r = -0.17, the correlation of sense of humour and socioeconomic status is r = -0.42 and the correlation of sense of humour and academic achievement is r = 0.03. Sense of humour and general intelligence have a negative negligible correlation, sense of humour and socioeconomic status have a negative medium correlation and sense of humour and academic achievement have positive negligible correlation.

Memory: The correlation test result from table 4.11 shows that the correlation of memory and general intelligence is r = -0.18, the correlation of memory and socioeconomic status is r = -0.42 and the correlation of memory and academic achievement is r = -0.04. Memory and general intelligence have a negative negligible correlation, memory and socioeconomic status have a negative medium correlation and memory and academic achievement have positive negligible correlation.

4.9. RELATIONSHIP OF SOCIAL INTELLIGENCE WITH HEIGHT AND WEIGHT.

As stated in objective no.9 “To examine the relationship of social intelligence with height and weight of college students of Mizoram” the relationship of social intelligence with height and weight of the college students of Mizoram were analysed by employing Pearson Product moment correlation.

Table 4.12
Relationship between Social Intelligence and Height

Variables	Correlation	Nature of Relationship	Relationship
Social Intelligence Height	-0.37	Positive	Low
Patience Height	-0.01	Negative	Low
Cooperativeness Height	-0.07	Negative	Low
Confidence Height	-0.37	Negative	Low
Sensitivity Height	-0.40	Negative	Low
Recognition of Social Environment Height	-0.23	Positive	Low
Tactfulness Height	-0.29	Negative	Low
Sense of Humour Height	-0.35	Positive	Low
Memory Height	-0.33	Positive	Low

Social Intelligence: The correlation test result from table 4.12 shows that the correlation of Social Intelligence and Height is -0.37. This indicates that Social Intelligence and Height have low negative correlation.

Patience: The correlation test result from table 4.12 indicates that the correlation of Patience and Height is -0.01. This indicates that Patience and Height have negligible negative correlation.

Cooperativeness: An insightful look into the correlation test result from table 4.12 shows that the correlation of Cooperativeness and Height is -0.07. This indicates that Cooperativeness and Height have negligible negative correlation.

Confidence: A careful study of the correlation test result from table 4.12 shows that the correlation of Confidence and Height is -0.37. This indicates that Confidence and Height have low negative correlation.

Sensitivity: A careful examination of the correlation test result from table 4.12 shows that the correlation of Sensitivity and Height is -0.40. This indicates that Sensitivity and Height have low negative correlation.

Recognition of Social Environment: The above table 4.12 shows a glimpse into the correlation test result of Recognition of Social Environment and Height is -0.23. This indicates that Recognition of Social Environment and Height have low negative correlation.

Tactfulness: From table 4.12, it is observe that the correlation test result of Tactfulness and Height is -0.29. This indicates that Tactfulness and Height have low negative correlation.

Sense of Humour: From table 4.12 it can be concluded that the correlation test result of Sense of Humour and Height is -0.35. This indicates that Sense of Humour and Height have low negative correlation.

Memory: Analysis of data vide of table 4.12 shows that the correlation of Memory and Height is -0.33. This indicates that Memory and Height have low negative correlation.

Table 4.13
Relationship between Social Intelligence and Weight

Variables	Correlation	Nature of Relationship	Relationship
Social Intelligence Weight	-0.23	Negative	Low
Patience Weight	-0.05	Negative	Low
Cooperativeness Weight	-0.03	Negative	Low
Confidence Weight	-0.01	Negative	Low
Sensitivity Weight	-0.22	Negative	Low
Recognition of Social Environment Weight	-0.17	Positive	Low
Tactfulness Weight	-0.18	Negative	Low
Sense of Humour Weight	-0.12	Negative	Low
Memory Weight	-0.22	Negative	Low

Social Intelligence: A thorough assessment of the correlation test result from table 4.13 shows that the correlation of Social Intelligence and Weight is -0.23. This indicates that Social Intelligence and Weight have low negative correlation.

Patience: The correlation test result from table 4.13 shows that the correlation of Patience and Weight is -0.05. This indicates that Patience and Weight have low negative correlation.

Cooperativeness: A careful study of table 4.13 shows that the correlation of Cooperativeness and Weight is -0.03. This indicates that Cooperativeness and Weight have low negative correlation.

Confidence: The correlation test result from table 4.13 indicates that the correlation of Confidence and Weight is -0.01. This indicates that Confidence and Weight have low negative correlation.

Sensitivity: The correlation test results from table 4.13 it can be concluded that the correlation of Sensitivity and Weight is -0.22. This indicates that Sensitivity and Weight have low negative correlation.

Recognition of Social Environment: A careful examination of the correlation test result from table 4.13 shows that the correlation of Recognition of Social Environment and Weight is -0.17. This indicates that Recognition of Social Environment and Weight have low negative correlation.

Tactfulness: From the correlation test result of table 4.13 it can be observe that the correlation of Tactfulness and Weight is -0.18. This indicates that Tactfulness and Height have low negative correlation.

Sense of Humour: The correlation test result from table 4.13 shows that the correlation of Sense of Humour and Weight is -0.12. This indicates that Sense of Humour and Weight have low negative correlation.

Memory: A careful overview of the correlation test result from table 4.13 shows that the correlation of Memory and Weight is -0.22. This indicates that Memory and Weight have low negative correlation.

CHAPTER 5

MAJOR FINDINGS AND DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

The present chapter gives an account on the findings obtained in the present study and discussion of the research conducted. Suggestions for further research studies are also presented in this chapter.

5.1 MAJOR FINDINGS AND DISCUSSIONS

5.1.1 Major findings and discussions on social intelligence of college students of Mizoram

Overall Social Intelligence

Out of the total sample of 600 respondents, 28 students (4.6%) have high level, 152 students (25.3%) have above average level, 301 students (50.2%) have average level, 66 students (11%) have below average level and 53 students (8.9%) have low level of social intelligence.

Discussion:

In the present study, it is found that majority of the students fall in the 'average level' in the overall social intelligence. It may mean that college students have moderate proficiency in understanding and interacting with others. An average level of emotional awareness may lead to moderate social intelligence. Individuals who have average opportunities to develop social skills through experiences and interactions may exhibit an average level of social intelligence. Karanam and Vijaya (2016) found out that majority of secondary teachers have moderate level of social intelligence. It appears that, considering

the Mizo context, we often adhere to the principle of "an eye for an eye," perhaps influenced by our religiosity. We tend to be straightforward and blunt in our speech, rarely sugarcoating our words, and keeping our statements concise.

Patience

Out of 600 respondents, 32 students (5.33%) have high level, 183 (30.5%) of the students have above average level, 252 (42%) of the students have average level, 86 (14.33%) of the students have below average level and 47 (7.83%) of the students have low level of patience.

Discussion

The mainstream of the student's level of patience fall in the 'average level'. The reasons why college students have average level of patience might be due to their personality traits, their pass experiences may shape one's patience level as well. Ability to manage impulses and emotions play a significant role in determining one's patience level. Personal goals and values may prioritize efficiency or results over waiting, affecting patience. Improving patience often involves mindfulness and self-awareness.

Cooperativeness

Out of 600 respondents, 16 (2.66%) of the students have high level, 166 (27.66%) of the students have above average level, 303 (50.5%) of the students have average level, 76 (12.66%) of the students have below average level and39 (6.5%) of the students have low level of cooperativeness.

Discussion:

Majority of the student's level of cooperativeness fall in the 'average level'. Average cooperativeness may be due to good interpersonal skills, positive or negative experiences in collaborative settings can impact one's willingness to cooperate in the future. Individuals with average levels of cooperation may

prioritize personal goals over collective ones or may see a balance between individual and group interests. Improving cooperativeness often involves developing empathy, communication skills, building trust and fostering positive relationships.

Confidence

Out of 600 respondents, 36 (6%) of the students have high level, 164 (27.33%) of the students have above average level, 248 (41.33%) of the students have average level, 90 (15%) of the students have below average level, 62 (10.33%) of the students have low level of confidence.

Discussion:

A greater part of the student's level of confidence fall in the 'average level'. It may be due to experiences in various aspects of life (eg., academic, professional, social) can shape one's confidence level. Average experiences may lead to average confidence. Individuals with average goal-setting abilities and expectations may exhibit average confidence levels. Average levels of self-esteem can influence overall confidence. Individuals with moderate self-esteem may experience fluctuations in confidence depending on the situation.

Sensitivity

Out of 600 respondents, 14 (2.33%) of the students have high level, 155 (25.83%) of the students have above average level, 316 (52.66%) of the students have average level, 81 (13.5%) of the students have below average level and 34 (5.66%) of the students have low level of sensitivity.

Discussion:

Majority of the student's level of sensitivity fall in the 'average level'. Some students may inherit traits that make them more or less sensitive to stimuli.

Factors such as upbringing, cultural background, and exposure to different stimuli can all contribute to one's sensitivity level.

Recognition of Social Environment

Out of 600 respondents, 97 (16.16%) of the students have high level, 214 (35.66%) of the students have average level, 181 (30.16%) of the students have below average level and 108 (18%) of the students have low level of recognition of social environment. There are no students with above average level of recognition of social environment.

Discussion:

The largest part of the student's level of recognition of social environment fall in the average level. People with higher levels of empathy and emotional intelligence tend to be more attuned to the feelings and perspectives of others. This sensitivity allows for better recognition and interpretation of social cues. The social environment itself- such as the diversity of social interactions, exposure to different cultures, and community dynamics – affects one's ability to recognize and navigate social contexts.

Tactfulness

Out of 600 respondents, 41 (6.83%) of the students have high level, 205 (34.16%) of the students have above average level, 168 (28%) of the students have average level, 26 (4.33%) of the students have below average level and 160 (26.66%) of the students have low level of tactfulness.

Discussion:

Mainstream of the students have 'above average level' in tactfulness. It might mean that college students are able to understand and allow individuals to navigate sensitive situations with care and consideration, able to regulate their

emotions, have affective communication skills, convey messages sensitively and respectfully, prevents individuals from reacting impulsively in challenging situations, promoting tactful responses. High tactfulness involves a combination of emotional awareness, communication proficiency, cultural sensitivity, and respect for others, all of which contribute to effective and respectful interactions.

Sense of Humour

Out of 600 respondents, 53 (8.83%) of the students have high level, 219 (36.5%) of the students have above average level, 227 (37.83%) of the students have average level, 34 (5.66%) of the students have below average level and 67 (11.16%) of the students have low level of sense of humour.

Discussion:

Greater part of the student's level of sense of humour fall in the 'average level'. Families that emphasize humor and playful communication often nurture a strong sense of humor in their members. Individuals with strong cognitive abilities may be more adept at recognizing patterns, incongruities, and wordplay that form the basis of humor. Social interactions and peer influence play a role in shaping humor preferences.

Memory

Out of 600 respondents, 58 (9.66%) of the students have high level, 109 (18.16%) of the students have above average level, 291 (48.5%) of the students have average level, 76 (12.66%) of the students have below average level and 66 (11%) of the students have low level of memory.

Discussion:

Mainstream of the students have average level in memory. Genetic factors play a role in determining individual differences in memory capacity and efficiency.

Generally, younger individuals may have more efficient memory retrieval and processing, while older adults may experience declines in certain types of memory, such as episodic memory (memory of specific events). Higher levels of education and engagement in intellectually stimulating activities (e.g., reading, puzzles, learning new skills) are associated with better memory performance. These activities promote brain health and enhance neural connections related to memory

5.1.2 Major findings and Discussions on General Intelligence of the College Students of Mizoram:

General Intelligence

Majority of the students have average level of general intelligence. The analysis shows that 3.33% of the students are very gifted, 8.5% of the students are gifted, 12.5% of the students are superior, 10.5% of the students have high average level, 32.5% have average level, 12.66% have low average level, 10.83% are borderline impaired, 8% of the students are mildly impaired and 1.66% of the students have moderately impaired level of general intelligence.

Discussion:

The largest parts of the students have average level of general intelligence. The analysis shows that 3.33% of the students are very gifted, 8.5% of the students are gifted, 12.5% of the students are superior, 10.5% of the students have high average level, 32.5% have average level, 12.66% have low average level, 10.83% are borderline impaired, 8% of the students are mildly impaired and 1.66% of the students have moderately impaired level of general intelligence. Genetic factors play a significant role in determining intelligence. Studies suggest that genetics contribute to about 50-80% of individual differences in intelligence. Specific genes may influence aspects of cognitive abilities such as memory, processing speed, and problem-solving skills.

Environmental factors, including early childhood experiences, education, socioeconomic status, and cultural influences, shape intellectual development. Access to stimulating environments, quality education, and opportunities for cognitive enrichment can enhance cognitive abilities. Malsawmi and Lalchuangkima (2016) also found out that majority of college students possessed average intelligence. Kavita (2017) also found out that male and female students do not differ significantly on general intelligence scores.

5.1.3 Major findings and Discussions on Socio-Economic Status of the College Students of Mizoram:

Socio-Economic Status

Most of the students have average socioeconomic status. The analysis shows that 2.66% of the students have extremely high, 23.33% of the students have high, 17.16% of the students have above average, 24.83% of the students have average, 8.66% have below average, 18.5% of the students have low and 4.83% have extremely low socioeconomic status.

Discussion:

Most of the students have average socioeconomic status. The analysis shows that 2.66% of the students have extremely high, 23.33% of the students have high, 17.16% of the students have above average, 24.83% of the students have average, 8.66% have below average, 18.5% of the students have low and 4.83% have extremely low socioeconomic status. Higher levels of education often correlate with higher SES. Education equips individuals with skills and knowledge that can lead to better job opportunities, higher earnings, and improved socioeconomic status over time. The type of occupation and level of income significantly impact SES. Occupations that require specialized skills or education tend to provide higher wages and greater opportunities for career advancement, thereby raising SES.

5.1.4 Major findings and Discussions on Academic Achievement of College Students of Mizoram

Academic Achievement

Mainstream of the students have 1st division marks. 23.83% of the students have distinction marks, 59.16% of the students have 1st division marks, 9.83% of the students have 2nd division marks, 3.5% of the students have 3rd division marks and 3.66% of the students failed in their latest examination.

Discussion:

A larger portion of the students have 1st division marks. 23.83% of the students have distinction marks, 59.16% of the students have 1st division marks, 9.83% of the students have 2nd division marks, 3.5% of the students have 3rd division marks and 3.66% of the students failed in their latest examination. It might be due to availability of well-funded schools, qualified teachers, and resources (such as textbooks and technology) significantly impacts academic outcomes. Disparities in educational resources can affect achievement levels. Higher socioeconomic status often correlates with better academic achievement. Factors such as access to enrichment activities, tutoring, and educational support at home can contribute to higher academic performance. Individual motivation, self-discipline, and a positive attitude towards learning are key predictors of academic achievement. Students who are intrinsically motivated tend to perform better academically. Effective teaching practices, including differentiated instruction, personalized learning approaches, and supportive classroom management, contribute to student engagement and academic achievement.

5.2 MAJOR FINDINGS AND DISCUSSIONS ON DIFFERENT COMPARISONS

5.2.1 Major findings and Discussions on Comparison of Social Intelligence of College Students Based on Gender:

Based on Gender

(a) There is a significant difference between male and female college students in overall social intelligence, with female students scoring higher than their male counterparts.

(b) Amongst the different dimensions of social intelligence, a significant difference was observed in the dimensions of patience, cooperativeness and sense of humour with female students scoring higher than their male counterparts in all dimensions.

(c) There is no significant difference between male and female college students in the level of confidence, sensitivity, recognition of social environment, tactfulness and memory in relation to gender of college students.

Discussion:

(a) Majority of both the female and male students have 'average level' of social intelligence i.e. 47.06% and 45.58% respectively. In comparison of overall social intelligence, patience, cooperativeness and sense of humour, there is a significant difference between male and female college students. Sembiyan and Visvanathan (2012) gender exhibited significant difference in respect of their social intelligence in which girls have higher social intelligence. The reasons might be girls often engage in more frequent and intense social interactions than boys.

(b) Saxena and Kumar (2013) and Thomas (2020) found out that girls have higher social intelligence than the males. Suresh (2015) also found out that girls are more cooperative and sensitive and boys are more confident. Younis (2016) found out that male students are more confident, tactful, a have good memory than female while female students have more patience, co-operative, sensitive, recognition of social environment and sense of humour than male. In this study, female college students are regarded to have more social intelligence than the male students. This early socialization may contribute to the development of greater social perceptiveness, empathy, and understanding of social dynamics. Females tend to

use more expressive and nuanced communication styles compared to males. This emphasis on communication skills can enhance their ability to interpret non-verbal cues, emotions, and social signals effectively.

(c) There is no significant difference in the level of confidence, sensitivity, recognition of social environment, tactfulness and memory level. Parveeen (2018) and Jasleen, Mamta and Rajesh (2021) found out that there is no significant difference between male and female students and teachers. Kapil and Tiakala (2016) found out that there is no significant difference in patience, tactfulness, sense of humour and overall social intelligence. It might mean that both females and males possess a range of social competencies and skills. While there may be differences in how these skills are expressed or valued, the underlying abilities required for effective social interactions—such as empathy, communication, and conflict resolution—are present in individuals of both genders. In educational settings, both female and male students have opportunities to develop social intelligence through interactions with peers, participation in group activities, and exposure to diverse perspectives. Institutions that emphasize collaborative learning and interpersonal communication skills can contribute to similar levels of social intelligence development.

5.2.2 Major findings and Discussions on Comparison of Social Intelligence of College Students Based on Management of College:

Based on Management of College

(a) Comparison on the management of college, it was found out that majority of private college students have average level (60.77%) of social intelligence and majority of Government College students have above average level (40.81%) of social intelligence. There is significant difference in the overall level of social intelligence in which government school students scored higher than private school students.

(b) There is significant difference in sensitivity, tactfulness, sense of humour and memory in relation to management of college in which government school students scored higher than private school students.

(c) There is no significant difference in the levels of patience, cooperativeness, confidence and recognition of social environment in relation to management of college.

Discussion:

(a) In comparison on the management of college, it was found out that majority of private college students have average level (60.77%) of social intelligence and majority of Government College students have above average level (40.81%) of social intelligence. Government college students have higher levels of social intelligence. Sowmyashree and Sreenivasa (2019) found out that private school boys have higher social intelligence than government school boys. This implies that management of college is a significant factor determining social intelligence of a person. In the context of Mizoram, the government colleges are good and most of the students who are good in academic tend to go to government colleges and as there is quite a number of funds sanction from the government, government colleges are able to have different activities like interactive sessions, symposium, etc which helps develops the students' social intelligence.

(b) Government college students have higher levels of sensitivity, tactfulness, sense of humour and memory than private college students. Government colleges may be more involved in community outreach programs, volunteer activities, and social initiatives. Participation in such activities fosters empathy, teamwork, and interpersonal skills, which are integral to social intelligence. Some government colleges prioritize holistic education and emphasize the development of soft skills, including communication, collaboration, and emotional intelligence. These skills are fundamental to social intelligence and are often integrated into the curriculum or extracurricular activities.

(c) There is no significant difference in the levels patience, cooperativeness, confidence and recognition of social environment in relation to management of college. Patience is influenced by individual traits and personality factors. Students who are naturally patient or have learned to be patient through life experiences may exhibit similar levels of patience regardless of the type of college they attend. Both the college students may develop interpersonal skills, including cooperativeness for their personal and professional growth. Positive peer interactions and support networks can boost students' self esteem and confidence, regardless of the college type. Both government and private colleges may emphasize community engagement and service learning initiatives. Participating in these activities exposes students to different social contexts, challenges, and community dynamics, promoting awareness and recognition of social environments. Suresh (2015) and Vipinder (2014) found out that there is no significant difference in the management of college.

5.2.3 Major findings and Discussions on Comparison of Social Intelligence of College Students Based on Stream of Study:

Social Intelligence

It was found that majority of arts students have average (50.66%) level, majority of science students have above average (41.89%) level and majority of commerce students have average (44.59%) level of social intelligence. There is no significant difference in the levels of social intelligence between arts and science college students. There is significant difference in the levels of Social Intelligence between Arts and Commerce college students where commerce students scored higher than arts students. There is significant difference in the levels of Social Intelligence between Commerce and Science college students where science students scored higher than commerce students.

Discussion:

On the bases of stream of study, majority of arts students have average (50.66%) level, majority of science students have above average (41.89%) level and majority of commerce students have average (44.59%) level of social intelligence. Saxena and Kumar (2013) found out that regarding stream of study, arts students have greater social intelligence than students of other streams.

From the present findings, it is observe that arts college students have higher social intelligence than commerce students and Science college students have higher social intelligence than commerce students. There is no significant difference between arts and science college students. Commerce students scored lowest due to reasons like commerce programs often prioritize technical skills and knowledge related to business and economics over interpersonal and social skills. This emphasis may result in fewer opportunities for commerce students to develop and practice social intelligence in academic settings. Commerce courses may be more focused on individual achievement, quantitative analysis, and problem-solving within a business context, which may not prioritize collaborative or interpersonal skills development to the same extent as arts and science programs. Arts and science programs may involve more group projects, discussions, and interdisciplinary collaborations that encourage social interaction and the development of social intelligence. In contrast, commerce programs may have fewer of these opportunities, leading to potentially lower social intelligence development. In line with the present study, Suresh (2015) also find out that Arts and Science college students are having high level of social intelligence while Bikash (2016) found out that there is no significant difference between the students of (i) Humanities and Commerce students (ii) Science and Commerce students and (iii) Humanities and Science students.

Patience

There is significant difference in the levels of 'Patience' between Arts and Science college students at 95% confidence level where Arts students scored higher than Science students. There is significant difference in the levels of 'Patience' between Arts and Commerce college students where arts students scored higher than commerce students. There is no significant difference in the levels of 'Patience' between Commerce and Science college students.

Discussion:

In Patience, Arts students have more patience than Science students at 95% confidence level; arts students also have more patience than commerce students while there is no significant difference between Commerce and Science college students. Arts students scored highest in the level of patience Arts education emphasizes critical thinking skills, analytical reasoning, and the ability to articulate reasoned arguments. Developing these skills involves patient examination of evidence, evaluation of sources, and synthesis of ideas to formulate well-supported conclusions. Arts education often emphasizes the value of the creative process and personal growth rather than focusing solely on final outcomes or results. This emphasis encourages arts students to appreciate the journey of learning, experimenting, and refining their skills with patience and persistence.

Cooperativeness

There is significant difference in the levels of 'Cooperativeness' between Arts and Science college students where arts students scored higher than the science students. There is significant difference in the levels of 'Cooperativeness' between Arts and Science college students where arts students scored higher than commerce students. There is no significant difference in the levels of 'Cooperativeness' between Commerce and Science college students.

