

**SOCIAL INTELLIGENCE OF HIGHER SECONDARY
STUDENTS IN RELATION TO SOCIO-ECONOMIC STATUS
AND ACADEMIC ACHIEVEMENT OF SAMBA DISTRICT**



A

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SUPERVISOR

**Dr. Mool Raj
Associate Professor**

1801020

INVESTIGATOR

**Gurdeep gill
M.Ed. Sem. IV
Roll No.**

MIER COLLEGE OF EDUCATION (Autonomous)

JAMMU

2020

CERTIFICATE

This is to certify that **Mrs. Gurdeep Gill** Student of M.Ed., Semester IV, Session 2018-20, bearing RollNo.1801020 has worked under my supervision for her dissertation entitled:

“SOCIAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR SOCIO-ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT IN SAMBA DISTRICT”

Her dissertation is fit for submission, in partial fulfilment of their requirements for the award of the Degree of Master in Education.

DATE:

(Dr. Mool Raj)
SUPERVISOR

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Abstract

The present study attempts to examine the social intelligence of higher secondary students in relation to their academic achievement and socio economic status. The study is quantitative in nature and sample consists of 250 students of Samba district. The sample has been selected through random sampling technique from 10 higher secondary schools located in different tehsils of Samba district. The main objective of the study was to study the relationship between social intelligence, academic achievement and socio economic status of higher secondary students. The tools used for the study were 1. Social Intelligence Scale (SES) constructed by N. K. Chadha and Usha Ganesen (2002). 2. Socio- economic status scale by S. K. Upadhyay and Alka Saxena. (2008). 3. Performance achievement sheet of previous class was used for determining academic achievement. In the present study, Mean, Correlation and t-test have been computed for testing hypothesis and drawing out results. It has been found that the higher secondary boys and girls do not differ significantly in their social intelligence depending upon their gender. There is no significant difference in social intelligence of higher secondary students in relation to their socio-economic status and there is no significant relationship between social intelligence and academic achievement at higher secondary stage. The present study is also intended to measure the SES of students of both rural and urban areas. The scale consists of 31 items in five parts related to 1. Personal information, 2. Family, 3. Education, 4. Income, 5. Others (cultural and material possessions). To analyse the data, the statistical techniques like Mean, Standard Deviation and t- test were employed. The finding of the study revealed that the higher secondary boys and girls do not differ significantly in their social intelligence depending upon their socio economic status.

CHAPTER-I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Intelligence, as defined in standard dictionaries, has two rather different meanings. In its most familiar meaning, intelligence has to do with the individual's ability to learn and reason. It is this meaning which underlies common psychometric notions such as intelligence testing, the intelligence quotient, and the like. In its less common meaning, intelligence is associated to body of information and knowledge. This second meaning is implicated in the titles of certain government organizations, such as the Central Intelligence Agency in the United States, and its British counterparts MI-5 and MI-6. Similarly, both meanings are invoked by the concept of social intelligence. As originally coined by E.L. Thorndike (1920), the term referred the person's ability to understand and manage other people, and to engage in adaptive social interactions. However, Cantor and Kihlstrom (1987) redefined social intelligence to refer to the individual's fund of knowledge about the social world.

Intelligence most often refers to practical problem-solving ability, verbal ability, social competence, and effective adaptation to ones environment and to new situations and change within it. "Social intelligence is the ability to understand and manage men and women, boys and girls, to act wisely in human relations; it is equivalent to interpersonal intelligence, it deals with knowledge of social situations and more properly called social cognition." Thorndike (1920) also believed that intelligence is an unformed factor because we can't judge somebody's abilities by considering just his intelligence. Thorndike (1920) believed there are three kinds of intelligence: Social intelligence, Concrete intelligence, Abstract intelligence.

The theoretical construct of social intelligence was given by E. L. Thorndike. Thorndike suggested that there are three different types of intelligence.