Discussion:

In Cooperativeness, arts students have more cooperativeness than science and commerce college students while there is no significant difference between Commerce and Science college students. Arts disciplines encourage students to explore diverse perspectives, cultural contexts, and artistic traditions. Arts students develop openness to different ideas, empathy for others' viewpoints, and respect for cultural diversity—all of which are conducive to cooperative interactions. Arts education often includes group discussions, seminars, and debates on artistic themes, historical contexts, and critical theories. Participating in these dialogues promotes active listening, collaboration in exploring complex ideas, and respectful exchange of opinions among students.

Confidence

There is significant difference in the levels of ‘Confidence’ between Arts and Science college students at 95% confidence level where arts students scored higher than science students. There is significant difference in the levels of ‘Confidence’ between Arts and Commerce college students at 95% confidence level where arts students scored higher than commerce students. There is no significant difference in the levels of ‘Confidence’ between Commerce and Science college students.

Discussion:

In Confidence, arts students have more confidence than science and commerce students at 95% confidence level. There is no significant difference between Commerce and Science college students. Arts disciplines often encourage introspection, self-reflection, and personal growth through creative exploration. Students may develop confidence in expressing their emotions, thoughts, and personal narratives through artistic endeavors.

Sensitivity

There is significant difference in the levels of 'Sensitivity' between Arts and Science college students where science students scored better than arts students. There is significant difference in the levels of 'Sensitivity' between Arts and Commerce college students where arts students scored better than commerce students. There is significant difference in the levels of 'Sensitivity' between Commerce and Science college students where science students scored better than commerce students.

Discussion:

In Sensitivity, Science students are most sensitive and commerce students are the least sensitive. Science students are trained in critical thinking, logical reasoning, and systematic inquiry. They evaluate hypotheses, theories, and experimental outcomes with rigor and precision, developing sensitivity to logical inconsistencies and empirical validity. Science students often engage in communicating scientific findings and advocating for evidence-based policies. Developing effective communication skills and advocating for scientific literacy reflect their sensitivity to bridging the gap between scientific knowledge and public understanding.

Recognition of Social Intelligence

There is no significant difference in the levels of 'Recognition of Social Environment' between Arts and Science college students. There is no significant difference in the levels of 'Recognition of Social Environment' between Arts and Commerce college students. There is significant difference in the levels of 'Recognition of Social Environment' between Commerce and Science college students where science students scored better than commerce students.

Discussion:

In recognition of social environment, there is significant difference between only Commerce and Science college students. Science students are regarded to have higher recognition of social environment. Science students are

trained in quantitative analysis, statistical methods, and data interpretation. These skills enable them to analyze social data, trends, and correlations, contributing to a nuanced understanding and recognition of social dynamics. Science education often intersects with social sciences, health sciences, and environmental sciences. Students explore interdisciplinary connections and apply scientific principles to address social challenges, fostering sensitivity to social issues and contexts.

Tactfulness

There is no significant difference in the levels of 'Tactfulness' in relation to stream of study.

Discussion:

In Tactfulness, there is no significant difference in relation to stream of study. Tactfulness, which involves diplomacy, sensitivity, and consideration in communication and interactions, is a skill that can be developed across various academic disciplines. Students in all streams may receive opportunities to practice and refine their interpersonal skills through coursework, group projects, and extracurricular activities. Regardless of their stream of study, colleges often emphasize the development of well-rounded skills, including effective communication, teamwork, and conflict resolution. These skills contribute to tactful behavior in navigating social and professional interactions.

Sense of Humour

There is significant difference in the levels of 'Sense of Humour' between Arts and Science college students where science students scored higher than arts students. There is significant difference in the levels of 'Sense of Humour' between Arts and Commerce college students at 95% confidence level where arts students scored higher than commerce students. There is significant difference in the levels of 'Sense of Humour' between Commerce and Science college students where commerce students scored higher than science students.

Discussion:

In sense of humour, science students have higher sense of humour than arts students. Arts students have higher sense of humour than Commerce students at 95% confidence level and Commerce students have higher sense of humour than Science students.

Memory

There is no significant difference in the levels of 'Memory' between Arts and Science college students. There is no significant difference in the levels of 'Memory' between Arts and Commerce college students. There is significant difference in the levels of 'Memory' between Commerce and Science college students where science students scored higher than commerce students.

Discussion:

In Memory, there is significant difference between only Commerce and Science college students. Science students are regarded to have higher memory level. Science disciplines often require systematic learning and regular review of foundational concepts, principles, and theories. Science students develop study habits that prioritize memorization, comprehension, and retention of essential information over time. Science education encourages critical thinking and problem-solving skills. Memorizing problem-solving strategies, algorithms, and methodologies aids students in applying logical reasoning and analytical skills to tackle complex scientific problems.

Saxena and Kumar (2013) found out that arts students have more social intelligence than other streams of study. Bikash (2016) found out that there is no significant difference in the stream of study. Jasleen, Mamta and Rajesh (2021) also found out that in comparison between arts and science teachers, there is no significant difference in arts and science teachers. This implies that stream of study may be a significant factor determining social intelligence of a person.

5.2.4 Major findings and Discussions on Comparison of Social Intelligence of College Students Based on Birth Orders:

Social Intelligence

Majority of the eldest students (among siblings) have above average (45.53%), majority of the middle students (among siblings) also have above average (44.51%) and majority of the youngest students (among siblings) have average (44.51%) level of social intelligence. There is no significant difference in the levels of Social Intelligence between the Eldest and Middle child students. There is significant difference in the levels of Social Intelligence between the Eldest and Youngest child students at 95% confidence level where eldest child scored higher than youngest child. There is significant difference in the levels of Social Intelligence between the Middle and Youngest child students at 95% confidence level where middle child scored higher than youngest child.

Discussion:

From the comparisons, we can know that elder ones exhibit more social intelligence than the younger ones. In line with the findings, Zena (1975) and Bruce, Adrian and Georg (2009) also found out that first born always has higher test scores and higher IQs than later borns. There can be many factors for this. Elder sibling often takes on caregiving roles, helping to look after younger siblings. This responsibility fosters empathy, patience, and an understanding of others' needs, which are central components of social intelligence. Elder siblings have the opportunity to observe how their parents or other authority figures manage social situations. This observational learning contributes to their ability to understand and handle complex social dynamics moreover, parents often have higher expectations for elder children, encouraging them to develop responsibility and social maturity faster than their younger siblings. In contrast with the present findings, Kapil and Tiakala (2016) found that there is no significant difference in relation to no. of siblings except for confidence level, more the number of siblings higher is the confidence level.

Patience

There is no significant difference in the levels of patience between the Eldest and Middle child students. There is significant difference in the levels of Patience between the Eldest and Youngest child students at 95% confidence level where eldest child scored higher than youngest child. There is no significant difference in the levels of Patience between the Middle and Youngest child students.

Discussion:

Elder siblings often develop more patience than younger ones due to differences in upbringing, responsibilities, and life experiences. Elder siblings often observe and adapt to family dynamics earlier, learning how to navigate challenges, which helps them develop a calmer approach. Society often expects elder siblings to "set an example" for younger ones, encouraging them to exercise restraint and patience. However, individual personalities and family dynamics also play a significant role. Not all elder siblings necessarily exhibit more patience.

Cooperativeness

There is no significant difference in the levels of Cooperativeness between the Eldest and Middle child students. There is significant difference in the levels of Cooperativeness between the Eldest and Youngest child students at 95% confidence level where eldest child scored higher than the youngest child. There is significant difference in the levels of Cooperativeness between the Middle and Youngest child students at 95% confidence level where middle child scores higher than youngest child.

Discussion:

Elder siblings often exhibit more cooperativeness than younger ones due to their unique role in family dynamics and the life lessons they experience. Elders are frequently given responsibilities such as helping with household chores or taking care of younger siblings, teaching them to work collaboratively with others. Society and family members may implicitly teach elder siblings to take the lead in maintaining family unity, reinforcing cooperative behavior. Cooperativeness can also depend on personality traits, family dynamics, and how parents handle sibling relationships. While elder siblings may often be more cooperative, it's not a universal rule.

Confidence

There is no significant difference in the levels of 'Confidence' in relation to birth order.

Discussion:

The reason why there is no significant difference in the levels of confidence in relation to birth order might be because of individual difference matter. Personality traits, genetics, and environmental factors play a more significant role in confidence than birth order alone. Even within the same family, siblings can develop vastly different levels of confidence due to unique life experiences. Factors such as peer relationships, education, and extracurricular experiences might also contribute more to confidence than birth order. Opportunities outside the family, like mentors and social support, have a significant impact on confidence development. Confidence is shaped by a complex interplay of factors beyond birth order, including personality, environment, parenting, and individual experiences. Birth order may have some influences, but it is often overshadowed by these more powerful determinants.

Sensitivity

There is no significant difference in the levels of ‘Sensitivity’ in relation to birth order.

Discussion:

The lack of a significant difference in sensitivity related to birth order can be attributed to the fact that sensitivity is more closely linked to personality, temperament, and individual experiences rather than birth order alone. Sensitivity is often influenced by genetic predispositions and inherent personality traits, which are not determined by birth order. While siblings experience differences in parenting styles and roles within the family, they also share a common home environment that shapes their emotional development similarly.

Recognition of Social Environment

There is no significant difference in the levels of ‘Recognition of Social Environment’ in relation to birth order.

Discussion:

The reasons for the absence of significant differences in the recognition of the social environment among siblings may be because all siblings share similar social cues and dynamics. The ability to recognize and interpret social environments is more influenced by individual temperament and personality traits, such as emotional intelligence, than by birth order. Parents typically guide all children in understanding social norms and behaviors, regardless of their birth order. This consistent parenting style minimizes differences in social awareness.

Tactfulness

There is no significant difference in the levels of 'Tactfulness' in relation to birth order.

Discussion:

The lack of significant differences in tactfulness based on birth order might be because tactfulness is more strongly influenced by personality traits such as emotional intelligence, empathy, and communication skills, which are largely independent of birth order. Parents often teach all children manners, respect, and social graces equally, regardless of their birth order, fostering tactfulness in a similar way across siblings. Siblings are exposed to similar social environments, such as schools, family gatherings, and peer groups, where they learn how to navigate social situations tactfully. Tactfulness develops from experiences and interactions with others. Since siblings often share similar experiences, this trait is not heavily influenced by birth order.

Sense of Humour

There is no significant difference in the levels of 'Sense of Humour' in relation to birth order.

Discussion:

The lack of significant differences in the sense of humor in relation to birth order might be due to several factors. A sense of humor is largely influenced by individual personality traits, such as creativity, wit, and emotional intelligence, which are independent of birth order. Siblings are exposed to the same family culture, jokes, and humor styles, which shape their sense of humor similarly regardless of birth order.

Memory

There is no significant difference in the levels of 'Memory' in relation to birth order.

Discussion:

The absence of significant differences in memory related to birth order can be attributed to the following reasons: Memory is primarily determined by brain development, genetics, and cognitive function, which are not influenced by birth order. Siblings often grow up in the same environment, with access to similar educational resources, parental guidance, and experiences that shape memory equally. Memory develops in predictable stages during childhood and adolescence, following universal neurological processes rather than being influenced by sibling order. In conclusion, memory ability is shaped by biological, cognitive, and environmental factors that are largely unrelated to birth order. This makes memory development consistent across siblings, irrespective of their position in the family.

5.2.5 Major findings and discussions on Comparison of Social Intelligence of College Students with Graduate and Non-Graduate Parents:

Based on Graduate and Non-Graduate Fathers

Comparison of students with graduate and non-graduate fathers revealed that majority of both the students having graduate father and non-graduate father have average level of social intelligence i.e. 46.07% and 48.41% respectively. There is no significant difference in the overall social intelligence of the students.

There is no significant difference in all the dimensions (patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory) of the students with graduate and non-graduate fathers.

Based on Graduate and Non-Graduate Mothers

Comparison of students with graduate and non-graduate mothers revealed that majority of both the students having graduate mother and non-graduate mother have average level of social intelligence i.e. 52.72% and 46.53% respectively.

There is significant difference in the overall social intelligence, there is significant difference in patience and confidence of students with graduate and non-graduate mothers where students having non-graduate mothers scored higher than students having graduate mothers.

There is no significant difference in the cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory of students with graduate and non-graduate mothers.

Discussion:

(a) Majority of both the students having graduate father and non-graduate father have average level of social intelligence i.e. 46.07% and 48.41% respectively. There is no significant difference in the social intelligence which means the educational qualification of their father do not have impact on the social intelligence of a person.

There is no significant difference in Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory of students with graduate and non-graduate fathers. Social Intelligence is heavily influenced by parental upbringing, communication styles, and values instilled in the child. Both graduate and non-graduate fathers can prioritize teaching social skills and emotional intelligence to their children. Children learn social behaviours not only from their parents but also from other significant adults and peers. Non-graduate fathers can still serve as effective role models for social behavior and interactions. The finding shows that the

educational qualification of the father does not influence the social intelligence of a person.

(b) In comparison of students with graduate and non-graduate mothers revealed that majority of both the students having graduate mother and non-graduate mother have average level of social intelligence i.e. 52.72% and 46.53% respectively. There is significant difference in the social intelligence where students having non-graduate mothers scored higher than students having graduate mothers. The reason behind this might be that the employment status of the mothers' of the students is not the determining factor on the social intelligence of the person.

There is significant difference in the social intelligence, patience and confidence of students with graduate and non-graduate mothers where students having non-graduate mothers scored higher than students having graduate mothers in the dimensions mentioned above. The reasons might be because women are generally more emotional than men and tend to have a higher level of patience and confidence which enables them to navigate complex social situations more effectively.

There is no significant difference in the cooperativeness, sensitivity, recognition of social environment, tactfulness, sense of humour and memory of students with graduate and non-graduate mothers. Mothers, regardless of educational attainment, can serve as influential role models for social behavior and social intelligence. They can demonstrate and teach important social skills such as empathy, communication, and cooperation, which are crucial components of social intelligence. The overall family environment, including relationships with siblings and other family members, as well as family dynamics and communication patterns, play a significant role in shaping social intelligence. These factors can be similar across families with graduate and non-graduate mothers.

5.2.6 Major findings and Discussions on Comparison of Social Intelligence of College Students with Working and Non-Working Parents:

Based on Working and Non-Working Fathers

Comparison of students with working and non-working fathers revealed that majority of both the students having working father and non-working father have average level of social intelligence i.e. 51.60% and 50.17% respectively. There is no significant difference in the overall social intelligence.

There is no significant difference in patience, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory of students with working and non-working fathers.

There is significant difference in the levels of cooperativeness of students with working and non-working fathers at where students having working fathers scored more than students having non-working fathers.

Based on Working and Non-Working Mothers

Comparison of students with working and non-working mothers revealed that majority of both the students having working mother and non-working mother have average level of social intelligence i.e. 50.48% and 46.68% respectively. There is no significant difference in the overall social intelligence.
There is no significant difference in patience, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory of students with working and non-working mothers.

There is significant difference in the cooperativeness of students with working and non-working mothers where students having working mothers have higher scores than students having non-working mothers.

Discussion:

(a) Majority of both the students having working father and non-working father have average level of social intelligence i.e. 51.60% and 50.17% respectively. There is no significant difference in the social intelligence of students with working and non-working fathers. This might mean that students having either working father or non-working father does not determine the social intelligence of a person. Children can develop and adapt in various family situations, including those where a parent may be unemployed. Such experiences can foster social intelligence through learning how to navigate challenges and interpersonal relationships.

There is no significant difference in the levels of patience, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory of students with working and non-working fathers. This might mean that students having either working father or non-working father does not determine the patience, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory of students.

Students having working father have more cooperativeness than students having non-working fathers. The quality of education and extracurricular activities available to a child can significantly impact their social intelligence. These opportunities are not solely determined by parental employment status but also by other socioeconomic factors and community resources. Unemployment often brings stress to families, which can impact parenting styles, family dynamics, and overall emotional atmosphere at home. This stress may affect how parents interact with their children, potentially influencing social intelligence development.

(b) In comparison of students with working and non-working mothers revealed that majority of both the students having working mother and non-working mother have average level of social intelligence i.e. 50.48% and 46.68% respectively.

There is no significant difference in the overall social intelligence. The quality of interactions and the nature of relationships between parents and children are essential determinants of social intelligence. Whether employed or not, a mother's ability to engage actively, communicate effectively, and provide emotional support significantly influences her child's social development. Families may have access to various support systems, educational resources, and community activities that contribute to children's social development. The availability of these resources can mitigate any potential differences in social intelligence related to maternal employment status.

There is no significant difference in patience, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory of students with working and non-working mothers. This means that the employment status of the mothers did not determine the patience, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory of students.

Students having working mothers have more cooperativeness than students having non-working mothers. Unemployment can lead to increase stress, anxiety, and feelings of inadequacy in mothers, which can impact their ability to engage in cooperative behaviours at home. This stress may affect parenting styles and interactions with children, potentially influencing children's attitudes towards cooperation.

5.3 MAJOR FINDINGS AND DISCUSSIONS ON DIFFERENT CORRELATIONS

5.3.1 Major Findings and Discussions on Relationship of Social Intelligence with General Intelligence, Socioeconomic Status and Academic Achievement of the College Students of Mizoram.

Correlation of Social Intelligence with General Intelligence, Socioeconomic Status and Academic Achievement

The correlation between social intelligence and general intelligence is r = -0.226 while that between social intelligence and socioeconomic status is r = -0.485 and the correlation between social intelligence and academic achievement is r = -0.027. Social intelligence and general intelligence have a negative low correlation, social intelligence and socioeconomic status have a negative medium correlation and social intelligence and academic achievement have negative low correlation.

Correlation of Patience with General Intelligence, Socioeconomic Status and Academic Achievement

The correlation between patience and general intelligence is r = -0.047., the correlation between patience and socioeconomic status is r = -.0.02 and the correlation between patience and academic achievement is r = -0.01. Patience and general intelligence have a negative negligible correlation, patience and socioeconomic status have a negative negligible correlation and patience and academic achievement have negative negligible correlation.

Correlation of Cooperativeness with General Intelligence, Socioeconomic Status and Academic Achievement

The correlation between cooperativeness and general intelligence is r = -0.088., the correlation between cooperativeness and socioeconomic status is r = -0.037 and the correlation between cooperativeness and academic achievement is r = -0.03. Cooperativeness and general intelligence have a negative negligible correlation, cooperativeness and socioeconomic status have a negative negligible correlation and cooperativeness and academic achievement have a positive negligible correlation.

Correlation of Confidence with General Intelligence, Socioeconomic Status and Academic Achievement

The correlation between confidence and general intelligence is r = -0.198., the correlation between confidence and socioeconomic status is r = -0.007 and the correlation between confidence and academic achievement is r = -0.05. Confidence and general intelligence have a negative negligible correlation, confidence and socioeconomic status have a negative negligible correlation and cooperativeness and academic achievement also have a negative negligible correlation.

Correlation of Sensitivity with General Intelligence, Socioeconomic Status and Academic Achievement

The correlation between sensitivity and general intelligence is r = -0.12., the correlation between sensitivity and socioeconomic status is r = -0.67 and the correlation between sensitivity and academic achievement is r = -0.03. Sensitivity and general intelligence have a negative low correlation, sensitivity and socioeconomic status have a negative medium correlation and sensitivity and academic achievement also have negative negligible correlation.

Correlation of Recognition of Social Environment with General Intelligence, Socioeconomic Status and Academic Achievement

The correlation between recognition of social environment and general intelligence is r = -0.05., the correlation between recognition of social environment and socioeconomic status is r = -0.28 and the correlation between recognition of social environment and academic achievement is r = 0.03. Recognition of social environment and general intelligence have a negative

negligible correlation, recognition of social environment and socioeconomic status has negative low correlation and recognition of social environment and academic achievement have positive negligible correlation.

Correlation of Tactfulness with General Intelligence, Socioeconomic Status and Academic Achievement

The correlation between tactfulness and general intelligence is r = -0.07, the correlation between tactfulness and socioeconomic status is r = -0.44 and the correlation between tactfulness and academic achievement is r = 0.07. Tactfulness and general intelligence have a negative negligible correlation, tactfulness and socioeconomic status have a negative medium correlation and tactfulness and academic achievement have positive negligible correlation.

Correlation of Sense of Humour with General Intelligence, Socioeconomic Status and Academic Achievement

The correlation between sense of humour and general intelligence is r = -0.17., the correlation between sense of humour and socioeconomic status is r = -0.42 and the correlation between sense of humour and academic achievement is r = 0.03. Sense of humour and general intelligence have a negative negligible correlation, sense of humour and socioeconomic status have a negative medium correlation and sense of humour and academic achievement have positive negligible correlation.

Correlation of Memory with General Intelligence, Socioeconomic Status and Academic Achievement

The correlation between memory and general intelligence is r = -0.18, the correlation between memory and socioeconomic status is r = -0.42 and the correlation between memory and academic achievement is r = 0.04. Memory and general intelligence have a negative negligible correlation, memory and socioeconomic status have a negative medium correlation and memory and academic achievement have positive negligible correlation.

Discussion:

Stephen, N (2019) also found out that there is no significant difference between male and female students in general intelligence and social intelligence. So, the findings shows that when the students have low general intelligence, they will also have low social intelligence, cooperativeness, confidence, recognition of social environment, sense of humour and memory and vice versa. In reverse, when the students have high general intelligence, they will have low patience, sensitivity and tactfulness and vice versa.

Harpreet and Kalaramna (2004) and Preeti and Garima (2015) both found out that socio-economic status has impact on social intelligence. Unlike their findings, in the present study, it is observe that when the students have low socio-economic status, they will have high social intelligence, cooperativeness, tactfulness, sense of humour, sensitivity, recognition of social environment and memory. In reverse, when the students have high socio-economic status, they will have low patience and confidence and vice versa.

Dhana and Pankajam (2017) found out that there is a mild positive relationship between social intelligence and academic achievement and Saravanan and Mahendra (2018) also found out that there is a relationship between social intelligence and academic achievement. But, in the present study,

it is observe that when the students have low socio-economic status, they will have high social intelligence, patience, confidence, tactfulness. In reverse, when the students have high academic achievement, they will also have high memory, cooperativeness, sensitivity, recognition of social environment and sense of humour and vice versa.

Saravanan and Mahendra (2019) in their study titled 'A Study on Social Intelligence Towards Academic Achievement Among College Students' studied social intelligence and academic achievement of college students. The sample consists of 100 college students from Sivaganga district out of which there were 50 rural and 50 urban college students. The researcher developed Social Intelligence Scale and their first-and second-year examinations mark percentages were used to measure academic achievement. The study aimed to identify the academic difficulties in second language among college students. Survey method was used for the present study. The analysis of the data revealed that rural and urban college students were found to have equally and the same values of social intelligence. Another finding for this study revealed that there is relationship between students' social intelligence and their academic achievement.