- **Concrete intelligence:** Concrete intelligence means intelligence in relation to concrete materials. It is the ability of a individual to comprehend actual situation and react to them adequately. The concrete intelligence is evident from various activities of daily life. This type of intelligence is measured by performance lists and picture tests in which the individual has to manipulate concrete materials.
- **Abstract intelligence:** It is the ability to respond to words numbers, letters etc. all tests of intelligence which require manipulation of symbols are tests of abstract intelligence. Abstract intelligence is required in the ordinary academic subjects in school suits as reading, writing, history and other subjects. The highest level of abstract intelligence is manifested in the thought of philosophers and in the use of mathematical formula.
- **Social intelligence:** Social intelligence means the ability of an individual to react to social situation of daily life. Social intelligence does not include the feelings or

emotions aroused is as by other people, but merely our ability to understand others and to react in social situations. High social intelligence is possessed by those who are able to handle people well. Adequate adjustment in social situations in the index of social intelligence.

1.2 MEANING OF SOCIAL INTELLIGENCE

According to Thorndike's definition of social intelligence, an intelligent person is the one who has the ability to understand the others and to make a good relationship with them (Thorndike 1936 cited in Shoja Heidari 2009). Howard Gardner (1993) states that his intelligences recognize multiple facets of cognition and attempt to acknowledge people's different strengths and styles, creating a definition of intelligence that is broader and more applicable to the "plurality of intellect" (Gardner 1993). Initially, Gardner identified seven intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, and intra-personal. Albrecht (2005) defines social intelligence (SI) as the ability to get along well with others while winning their cooperation. Social Intelligence is a combination of sensitivity to the needs and interests of others, sometimes called your "social radar," an attitude of generosity and consideration, and a set of practical skills for interacting successfully with people in any setting.

Several definitions of social intelligence have been offered by theorists, but all share two common components (a) the awareness of others (b) their response and adaptation to other and the social situations (Goleman, 2006; Kobe, Rester-palmon and Rickers, 2001). Social intelligence is a mental ability distinct from abstract and mechanical intelligence (Thorndike, 1920). Ford and Tisak(1983) defined social intelligence in terms of behavioral outcomes and were successful in supporting a distinct domain of social intelligence. They defined it as "one's ability to accomplish relevant objectives in specific social settings". Marlowe (1986) equated social intelligence to social competence. He defined it as the ability to understand the feelings, thoughts and behaviors of persons, including one self, interpersonal situations and to act appropriately upon that understanding." (1982, P-15)

It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. Several studies have shown that social intelligence is multidimensional and distinguishable from general intelligence domains (Jones and Day, 1997; Marlowe, 1986; Weis et al.). These concepts of social intelligence are incorporating internal & external perceptions, social skills and other psychosocial variables, (Taylor,1990). Marlowe's (1986) model of social intelligence comprised five domains- personal attitude, social performance skills, empathetic ability, emotional expressiveness and confidence. Pro-social attitude is indicated by having an interest and concern for others, social

performance skills is demonstrated in appropriate interaction with other, empathetic ability refers to one's ability to identify with others, emotion expressiveness describes one's emotionality towards others and confidence in social situations is based on one's comfort level in social situations(Weis and Sub(2007) showed that social undertaking and social knowledge were separate constructs of social intelligence.

1.3 DEVELOPMENT OF SOCIAL INTELLIGENCE

As early as 1920, Thorndike formulated social intelligence as distinct from other human intelligence, such as abstract and mechanical. He defined social intelligence as "The ability of men and women, boys and girls understand and to act wisely in human relation". It emphasizes three main elements which are: capacity of social towards society; social knowledge and individual's capacity for social adjustments. He has interrupted social intelligence as providing for (a) a cognitive appreciation of others without necessary action on the part of perceiver and (b) action oriented modeling with others. It can be regarded as an ability to understand the feelings, thoughts and behavior of individual including one in interpersonal situations and to act appropriately upon that situation. It is composed of a set of problem solving skills that enable the individual to find and resolve interpersonal problems and create useful social products. Wechsler (1958) described social intelligence as "a facility dealing with human beings". So we can say that it is a brief approval of the action aspect of Thorndike's formulation. One form of social intelligence is the ability to understand the thoughts, feelings and intention of others as manifested in discernible expressions. There are some concepts which are practically similar to Thorndike's social intelligence like Wedick (1947), Chapin's (1942) social insight. It is the ability to define a given social situation in terms of behavior inputs to others present, rather than in terms of individual's feelings about the other.