5.3.2 Relationship of Social Intelligence with Height and Weight:

Social Intelligence and Height

The correlation of Social Intelligence and Height is -0.37 which is a low negative correlation. The correlation of Patience and Height is -0.01 which is a negligible negative correlation. The correlation of Cooperativeness and Height is -0.07 which is a negligible negative correlation. The correlation of Confidence and Height is -0.37 which is a low negative correlation. The correlation of Sensitivity and Height is -0.40 which is a low negative correlation. The correlation of Recognition of Social Environment and Height is -0.23 which is a low negative correlation. The correlation test result of Tactfulness and Height is -0.29 which is a low negative correlation. The correlation test result of Sense of Humour and

Height is -0.35 which is a low negative correlation. The correlation of Memory and Height is -0.33 which is a low negative correlation.

Social Intelligence and Weight

The correlation of Social Intelligence and Weight is -0.23 which is a low negative correlation. The correlation of Patience and Weight is -0.05 which is a low negative correlation. The correlation of Cooperativeness and Weight is -0.03 which is a low negative correlation. The correlation of Confidence and Weight is -0.01 which is a low negative correlation. The correlation of Sensitivity and Weight is -0.22 which is a low negative correlation. The correlation of Recognition of Social Environment and Weight is -0.17 which is a low negative correlation. The correlation of Tactfulness and Weight is -0.18 which is a low negative correlation. The correlation of Sense of Humour and Weight is -0.12 which is a low negative correlation. The correlation of Memory and Weight is -0.22 which is a low negative correlation.

Discussion:

The correlation of Social Intelligence and Height with respect to the different dimensions i.e. Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory has a low negative correlation. The correlation of Social Intelligence and Weight with respect to the different dimensions i.e. Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory has a low negative correlation.

A low negative correlation between social intelligence and height means that as height increases, social intelligence tends to decrease slightly or vice versa but the relationship is weak. The reasons for this might be because social intelligence depends on multiple factors, including personality, upbringing, education, and experiences, rather than just physical attributes like height. Taller

individuals may have different social experiences than shorter individuals, but these differences are often not strong enough to create a significant correlation. Height can influence confidence and leadership perception while social intelligence is more about emotional awareness and adaptability, which do not necessarily depend on height. It might also mean that unlike physical abilities, social intelligence is more linked to cognitive and emotional factors rather than biological traits like height.

For the case a weight also, it is seen that there is a low negative correlation between social intelligence which means that as weight increases, social intelligence tends to decrease slightly and vice versa but the relationship is weak. Social intelligence is primarily driven by cognitive and emotional factors rather than physical traits like weight. In some cases, individuals with higher weight may experience lower self-esteem due to societal biases, which could affect their social interactions. However, this effect is not strong enough to create a significant correlation. Some societies associate weight with certain stereotypes that might influence social interactions. However, many individuals develop strong social intelligence regardless of their weight. People of all body types can develop high or low social intelligence based on their upbringing, personality, and social environment. In extreme cases, significant weight-related health issues might affect social engagement. However, this is not a universal rule, leading to only a weak correlation.

5.4 Recommendations of the Present Study:

By studying social intelligence of college students, it is suggested that different interventions and programs are developed to enhance the skills that students can possess which will benefit individuals as well as society at large.

1. Social intelligence fosters teamwork which is crucial in group projects, discussions, and presentations. Students with higher social intelligence can navigate to these settings more effectively. Understanding and improving this skill in college can better prepare students for their careers. Socially intelligent students are more likely to manage stress, empathize with others, and maintain a positive outlook, contributing to better mental health and resilience.

2. Social intelligence is a cornerstone of effective leadership. College students must often engage themselves in leadership roles in clubs, organizations, and other activities, where understanding and influencing others is crucial.

3. College life can involve conflicts with roommates, classmates, or others. Social intelligence equips students with the skills to handle these situations constructively.

4. Studying the social intelligence of college students is important as it has a significant impact on both their personal development and academic success. Social intelligence helps students build and maintain positive relationships, communicate effectively, and collaborate with peers, faculty, and others. These skills are essential for personal and professional success. In diverse college settings, social intelligence promotes understanding, respect, and inclusion among students from different cultural and social backgrounds.

5. Improving social intelligence involves enhancing one's ability to understand and navigate social interactions effectively. Self-Awareness reflects on your emotions, thoughts, reactions and behaviors in social situations. One must put themselves in others' shoes to understand their perspectives so that they can acknowledge others' emotions without judgment.
6. Effective Communication skills using clear, respectful language to express thoughts and feelings based on the audience or situation helps to improve social intelligence. Paying attention to social dynamics and group interactions, use of good body language, tone of voice, and facial expressions also help individuals to improve their social intelligence.
7. Finding common ground and sharing interests with others, use humor appropriately to ease tension and build connections, showing genuine interest by asking open-ended questions can be a good help. One must continue learning like seeking feedback from trusted friends or mentors on your social skills, observing socially intelligent individuals and learn from their behavior, participate in group activities, networking events, or social workshops.
8. Engage in diverse social situations to gain experience can be a good help reflecting on what went well and what could be improved after interactions. By consistently practicing these steps, a person can enhance their social intelligence, leading to better relationships, improved communication, and greater personal and professional success.
9. Many academic and extracurricular activities require teamwork. Social intelligence helps students work effectively in groups by understanding group dynamics and resolving conflicts. Social intelligence helps students manage their emotions and cope with stress. This is especially important in the challenging environment of higher education.

10. Strong leaders possess high social intelligence. Students in leadership roles, such as in student organizations or projects, benefit from understanding and influencing others. Social intelligence equips students with the ability to handle disagreements constructively, whether in academic settings, dormitories, or social circles.

11. Social intelligence is a critical skill for college students, enhancing their ability to succeed academically, maintain emotional well-being, and build a foundation for future professional and personal success. Integrating social intelligence development into college life ensures that students are better equipped to navigate the complexities of modern society.

In the present study, majority of the students fall in the 'average level' in the overall social intelligence. It may mean that college students have moderate proficiency in understanding and interacting with others. An average level of emotional awareness may lead to moderate social intelligence. Majority of the students have average level of general intelligence. Genetic factors play a significant role in determining intelligence. Studies suggest that genetics contribute to about 50-80% of individual differences in intelligence. Majority of the students have average socioeconomic status and majority of the students have 1st division marks.

5.5 Suggestions for further studies

The investigator suggested the following for further studies of the present study:

1. A study on social intelligence of college teachers of Mizoram may be concluded.
2. A comparative study on social intelligence of College students along with the teachers of Mizoram may be conducted.
3. A study on the relationship of social intelligence and general intelligence of higher secondary students with different variables may be conducted.
4. Relationship between social intelligence and general intelligence of high school students may be conducted.
5. A study on the relationship of social intelligence and academic achievement of higher secondary students in relation to gender and stream of study may be conducted.
6. Social intelligence and academic achievement of high school students may be conducted.
7. A comparative study of social intelligence of college students of Mizoram and other states may be conducted.

SUMMARY

INTRODUCTION

Man lives in a society. Man's life and activity are possible only through social activities of a certain social interactions. A man cannot live without society which means that a man live and conduct activity to form certain social relationships. Social Intelligence refers to the ability to understand and manage interpersonal relationships, navigate social complexities, and engage effectively with others. It helps in forming and maintaining healthy and meaningful relationships, which are essential for personal and professional well-being.

According to Goleman (1995) social intelligence play a big role in a person's success. With the current emphasis on academic accountability as measured by tested performance, there needs to be an increased emphasis, and more balanced perspective, on the development of social and emotional learning essential to academic and career excellence. (Saravanan, 2019) Social Intelligence is defined as the person's ability to understand and manage other people, and to engage in adaptive social interactions. (Thorndike, 1920)

E. L. Thorndike (1920) has divided intelligent activity into three types:

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

The different dimensions of social intelligence that are included in this study are as follows:

(ix) **Patience**: Patient individuals often take time to listen actively and empathize with others. This understanding helps them navigate social situations with greater ease and effectiveness. Patience allows individuals to remain calm and composed during conflicts or disagreements. Patient people tend to invest time and effort in building meaningful relationships. They are willing to give others the space and time needed to grow closer, which fosters trust and deepens connections. In diverse social settings, patience helps individuals navigate cultural differences by showing respect, curiosity, and a willingness to learn from others' perspectives. Overall, patience in social interactions enhances emotional intelligence, promotes understanding, and contributes to more harmonious relationships.

(x) **Cooperativeness**: Cooperativeness involves contributing to group efforts, respecting others' contributions, and collaborating towards shared objectives. This requires understanding team dynamics, roles, and leveraging individual strengths for collective success. Cooperativeness fosters trust within teams and communities. By consistently demonstrating reliability, openness, and a willingness to support others, cooperative individuals create an environment where trust can flourish. In essence, cooperativeness as a form of social intelligence involves leveraging interpersonal skills, emotional awareness, and collaborative abilities to build positive relationships, achieve shared objectives, and contribute to collective success.

(xi) **Confidence**: Confident individuals tend to express themselves clearly and assertively, which fosters effective communication. They are more likely to articulate their ideas, opinions, and needs with clarity, making it easier for others to understand and respond to them. Confident individuals often influence others positively by demonstrating conviction in their beliefs, decisions, and actions. Confidence enables individuals to assert their boundaries, needs, and rights respectfully. This assertiveness is crucial for standing up for oneself, negotiating effectively, and maintaining healthy relationships based on mutual respect.

(xii) **Sensitivity**: Sensitivity involves empathizing with others, which means being able to put oneself in someone else's shoes and understand their emotions, perspectives, and experiences. Sensitivity helps in understanding non-verbal cues, subtle changes in tone or body language, and unspoken emotions during conversations. This enhances communication by ensuring that messages are received and interpreted accurately. It fosters trust and rapport by showing genuine interest in others' well-being and demonstrating respect for their feelings and boundaries. This creates a positive environment where relationships can flourish. It involves being aware of cultural norms, values, and communication styles, which promotes inclusivity and reduces misunderstandings.

(xiii) **Recognizing the social environment**: Socially intelligent individuals are adept at recognizing and interpreting verbal and non-verbal cues such as facial expressions, gestures, accent, and body language. This awareness helps them understand the emotional states and intentions of others. Social intelligence includes knowledge of societal and cultural norms governing behavior, communication styles, and interactions. Recognizing these norms allows individuals to navigate social situations appropriately and respectfully.

(xiv) **Tactfulness**: It is a fundamental aspect of social intelligence that involves sensitivity, discretion, and diplomacy in communication and interactions with others. Tactful individuals communicate their thoughts, opinions, and feedback in a manner that is considerate and respectful of others' feelings and perspectives. They choose their words carefully to avoid causing offense or misunderstanding. Tactfulness allows individuals to discuss sensitive or controversial topics in a way that promotes constructive dialogue and maintains harmony. They are able to express differing viewpoints without creating conflict or discomfort.

(xv) **Sense of Humor**: Sense of Humor helps individuals connect with others on a more relaxed and enjoyable level, fostering rapport and camaraderie. A well-timed joke or witty remark can lighten the mood and facilitate communication.

Humor can make conversations more engaging and memorable, improving the effectiveness of interpersonal exchanges. When individuals share a sense of humor, it fosters a sense of belonging and cohesion within groups, whether in social settings or professional teams. Humor requires the ability to understand context, gauge reactions, and adjust accordingly.

(xvi) **Memory**: Memory plays a crucial role in social intelligence by enabling individuals to recall past experiences, understand social dynamics, and build meaningful relationships. Remembering details about people such as their names, interests, and important events in their lives demonstrates attentiveness and shows that you value the relationship. This helps in building rapport and strengthening connections. It allows individuals to learn from past social interactions. It also allows individuals to recall their own experiences and emotions, which enhances empathy. It helps in understanding and relating to the feelings and perspectives of others, fostering deeper emotional connections.

Higher Education is an integral part of the present growing society. It refers to the stage of learning that occurs after completing secondary education. It prepares individuals for more specialized careers and lifelong personal and intellectual growth. It helps the members of the society to improve their lives, to develop and enhance the strength of the nation. A competitive person can bring tremendous changes to the society but he first requires a specific learning for his own professional and social growth. Hence the importance of higher education in improving the personal and national development cannot be stressed enough. As such, all nations, developing and developed have striven to create a dynamic and powerful higher education system.

RATIONALE OF THE STUDY

The need to study social intelligence among college students arises from its critical role in shaping their academic success, personal development, and future employability. Understanding how social intelligence impacts academic and social

integration can inform teaching strategies and institutional policies to improve student engagement and retention. Studying social intelligence in college students offers practical insights into applying psychological and sociological theories to real-world educational and social contexts.

Social Intelligence and General Intelligence: Cognitive ability also comes with society. Society is a part of our life and we are a part of the society. Without social intelligence human beings are incomplete. Are the people having good cognitive ability also have high ability to understand others? There can be intelligent people who prevent themselves being socialized because they believe that being socialised distracts their intelligence therefore they prevent themselves being indulged in social life. In our today's life, are the people more interested in gaining good educational qualifications with high degrees more than social intelligence?

Social Intelligence and Socio-economic Status: Harpreet and Kalaramna (2004) research findings revealed that socioeconomic status has got effect on social intelligence. We often regard the Mizo society as a classless society but there is always a simple saying of the gap between the rich and the poor. Do the college students only come from the rich family? Do the college students who coming from the rich family have higher levels of social intelligence? All these questions are very important and relevant in our present scenario.

Do the students get good financial support? Do they get moral support? There are several students who could not access higher education without financial support or sponsorship due to backward financial status. Meanwhile, there are still number of people who could support themselves financially without any external supports.

Social Intelligence and Academic Achievement: Unemployment of the youth is the biggest issue in the Mizo society. There are a lot of educated people who are unemployed. What are the reasons of unemployment? We shall need to assess the exact

conditions of college students' academic performances in terms of their ability to possess social intelligence or else vice versa. Academic achievement occupies a very important place in education as well as in the learning process. It has become an index of child's future in this highly competitive world (Weis and Sub, 2007). It is no surprise that people having better social skills have more friends, are in more relationships, and know how to nurture a relationship. This leads them to have successful careers and generally happier lives.

STATEMENT OF THE PROBLEM:

The present study aims to investigate into the social intelligence of college students in Mizoram as well as the various factors that may have pertinence and relation with social intelligence. Hence, the present study is entitled, "Social Intelligence of College Students of Mizoram and its Relation to General Intelligence, Socio-economic Status and Academic Achievement."

DELIMITATION OF THE STUDY

Due to constraints of time and resources as well as differences in the nature of courses as well as the student populace involved therein, the present study is delimited to students of general under-graduate courses and does not include students of the technical courses of Mizoram.

OPERATIONAL DEFINITION OF THE TERM USED

The Operational Definition of the term used for the present study is as follows:

Social Intelligence: Social Intelligence refers to the ability to understand and deal with other persons.

College Students: College Students in the study refers to the undergraduate students enrolled in the different colleges within Mizoram.

General Intelligence: General intelligence refers to the existence of a **mental capacity that influences the performance on cognitive level.**

Socio-Economic Status: Socioeconomic status (SES) in the study refers to the Personal Information, status of Family background, Educational status, Income of the family and cultural & material possessions.

Academic Achievement: Academic Achievement refers to the latest results of the college students enrolled in the different colleges within Mizoram.

OBJECTIVES OF THE STUDY

The following are the objectives for the present study:

10. To assess the levels of social intelligence, general intelligence, socio-economic status and academic achievement of the college students of Mizoram.
11. To compare the social intelligence with the different dimensions (a)patience (b)cooperativeness (c)confidence (d)sensitivity (e)recognition of social environment (f)tactfulness (g)sense of humour and (h)memory level with respect to gender of college students.
12. To compare the social intelligence of college students with the different dimensions (a)patience (b)cooperativeness (c)confidence (d)sensitivity (e)recognition of social environment (f)tactfulness (g)sense of humour and (h)memory level with respect to management of college.
13. To compare the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level with respect to stream of study.
14. To find out if there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d)

sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to birth orders.

15. To find out whether there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to graduate and non-graduate parents.
16. To find out whether there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to working and non-working parents.
17. To study the relationship of social intelligence with general intelligence, socio-economic status and academic achievement of the college students of Mizoram.
18. To examine the relationship of social intelligence with height and weight of college students of Mizoram.

NULL HYPOTHESES OF THE STUDY

For the purpose of testing the aforesaid research hypotheses are converted in the following null hypotheses:

9. There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to gender of college students.
10. There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to management of college.

11. There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to streams of study.
12. There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with different birth orders.
13. There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with graduate and non-graduate parents.
14. There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with working and non-working parents.
15. There is no significant relationship of social intelligence with general intelligence, socio-economic status and academic achievement.
16. There is no significant relationship of social intelligence with height and weight.

REVIEW OF RELATED LITERATURE

The review consisted of 78 related literatures, out of which 46 reviews are related to social intelligence, 10 reviews are social intelligence and socio-economic status related literature, 9 reviews are social intelligence and academic achievement related literature, 6 reviews are social intelligence and birth order related literature, 4 reviews are social intelligence and weight and height related literature, 2 reviews are social intelligence and general intelligence related literature, 3 reviews are general intelligence related literature and 2 reviews are academic achievement and emotional

intelligence related literature. The year span of the reviews collected is between 1967-2023.

METHODOLOGY

The present study falls within the domain of descriptive research. It has attempted to describe the status of social intelligence in college students of Mizoram as well as its relation to other variables.

POPULATION AND SAMPLE

The population comprises of all the college students within Mizoram studying general degree courses, numbering 18373 students as per the document collected from the department of Higher and Technical Education. The investigator selected 3% (600 students) from the total population using Stratified Random Sampling technique wherein the population was stratified based on the following variables:

Table 3.1

Samples with Respect to Zones

Population	No. of Students	Sample
Central Zone	13524	440
South Zone	2978	100
East Zone	976	30
North Zone	680	20
West Zone	215	10
Total	18373	600

Table 3.2

Samples with Respect to Different Variables

Gender		Management of College		Stream of Study			Birth Order			Father's Education		Mother's Education		Father's Occupation		Mother's Occupation	
Male	Female	Private	Government	Arts	Science	Commerce	Eldest	Middle	Youngest	Graduate Father	Non Graduate	Graduate Mother	Non Graduate	Working Father	Non Working Father	Working Mother	Non Working Mother
294	306	181	419	304	148	148	224	212	164	191	409	110	490	281	316	103	497

TOOLS USED FOR DATA COLLECTION:

The following tools are used for the present study:

(vi) A standardized tool 'Social Intelligence Scale' (1986) developed by Prof. (Dr.) N. K. Chadha and Usha Ganesan was used to assess the social intelligence of college students within Mizoram. The scale consists of 66 items where there are 8 dimensions through which social intelligence of the college students will be measured. They are Patience, Cooperativeness, Confidence Level, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory.

(vii) A standardized tool 'Test of General Intelligence for College Students' (2012) developed by Dr. K. S. Misra and Dr. S.K. Pal was used to test the general intelligence of the College students of Mizoram. The test consists of 60 items in which word meaning, analogy, classification, number series, code transformation and syllogism will be the sub-test items.

(viii) A standardized tool 'Upadhyay-Saxena Socio-Economic Status Scale' (2010) developed by Sunil Kumar Upadhyay and Alka Saxena was used to measure the Socio-economic status of college students. The scale consists of 31 items in five parts related to (i) Personal Information (ii) Family (iii) Education (iv) Income and (v) Others (cultural & material possessions). As the samples of the present study is not similar with the samples in the manual, we renormalized it as given below:

(ix) The latest aggregate percentage of marks obtained by the sample subjects was used to measure the academic achievement.

(x) Bio data sheet: The Data Sheet consists of questions like in which college the students are studying, stream of study, latest semester/examination passed, marks obtained in the latest semester/examination, how many siblings they have, the position (students) among the siblings, their weight and height.

PROCEDURE OF DATA COLLECTION:

The investigator personally visited all the selected colleges to collect pertinent data. Before administering the test, the administrator asked permission from the Principal by explaining the purpose of the study. After getting the permission to administer, the investigator ensured that seat arrangement is good and pupils get sufficient light and fresh air. The instructions for the test to the pupil written on the test booklet were read clearly and slowly. The investigator ensured before starting the test that all the pupils have fully understood the instructions.

DATA TABULATION AND ANALYSIS: The data collected were entered to MS EXCEL after which t-test, correlation and anova were used for data analysis.

MAJOR FINDINGS OF THE STUDY

1. **To assess the levels of social intelligence of the college students of Mizoram.**

   The overall level of social intelligence with the different dimensions i.e., patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory level were analysed.

Social Intelligence: Of the total sample of 600 respondents, 28 students (4.6%) have high level, 152 students (25.3%) have above average level, 301 students (50.2%) have average level, 66 students (11%) have below average level and 53 students (8.9%) have low level of social intelligence.

Patience: Out of 600 respondents, 32 students (5.33%) have high level, 183 (30.5%) of the students have above average level, 252 (42%) of the students have average level, 86 (14.33%) of the students have below average level and 47 (7.83%) of the students have low level of patience.

Cooperativeness: Out of 600 respondents, 16 (2.66%) of the students have high level, 166 (27.66%) of the students have above average level, 303 (50.5%) of the students have average level, 76 (12.66%) of the students have below average level and39 (6.5%) of the students have low level of cooperativeness.

Confidence: Of 600 respondents, 36 (6%) of the students has high level, 164 (27.33%) of the students have above average level, 248 (41.33%) of the students have average level, 90 (15%) of the students have below average level, 62 (10.33%) of the students have low level of confidence.

Sensitivity: Of 600 respondents, 14 (2.33%) of the students have high level, 155 (25.83%) of the students have above average level, 316 (52.66%) of the students have average level, 81 (13.5%) of the students have below average level and 34 (5.66%) of the students have low level of sensitivity.

Recognition of Social Environment: of 600 respondents, 97 (16.16%) of the students have high level, 214 (35.66%) of the students have average level, 181 (30.16%) of the students have below average level and 108 (18%) of the students have low level of recognition of social environment. There are no students with above average level of recognition of social environment.

Tactfulness: Of 600 respondents, 41 (6.83%) of the students have high level, 205 (34.16%) of the students have above average level, 168 (28%) of the students have average level, 26 (4.33%) of the students have below average level and 160 (26.66%) of the students have low level of tactfulness.

Sense of Humour: of 600 respondents, 53 (8.83%) of the students have high level, 219 (36.5%) of the students have above average level, 227 (37.83%) of the students have average level, 34 (5.66%) of the students have below average level and 67 (11.16%) of the students have low level of sense of humour.

Memory: of 600 respondents, 58 (9.66%) of the students have high level, 109 (18.16%) of the students have above average level, 291 (48.5%) of the students have average level, 76 (12.66%) of the students have below average level and 66 (11%) of the students have low level of memory.

2. **To assess the levels of general intelligence of the college students of Mizoram.**

Out of 600 respondents, majority of the students have average level of general intelligence. 20 (3.33%) of the students are very gifted, 51 (8.5%) of the students are gifted, 75 (12.5%) of the students are superior, 63 (10.5%) of the students have high average level, 195 (32.5%) have average level, 73 (12.66%) have low average level, 65 (10.83%) are borderline impaired and58 (9.66%) of the students have mildly impaired level of general intelligence.

3. **To assess the socio-economic status of the college students of Mizoram.**

Of 600 respondents, majority of the students have average socioeconomic status. The analysis shows that 16 (2.66%) of the students have extremely high, 140 (23.33%) of the students have high, 103 (17.16%) of the students have above average, 149 (24.83%) of the students have average, 52 (8.66%) have below average, 111 (18.5%) of the students have low and 22 (4.83%) have extremely low socioeconomic status.

4. **To assess the academic achievement of the college students of Mizoram.**

Majority of the students have 1st division marks. 143 (23.83%) of the students have distinction marks, 355 (59.16%) of the students have 1st division marks, 59 (9.83%)of the students have 2nd division marks, 21 (3.5%)of the students have 3rd division marks and 22 (3.66%)of the students failed in their latest examination.

5. **To compare the social intelligence of female and male college students.**

16 (5.23%) of the female students have high level while 20 (6.8%) of male students have high level of social intelligence, 125 (40.85%) of the female students have above average level while 100 (34.01%) of male students have above average level of social intelligence, 144 (47.06%) of the female students have average level while 134 (45.58%) of the male students have average level of social intelligence, 10 (3.27%) of the female students have below average level while 27 (9.18%) of the male students have below average level of social intelligence and 11 (3.59%) of the female students have low level while 13(4.42%) of the male students have low level of social intelligence.

Social Intelligence: there is a significant difference between male and female college students with female students scoring higher than their male counterparts.

Patience: there is a significant difference between male and female college students at 95% confidence level in which female students scored higher than their male counterparts.

Cooperativeness: there is a significant difference between male and female students with female students scoring higher than male students.

Confidence: There is no significant difference in the levels of confidence in relation to gender of college students.

Sensitivity: There is no significant difference in the level of sensitivity in relation to gender of college students.

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment in relation to gender of college students.

Tactfulness: There is no significant difference in the levels of tactfulness in relation to gender of college students.

Sense of Humour: there is a significant difference between male and female college students.

Memory: There is no significant difference in the levels of memory in relation to gender of college students.

6. **To compare the social intelligence of students from private and government colleges.**

5 (24.86%) of the private college students have high level while there are 31 (7.39%) of government college students having high level of social intelligence, 50 (27.62%) of the private college students have above average level while 171 (40.81%) of government college students have above average level of social intelligence, 110 (60.77%) of the private college students have average level while 168 (40.81%) of the government college students have average level of social intelligence, 9 (4.97%) of the private college students have below average level while 29 (6.92%) of the government college students have below average level of social intelligence, 7 (3.87%) of the private college students have low level while 20 (4.77%) of the government college students have low level of social intelligence.

Social Intelligence: There is no significant difference in the levels of social intelligence in relation to management of college.

Patience: There is no significant difference in the levels of patience in relation to management of college Cooperativeness: there is a significant difference between male and female students with female students scoring higher than male students.

Cooperativeness: There is no significant difference in the levels of cooperativeness in relation to management of college

Confidence: There is no significant difference in the levels of confidence in relation to management of college

Sensitivity: There is significant difference in the levels of sensitivity in relation to management of college in which the government school students scored higher than the private school students.

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment' in relation to management of college

Tactfulness: There is significant difference in the levels of tactfulness in relation to management of college in which government school students scored higher than the private school students.

Sense of Humour: There is significant difference in the levels of sense of humour in relation to management of college where government school students scored higher than private school students.

Memory: There is no significant difference in the levels of memory in relation to management of college where government school students scored higher than private school students.

7. **To compare the social intelligence of students from arts, science and commerce streams.**

6.91% of the arts students have high level, 8.78% of the science students have high level and 1.35% of commerce students having high level. 36.84% of the arts students have above average level, 41.89% of the science students have above average level and 34.45% of commerce students have above average level. 50.66% of the arts students have average level, 39.19% of the science students have average level and 44.59% of the commerce students have average level. 3.95% of the arts students have below average level, 5.40% of the science students have below average level and 11.48% of the commerce students have below average level. 0.98% of the arts students have low level, 2.07% of the science students have low level and 5.4% of the commerce students have low level.

Social Intelligence: In ANOVA, the calculated value of f is 8.16 which is greater than the table value of f i.e. 3.01. So, we concur that there is a significant difference between the different streams of study. Hence, the hypothesis is further tested using t-test. There is no significant difference in the levels of Social Intelligence between Arts and Science college students. There is significant difference in the levels of social intelligence between arts and commerce college students where arts students scored higher than commerce students. There is significant difference in the levels of social intelligence between commerce and science college students where science students scored higher than commerce students.

Patience: The calculated value of f is 7.11 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is significant difference in the levels of patience between Arts and Science college students where Arts students scored higher than Science students. There is significant difference in the levels of ‘Patience’ between Arts and Commerce

college students where arts students scored higher than commerce students. There is no significant difference in the levels of patience between Commerce and Science college students.

Cooperativeness: The calculated value of f is 6.66 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is significant difference in the levels of cooperativeness between Arts and Science college students where arts students scored higher than the science students. There is significant difference in the levels of cooperativeness between Arts and Science college students where arts students scored higher than commerce students. There is no significant difference in the levels of cooperativeness between Commerce and Science college students

Confidence: the calculated value of f is 3.04 which is greater than the table value of f i.e. 2.62. So, the hypothesis is tested again using t-test. There is significant difference in the levels of confidence between Arts and Science college students where arts students scored higher than science students. There is significant difference in the levels of confidence between Arts and Commerce college students where arts students scored higher than commerce students. There is no significant difference in the levels of confidence between Commerce and Science college students.

Sensitivity: the calculated value of F is 18.10 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is significant difference in the levels of sensitivity between Arts and Science college students where science students scored better than arts students. There is significant difference in the levels of sensitivity between Arts and Commerce college students where arts students scored better than commerce students. There is significant difference in the levels of sensitivity between Commerce and Science college students where science students scored better than commerce students.

Recognition of Social Environment: the calculated value of F is 4.37 which is greater than the table value of f i.e. 3.01. There is no significant difference in the levels of recognition of social environment between Arts and Science college students. There is no significant difference in the levels of recognition of social environment' between Arts and Commerce college students. There is significant difference in the levels of recognition of social environment between Commerce and Science college students where science students scored better than commerce students.

Tactfulness: There is no significant difference in the levels of tactfulness in relation to stream of study

Sense of Humour: There is no significant difference in the levels of sense of humour in relation to stream of study. There is significant difference in the levels of sense of humour between Arts and Science college students where science students scored higher than arts students. There is significant difference in the levels of sense of humour between Arts and Commerce college students where arts students scored higher than commerce students. There is significant difference in the levels of sense of humour between Commerce and Science college students where commerce students scored higher than science students.

Memory: The calculated value of f is 3.78 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is no significant difference in the levels of memory between Arts and Science college students. There is no significant difference in the levels of 'Memory' between Arts and Commerce college students. There is significant difference in the levels of 'Memory' between Commerce and Science college students where science students scored higher than commerce students.

8. **To find out if there is any difference in the social intelligence of students with different birth orders**

Social Intelligence: 5.8% of the eldest students have high level, 10.37% of the middle students have high level and 7.32% of youngest students having

high level. 45.53% of the eldest students have above average level, 41.51% of the middle students have above average level and 35.97% of youngest students have above average level. 41.96% of the eldest students have average level, 40.56% of the middle students have average level and 44.51% of the youngest students have average level. 3.12% of the eldest students have below average level, 2.36% of the middle students have below average level and 6.70% of the youngest students have below average level. 3.57% of the eldest students have low level, 5.18% of the middle students have low level and 5.49% of the youngest students have low level of social intelligence. There is no significant difference in the levels of Social Intelligence between the Eldest and Middle child students. There is significant difference in the levels of Social Intelligence between the Eldest and Youngest child students where eldest child scored higher than youngest child. There is no significant difference in the levels of Social Intelligence between the Middle and Youngest child students where middle child scored higher than youngest child.

Patience: The calculated value of f is 3.15 which is greater than the table value of f i.e. 3.01. There is no significant difference in the levels of Patience between the Eldest and Middle child students. There is significant difference in the levels of Patience between the Eldest and Youngest child students where eldest child scored higher than youngest child. There is no significant difference in the levels of Patience between the Middle and Youngest child students

Cooperativeness: the calculated value of f is 4.98 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is no significant difference in the levels of cooperativeness between the Eldest and Middle child students. There is significant difference in the levels of cooperativeness between the Eldest and Youngest child students where eldest child scored higher than the youngest child. There is significant difference in the levels of cooperativeness between the Middle and Youngest child students where middle child scores higher than youngest child.

Confidence: There is no significant difference in the levels of confidence in relation to birth order.

Sensitivity: There is no significant difference in the levels of sensitivity in relation to birth order.

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment in relation to birth order

Tactfulness: There is no significant difference in the levels of tactfulness in relation to birth order.

Sense of Humour: There is no significant difference in the levels of sense of humour in relation to birth order.

Memory: There is no significant difference in the levels of memory in relation to birth order

9. **To find out whether there is any difference in the social intelligence of students with graduate and non-graduate fathers**

Social Intelligence: 2.62% of students having graduate fathers have high level whereas 6.11% of students having non-graduate father have high level of social intelligence, 39.79% of students having graduate father have above average level while 37.65% of students having non-graduate father have above average level of social intelligence, 46.07% of students having graduate father have average level while 48.41% of students having non-graduate father have average level of social intelligence, 5.76% of students having graduate father have below average level whereas 4.15% of students having non-graduate father have below average level of social intelligence and 5.76% of students having graduate father have low level while 3.67% of students having non-graduate father have low level of social intelligence. There is no significant difference in the social intelligence of students with graduate and non-graduate fathers

Patience: There is no significant difference in the patience of students with graduate and non-graduate fathers

Cooperativeness: There is no significant difference in the cooperativeness of students with graduate and non-graduate fathers

Confidence: There is no significant difference in the confidence of students with graduate and non-graduate fathers

Sensitivity: There is no significant difference in the sensitivity of students with graduate and non-graduate fathers

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment of students with graduate and non-graduate fathers

Tactfulness: There is no significant difference in the tactfulness of students with graduate and non-graduate fathers

Sense of Humour: There is no significant difference in the sense of humour of students with graduate and non-graduate fathers

Memory: There is no significant difference in the levels of memory of students with graduate and non-graduate fathers.

10. **To find out whether there is any difference in the social intelligence of students with graduate and non-graduate mothers**

Social Intelligence: 0.91% of students having graduate mother have high level whereas 5.92% of students having non-graduate mother have high level of social intelligence, 34.54% of students having graduate mother have above average level while 38.98% of students having non-graduate mother have above average level of social intelligence, 52.72% of students having graduate mother have average level while 46.53% of students having non-graduate mother have average level of social intelligence, 4.54% of students having graduate mother have below average level whereas 4.89% of students having non-graduate mother have below average level of social intelligence and 7.27% of students having graduate father have low level while 3.67% of students having non-graduate father have low level of social intelligence. There is significant difference in the social intelligence of students with graduate and non-graduate

mothers where students having non-graduate mothers scored higher than students having graduate mothers.

Patience: There is significant difference in the patience of students with graduate and non-graduate mothers where students having non-graduate mothers scored higher than students having graduate mothers.

Cooperativeness: There is no significant difference in the cooperativeness of students with graduate and non-graduate mothers

Confidence: There is no significant difference in the confidence of students with graduate and non-graduate mothers where students having non-graduate mothers scored higher than students having graduate mothers.

Sensitivity: There is no significant difference in the sensitivity of students with graduate and non-graduate mothers

Recognition of Social Environment: There is no significant difference in the recognition of social environment of students with graduate and non-graduate mothers.

Tactfulness: There is no significant difference in the tactfulness of students with graduate and non-graduate mothers

Sense of Humour: There is no significant difference in the sense of humour of students with graduate and non-graduate mothers.

Memory: There is no significant difference in the memory of students with graduate and non-graduate mothers.

11. To find out whether there is any difference in the social intelligence of students with working and non-working fathers

Social Intelligence: 4.63% of students having working father have high level whereas 6.05% of students having non-working father have high level of social intelligence, 35.59% of students having working father have above average level while 45.55% of students having non-working father have above average level of social intelligence, 51.60% of students having working father

have average level while 50.17% of students having non-working father have average level of social intelligence, 5.69% of students having working father have below average level whereas 4.98% of students having non-working father have below average level of social intelligence and 2.49% of students having working father have low level while 6.76% of students having non-working father have low level of social intelligence. There is no significant difference in the social intelligence of students with working and non-working fathers

Patience: There is no significant difference in the levels of patience of students with working and non-working fathers

Cooperativeness: There is significant difference in the levels of cooperativeness of students with working and non-working fathers where students having working fathers scored more than students having non-working fathers.

Confidence: There is no significant difference in the levels of confidence of students with working and non-working fathers.

Sensitivity: There is no significant difference in the levels of sensitivity of students with working and non-working fathers

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment of students with working and non-working fathers

Tactfulness: There is no significant difference in the levels of tactfulness of students with working and non-working fathers

Sense of Humour: There is no significant difference in the levels of sense of humour of students with working and non-working fathers

Memory: There is no significant difference in the levels of memory of students with working and non-working fathers.

12. **To find out whether there is any difference in the social intelligence of students with working and non-working mothers**

Social Intelligence: 2.91% of students having working mother have high level whereas 5.43% of students having non-working mother have high level of social intelligence, 42.72% of students having working mother have above average level while 37.62% of students having non-working mother have above average level of social intelligence, 50.48% of students having working mother have average level while 46.68% of students having non-working mother have average level of social intelligence, none of the students having working mother have below average level whereas 5.83% of students having non-working mother have below average level of social intelligence and 3.88% of students having working mother have low level while 4.43% of students having non-working mother have low level of social intelligence. There is no significant difference in the social intelligence of students with working and non-working mothers.

Patience: There is no significant difference in the patience of students with working and non-working mothers

Cooperativeness: There is significant difference in the cooperativeness of students with working and non-working mothers where students having working mothers have higher scores than students having non-working mothers.

Confidence: There is no significant difference in the confidence of students with working and non-working mothers

Sensitivity: There is no significant difference in the sensitivity of students with working and non-working mothers

Recognition of Social Environment: There is no significant difference in the recognition of social environment of students with working and non-working mothers

Tactfulness: There is no significant difference in the tactfulness of students with working and non-working mothers

Sense of Humour: There is no significant difference in the sense of humour of students with working and non-working mothers

Memory: There is no significant difference in the memory of students with working and non-working mothers

13. Relationship of Social Intelligence with General Intelligence, Socioeconomic Status and Academic Achievement of the College Students of Mizoram.

(a) The correlation between social intelligence and general intelligence is r = -0.226 while that between social intelligence and socioeconomic status is r = -0.485 and the correlation between social intelligence and academic achievement is r = -0.027.

(b) The correlation between patience and general intelligence is r = -0.047, the correlation between patience and socioeconomic status is r = -.0.02 and the correlation between patience and academic achievement is r = -0.01.

(c) The correlation between cooperativeness and general intelligence is r = -0.088, the correlation between cooperativeness and socioeconomic status is r = -0.037 and the correlation between cooperativeness and academic achievement is r = -0.03.

(d) The correlation between confidence and general intelligence is r = -0.198, the correlation between confidence and socioeconomic status is r = -0.007 and the correlation between confidence and academic achievement is r = -0.05.

(e) The correlation between sensitivity and general intelligence is r = -0.12, the correlation between sensitivity and socioeconomic status is r = -0.67 and the correlation between sensitivity and academic achievement is r = -0.03.

(f) The correlation between recognition of social environment and general intelligence is r = -0.05, the correlation between recognition of social environment and socioeconomic status is r = -0.28 and the correlation between recognition of social environment and academic achievement is r = 0.03.

(g) The correlation between tactfulness and general intelligence is r = -0.07, the correlation between tactfulness and socioeconomic status is r = -0.44 and the correlation between tactfulness and academic achievement is r = 0.07.

(h) The correlation between sense of humour and general intelligence is r = -0.17, the correlation between sense of humour and socioeconomic status is r = -0.42 and the correlation between sense of humour and academic achievement is r = 0.03.

(i) The correlation between memory and general intelligence is r = -0.18, the correlation between memory and socioeconomic status is r = -0.42 and the correlation between memory and academic achievement is r = 0.04.

14. **Relationship between Social Intelligence and Height:** The correlation of Social Intelligence and Height is -0.37 which is a low negative correlation. The correlation of Patience and Height is -0.01 which is a negligible negative correlation. The correlation of Cooperativeness and Height is -0.07 which is a negligible negative correlation. The correlation of Confidence and Height is -0.37 which is a low negative correlation. The correlation of Sensitivity and Height is -0.40 which is a low negative correlation. The correlation of Recognition of Social Environment and Height is -0.23 which is a low negative correlation. The correlation test result of Tactfulness and Height is -0.29 which is a low negative correlation. The correlation test result of Sense of Humour and Height is -0.35 which is a low negative correlation. The correlation of Memory and Height is -0.33 which is a low negative correlation.

15. **Relationship between Social Intelligence and Weight:** The correlation of Social Intelligence and Weight is -0.23 which is a low negative correlation. The correlation of Patience and Weight is -0.05 which is a low negative correlation. The correlation of Cooperativeness and Weight is -0.03 which is a low negative correlation. The correlation of Confidence and Weight is -0.01 which is a low negative correlation. The correlation of Sensitivity and Weight is -0.22 which is a low negative correlation. The correlation of Recognition of Social Environment and Weight is -0.17 which is a low negative correlation. The correlation of Tactfulness and Weight is -0.18 which is a low negative correlation. The correlation of Sense of Humour and Weight is -0.12 which is a low negative correlation. The correlation of Memory and Weight is -0.22 which is a low negative correlation.

RECOMMENDATIONS OF THE PRESENT STUDY:

By studying social intelligence in college students, researchers and educators can design interventions and programs to enhance these skills, ultimately benefiting individuals and society. Social intelligence fosters teamwork and group dynamics, which are critical in group projects, discussions, and presentations. Students with higher social intelligence can navigate these settings more effectively. Employers highly value social intelligence because it contributes to effective teamwork, leadership, and conflict resolution in the workplace. Understanding and improving this skill in college can better prepare students for their careers. Socially intelligent students are more likely to manage stress, empathize with others, and maintain a positive outlook, contributing to better mental health and resilience.

Social intelligence is a cornerstone of effective leadership. College students often engage in leadership roles in clubs, organizations, and other activities, where understanding and influencing others is crucial. College life can involve conflicts with roommates, classmates, or others. Social intelligence equips students with the skills to handle these situations constructively.

Studying the social intelligence of college students is important for several reasons, as it has a significant impact on both their personal development and academic success. Social intelligence helps students build and maintain positive relationships, communicate effectively, and collaborate with peers, faculty, and others. These skills are essential for personal and professional success. In diverse college settings, social intelligence promotes understanding, respect, and inclusion among students from different cultural and social backgrounds.

Improving social intelligence involves enhancing one's ability to understand and navigate social interactions effectively. Self-Awareness reflects on your emotions, thoughts, reactions and behaviors in social situations. One must put themselves in others' shoes to understand their perspectives so that they can acknowledge others' emotions without judgment. Effective Communication skills using clear, respectful language to express thoughts and feelings based on the audience or situation helps to

improve social intelligence. Paying attention to social dynamics and group interactions, use of good body language, tone of voice, and facial expressions also help individuals to improve their social intelligence.

CONCLUSION:

The importance of social intelligence among college students lies in its profound impact on their academic, personal, and professional lives. Social intelligence enables students to understand and empathize with others, fostering meaningful connections. It helps them navigate diverse social settings, such as group discussions, collaborations, and campus activities. Students with strong social intelligence can express themselves clearly and listen actively, which is crucial for academic success and social interactions.

Many academic and extracurricular activities require teamwork. Social intelligence helps students work effectively in groups by understanding group dynamics and resolving conflicts. Social intelligence helps students manage their emotions and cope with stress. This is especially important in the challenging environment of higher education.

Strong leaders possess high social intelligence. Students in leadership roles, such as in student organizations or projects, benefit from understanding and influencing others. Social intelligence equips students with the ability to handle disagreements constructively, whether in academic settings, dormitories, or social circles. Social intelligence is a highly sought-after skill in the workplace. Employers value employees who can collaborate, adapt, and build strong professional relationships. Social intelligence contributes to self-awareness, helping students understand their own emotions and behaviors, leading to better self-regulation and personal development.

Social intelligence is a critical skill for college students, enhancing their ability to succeed academically, maintain emotional well-being, and build a foundation for future professional and personal success. Integrating social intelligence development into college life ensures that students are better equipped to navigate the complexities of modern society.

APPENDIX – I

Social Intelligence Scale (1986) developed by Prof. (Dr.) N.K.Chadha and Usha Ganesan

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 tick mark ☑ on the appropriate cell on the answer-sheet.

1. **Your servant has taken a day's leave.**
   (a) You are the first to volunteer help.
   (b) You will help if nobody else does.
   (c) You find some excuse and avoid helping.
2. **When you hear about a crime.**
   (a) You sympathise solely with the victims.
   (b) You remain indifferent.
   (c) You do both, sympathise with the victims and emphathise with the criminals.
3. **You have been given an award for academic excellence.**
   (a) How did I manage it ?
   (b) I deserved it !
   (c) Well, nobody else could have got it.
4. **You are forced to rewrite some of your notes because somebody stole them.**
   (a) I will kill the person !
   (b) I wonder why somebody had to do this.
   (c) I will never forgive him / her.
5. **You are requested to switch off the music system as your neighbour is having a severe headache.**
   (a) You immediately comply.
   (b) You ignore the request.
   (c) You grumble and argue.
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 ?**
   (a) The damaged car received.
   (b) The dead elephant.
   (c) Both.
7. **You are asked to join a rough trek.**
   (a) I am determined to give it a try.
   (b) I wonder if. I can stand the strain.
   (c) Oh ! I won't risk it.
8. **Someone who is dependent on you spends your hard earned money on gambling.**
   (a) You reprimand severely.
   (b) You will talk it over.
   (c) You decide to throw him out.

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.
   (a) You will go.
   (b) You refuse point blank.
   (c) You will try your best to avoid going if it were possible.
10. You hear that some anti-social elements have been given capital punishment.
   (a) You are happy.
   (b) You are relieved.
   (c) You are against capital punishment.
11. You are invited for a grand party.
   (a) I hope I know people there.
   (b) I guess I'll make friends.
   (c) I wish I did not have to go.
12. You are asked to make a speech at a public function.
   (a) Oh God ! I am nervous.
   (b) I will give them a talk to remember.
   (c) I wonder if a substitute can be found.
13. You come out of a restaurant and find a beggar out side.
   (a) You give him some money.
   (b) You ignore him.
   (c) You feel guilty.
14. If you had to share your room with a distant cousin for a week.
   (a) You will hesitate.
   (b) You will refuse.
   (c) You will agree immediately.
15. At a group meeting you find it impossible to put forward a very pertinent point.
   (a) You get disgusted.
   (b) You want to scream.
   (c) You decide to make it later if possible.
16. Your friend fails to understand the solution to a simple technical problem which you have explained many times over.
   (a) You tell your friend that he/she is stupid.
   (b) You continue to try.
   (c) You dismiss the subject.
17. You are required to stay at home to look after someone in your family and hence have to cancel an outing.
   (a) You wouldn't do it.
   (b) You cancel your outing.
   (c) You look for an alternative solution.