In 1969 Weinstein described social intelligence as "the ability to accomplish interpersonal task". His definition gave more importance to Thorndike's management of others, his formulation emphasized role taking and included consideration of modes of inference about other or based on projective and positional role taking, personality stereotyping, individual and autistic projection. The Bureau of public personal administration (1930) defined the concept as the essential thing that the person having a high degree of social intelligence is able to get others consistently and voluntarily to do the things; he wants them to do and even like doing so. This is the behavioral and action approach to social intelligence; it appears to be an overly liberal interpretation of management in Thorndike's definition (Thorndike & Stein, 1937). Guilford & Burke (1926) equated social intelligence with sociability as measured by such variable as numbers of self-reported, social functions attended Models of Social intelligence:

MODELS OF SOCIAL INTELLIGENCE

Various investigators have developed conceptual model of social intelligence.

A. Greenspan's Hierarchical Model of Social Intelligence:

He proposed a hierarchical model of social intelligence (1979). Social intelligence consists of three components: (a) social sensitivity, reflected in role taking and social inference; (b) social insight, including social comprehension, psychological insight and moral judgment; (c) social communication subsuming referential communication and social problem solving. Social intelligence in turn, is only one component of adaptive intelligence (the others being conceptual intelligence and practical intelligence), which is in turn joins physical competence and social emotional adaptation (temperament and character) as the major dimensions of personnel competence broadly constructed.

B. Maslowe's Model of Social performance Skills:

Abraham Maslowe's (1986) model of social intelligence comprised five domains: prosocial attitude, social performance skills, empathetic ability, emotional expressiveness and confidence. Prosocial attitudes- These are indicated by having an interest and concern for others.

Social performance skills- These are demonstrated in appropriate in direction with others.

Empathetic ability- It refers to one's ability to identify with others.

Emotional expressiveness- It describes one's "emotionality" towards others.

Confidence- Confidence in social situations is based on one's comfort level in social situation.

C. Albrecht's Five Part of Model of Social Intelligence:

Albrecht (2005) suggested this model and its five key dimensions (SPACE) as a Situational Radar (S, Awareness) - It involves the ability to "read" situations, understand the social context that influences behavior and choose behavioral strategies that are most likely to be successful.

(b) Presence (P) - It is also known as "bearing" Presence which refers to the external sense of one's self the others perceive, self-confidence, self-respect and self-worth.

(c) Authenticity (A) - The opposite of being "phony" authenticity is a way of behaving which engenders a perception that one is honest with one's self as well as with others.

(d) Clarity(C) - It is the ability to express one's self clearly, use language effectively, and explains concepts clearly.

(e) Empathy (E) - More than just an internal sense of relatedness or appreciation for the experiences of others, empathy in this context represent the ability to create a sense of connectedness with others; to get them on your wavelength and invite them to more with and toward you rather than away and against you.

4. A Cognitive Performance Model of Social Intelligence:

Weis & Sub (2005) purposed a performance model of social intelligence: It suggested five domains of social intelligence.

(a) Social understanding- The core ability domain of social intelligence is social understanding. It includes cognitive operation subsumed under, reasoning requirements. Social understanding requires individuals to understand or interpret social stimuli against the background of the given situations. The stimuli can vary according to their complexity (e.g. from a simple facial expression to a sequence of interactions between persons) and should allow conclusion about a person's emotions, thoughts, intentions, motivations or personality traits.

(b) Social memory- Weis & Sub defined social memory as the storing and recall of objectively given social information that can vary in complexity.

(c) Social perception- Social perception means the ability to quickly perceive social relevant information in more or less complex situation.

(d) Social creativity- Social creativity refers to the production of as many as diverse solutions or explanation as possible for a social situation or problem.