18. **When you see a child being hit by its parents in public.**
    (a) You sympathise with the child.
    (b) You get upset.
    (c) You remain indifferent.
19. **You are faced with a stiff problem.**
    (a) I can't solve it.
    (b) I'm sure something will come up.
    (c) There can be no possible solution to this.
20. **Your friend arrives 45 minutes late for an appointment.**
    (a) You are wild at him/her.
    (b) You refuse to listen to excuses.
    (c) You ask for an explanation.
21. **You are asked to walk a long way to the market to get something for a party at home.**
    (a) You will refuse.
    (b) You agree to go.
    (c) You try persuading others to go.
22. **If you see a blind man waiting to cross the road and looking for help.**
    (a) You wait to see if someone else will help.
    (b) You immediately offer assistance.
    (c) You decide to ignore the situation.
23. **You have failed in your examinations.**
    (a) This is terrible.
    (b) I will always fail.
    (c) I'm sure I will do better next time.
24. **Caged birds are being sold all over the country.**
    (a) You consider them decorative.
    (b) You appreciate their beauty.
    (c) You think that they ought to be freed.
25. **If you are asked to step down from some high post for a good cause.**
    (a) You will resign.
    (b) You will fight and try to retain the post.
    (c) You will refuse it immediately.
26. **You are asked to baby sit a child for the evening.**
    (a) You try to quickly put the child to sleep.
    (b) You try to form a rapport with the child.
    (c) You refuse to baby sit.
27. **You go for a movie with some family friends and find it very boring.**
    (a) You wait till the end.
    (b) You walk out.
    (c) You tell your friends that they have bad taste.

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.
29. **You see 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.
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.
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.
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.
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.
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.
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.
36. **You are asked to attend a religious function at an old aunt's house.**
    (a) You are unwilling because you dislike conventional people.
    (b) You accept just to please your aunt.
    (c) You can't hear to sit through long ceremonies.

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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. Tick mark ☑ the correct answer on the answer sheet.

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

(a) Despair.
(b) Indecision.
(c) Confidence.

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

(a) Disappointment.
(b) Regret.
(c) Disgust.

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

(a) Despair.
(b) Jealousy.
(c) Possessiveness.

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, tick mark ☑ the cell below 'Yes' and if no, then tick mark ☑ the cell below 'No'.

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.

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.

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 ?

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.

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

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

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

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 tick mark ☑ the choice you consider to be the most humorous.

47. **Doctor to patient : 'Are you married by any chance ?'**
Patient.
(a) My wife chooses her own doctor.
(b) No, the reason I look this way is that I am sick.
(c) That was ten years back.

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'. 'We'll, then said the second, 'Why didn't you marry her' ?**
(a) I took a second look.
(b) She was my boss's wife.
(c) Her boy-friend punched me.

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.

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.

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.

52. **'Don't I look good tails ?'**
(a) No.
(b) We all do, don't we.
(c) Why not '? Your ancestor did.

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.

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.

PART-V

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

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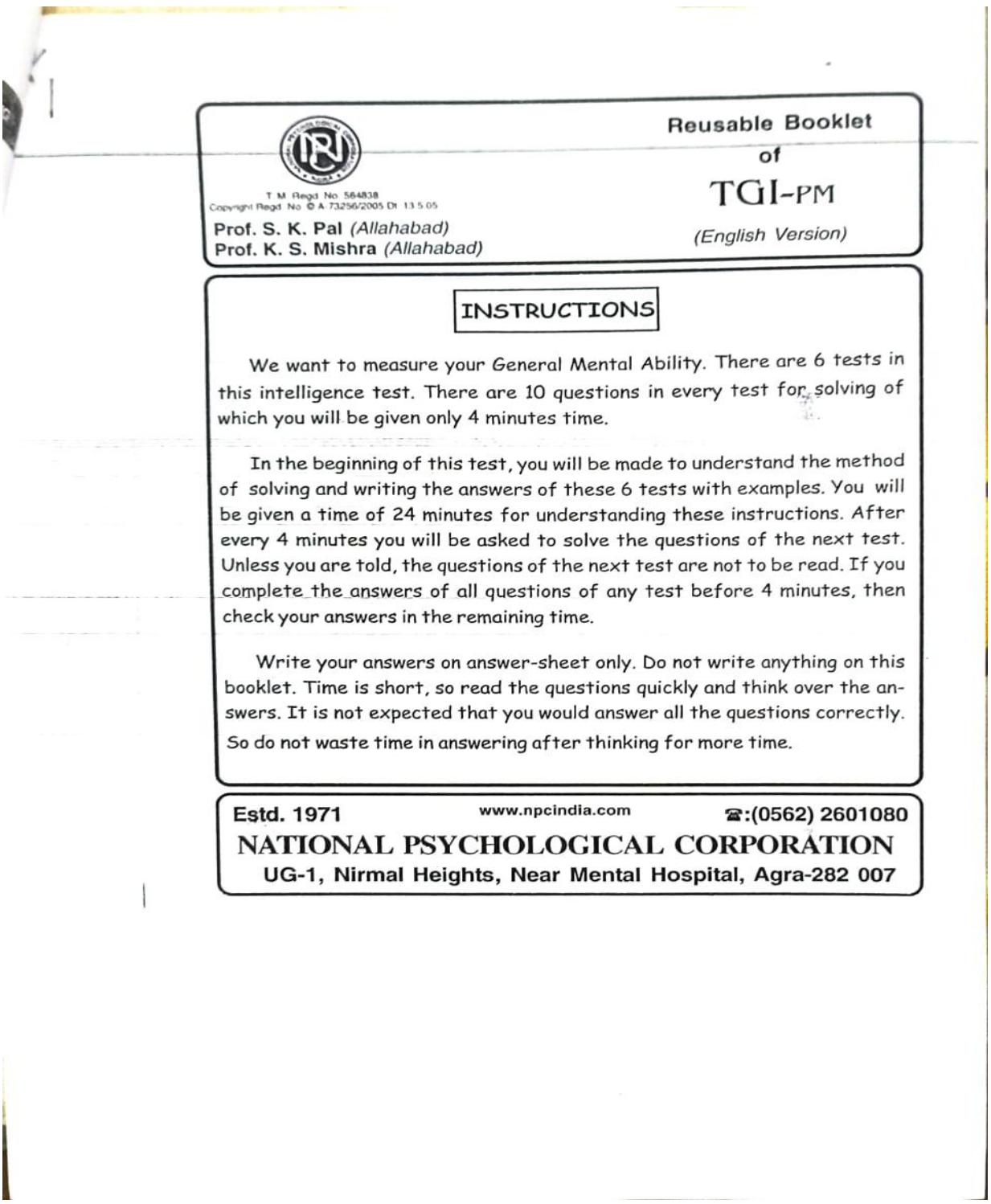
APPENDIX II

Test of General Intelligence (2012) developed by Prof. S.K.Pal and Prof. K.S. Mishra



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Reusable Booklet
of
TGI-PM
(English Version)

Prof. S. K. Pal *(Allahabad)*
Prof. K. S. Mishra *(Allahabad)*

INSTRUCTIONS

We want to measure your General Mental Ability. There are 6 tests in this intelligence test. There are 10 questions in every test for solving of which you will be given only 4 minutes time.

In the beginning of this test, you will be made to understand the method of solving and writing the answers of these 6 tests with examples. You will be given a time of 24 minutes for understanding these instructions. After every 4 minutes you will be asked to solve the questions of the next test. Unless you are told, the questions of the next test are not to be read. If you complete the answers of all questions of any test before 4 minutes, then check your answers in the remaining time.

Write your answers on answer-sheet only. Do not write anything on this booklet. Time is short, so read the questions quickly and think over the answers. It is not expected that you would answer all the questions correctly. So do not waste time in answering after thinking for more time.

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INSTRUCTIONS AND EXAMPLES FOR PRACTICE

TEST I

Related with the ability of telling the *meaning of words*. Word written in front of the question number is the original word. Four words are written in front of each word after a sign of =, amongst which one is the correct meaning of the original word. Find out that word and write its symbol-letter on asnwer-sheet against that question number.

Example 1. *Permanent* = [a] *Immortal,* [b] *Ancient,* [c] *Immutable,* [d] *Durable.*

Here the correct meaning of original word 'permanent' is **'durable'** which is at symbol letter (d) Therefore the answer is (d) See the answer-sheet on which (d) in printed against example 1.

TEST II

Related with analytical thinking. You will come across with the following of questions–

Example 2. *Fruit* : *Seed* : : *fingers* : [a] *Skin,* [b] *Blood,* [c] *Bone,* [d] *Nails.*

First, try to find the relation between two things / creatures / actions / materials / given before the sign : :. Then think with which thing / creature / action / material / ..... etc. the similar relation exists with the thing given after the symbol : :. Write your answer given in [a], [b], [c] or [d] on the answer-sheet against the related question number.

In example 2, fruit and seed are printed before the symbol : :. The relation between fruit and seed is that the seed is found inside the fruit. Similar realtion is between 'finger and **bone'.** Therefore the answer of example 2 is (c) See the answer-sheet.

TEST III

Related with *classification ability.* In front of every question no., a word is given against each [a], [b], [c], [d] and [e] letter symbols. Every two members are different in every group of five members. Find these two different members and write their letters against related question number on the answer-sheet.

Example 3. [a] *Fly,* [b] *Mosquito,* [c] *Cholera,* [d] *Tuberculosis,* [e] *Small pox.*

In this group words of [c], [d], [e] are the names of diseases whereas [a] and [b] are the names of insects. So two different members of this group are **'fly'** and **'mosquito'** which are at [a] and [b]. Therefore on answer-sheet against question number example 3, [a] and [b] shall be written. See answer sheet.

TEST IV

Related with *numerical ability*. An incomplete series of number is given against each question number. Try to understand the relation between the members of every series and think over the proper number which can be written in place of sign (_____) Write this number against the related question number on the answer-sheet.

Example 4. *1, 3, 5, 7,* (_____)

In this number series smallest numers is 1. Next number after this is 2 more than the previous. The next number written after 3 is greater by 2. The difference between 7 and 5 is 2. So in place of (_____) **number 9** can be written. See the answer-sheet. 9 is written against question number 'Example 4'.

TEST V

Questions given in this test are related with *ability of code transformation*. To make understand the method involved in making the code a word and the code is given in each question. Read them and try to think how code is formed. Decide one rule and on the basis of this rule change the other given word in code or code into word.

Example 5. *If code of* CALL *is* BBKM *then* KBSF is *symbol of which word* ?

Here BBKM is the code of CALL. In alphabetics, third and first letter of code word comes before the third and first letter of original word and second and fourth letter of code word comes after second and fourth letter of original word. Therefore KBSF code, will be used for original word LATE becasue after K and S letters come L and T letters and before B and F come. A and E letters. See answer sheet. Against question no. Ex. 5, **LATE** is printed.

TEST VI

In every question two statements 'a' and 'b' and one inference is given. Read both the statements carefully and think whether the inference is based on both the statements. Put a cross ☒ against that question number which you feel that inference is not based on the statements. Put tick ☑ against that question number which you feel that inference is fully based on both the statement.

Example 6. [a] *Some animals are intelligent.*

[b] *Politicians are more intelligent.*

Inference–Politicians are intellignet social animal.

Above inference is not based on both the statements 'a' and 'b'. Therefore ☒ will be marked against related question number on the answer-sheet. See answer-sheet.

TEST I

Time : 4 Minute

1.	Motive	= [a] goodwill,	[b] selfish,	[c] planning,	[d] intension.
2.	Separation	= [a] separate,	[b] deprivation,	[c] distant,	[d] dispresion.
3.	Beauty	= [a] beautifullness,	[b] attraction,	[c] goodness,	[d] elegance.
4.	Obstructed	= [a] blocked,	[b] hindered,	[c] goodness,	[d] controlled.
5.	Enduring	= [a] obedient,	[b] tolerant	[c] sympathy,	[d] suppressed.
6.	Taunt	= [a] blame,	[b] bitter,	[c] critical,	[d] sarcasm.
7.	Unconcerned	= [a] neutral,	[b] partial,	[c] anxietyless,	[d] careless.
8.	Exibitory	= [a] showy,	[b] exhibition,	[c] display,	[d] decoration.
9.	Helpless	= [a] powerless,	[b] disinterested,	[c] disabled,	[d] weak.
10.	Repramand	= [a] abuse,	[b] blame,	[c] insult,	[d] criticism.

TEST II

Time : 4 Minute

11.	Sun : Heat : : Moon :	[a] Darkness,	[b] Light,	[c] Coolness,	[d] Eclipse.
12.	Radio : Ear : : Picture :	[a] Brain,	[b] Projector,	[c] Eye,	[d] Cinema house
13.	Engine : Coal : : Body :	[a] Energy,	[b] Food,	[c] Leg,	[d] Muscle.
14.	Pencil : Graphite : : Ball pen :	[a] Ball,	[b] Paper,	[c] Ink,	[d] Refil.
15.	Finger : Nail : : Head :	[a] Skin,	[b] Hair,	[c] Brain,	[d] Thin hair.
16.	Lazy : Active : : Death :	[a] Life,	[b] Protoplasm,	[c] Sensation,	[d] Heart.
17.	Painter : Paper : : Tailor :	[a] Needle,	[b] Cloth,	[c] Thread,	[d] Sewing.
18.	Parrot : Cage : : Water :	[a] Animal,	[b] Pond,	[c] River,	[d] Thermos.
19.	Goldsmith : Gold : : House wife :	[a] Eating material,	[b] Rupee,	[c] Food,	[d] Husband.
20.	Interview : Selection : : Vote :	[a] Voter,	[b] Candidate,	[c] Election Process,	[d] Public representative.

TEST III

Time : 4 Minute

21.	[a] Butter,	[b] Ghee,	[c] Thickened milk,	[d] Rice-milk-sugar, boiled together (Khir)	[e] Bread.
22.	[a] Grass,	[b] Saw,	[c] Wire,	[d] Chisel,	[e] Hammer.
23.	[a] Match stick,	[b] Lamp,	[c] Lantern,	[d] Cell,	[e] Touch.
24.	[a] Water,	[b] Tea,	[c] Coffee,	[d] Honey,	[e] Milk.
25.	[a] Art,	[b] Idol,	[c] Model,	[d] Artist,	[e] Picture.
26.	[a] Pencil,	[b] Ink,	[c] Paper,	[d] Holder,	[e] Ball pen.
27.	[a] Ludo,	[b] Chess,	[c] Tennis,	[d] Carrom,	[e] Playing cards.
28.	[a] Bird,	[b] Peahen,	[c] Arrow,	[d] Cloud,	[e] Vertebrate.
29.	[a] Tide,	[b] Flood,	[c] Cold,	[d] Famine,	[e] Cyclone.
30.	[a] Love,	[b] Anger,	[c] Jealous,	[d] Suffering,	[e] Affectionate.

TEST IV

Time : 4 Minute

31.	4,	32,	28,	24,	(_____)			
32.	14,	16,	19,	23,	(_____)			
33.	2,	3,	11,	12,	21,	22,	32,	(_____)
34.	27,	26,	24,	21,	17,	12,	(_____)	
35.	1,	7,	12,	16,	(_____)			
36.	1,	2,	6,	24,	(_____),			720.
37.	2,	5,	11,	20,	(_____)			
38.	4,	9,	16,	25,	36,	(_____)		
39.	3,	6,	18,	(_____),	360,	2160.		
40.	1/7,	4/7,	8/7,	13/14,	19/14,	(_____)		

TEST V

Time : 4 Minute

41. If code of ARREST is BRREST, then what will be the word for code DATCH ?

42. If symbol formula (3, 1, 16) s for CAP, then what will be the symbol formula for TRANSFER ?

43. If DENPING is written for PENDING, then what should be written in place of APPOINT ?

44. If DMGBU is written in place of ELECT, then what should be written in place of EXPLE ?

45. If (13, 5, 1, 14) are used for MEAN, then for which word (11, 9, 4, 14, 1, 16) should be used ?

46. If EFMIJ is used as code for DELHI, then what code will be used in place of LAUGH ?

47. If code for CUP is PUC, then what will be the code of NEUTRAL ?

48. If REPNERRUS is the code word SURRENDER, then what will be the code of the word CONFUSING ?

49. If code for ESCAPE is CESEAP, then LEAVES will be the code for which word ?

50. If TDTGOUS is used as a code for word SERIOUS, then for which word the code DNPREND will be used ?

TEST VI

Time : 4 Minute

51. [a] These days dianosor is existenceless.

[b] Dianosor was a very big reptile animal.

Inference : Many years back very big reptile animal were dead.

52. [a] Hindi is our national language.

[b] Writers of Hindi use Urdu words.

Inference : Use of Urdu words has helped in making Hindi national language.

53. [a] Those students who are able to dissect insects well, become good doctors.

[b] Teachers of Zoology are proficient in dissecting insects.

Inference : Doctors can teach dissection process of insects to students of Zoology.

54. [a] Male and Female sex organs are present in unisexual animals.

[b] Both sex organs were present in the section separated from the body of an animal.

Inference : Animal will not be a unisexual

55. [a] Some leaders have intelligence below average.

[b] Some leaders are in habit to meet unsocial elements.

Inference : Leaders having intelligence below average like to meet the persons doing unsocial work.

56. [a] Some fishes fly.

[b] Acsocetes is a fish.

Inference : Acsocetes will fly.

57. [a] Some girls marry with the boys choosen by parents in helplessness.

[b] A twenty years old girl married a forty years old person.

Inference : The girl married sadly.

58. [a] Persons belonging to bridegroom side kill girls on getting less dowry.

[b] Namita got less dowry at the time of marriage.

Inference : Namita will have to lead a life of tension in the bridegroom house.

59. [a] Level of attainment decreases with the increase in anxiety.

[b] Ram lives very much anxious.

Inference : Attainment of Ram will be less comparatively to other students.

60. [a] Ram is father of Shyam.

[b] Blood of Ram is of 'A' type.

Inference : Blood of Shyam will be like that of father.

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APPENDIX III

Socio-Economic Status Scale (2010) developed by Sunil Kumar Upadhay and Alka Saxena

Consumable Booklet
of

U S S E S S

(English Version)

Sunil Kumar Upadhyay *(Kanpur)*
Alka Saxena *(Kanpur)*

Please fill up the following informations :—

Name _____

Age _____ Sex _____

School _____

Class _____ Date _____

INSTRUCTIONS

1. This scale will be used only for research purpose and it will be kept confidential. Every Student is supposed to read the booklet attentively and respond correctly.
2. Wheresoever two or more than two options are given, put a tick [√] mark on the correct option.
3. Fill up the right answer in the space provided.
4. If the student find any difficulty make it clarified with the help of the invigilator.

SCORING TABLE

Page	2	3	4	Total	Socio-Economic Status
Score					

Estd. 1947 ☎ : (0562) 2464926

H. P. BHARGAVA BOOK HOUSE

4/230, KACHERI GHAT, AGRA–282 004 (INDIA)

Score

A. Personal Information :

1. Which category do you belong to :
   (i) Open or Unreserved ☐ (ii) Other backward class ☐
   (iii) SC/ST ☐
2. You are the domicile of :
   (i) Urban ☐ (ii) Semi Urban ☐ (iii) Rural ☐
   If your domicile is urban the duration of stay ☐

B. Family :

1. The kind of family you belong to : (i) Joint ☐ (ii) Single ☐
2. Is your mother alive ? (i) Yes ☐ (ii) No ☐
3. Is your father alive ? (i) Yes ☐ (ii) No ☐
4. Do you have any brother/Sister ? (i) Yes ☐ (ii) No ☐

C. Education :

1. Is your mother educated ? (i) Yes ☐ (ii) No ☐
   If yes, what is her higher state of education ☐
2. Is your father educated ? (i) Yes ☐ (ii) No ☐
   If yes, what is his higher state of education ☐
3. Are your brothers and sisters getting education ?
   (i) Yes ☐ (ii) No ☐
   If Yes, state their class of study. (i) Class ☐
   (ii) Class ☐
   (iii) Class ☐
4. The school in which you study is :
   (i) Private ☐
   (ii) Government or aided by Government ☐
   (iii) Convent/Public ☐
5. Medium of your education is : (i) Hindi ☐ (ii) English ☐

Total ☐

Score

Score

6. Do you have all prescribed text-books ?
   (i) Yes ☐ (ii) No ☐ ◯

7. Do you have any other book related to course other than the prescribed text books ? (i) Yes ☐ (ii) No ☐ ◯

8. Do you take tution or coaching ? (i) Yes ☐ (ii) No ☐ ◯

9. Do you read newspaper daily ? (i) Yes ☐ (ii) No ☐ ◯

10. Do you subscribe literary, cultural, religious books/ magazines at your home ? (i) Yes ☐ (ii) No ☐ ◯

D. Income :

1. What are the sources of income of your family ? (e.g.-service, private business, agriculture, tution, labour etc.)
   (i) ☐ (ii) ☐ (iii) ☐ ◯

2. What is the source of survival hood of your father ?
   Profession ☐ Post ☐ Monthly Salary ☐☐☐☐☐
   If he is doing farming, how many acres of land does he own ? ☐
   If he is doing individual business, state the nature and total number of employees working in ☐ ◯

3. What is the source of survival hood of your mother ?
   Profession ☐ Post ☐ Monthly Salary ☐☐☐☐☐
   If she is doing farming, how many acres of land does she own ? ☐
   If she is doing individual business, state the nature and total number of employees working in ☐ ◯

4. Accumulating all the sources what is the approximate monthly income of your family ? ☐☐☐☐☐☐☐☐ ◯

E. Others :

1. Do you reside at your own house ? (i) Yes ☐ (ii) No ☐ ◯

2. If you are residing at your own house, How many rooms are there ? ☐ ◯

Total ☐

Score

3. If you are residing at a rented house, what is its monthly rent ? ☐

4. Do you have separate study room ? (i) Yes ☐ (ii) No ☐

5. What does your family possess from the following ?
   (i) Bicycle ☐
   (ii) Scooter or Motor Cycle ☐
   (iii) Jeep or Car ☐

6. How many servants/maids do you have in your house hold ? ☐

7. Where do your family members usually go to avail medical help ?
   (i) Private Doctor ☐
   (ii) Government Hospital ☐
   (iii) Any Doctor available in near by approach ☐

8. Does any of your family member take part in social, cultural activities ? (i) Yes ☐ (ii) No ☐

9. Does any one of your family is a member of Social or Political organization ? (i) Yes ☐ (ii) No ☐

10. What do you possess in your house from the following :
   (i) Computer ☐ (ii) Refrigerator ☐
   (iii) Washing Machine ☐ (iv) Generator ☐
   (v) Telephone ☐ (vi) Mobile ☐
   (vii) Television ☐

11. Do you get pocket money ? (i) Yes ☐ (ii) No ☐
   If yes, how much monthly ? ☐

Total ☐

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Consumable Booklet of Upadhyay-Saxena Socio-Economic Status Scale (U S S E S S) English Version

APPENDIX IV

BIODATA

BIODATA

1. Name of the college you are studying in?

   .....

2. The District from where you come .....

3. Stream of Study .....

4. Latest semester/examination passed? .....

5. Mark obtained in the latest semester/examination? .....

6. How many siblings do you have? .....

7. Your position among the siblings counting from the youngest? .....

8. Your weight (in kg)? .....

9. Your height (in ft)? .....

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CERTIFICATES OF PAPER PRESENTATIONS

NATIONAL SEMINAR ON
EDUCATING YOUTH IN THE DIGITAL AND
TRANSFORMATIVE INNOVATION AGE

This is to certify that

Lalruatfeli Ralte, Research Scholar
Institute of Advanced Studies in Education, Aizawl, Mizoram

presented a paper on the topic
'General Intelligence of Undergraduate Students in Relation to Their Academic Achievement'
on 8th June, 2023 held at Golden Jubilee Hall, Pachhunga University College.

(Dr. LALRINTLUANGI)
Convener

(Prof. H. LALTHANZARA)
Principal
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(Dr. LALCHHUANMAWII)
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ORGANISED BY : DEPARTMENT OF EDUCATION, PACHHUNGA UNIVERSITY COLLEGE

INTERNATIONAL SEMINAR ON ISSUES AND TRENDS IN EDUCATION
ORGANISED BY : IQAC, INSTITUTE OF ADVANCED STUDIES IN EDUCATION

CERTIFICATE

THIS IS TO CERTIFY THAT

LALRUATFELI RALTE
Research Scholar, IASE

presented a paper on the topic
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12/6/24

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Abstract: The present study focuses on general intelligence test among undergraduate students of Aizawl city in relation to academic achievement with respect to gender and stream of study. The sample consists of 172 undergraduate students (Science and Commerce stream) with 85 female and 87 male, which were selected by stratified random sampling technique from different colleges within Aizawl city. Test of General Intelligence for College Students developed by Dr. K.S. Misra and Dr. S.K. Pal was used for data collection. T-test and Pearson product-moment correlation coefficient were used for data analysis. The study revealed that female and male undergraduate students did not differ significantly while commerce students differ significantly than the science students. The student's general intelligence and their academic achievement has indifferent or negligible relationship.

Index Terms: *general intelligence, undergraduate students, academic achievement, gender, stream of study*

I. INTRODUCTION

Intelligence is a key to know how individuals differ from one another. It provides an understanding of how people adapt their behavior according to the environment they live in. Binet defines intelligence as 'the ability to judge well, understand well, and reason well'.

Intelligence is the mental abilities of a person to learn from experience, adapt to new situations, understand and handle abstract concepts and use knowledge to manipulate one's environment. In general terms, intelligence is the ability to learn about, learn from, understand, and interact with one's environment (Human Intelligence Psychology, Sternberg). Mangal (2007) has defined intelligence as a sort of mental energy, in the form of mental or cognitive abilities, available with an individual which enable him to handle his environment in terms of adaptation to face novel situations as effectively as possible.

II. Rationale of the Study

Intelligence testing is being used for numerous purposes. It gives an idea regarding the status of intelligence and reasons for the cause of it. But it is important to know that intelligence testing does not measure the amount of knowledge a person has already gained, it only measures the ability to learn, think and make judgments which will help us in our daily life. One of the most obvious effects of general intelligence is in the realm of academic performance. Research has shown that there is a strong association between general mental ability and academic achievement, but it doesn't act on its own (Cherry,2023).

The Oxford Dictionary explains intelligence as 'the power of perceiving, learning, understanding and knowing.' So, it is important to know whether the undergraduate students possess these skills and whether general intelligence has an impact on the academic achievement of undergraduate students of Mizoram.

III. Literature Review

Mittal (2017) studied the general intelligence level of degree college students. It also compares the general intelligence of students in terms of the type of management of the college (govt./private), locality of the college (urban/rural), the stream in which students study (science/arts) and the gender (male/ female). Test of General Intelligence for College Students by Misra and Pal was employed to conduct the study. T-test was used to analyse the data. The results of the study are: (a) Significant difference exists in the general intelligence of govt. and private college students, govt. college students scoring higher than the private college students. (b) There is significant difference in the general intelligence of urban and rural college students, urban college students showing higher score than their rural counterparts. (c) Science students show higher general intelligence than the arts students. (d) Male and female students do not differ significantly on general intelligence scores.

Gloria and Vadhera (2020) studied the young adults who are pursuing their college degrees. A comparison is sought on the impact of general intelligence on the academic achievement of students of the three academic streams namely, Arts, Science, and Commerce. Findings reveal that general intelligence has a significant impact on academic achievement.

Naderi, Rohani, Aizan and Jamaluddin (2010) examine if a relationship exists between intelligence and academic achievement and if the relationship differs between males and females. Cumulative grade point average (CGPA) was used to select the participants. Intelligence was measured using the Catell Culture fair Intelligence Test. Pearson Correlation analysis indicated that aspects of intelligence were not related to academic achievement for both males and females. [

IV. Objectives of the Study

Objectives of the study are as follows:

1) To assess the General Intelligence of undergraduate students (Science and Commerce streams) of Aizawl city.
2) To compare the General Intelligence of Science and Commerce undergraduate students of Aizawl city.
3) To compare the General Intelligence of female and male undergraduate students of Aizawl city.
4) To study the relationship between General Intelligence and Academic Achievement of undergraduate students of Aizawl city.

V. Hypotheses of the Study

Hypotheses of the Study are as follows:

1) There is significant difference in the General Intelligence of Science and Commerce undergraduate students of Aizawl city.
2) There is significant difference in the General Intelligence of female and male undergraduate students of Aizawl city.

VI. Null Hypotheses of the Study

Null Hypotheses of the Study are as follows:

1) There is no significant difference in the General Intelligence of Science and Commerce undergraduate students of Aizawl city.
2) There is no significant difference in the General Intelligence of female and male undergraduate students of Aizawl city.

VII. Population

All the undergraduate students from different colleges in Aizawl city are the population of the study.

VIII. Sample and Sampling

The present study is conducted on a sample of 172 undergraduate students of Science and Commerce streams. Stratified random sampling technique was adopted. The sample consisted of 85 female and 87 male undergraduate students.

IX. Delimitation

The samples were confined to only Science and Commerce undergraduate students of Aizawl city.

X. Tools used for the Study

Latest end semester/board exam results and Test of General Intelligence for College Students developed by Dr. K.S. Misra and Dr. S.K. Pal was used for data collection.

XI. Procedure

The investigator visited the different colleges for data collection.

XII. Analysis of the Data

12.1. General Intelligence of undergraduate students of Aizawl city

Table 1: Standard score of General Intelligence of Undergraduate Students

Range	UG Students	IQ
Below 11	17	Below 63
11- 20	84	63-79
21-30	61	81-97
31-40	10	99-116
Total	172	

From table 1, we can know that there are 17 students whose IQ were below 63, 84 students whose IQ were between 63-79, 61 students whose IQ were between 81-97 and 10 students whose IQ were between 99-116. Majority students scored between 11-20 marks i.e. IQ= 63-79.

12.2. General Intelligence of Science and Commerce undergraduate students of Aizawl city.

Table 2: Comparison of General Intelligence (Stream of Study)

Dimensions of GI	Science Students	Commerce Students
Verbal Facility Ability	2.65	3.36
Analytical Thinking Ability	3.35	3.78
Classification Ability	2.16	2.85
Numerical Reasoning Ability	3.05	6.60
Symbolic Transformation Ability	1.96	2.38
Syllogistic Reasoning Ability	2.75	4.55
Total	15.92 (26.53%)	26.53 (44.22%)

Table 2 shows that among the different dimensions of General Intelligence, Science students scored best in the 'Analytical Thinking Ability' test in which they score 3.35 on average and scored least in the 'Symbolic Transformation Ability' test in which they score only 1.96 on average while Commerce students scored best in the 'Numerical Reasoning Ability' test in

which they score 6.60 on average and scored least in the "Symbolic Transformation Ability' test in which they score 2.38 on average.

Table 3: Standard score of General Intelligence (Stream of Study)

Range	Science	Commerce	Total	IQ
Below 11	14	3	17	Below 63
11- 20	67	17	84	63-79
21-30	15	46	61	81-97
31-40	-	10	10	99-116
Total	96	76	172	

From table 3, we can know that there are 14 science students and 3 commerce students whose IQ were below 63, 67 science students and 17 commerce students whose IQ were between 63-79, 15 science students and 46 commerce students whose IQ were between 81-97 and 10 commerce students whose IQ were between 99-116. Majority of students scored between 11-20 marks i.e. IQ= 63-79.

Table 4: Comparison of General Intelligence based on stream of study

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Science	96	15.93	5.01	0.5	8.28	significant
Commerce	76	23.55	6.69			

Table 4 indicates the General Intelligence of Science and Commerce undergraduate students of Aizawl city. There are 96 Science students and 76 Commerce students. Their mean is 15.93 and 23.55 and their Standard Deviation was found to be 5.01 and 6.69 respectively. The critical t-value was found to be 8.28, which greater than the critical value of t at 0.01 level is 2.61 and hence is significant. Therefore, the null hypothesis no 1 "There is no significant difference in the General Intelligence of Science and Commerce undergraduate students of Aizawl city." is rejected and hypothesis no 1 "There is significant difference in the General Intelligence of Science and Commerce undergraduate students of Aizawl city." is accepted.

12.3 General Intelligence of female and male undergraduate students of Aizawl city.

Table 5: Comparison of General Intelligence (Gender)

Dimensions of GI	Female Students	Male Students
Verbal Facility Ability	2.88	3.05
Analytical Thinking Ability	3.43	3.65
Classification Ability	2.47	2.47
Numerical Reasoning Ability	4.18	5.04
Symbolic Transformation Ability	2.34	1.95
Syllogistic Reasoning Ability	3.28	3.80
Total	15.7 (26.16%)	16.91(28.18%)

Table 5 shows that among the different dimensions of General Intelligence, Female students scored best in the 'Numerical Reasoning Ability' test in which they score 4.18 on average and scored least in the 'Symbolic Transformation Ability' test in which they score only 2.34 on average. Male students also scored best in the 'Numerical Reasoning Ability' test in which they score 5.04 on average and scored least in the "Symbolic Transformation Ability' test in which they score 1.95 on average.

Table 6: Standard score of General Intelligence (Gender)

Range	Female	Male	Total	IQ
Below 11	11	7	18	Below 63
11- 20	44	40	84	63-79
21-30	30	31	61	81-97
31-40	1	9	10	99-116
Total	85	87	172	

From table 6, we can know that there are 11 female students and 7 male students whose IQ were below 63, 44 female students and 40 male students whose IQ were between 63-79, 30 female students and 31 male students whose IQ were between 81-97 and 1 female student and 9 male students whose IQ were between 99-116. Majority of students scored between 11-20 marks i.e. IQ= 63-79.

Table 7: Comparison of General Intelligence based on gender

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Female	85	18.6	6.76	0.5	1.31	Not significant
Male	87	19.98	7.05			

Table 7 indicates the General Intelligence of Female and Male undergraduate students of Aizawl city. There are 85 Female students and 87 Male students. Their mean is 18.6 and 19.98 and their Standard Deviation was found to be 6.76 and 7.05 respectively. The critical t-value was found to be 1.31, which greater than the critical value of t at 0.05 level i.e. 1.96 and hence is not significant. Therefore, the null hypothesis no 2 "There is no significant difference in the General Intelligence of Female and Male undergraduate students of Aizawl city." is accepted while the hypothesis no 2 "There is significant difference in the General Intelligence of Female and Male undergraduate students of Aizawl city." is rejected.

12.4 Relationship between General Intelligence and Academic Achievement of undergraduate students of Aizawl city.

Academic Achievement of the undergraduate students of Aizawl city were measured from their lastest semester or board exam results.

Table 8: Academic Achievement of undergraduate students

Academic Achievement Level	Score Range	No.of Students	Percentage
Distinction	75 and above	36	20.93%
First Division	60-75	106	61.63%
Second Division	50-60	17	9.88%
Third Division	33-50	2	1.16%
Fail	33 and below	11	6.40%
	Total	172	100.00%

From table 8, we can know that 36 (20.93%) students passed in Distinction (75 and above), 106 (61.63%) students passed in First Division (60-75), 17 (9.88%) students passed in Second Division (50-60), 2 (1.16%) students passed in Third Division (33-50) and 11 (6.40%) students failed (33 and below).

To find out the relationship between General Intelligence and Academic Achievement of undergraduate students of Aizawl city, the scores of both General Intelligence and Academic Achievement of each student were analyzed using Pearson Product Moment Correlation.

Table 9: Relationship between General Intelligence and Academic Achievement

Variables	N	Correlation
General Intelligence	172	0.04
Academic Achievement	172	

he correlational test result from Table 9 shows that the correlational coefficient is 0.04. The correlation value falls under negligible correlation which means the student's general intelligence and their academic achievement was found to be very low having indifferent or negligible relationship.

13 Results and Conclusion

1. There are 17 students whose IQ were below 63, 84 students whose IQ were between 63-79, 61 students whose IQ were between 81-97 and 10 students whose IQ were between 99-116. Majority students scored between 11-20 marks i.e. IQ= 63-79.
2. "There is no significant difference in the General Intelligence of Science and Commerce undergraduate students of Aizawl city." is rejected. Commerce students have higher IQ than the Science Students.
3. "There is no significant difference in the General Intelligence of Female and Male undergraduate students of Aizawl city." is accepted.
4. 36 (20.93%) students passed in Distinction (75 and above), 106 (61.63%) students passed in First Division (60-75), 17 (9.88%) students passed in Second Division (50-60), 2 (1.16%) students passed in Third Division (33-50) and 11 (6.40%) students failed (33 and below)
5. The student's general intelligence and their academic achievement were found to be very low having indifferent or negligible relationship.

In view of the findings, we come to conclude that the Intelligent Quotient (IQ) of the students were low. Majority of the students score between 11-20 marks i.e. 63-79 IQ. So, they need to improve in all the dimensions of the intelligence test. Science students should try to improve their Intelligence test by doing intelligence related exercises and not just concentrate on bookish knowledge. From the finding of the relationship between general intelligence and academic achievement, we can conclude that at the higher education level the influence of General Intelligence is diminished which indicates the existence of other variables which also influence academic achievement.

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Social Intelligence of Undergraduate Students in Relation to Their Academic Achievement

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Abstract: The present study focuses on social intelligence test among undergraduate students in relation to gender, stream of study and academic achievement. The sample consists of 282 undergraduate students with 138 female and 144 male, which were selected by stratified random sampling technique from different colleges within Aizawl city. Social Intelligence Scale developed by Dr. N.K. Chandha and Usha Ganesan was used for data collection. T-test and Pearson product-moment correlation coefficient were used for data analysis. The study revealed that female and male undergraduate students differ significantly. There is no significant difference among Arts, Commerce and Science students. The student's social intelligence and their academic achievement have indifferent or negligible relationship.

***Index Terms**: social intelligence, undergraduate students, academic achievement, gender, stream of study.*

I. Introduction

Man lives in the society. Man's life and activity are possible only through social activities of a certain social relations. A man cannot live without society. It is therefore a peculiar mode of existence for man to live and conduct activity forming the social collective in social relations.

Social intelligence is a person's ability to interact well with others, often called people skills or tact. A person having good social intelligence has the ability to listen well, understand the words and emotional content of what they hear, speak well with others, express their thoughts and emotions clearly, and use tact when speaking with others, rules of various types of interactions and situations as well as how to play an appropriate role in a variety of interactions. High social intelligence can help decipher even the most subtle situations. It also involves understanding the reaction of others and behaving in a way to make the impression of others.

II. Rationale of the Study

Social intelligence is the capacity to balance effectively with the people. It refers to the ability to adjust in society. Social Intelligence is importance in the present life style due to growing tensions, stresses and various complexities. It can be learned, developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all the walks of life. Every person has different level of social intelligence. We shall need to assess the exact conditions of college students' academic performances in terms of their ability to possess social intelligence or else vice versa.

So, in viewing of all the possible problems mentioned above, the present study is taken up.

III. Literature Review

Asma, Muhammad and Tasleema (2015) in their study 'Social Intelligence and Academic Achievement of College Students – A Study of District Srinagar' studied social intelligence and academic achievement between rural and urban college students on various dimensions. The study was conducted on a sample of 390 college students of third year students from district of Srinagar. The sample comprised of 187 rural and 203 urban college students. The analysis of the data revealed that urban college students, when compared with rural college students were found to have higher social intelligence and urban college students have been found to have better academic achievement as compared to rural college students.

Dhana and Pankajam (2017) in their study 'Social Intelligence in Relation to Academic Achievement' studied the relationship between social intelligence and academic achievement of the selected arts group students at higher secondary level. The investigator adopted the survey method to study the relationship between Social Intelligence and academic achievement. Investigator selected only 300 arts group students at Higher Secondary level as sample in Coimbatore district using stratified random sampling. The findings reveal that there is a mild positive relationship between social intelligence and academic achievement among the selected arts group students at Higher Secondary level. Majority of the students possess moderate level of social intelligence.

Saravanan and Mahendra (2019) in their study 'A Study on Social Intelligence Towards Academic Achievement Among College Students' studied social intelligence and academic achievement of college students. The sample consists of 100 college students from Sivaganga district out of which there were 50 rural and 50 urban college students. The researcher developed Social Intelligence Scale and their first-andsecond-year examinations mark percentages were used to measure academic achievement. The study aimed to identify the academic difficulties in second language among college students. Survey method was used for the present study. The analysis of the data revealed that rural and urban college students were found to have equally and the same values of social intelligence. Another finding for this study revealed that there is relationship between students' social intelligence and their academic achievement.

IV. Objectives of the Study

Objectives of the study are as follows:

1) To assess the Social Intelligence of undergraduate students of Aizawl city.
2) To compare the Social Intelligence of undergraduate students of Aizawl city in relation to stream of study.
3) To compare the Social Intelligence of female and male undergraduate students of Aizawl city.
4) To study the relationship between Social Intelligence and Academic Achievement of undergraduate students of Aizawl city.

V. Hypotheses of the Study

Hypotheses of the Study are as follows:

1) There is significant difference in the Social Intelligence of undergraduate students of Aizawl city in relation to stream of study.
2) There is significant difference in the Social Intelligence of undergraduate students of Aizawl city in relation to gender.

VI. Null Hypotheses of the Study

Null Hypotheses of the Study are as follows:

1) There is no significant difference in the Social Intelligence of undergraduate students of Aizawl city in relation to stream of study.
2) There is no significant difference in the Social Intelligence of undergraduate students of Aizawl city in relation to gender.

VII. Population

All the undergraduate students from different colleges in Aizawl city are the population of the study.

VIII. Sample and Sampling technique

The present study comprises of 282 undergraduate students of Aizawl city. Stratified random sampling technique was adopted. The sample consisted of 138 female and 145 male undergraduate students..

IX. Tools used for the Study

Latest end semester/board exam results and a standardized tool 'Social Intelligence Scale' developed by Prof. (Dr.) N. K. Chadha and Usha Ganesan was used for data collection.

X. Procedure

The investigator visited the different colleges for data collection.

XI. Analysis of the Data

a. Social Intelligence of undergraduate students of Aizawl city.

Table 1: Average Score on different dimensions

Dimension	Average Score	Total
Patience	19	24
Co-operativeness	25	33
Confidence	17	24
Sensitivity	20	27
Recognition of Social Environment	1	3
Tactfulness	3	7
Sense of Humour	3	8
Memory	5	12
Total	93	138

From table 1, we can know that the average score for Patience, Co-operativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory are 19, 25, 17, 20, 1, 3, 3 and 5 respectively.

Table 2: Overall Level of Social Intelligence

Range of Raw Scores	Level of Social Intelligence	Number	Percentage
121 & above	Extremely High	-	0
111 to 120	High	7	2.48
102 to 110	Above Average	72	25.53
88 to 101	Average	149	52.84
78 to 87	Below Average	39	13.83
69 to 77	Low	9	3.19
68 and below	Extremely Low	6	2.13
Total		282	100

From table 2, we can know that there are 7, 72, 149,39, 9, 6 students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and Extremely Low respectively. Majority of students have Average (88 to 101) level of Social Intelligence.

b. Comparison of Social Intelligence of undergraduate students of Aizawl city in relation to stream of study.

Table 3: Comparison on the Level of Social Intelligence (Stream of Study)

Dimension	Average Score of Arts Students	Average Score of Science Students	Average Score of Commerce Students
Patience	19	19	18
Co-operativeness	25	25	25
Confidence	17	17	16
Sensitivity	20	20	20
Recognition of Social Environment	1	1	1
Tactfulness	3	2	3
Sense of Humour	3	2	3
Memory	5	4	5

Table 3 shows that the average score among students of different streams of study for Patience, Co-operativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory. All the students scored best in Co-operativeness.

Table 4: Level of Social Intelligence (Stream of Study)

Range of Raw Scores	Level of Social Intelligence	Arts	Science	Commerce
121 & above	Extremely High	0	0	0
111 to 120	High	2 (2.22%)	3 (2.59%)	2 (2.63%)
102 to 110	Above Average	23 (25.55%)	27 (23.27%)	22 (28.95%)
88 to 101	Average	50 (55.55%)	61 (52.58%)	38 (50%)
78 to 87	Below Average	13 (14.44%)	16 (13.79%)	10 (13.16%)
69 to 77	Low	2 (2.22%)	3 (2.59%)	2 (2.63%)
68 and below	Extremely Low	0	6 (5.17%)	2 (2.63%)
Total		90	116	76

From table 4, we can know that there are 2, 23, 50, 13 and 2 arts students whose level of Social Intelligence are High, Above Average, Average, Below Average and Low respectively. 3, 27, 61, 16, 3, 6 science students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and Extremely Low respectively. 2, 22, 38,10, 2, 2 commerce students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and Extremely Low respectively. Majority of students have Average (88 to 101) level of Social Intelligence.

Table 5: Comparison of Social Intelligence based on stream of study (Arts and Science)

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Arts	90	96.31	8.56	1.59	1.87	Not significant
Science	116	93.34	14.16			

Table 5 indicates the Social Intelligence of Arts and Science undergraduate students of Aizawl city. There are 90 Arts students and 116 Science students. Their mean is 96.31 and 93.34 and their Standard Deviation was found to be 8.56 and 14.16 respectively. The critical t-value was found to be 1.87, which is smaller than the critical value of t at 0.05 level i.e. 1.97 and hence is not significant.

Table 6: Comparison of Social Intelligence based on stream of study (Arts and Commerce)

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Arts	90	96.31	8.56	1.98	0.95	Not significant
Commerce	76	94.42	15.42			

From Table 6, we can know that there are 90 Arts students and 76 Commerce students. Their mean is 96.31 and 94.42 and their Standard Deviation was found to be 8.56 and 15.42 respectively. The critical t-value was found to be 0.95, which is smaller than the critical value of t at 0.05 level i.e. 1.98 and hence is not significant.

Table 7: Comparison of Social Intelligence based on stream of study (Commerce and Science)

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Commerce	76	94.42	15.42	2.20	0.49	Not significant
Science	116	93.34	14.16			

From Table 7, we can know that there are 76 commerce students and 116 Science students. Their mean is 94.42 and 93.34 and their Standard Deviation was found to be 15.42 and 14.16 respectively. The critical t-value was found to be 0.49, which smaller than the critical value of t at 0.05 level which is 1.97 and hence is not significant.

Therefore, the null hypothesis no. 1 "There is no significant difference in the Social Intelligence of undergraduate students of Aizawl city in relation to stream of study" is accepted.

c. Social Intelligence of female and male undergraduate students of Aizawl city.

Table 8: Comparison on the Level of Social Intelligence (Gender)

Dimension	Average Score of Female	Average Score of Male
Patience	19	18
Co-operativeness	26	25
Confidence	17	17
Sensitivity	21	19
Recognition of Social Environment	1	1
Tactfulness	3	3
Sense of Humour	3	3
Memory	4	4

Table 8 shows that the average score of Social Intelligence in relation to gender. Majority of the students (both gender) scored best in Co-operativeness.

Table 9: Level of Social Intelligence (Gender)

Range of Raw Scores	Level of Social Intelligence	Female	Male
121 & above	Extremely High	-	0
111 to 120	High	4 (2.89%)	4 (2.77%)
102 to 110	Above Average	41 (29.71%)	32 (22.22%)
88 to 101	Average	76 (55.07%)	72 (50%)
78 to 87	Below Average	12 (8.69%)	25 (17.36%)
69 to 77	Low	2 (1.44%)	6 (4.16%)
68 and below	Extremely Low	3 (2.17%)	5 (3.47%)
Total		138	144

From table 9, we can know that there are 4, 41, 76, 12, 2 and 3 female students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and extremely low respectively. 4, 32, 72, 25, 6 and 5 male students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and Extremely Low respectively. Majority of students have Average (88 to 101) level of Social Intelligence.

Table10: Comparison of Social Intelligence based on gender

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Female	138	97.01	10.22	1.52	2.72	Significant
Male	144	92.88	14.93			

From Table 10, we can know that there are 138 female students and 144 male students. Their mean is 97.01 and 92.88 and their Standard Deviation was found to be 10.22 and 14.93 respectively. The critical t-value was found to be 2.72, which greater than the critical value of t at 0.01 level which is 2.59 and hence is significant.

Therefore, the null hypothesis no. 1 "There is no significant difference in the Social Intelligence of undergraduate students of Aizawl city in relation to gender" is rejected.

d. Relationship between Social Intelligence and Academic Achievement of undergraduate students of Aizawl city.

Academic Achievement of the undergraduate students of Aizawl city were measured from their latest semester or board exam results.

Table 11: Academic Achievement of undergraduate students

Academic Achievement Level	Score Range	No.of Students	Percentage
Distinction	75 and above	61	21.63
First Division	60-75	177	62.76
Second Division	50-60	25	8.86
Third Division	33-50	6	2.13
Fail	33 and below	13	4.60
Total		282	100

From table 11, we can know that 61 students passed in Distinction, 177 students passed in First Division, 25 students passed in Second Division, 6 students passed in Third Division and 13 students failed.

Table 12: Relationship between Social Intelligence and Academic Achievement

Variables	N	Correlation
Social Intelligence	282	0.22
Academic Achievement	282	

The correlational test result from table 12 shows that the correlational coefficient is 0.22. the correlation value falls under negligible correlation which means the student's social intelligence and their academic achievement was found to be very low having indifferent or negligible relationship.

XII. Results and Conclusion

1. There are 7, 72, 149,39, 9, 6 students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and Extremely Low respectively. Majority of students have Average (88 to 101) level of Social Intelligence.
2. There are 2, 23, 50, 13 and 2 arts students whose level of Social Intelligence are High, Above Average, Average, Below Average and Low respectively.
3. There are 3, 27, 61, 16, 3, 6 science students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and Extremely Low respectively.
4. There are 2, 22, 38,10, 2, 2 commerce students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and Extremely Low respectively.
5. There are 4, 41, 76, 12, 2 and 3 female students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and extremely low respectively.
6. There are 4, 32, 72, 25, 6 and 5 male students whose level of Social Intelligence are High, Above Average, Average, Below Average, Low and Extremely Low respectively.
7. Majority of students have Average (88 to 101) level of Social Intelligence.
8. There is no significant difference in the Social Intelligence of undergraduate students of Aizawl city in relation to stream of study.
9. "There is no significant difference in the Social Intelligence of undergraduate students of Aizawl city in relation to gender" is rejected.
10. 61 students passed in Distinction, 177 students passed in First Division, 25 students passed in Second Division, 6 students passed in Third Division and 13 students failed.
11. The correlational test result from table 12 shows that the correlational coefficient is 0.22. the correlation value falls under negligible correlation which means the student's social intelligence and their academic achievement was found to be very low having indifferent or negligible relationship.

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ANNEXURE – I

MIZORAM UNIVERSITY (A Central University)

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Name of Research Scholar	LALRUATFELI RALTE	
Ph.D/M.Phil Registration Number	**MZU/Ph.D./1651 of 09.10.2020**	
Title of Ph.D. thesis	**Social Intelligence of College Students of Mizoram and its Relation to General Intelligence, Socio-Economic Status and Academic Achievement**	
Name & Institutional Address of the Supervisor	**Institute of Advanced Studies in Education (IASE), Republic Veng, Aizawl, Mizoram, 796005**	
Name of the Department and School	**Education Department, School of Education**	
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Name & Signature of the Supervisor with seal: (DR.ZAIREMMAWIA RENTHLEI)
Supervisor

Name & Signature of the DRC
Chairperson/Head with seal: (DR.VANLALTANPUII)
Chairperson, DRC

Lalruatfeli Ralte

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Annexure-II

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This is to certify that the plagiarism check has been performed for the Ph.D. Thesis Social Intelligence of College Students of Mizoram and Its Relation to General Intelligence, Socio-Economic Status and Academic Achievement submitted by **Ms.** LALRUATFELI RALTE under the Supervision of Dr. ZAIREMMAWIA RENTHLEI Department of Education, School of Education, Mizoram University. The check performed by the Scholar is found correct/adheres to MZU regulations and authentic software **TURNITIN** has been used for the similarity check.

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Dean of the School

PARTICULARS OF THE CANDIDATE

Name of the Candidate	:LALRUATFELI RALTE
Degree	:Doctor of Philosophy
Department	:Education
Title of thesis	:Social Intelligence of College Students of Mizoram and its Relation to General Intelligence, Socio-Economic Status and Academic Achievement
Date of Admission	:09.10.2020
Approval of Research Proposal 1. DRC	:25.03.2021
2. BOS	:16.04.2021
3. School Board	:18.05.2021
MZU Registration No.	:3079 of 2011
Ph.D. Registration No.	:MZU/Ph.D./ 1651 of 09.10.2020
Extension (If Any)	: NIL

(Dr. VANLALTANPUII)

Principal
IASE

ABSTRACT

SOCIAL INTELLIGENCE OF COLLEGE STUDENTS OF MIZORAM AND ITS RELATION TO GENERAL INTELLIGENCE, SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT

AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

LALRUATFELI RALTE

MZU REGISTRATION NO: 3079 of 2011

Ph.D. REGISTRATION NO: MZU/Ph.D./1651 of 09.10.2020

DEPARTMENT OF EDUCATION
INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(An affiliated Institute of Mizoram University)
SCHOOL OF EDUCATION

APRIL, 2026

SOCIAL INTELLIGENCE OF COLLEGE STUDENTS OF MIZORAM AND ITS RELATION TO GENERAL INTELLIGENCE, SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT

BY

LALRUATFELI RALTE
Department of Education

DR. ZAIREMMAWIA RENTHLEI
Supervisor

Submitted
In partial fulfillment of the requirement of the Degree of Doctor of Philosophy in Education,
Mizoram University, Aizawl

INTRODUCTION

Man lives in a society. Man's life and activity are possible only through social activities of a certain social interactions. A man cannot live without society which means that a man live and conduct activity to form certain social relationships. Social Intelligence refers to the ability to understand and manage interpersonal relationships, navigate social complexities, and engage effectively with others. It helps in forming and maintaining healthy and meaningful relationships, which are essential for personal and professional well-being.

According to Goleman (1995) social intelligence play a big role in a person's success. With the current emphasis on academic accountability as measured by tested performance, there needs to be an increased emphasis, and more balanced perspective, on the development of social and emotional learning essential to academic and career excellence. (Saravanan, 2019) Social Intelligence is defined as the person's ability to understand and manage other people, and to engage in adaptive social interactions. (Thorndike, 1920)

E. L. Thorndike (1920) has divided intelligent activity into three types:

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

The different dimensions of social intelligence that are included in this study are as follows:

(i) **Patience**: Patient individuals often take time to listen actively and empathize with others. This understanding helps them navigate social situations with greater ease and effectiveness. Patience allows individuals to remain calm and composed

during conflicts or disagreements. Patient people tend to invest time and effort in building meaningful relationships. They are willing to give others the space and time needed to grow closer, which fosters trust and deepens connections. In diverse social settings, patience helps individuals navigate cultural differences by showing respect, curiosity, and a willingness to learn from others' perspectives. Overall, patience in social interactions enhances emotional intelligence, promotes understanding, and contributes to more harmonious relationships.

(ii) **Cooperativeness**: Cooperativeness involves contributing to group efforts, respecting others' contributions, and collaborating towards shared objectives. This requires understanding team dynamics, roles, and leveraging individual strengths for collective success. Cooperativeness fosters trust within teams and communities. By consistently demonstrating reliability, openness, and a willingness to support others, cooperative individuals create an environment where trust can flourish. In essence, cooperativeness as a form of social intelligence involves leveraging interpersonal skills, emotional awareness, and collaborative abilities to build positive relationships, achieve shared objectives, and contribute to collective success.

(iii) **Confidence**: Confident individuals tend to express themselves clearly and assertively, which fosters effective communication. They are more likely to articulate their ideas, opinions, and needs with clarity, making it easier for others to understand and respond to them. Confident individuals often influence others positively by demonstrating conviction in their beliefs, decisions, and actions. Confidence enables individuals to assert their boundaries, needs, and rights respectfully. This assertiveness is crucial for standing up for oneself, negotiating effectively, and maintaining healthy relationships based on mutual respect.

(iv) **Sensitivity**: Sensitivity involves empathizing with others, which means being able to put oneself in someone else's shoes and understand their emotions, perspectives, and experiences. Sensitivity helps in understanding non-verbal cues, subtle changes in tone or body language, and unspoken emotions during

conversations. This enhances communication by ensuring that messages are received and interpreted accurately. It fosters trust and rapport by showing genuine interest in others' well-being and demonstrating respect for their feelings and boundaries. This creates a positive environment where relationships can flourish. It involves being aware of cultural norms, values, and communication styles, which promotes inclusivity and reduces misunderstandings.

(v) **Recognizing the social environment**: Socially intelligent individuals are adept at recognizing and interpreting verbal and non-verbal cues such as facial expressions, gestures, accent, and body language. This awareness helps them understand the emotional states and intentions of others. Social intelligence includes knowledge of societal and cultural norms governing behavior, communication styles, and interactions. Recognizing these norms allows individuals to navigate social situations appropriately and respectfully.

(vi) **Tactfulness**: It is a fundamental aspect of social intelligence that involves sensitivity, discretion, and diplomacy in communication and interactions with others. Tactful individuals communicate their thoughts, opinions, and feedback in a manner that is considerate and respectful of others' feelings and perspectives. They choose their words carefully to avoid causing offense or misunderstanding. Tactfulness allows individuals to discuss sensitive or controversial topics in a way that promotes constructive dialogue and maintains harmony. They are able to express differing viewpoints without creating conflict or discomfort.

(vii) **Sense of Humor**: Sense of Humor helps individuals connect with others on a more relaxed and enjoyable level, fostering rapport and camaraderie. A well-timed joke or witty remark can lighten the mood and facilitate communication. Humor can make conversations more engaging and memorable, improving the effectiveness of interpersonal exchanges. When individuals share a sense of humor, it fosters a sense of belonging and cohesion within groups, whether in

social settings or professional teams. Humor requires the ability to understand context, gauge reactions, and adjust accordingly.

(viii) **Memory**: Memory plays a crucial role in social intelligence by enabling individuals to recall past experiences, understand social dynamics, and build meaningful relationships. Remembering details about people such as their names, interests, and important events in their lives demonstrates attentiveness and shows that you value the relationship. This helps in building rapport and strengthening connections. It allows individuals to learn from past social interactions. It also allows individuals to recall their own experiences and emotions, which enhances empathy. It helps in understanding and relating to the feelings and perspectives of others, fostering deeper emotional connections.

Higher Education is an integral part of the present growing society. It refers to the stage of learning that occurs after completing secondary education. It prepares individuals for more specialized careers and lifelong personal and intellectual growth. It helps the members of the society to improve their lives, to develop and enhance the strength of the nation. A competitive person can bring tremendous changes to the society but he first requires a specific learning for his own professional and social growth. Hence the importance of higher education in improving the personal and national development cannot be stressed enough. As such, all nations, developing and developed have striven to create a dynamic and powerful higher education system.

RATIONALE OF THE STUDY

The need to study social intelligence among college students arises from its critical role in shaping their academic success, personal development, and future employability. Understanding how social intelligence impacts academic and social integration can inform teaching strategies and institutional policies to improve student engagement and retention. Studying social intelligence in college students offers

practical insights into applying psychological and sociological theories to real-world educational and social contexts.

Social Intelligence and General Intelligence: Cognitive ability also comes with society. Society is a part of our life and we are a part of the society. Without social intelligence human beings are incomplete. Are the people having good cognitive ability also have high ability to understand others? There can be intelligent people who prevent themselves being socialized because they believe that being socialised distracts their intelligence therefore they prevent themselves being indulged in social life. In our today's life, are the people more interested in gaining good educational qualifications with high degrees more than social intelligence?

Social Intelligence and Socio-economic Status: Harpreet and Kalaramna (2004) research findings revealed that socioeconomic status has got effect on social intelligence. We often regard the Mizo society as a classless society but there is always a simple saying of the gap between the rich and the poor. Do the college students only come from the rich family? Do the college students who coming from the rich family have higher levels of social intelligence? All these questions are very important and relevant in our present scenario.

Do the students get good financial support? Do they get moral support? There are several students who could not access higher education without financial support or sponsorship due to backward financial status. Meanwhile, there are still number of people who could support themselves financially without any external supports.

Social Intelligence and Academic Achievement: Unemployment of the youth is the biggest issue in the Mizo society. There are a lot of educated people who are unemployed. What are the reasons of unemployment? We shall need to assess the exact conditions of college students' academic performances in terms of their ability to possess social intelligence or else vice versa. Academic achievement occupies a very important place in education as well as in the learning process. It has become an index of

child's future in this highly competitive world (Weis and Sub, 2007). It is no surprise that people having better social skills have more friends, are in more relationships, and know how to nurture a relationship. This leads them to have successful careers and generally happier lives.

STATEMENT OF THE PROBLEM:

The present study aims to investigate into the social intelligence of college students in Mizoram as well as the various factors that may have pertinence and relation with social intelligence. Hence, the present study is entitled, "Social Intelligence of College Students of Mizoram and its Relation to General Intelligence, Socio-economic Status and Academic Achievement."

DELIMITATION OF THE STUDY

Due to constraints of time and resources as well as differences in the nature of courses as well as the student populace involved therein, the present study is delimited to students of general under-graduate courses and does not include students of the technical courses of Mizoram.

OPERATIONAL DEFINITION OF THE TERM USED

The Operational Definition of the term used for the present study is as follows:

Social Intelligence: Social Intelligence refers to the ability to understand and deal with other persons.

College Students: College Students in the study refers to the undergraduate students enrolled in the different colleges within Mizoram.

General Intelligence: General intelligence refers to the existence of a mental capacity that influences the performance on cognitive level**.**

Socio-Economic Status: Socioeconomic status (SES) in the study refers to the Personal Information, status of Family background, Educational status, Income of the family and cultural & material possessions.

Academic Achievement: Academic Achievement refers to the latest results of the college students enrolled in the different colleges within Mizoram.

OBJECTIVES OF THE STUDY

The following are the objectives for the present study:

1. To assess the levels of social intelligence, general intelligence, socio-economic status and academic achievement of the college students of Mizoram.
2. To compare the social intelligence with the different dimensions (a)patience (b)cooperativeness (c)confidence (d)sensitivity (e)recognition of social environment (f)tactfulness (g)sense of humour and (h)memory level with respect to gender of college students.
3. To compare the social intelligence of college students with the different dimensions (a)patience (b)cooperativeness (c)confidence (d)sensitivity (e)recognition of social environment (f)tactfulness (g)sense of humour and (h)memory level with respect to management of college.
4. To compare the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level with respect to stream of study.
5. To find out if there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d)

sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to birth orders.

6. To find out whether there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to graduate and non-graduate parents.
7. To find out whether there is any difference in the social intelligence of college students with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with respect to working and non-working parents.
8. To study the relationship of social intelligence with general intelligence, socio-economic status and academic achievement of the college students of Mizoram.
9. To examine the relationship of social intelligence with height and weight of college students of Mizoram.

NULL HYPOTHESES OF THE STUDY

For the purpose of testing the aforesaid research hypotheses are converted in the following null hypotheses:

1. There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to gender of college students.
2. There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to management of college.

3. There is no significant difference in the levels of social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level in relation to streams of study.
4. There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with different birth orders.
5. There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with graduate and non-graduate parents.
6. There is no significant difference in the social intelligence with the different dimensions (a) patience (b) cooperativeness (c) confidence (d) sensitivity (e) recognition of social environment (f) tactfulness (g) sense of humour and (h) memory level of students with working and non-working parents.
7. There is no significant relationship of social intelligence with general intelligence, socio-economic status and academic achievement.
8. There is no significant relationship of social intelligence with height and weight.

REVIEW OF RELATED LITERATURE

The review consisted of 78 related literatures, out of which 46 reviews are related to social intelligence, 10 reviews are social intelligence and socio-economic

status related literature, 9 reviews are social intelligence and academic achievement related literature, 6 reviews are social intelligence and birth order related literature, 4 reviews are social intelligence and weight and height related literature, 2 reviews are social intelligence and general intelligence related literature, 3 reviews are general intelligence related literature and 2 reviews are academic achievement and emotional intelligence related literature. The year span of the reviews collected is between 1967-2023.

METHODOLOGY

The present study falls within the domain of descriptive research. It has attempted to describe the status of social intelligence in college students of Mizoram as well as its relation to other variables.

POPULATION AND SAMPLE

The population comprises of all the college students within Mizoram studying general degree courses, numbering 18373 students as per the document collected from the department of Higher and Technical Education. The investigator selected 3% (600 students) from the total population using Stratified Random Sampling technique wherein the population was stratified based on the following variables:

Table 1

Samples with Respect to Zones

Population	No. of Students	Sample
Central Zone	13524	440
South Zone	2978	100
East Zone	976	30
North Zone	680	20
West Zone	215	10
Total	18373	600

Table 2

Samples with Respect to Different Variables

Gender		Management of College		Stream of Study			Birth Order			Father's Education		Mother's Education		Father's Occupation		Mother's Occupation	
Male	Female	Private	Government	Arts	Science	Commerce	Eldest	Middle	Youngest	Graduate Father	Non Graduate	Graduate Mother	Non Graduate	Working Father	Non Working Father	Working Mother	Non Working Mother
294	306	181	419	304	148	148	224	212	164	191	409	110	490	281	316	103	497

TOOLS USED FOR DATA COLLECTION:

The following tools are used for the present study:

(i) A standardized tool 'Social Intelligence Scale' (1986) developed by Prof. (Dr.) N. K. Chadha and Usha Ganesan was used to assess the social intelligence of college students within Mizoram. The scale consists of 66 items where there are 8 dimensions through which social intelligence of the college students will be measured. They are Patience, Cooperativeness, Confidence Level, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour and Memory.

(ii) A standardized tool 'Test of General Intelligence for College Students' (2012) developed by Dr. K. S. Misra and Dr. S.K. Pal was used to test the general intelligence of the College students of Mizoram. The test consists of 60 items in which word meaning, analogy, classification, number series, code transformation and syllogism will be the sub-test items.

(iii) A standardized tool 'Upadhyay-Saxena Socio-Economic Status Scale' (2010) developed by Sunil Kumar Upadhyay and Alka Saxena was used to measure the Socio-economic status of college students. The scale consists of 31 items in five parts related to (i) Personal Information (ii) Family (iii) Education (iv) Income and (v) Others (cultural & material possessions). As the samples of the present study is not similar with the samples in the manual, we renormalized it as given below:

(iv) The latest aggregate percentage of marks obtained by the sample subjects was used to measure the academic achievement.

(v) Bio data sheet: The Data Sheet consists of questions like in which college the students are studying, stream of study, latest semester/examination passed, marks obtained in the latest semester/examination, how many siblings they have, the position (students) among the siblings, their weight and height.

PROCEDURE OF DATA COLLECTION:

The investigator personally visited all the selected colleges to collect pertinent data. Before administering the test, the administrator asked permission from the Principal by explaining the purpose of the study. After getting the permission to administer, the investigator ensured that seat arrangement is good and pupils get sufficient light and fresh air. The instructions for the test to the pupil written on the test booklet were read clearly and slowly. The investigator ensured before starting the test that all the pupils have fully understood the instructions.

DATA TABULATION AND ANALYSIS: The data collected were entered to MS EXCEL after which t-test, correlation and anova were used for data analysis.

MAJOR FINDINGS OF THE STUDY

1. **To assess the levels of social intelligence of the college students of Mizoram.**

   The overall level of social intelligence with the different dimensions i.e., patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory level were analysed.

   Social Intelligence: Of the total sample of 600 respondents, 28 students (4.6%) have high level, 152 students (25.3%) have above average level, 301 students (50.2%) have average level, 66 students (11%) have below average level and 53 students (8.9%) have low level of social intelligence.

   Patience: Out of 600 respondents, 32 students (5.33%) have high level, 183 (30.5%) of the students have above average level, 252 (42%) of the students have average level, 86 (14.33%) of the students have below average level and 47 (7.83%) of the students have low level of patience.

   Cooperativeness: Out of 600 respondents, 16 (2.66%) of the students have high level, 166 (27.66%) of the students have above average level, 303 (50.5%) of the students have average level, 76 (12.66%) of the students have

below average level and39 (6.5%) of the students have low level of cooperativeness.

Confidence: Of 600 respondents, 36 (6%) of the students has high level, 164 (27.33%) of the students have above average level, 248 (41.33%) of the students have average level, 90 (15%) of the students have below average level, 62 (10.33%) of the students have low level of confidence.

Sensitivity: Of 600 respondents, 14 (2.33%) of the students have high level, 155 (25.83%) of the students have above average level, 316 (52.66%) of the students have average level, 81 (13.5%) of the students have below average level and 34 (5.66%) of the students have low level of sensitivity.

Recognition of Social Environment: of 600 respondents, 97 (16.16%) of the students have high level, 214 (35.66%) of the students have average level, 181 (30.16%) of the students have below average level and 108 (18%) of the students have low level of recognition of social environment. There are no students with above average level of recognition of social environment.

Tactfulness: Of 600 respondents, 41 (6.83%) of the students have high level, 205 (34.16%) of the students have above average level, 168 (28%) of the students have average level, 26 (4.33%) of the students have below average level and 160 (26.66%) of the students have low level of tactfulness.

Sense of Humour: of 600 respondents, 53 (8.83%) of the students have high level, 219 (36.5%) of the students have above average level, 227 (37.83%) of the students have average level, 34 (5.66%) of the students have below average level and 67 (11.16%) of the students have low level of sense of humour.

Memory: of 600 respondents, 58 (9.66%) of the students have high level, 109 (18.16%) of the students have above average level, 291 (48.5%) of the

students have average level, 76 (12.66%) of the students have below average level and 66 (11%) of the students have low level of memory.

2. **To assess the levels of general intelligence of the college students of Mizoram.**

Out of 600 respondents, majority of the students have average level of general intelligence. 20 (3.33%) of the students are very gifted, 51 (8.5%) of the students are gifted, 75 (12.5%) of the students are superior, 63 (10.5%) of the students have high average level, 195 (32.5%) have average level, 73 (12.66%) have low average level, 65 (10.83%) are borderline impaired and58 (9.66%) of the students have mildly impaired level of general intelligence.

3. **To assess the socio-economic status of the college students of Mizoram.**

Of 600 respondents, majority of the students have average socioeconomic status. The analysis shows that 16 (2.66%) of the students have extremely high, 140 (23.33%) of the students have high, 103 (17.16%) of the students have above average, 149 (24.83%) of the students have average, 52 (8.66%) have below average, 111 (18.5%) of the students have low and 22 (4.83%) have extremely low socioeconomic status.

4. **To assess the academic achievement of the college students of Mizoram.**

Majority of the students have 1st division marks. 143 (23.83%) of the students have distinction marks, 355 (59.16%) of the students have 1st division marks, 59 (9.83%)of the students have 2nd division marks, 21 (3.5%)of the students have 3rd division marks and 22 (3.66%)of the students failed in their latest examination.

5. **To compare the social intelligence of female and male college students.**

16 (5.23%) of the female students have high level while 20 (6.8%) of male students have high level of social intelligence, 125 (40.85%) of the female students have above average level while 100 (34.01%) of male students have above average level of social intelligence, 144 (47.06%) of the female students have average level while 134 (45.58%) of the male students have average level of social intelligence, 10 (3.27%) of the female students have below average level while 27 (9.18%) of the male students have below average level of social intelligence and 11 (3.59%) of the female students have low level while 13(4.42%) of the male students have low level of social intelligence.

Social Intelligence: there is a significant difference between male and female college students with female students scoring higher than their male counterparts.

Patience: there is a significant difference between male and female college students at 95% confidence level in which female students scored higher than their male counterparts.

Cooperativeness: there is a significant difference between male and female students with female students scoring higher than male students.

Confidence: There is no significant difference in the levels of confidence in relation to gender of college students.

Sensitivity: There is no significant difference in the level of sensitivity in relation to gender of college students.

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment in relation to gender of college students.

Tactfulness: There is no significant difference in the levels of tactfulness in relation to gender of college students.

Sense of Humour: there is a significant difference between male and female college students.

Memory: There is no significant difference in the levels of memory in relation to gender of college students.

6. **To compare the social intelligence of students from private and government colleges.**

5 (24.86%) of the private college students have high level while there are 31 (7.39%) of government college students having high level of social intelligence, 50 (27.62%) of the private college students have above average level while 171 (40.81%) of government college students have above average level of social intelligence, 110 (60.77%) of the private college students have average level while 168 (40.81%) of the government college students have average level of social intelligence, 9 (4.97%) of the private college students have below average level while 29 (6.92%) of the government college students have below average level of social intelligence, 7 (3.87%) of the private college students have low level while 20 (4.77%) of the government college students have low level of social intelligence.

Social Intelligence: There is no significant difference in the levels of social intelligence in relation to management of college.

Patience: There is no significant difference in the levels of patience in relation to management of college Cooperativeness: there is a significant difference between male and female students with female students scoring higher than male students.

Cooperativeness: There is no significant difference in the levels of cooperativeness in relation to management of college

Confidence: There is no significant difference in the levels of confidence in relation to management of college

Sensitivity: There is significant difference in the levels of sensitivity in relation to management of college in which the government school students scored higher than the private college students.

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment' in relation to management of college

Tactfulness: There is significant difference in the levels of tactfulness in relation to management of college in which government school students scored higher than the private college students.

Sense of Humour: There is significant difference in the levels of sense of humour in relation to management of college where government school students scored higher than private college students.

Memory: There is no significant difference in the levels of memory in relation to management of college where government school students scored higher than private college students.

7. **To compare the social intelligence of students from arts, science and commerce streams.**

6.91% of the arts students have high level, 8.78% of the science students have high level and 1.35% of commerce students having high level. 36.84% of the arts students have above average level, 41.89% of the science students have above average level and 34.45% of commerce students have above average level. 50.66% of the arts students have average level, 39.19% of the science students have average level and 44.59% of the commerce students have average level. 3.95% of the arts students have below average level, 5.40% of the science students have below average level and 11.48% of the commerce students have below average level. 0.98% of the arts students have low level, 2.07% of the

science students have low level and 5.4% of the commerce students have low level.

Social Intelligence: In ANOVA, the calculated value of f is 8.16 which is greater than the table value of f i.e. 3.01. So, we concur that there is a significant difference between the different streams of study. Hence, the hypothesis is further tested using t-test. There is no significant difference in the levels of Social Intelligence between Arts and Science college students. There is significant difference in the levels of social intelligence between arts and commerce college students where arts students scored higher than commerce students. There is significant difference in the levels of social intelligence between commerce and science college students where science students scored higher than commerce students.

Patience: The calculated value of f is 7.11 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is significant difference in the levels of patience between Arts and Science college students where Arts students scored higher than Science students. There is significant difference in the levels of 'Patience' between Arts and Commerce college students where arts students scored higher than commerce students. There is no significant difference in the levels of patience between Commerce and Science college students.

Cooperativeness: The calculated value of f is 6.66 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is significant difference in the levels of cooperativeness between Arts and Science college students where arts students scored higher than the science students. There is significant difference in the levels of cooperativeness between Arts and Commerce college students where arts students scored higher than commerce students. There is no significant difference in the levels of cooperativeness between Commerce and Science college students

Confidence: the calculated value of f is 3.04 which is greater than the table value of f i.e. 2.62. So, the hypothesis is tested again using t-test. There is significant difference in the levels of confidence between Arts and Science college students where arts students scored higher than science students. There is significant difference in the levels of confidence between Arts and Commerce college students where arts students scored higher than commerce students. There is no significant difference in the levels of confidence between Commerce and Science college students.

Sensitivity: the calculated value of F is 18.10 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is significant difference in the levels of sensitivity between Arts and Science college students where science students scored better than arts students. There is significant difference in the levels of sensitivity between Arts and Commerce college students where arts students scored better than commerce students. There is significant difference in the levels of sensitivity between Commerce and Science college students where science students scored better than commerce students.

Recognition of Social Environment: the calculated value of F is 4.37 which is greater than the table value of f i.e. 3.01. There is no significant difference in the levels of recognition of social environment between Arts and Science college students. There is no significant difference in the levels of recognition of social environment' between Arts and Commerce college students. There is significant difference in the levels of recognition of social environment between Commerce and Science college students where science students scored better than commerce students.

Tactfulness: There is no significant difference in the levels of tactfulness in relation to stream of study

Sense of Humour: There is no significant difference in the levels of sense of humour in relation to stream of study. There is significant difference in the levels of sense of humour between Arts and Science college students where science students scored higher than arts students. There is significant difference in the levels of sense of humour between Arts and Commerce college students where arts students scored higher than commerce students. There is significant difference in the levels of sense of humour between Commerce and Science college students where commerce students scored higher than science students.

Memory: The calculated value of f is 3.78 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is no significant difference in the levels of memory between Arts and Science college students. There is no significant difference in the levels of 'Memory' between Arts and Commerce college students. There is significant difference in the levels of 'Memory' between Commerce and Science college students where science students scored higher than commerce students.

8. To find out if there is any difference in the social intelligence of students with different birth orders

Social Intelligence: 5.8% of the eldest students have high level, 10.37% of the middle students have high level and 7.32% of youngest students having high level. 45.53% of the eldest students have above average level, 41.51% of the middle students have above average level and 35.97% of youngest students have above average level. 41.96% of the eldest students have average level, 40.56% of the middle students have average level and 44.51% of the youngest students have average level. 3.12% of the eldest students have below average level, 2.36% of the middle students have below average level and 6.70% of the youngest students have below average level. 3.57% of the eldest students have low level, 5.18% of the middle students have low level and 5.49% of the youngest students have low level of social intelligence. There is no significant

difference in the levels of Social Intelligence between the Eldest and Middle child students. There is significant difference in the levels of Social Intelligence between the Eldest and Youngest child students where eldest child scored higher than youngest child. There is no significant difference in the levels of Social Intelligence between the Middle and Youngest child students where middle child scored higher than youngest child.

Patience: The calculated value of f is 3.15 which is greater than the table value of f i.e. 3.01. There is no significant difference in the levels of Patience between the Eldest and Middle child students. There is significant difference in the levels of Patience between the Eldest and Youngest child students where eldest child scored higher than youngest child. There is no significant difference in the levels of Patience between the Middle and Youngest child students

Cooperativeness: The calculated value of f is 4.98 which is greater than the table value of f i.e. 3.01. So, the hypothesis is tested again using t-test. There is no significant difference in the levels of cooperativeness between the Eldest and Middle child students. There is significant difference in the levels of cooperativeness between the Eldest and Youngest child students where eldest child scored higher than the youngest child. There is significant difference in the levels of cooperativeness between the Middle and Youngest child students where middle child scores higher than youngest child.

Confidence: There is no significant difference in the levels of confidence in relation to birth order.

Sensitivity: There is no significant difference in the levels of sensitivity in relation to birth order.

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment in relation to birth order

Tactfulness: There is no significant difference in the levels of tactfulness in relation to birth order.

Sense of Humour: There is no significant difference in the levels of sense of humour in relation to birth order.

Memory: There is no significant difference in the levels of memory in relation to birth order

9. To find out whether there is any difference in the social intelligence of students with graduate and non-graduate fathers

Social Intelligence: 2.62% of students having graduate fathers have high level whereas 6.11% of students having non-graduate father have high level of social intelligence, 39.79% of students having graduate father have above average level while 37.65% of students having non-graduate father have above average level of social intelligence, 46.07% of students having graduate father have average level while 48.41% of students having non-graduate father have average level of social intelligence, 5.76% of students having graduate father have below average level whereas 4.15% of students having non-graduate father have below average level of social intelligence and 5.76% of students having graduate father have low level while 3.67% of students having non-graduate father have low level of social intelligence. There is no significant difference in the social intelligence of students with graduate and non-graduate fathers

Patience: There is no significant difference in the patience of students with graduate and non-graduate fathers

Cooperativeness: There is no significant difference in the cooperativeness of students with graduate and non-graduate fathers

Confidence: There is no significant difference in the confidence of students with graduate and non-graduate fathers

Sensitivity: There is no significant difference in the sensitivity of students with graduate and non-graduate fathers

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment of students with graduate and non-graduate fathers

Tactfulness: There is no significant difference in the tactfulness of students with graduate and non-graduate fathers

Sense of Humour: There is no significant difference in the sense of humour of students with graduate and non-graduate fathers

Memory: There is no significant difference in the levels of memory of students with graduate and non-graduate fathers

10. To find out whether there is any difference in the social intelligence of students with graduate and non-graduate mothers

Social Intelligence: 0.91% of students having graduate mother have high level whereas 5.92% of students having non-graduate mother have high level of social intelligence, 34.54% of students having graduate mother have above average level while 38.98% of students having non-graduate mother have above average level of social intelligence, 52.72% of students having graduate mother have average level while 46.53% of students having non-graduate mother have average level of social intelligence, 4.54% of students having graduate mother have below average level whereas 4.89% of students having non-graduate mother have below average level of social intelligence and 7.27% of students having graduate mother have low level while 3.67% of students having non-graduate mother have low level of social intelligence. There is significant difference in the social intelligence of students with graduate and non-graduate mothers where students having non-graduate mothers scored higher than students having graduate mothers.

Patience: There is significant difference in the patience of students with graduate and non-graduate mothers where students having non-graduate mothers scored higher than students having graduate mothers.

Cooperativeness: There is no significant difference in the cooperativeness of students with graduate and non-graduate mothers

Confidence: There is no significant difference in the confidence of students with graduate and non-graduate mothers where students having non-graduate mothers scored higher than students having graduate mothers.

Sensitivity: There is no significant difference in the sensitivity of students with graduate and non-graduate mothers

Recognition of Social Environment: There is no significant difference in the recognition of social environment of students with graduate and non-graduate mothers.

Tactfulness: There is no significant difference in the tactfulness of students with graduate and non-graduate mothers

Sense of Humour: There is no significant difference in the sense of humour of students with graduate and non-graduate mothers.

Memory: There is no significant difference in the memory of students with graduate and non-graduate mothers.

11. **To find out whether there is any difference in the social intelligence of students with working and non-working fathers**

Social Intelligence: 4.63% of students having working father have high level whereas 6.05% of students having non-working father have high level of social intelligence, 35.59% of students having working father have above average level while 45.55% of students having non-working father have above

average level of social intelligence, 51.60% of students having working father have average level while 50.17% of students having non-working father have average level of social intelligence, 5.69% of students having working father have below average level whereas 4.98% of students having non-working father have below average level of social intelligence and 2.49% of students having working father have low level while 6.76% of students having non-working father have low level of social intelligence. There is no significant difference in the social intelligence of students with working and non-working fathers

Patience: There is no significant difference in the levels of patience of students with working and non-working fathers

Cooperativeness: There is significant difference in the levels of cooperativeness of students with working and non-working fathers where students having working fathers scored more than students having non-working fathers.

Confidence: There is no significant difference in the levels of confidence of students with working and non-working fathers.

Sensitivity: There is no significant difference in the levels of sensitivity of students with working and non-working fathers

Recognition of Social Environment: There is no significant difference in the levels of recognition of social environment of students with working and non-working fathers

Tactfulness: There is no significant difference in the levels of tactfulness of students with working and non-working fathers

Sense of Humour: There is no significant difference in the levels of sense of humour of students with working and non-working fathers

Memory: There is no significant difference in the levels of memory of students with working and non-working fathers.

12. To find out whether there is any difference in the social intelligence of students with working and non-working mothers

Social Intelligence: 2.91% of students having working mother have high level whereas 5.43% of students having non-working mother have high level of social intelligence, 42.72% of students having working mother have above average level while 37.62% of students having non-working mother have above average level of social intelligence, 50.48% of students having working mother have average level while 46.68% of students having non-working mother have average level of social intelligence, none of the students having working mother have below average level whereas 5.83% of students having non-working mother have below average level of social intelligence and 3.88% of students having working mother have low level while 4.43% of students having non-working mother have low level of social intelligence. There is no significant difference in the social intelligence of students with working and non-working mothers

Patience: There is no significant difference in the patience of students with working and non-working mothers

Cooperativeness: There is significant difference in the cooperativeness of students with working and non-working mothers where students having working mothers have higher scores than students having non-working mothers.

Confidence: There is no significant difference in the confidence of students with working and non-working mothers

Sensitivity: There is no significant difference in the sensitivity of students with working and non-working mothers

Recognition of Social Environment: There is no significant difference in the recognition of social environment of students with working and non-working mothers

Tactfulness: There is no significant difference in the tactfulness of students with working and non-working mothers

Sense of Humour: There is no significant difference in the sense of humour of students with working and non-working mothers

Memory: There is no significant difference in the memory of students with working and non-working mothers.

13. Relationship of Social Intelligence with General Intelligence, Socioeconomic Status and Academic Achievement of the College Students of Mizoram.

(a) The correlation between social intelligence and general intelligence is r = -0.226 while that between social intelligence and socioeconomic status is r = -0.485 and the correlation between social intelligence and academic achievement is r = -0.027.

(b) The correlation between patience and general intelligence is r = -0.047, the correlation between patience and socioeconomic status is r = -.0.02 and the correlation between patience and academic achievement is r = -0.01.

(c) The correlation between cooperativeness and general intelligence is r = -0.088, the correlation between cooperativeness and socioeconomic status is r = -0.037 and the correlation between cooperativeness and academic achievement is r = -0.03.

(d) The correlation between confidence and general intelligence is r = -0.198, the correlation between confidence and socioeconomic status is r = -0.007 and the correlation between confidence and academic achievement is r = -0.05.

(e) The correlation between sensitivity and general intelligence is r = -0.12, the correlation between sensitivity and socioeconomic status is r = -0.67 and the correlation between sensitivity and academic achievement is r = -0.03.

(f) The correlation between recognition of social environment and general intelligence is r = -0.05, the correlation between recognition of social environment and socioeconomic status is r = -0.28 and the correlation between recognition of social environment and academic achievement is r = 0.03.

(g) The correlation between tactfulness and general intelligence is r = -0.07, the correlation between tactfulness and socioeconomic status is r = -0.44 and the correlation between tactfulness and academic achievement is r = 0.07.

(h) The correlation between sense of humour and general intelligence is r = -0.17, the correlation between sense of humour and socioeconomic status is r = -0.42 and the correlation between sense of humour and academic achievement is r = 0.03.

(i) The correlation between memory and general intelligence is r = -0.18, the correlation between memory and socioeconomic status is r = -0.42 and the correlation between memory and academic achievement is r = 0.04.

14. Relationship between Social Intelligence and Height:

The correlation of Social Intelligence and Height is -0.37 which is a low negative correlation. The correlation of Patience and Height is -0.01 which is a negligible negative correlation. The correlation of Cooperativeness and Height is -0.07 which is a negligible negative correlation. The correlation of Confidence and Height is -0.37 which is a low negative correlation. The correlation of Sensitivity and Height is -0.40 which is a low negative correlation. The correlation of Recognition of Social Environment and Height is -0.23 which is a low negative correlation. The correlation test result of Tactfulness and Height is -0.29 which is a low negative correlation. The correlation test result of Sense of Humour and Height is -0.35 which is a low negative correlation. The correlation of Memory and Height is -0.33 which is a low negative correlation.

15. **Relationship between Social Intelligence and Weight:** The correlation of Social Intelligence and Weight is -0.23 which is a low negative correlation. The correlation of Patience and Weight is -0.05 which is a low negative correlation. The correlation of Cooperativeness and Weight is -0.03 which is a low negative correlation. The correlation of Confidence and Weight is -0.01 which is a low negative correlation. The correlation of Sensitivity and Weight is -0.22 which is a low negative correlation. The correlation of Recognition of Social Environment and Weight is -0.17 which is a low negative correlation. The correlation of Tactfulness and Weight is -0.18 which is a low negative correlation. The correlation of Sense of Humour and Weight is -0.12 which is a low negative correlation. The correlation of Memory and Weight is -0.22 which is a low negative correlation.

RECOMMENDATIONS OF THE PRESENT STUDY:

By studying social intelligence in college students, researchers and educators can design interventions and programs to enhance these skills, ultimately benefiting individuals and society. Social intelligence fosters teamwork and group dynamics, which are critical in group projects, discussions, and presentations. Students with higher social intelligence can navigate these settings more effectively. Employers highly value social intelligence because it contributes to effective teamwork, leadership, and conflict resolution in the workplace. Understanding and improving this skill in college can better prepare students for their careers. Socially intelligent students are more likely to manage stress, empathize with others, and maintain a positive outlook, contributing to better mental health and resilience.

Social intelligence is a cornerstone of effective leadership. College students often engage in leadership roles in clubs, organizations, and other activities, where understanding and influencing others is crucial. College life can

involve conflicts with roommates, classmates, or others. Social intelligence equips students with the skills to handle these situations constructively.

Studying the social intelligence of college students is important for several reasons, as it has a significant impact on both their personal development and academic success. Social intelligence helps students build and maintain positive relationships, communicate effectively, and collaborate with peers, faculty, and others. These skills are essential for personal and professional success. In diverse college settings, social intelligence promotes understanding, respect, and inclusion among students from different cultural and social backgrounds.

Improving social intelligence involves enhancing one's ability to understand and navigate social interactions effectively. Self-Awareness reflects on your emotions, thoughts, reactions and behaviors in social situations. One must put themselves in others' shoes to understand their perspectives so that they can acknowledge others' emotions without judgment. Effective Communication skills using clear, respectful language to express thoughts and feelings based on the audience or situation helps to improve social intelligence. Paying attention to social dynamics and group interactions, use of good body language, tone of voice, and facial expressions also help individuals to improve their social intelligence.

CONCLUSION:

The importance of social intelligence among college students lies in its profound impact on their academic, personal, and professional lives. Social

intelligence enables students to understand and empathize with others, fostering meaningful connections. It helps them navigate diverse social settings, such as group discussions, collaborations, and campus activities. Students with strong social intelligence can express themselves clearly and listen actively, which is crucial for academic success and social interactions.

Many academic and extracurricular activities require teamwork. Social intelligence helps students work effectively in groups by understanding group dynamics and resolving conflicts. Social intelligence helps students manage their emotions and cope with stress. This is especially important in the challenging environment of higher education.

Strong leaders possess high social intelligence. Students in leadership roles, such as in student organizations or projects, benefit from understanding and influencing others. Social intelligence equips students with the ability to handle disagreements constructively, whether in academic settings, dormitories, or social circles. Social intelligence is a highly sought-after skill in the workplace. Employers value employees who can collaborate, adapt, and build strong professional relationships. Social intelligence contributes to self-awareness, helping students understand their own emotions and behaviors, leading to better self-regulation and personal development.

Social intelligence is a critical skill for college students, enhancing their ability to succeed academically, maintain emotional well-being, and build a foundation for future professional and personal success. Integrating social intelligence development into college life ensures that students are better equipped to navigate the complexities of modern society.

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