(e) Social knowledge- In literature, social knowledge is defined as knowledge about social world (i.e. social rules, social matters, etc.) (Canton & Kihestrom, 1987; Vernon, 1993). And operationalization reflect knowledge as good etiquette in every specific setting (e.g. diner related knowledge; Lee, Wong, Day, Maxwell and Thorpe, 2000). Altogether, social knowledge cannot be seen as pure cognitive ability and does not fulfill the typical requirement of a 5. Goleman's Model of Social Intelligence:

D. Goleman (2006) presents a model of social intelligence that includes the synergistic interplay of brain and biology. He explains that our brain physiology is shaped by our social interactions. He describes the difference between two brain processes "high road" and "low road". The high road use a comparatively slow neurological pathway when we analyze and consciously think. High road thinking runs through neural systems that work methodologically thinking is instinctive and provides us with intuitive feelings (Ledoux, 1998; Galese, 2007). Low road operations in the amygdale are emotionally based; they allow us to talk into a remu and sense a silent disagreement, According to Goleman, social intelligence is the ability to effectively use both low roads and high road processes. Goleman's model of social intelligence is descriptive, not definitive. In his model, social intelligence is organized into two broad categories: social awareness and social faculty.

1. Social awareness- The first category of social intelligence, social awareness encompasses primel empathy, attunement, empathic accuracy and social cognition.

(a) Primel empathy is the ability to sense and make meaning of another's nonverbal emotional signals, communicated unconsciously through facial muscles (Ekman, 2007)

(b) Attunement refers to the ability to listen with fiill receptive capabilities. When faculty members focus attention on the individual speaking, they are making an effort to connect on a personal level by listening intentionally.

(c) Empathetic accuracy has to do with understanding another person's thoughts in the area of empathetic accuracy suggests that our reading of the thoughts and feelings of others can be accurate (Ickes, 2001).

(d) Social cognition is an understanding of the norms and mores of a changing Social Faculty: The second category of social intelligence is social faculty, encompasses synchrony, self-presentation, influence and concern extents.

2. Social Faculty

The second category of social intelligence is social faculty, encompasses synchrony, self-presentation, influence and concerns extents.

(a) Synchrony refers to smooth interaction by an individual at the nonverbal level. Since much of our communication is nonverbal (Mehrabain, 1981), we perform a mostly unconscious social dance that causes individuals to react to social cues without thinking about it.

(b) Self presentation is the ability to present oneself effectively.

(c) Influence is the understanding of and ability to shape the outcomes of social interactions.

(d) Concern extents the idea of empathy by adding action and caring about other's need and then behaving accordingly.

1.4 MEASUREMENT OF SOCIAL INTELLIGENCE

The social intelligence quotient (SQ) is a statistical abstraction, similar to the 'standard score' approach used in IQ tests, with a mean of 100. Scores of 140 or above are considered to be very high. Unlike the standard IQ test, it is not a fixed model. It leans more toward Jean Piaget's theory that intelligence is not a fixed attribute, but a complex hierarchy of information-processing skills underlying an adaptive equilibrium between the individual and the environment. Therefore, an individual can change their SQ by altering their attitudes and behavior in response to their social environment.

SQ has until recently been measured by techniques such as question and answer sessions. These sessions assess the person's pragmatic abilities to test eligibility in certain special education courses; however, some tests have been developed to measure social intelligence.

Some social intelligence measures exist which are self-report. Although easy to administer, there is some question as to whether self-report social intelligence measures would better be interpreted in terms of social self-efficacy (that is, one's confidence in one's ability to deal with social information).

People with low SQ are more suited to work with low customer contact, as well as in smaller groups or teams, or independently, because they may not have the required interpersonal communication and social skills for success on with customers and other co-workers. People with SQs over 120 are considered socially skilled, and may work exceptionally well with jobs that involve direct contact and communication with other people.

George Washington University Social Intelligence Test : Is one of the only ability measures available for assessing social intelligence and was created in June 1928 by Dr. Thelma Hunt a psychologist from George Washington University. It was

originally proposed as a measurement of a person's capacity to deal with people and social relationships. The test is designed to assess various social abilities which consisted of observing human behavior, social situation, judgment, name & face memory and theory of mind from facial expressions.

Social intelligence scale by Chadha and Ganesan: is one of the scale developed to study social intelligence. It gives operationally defined structure of the each of the eight dimensions of social intelligence:

1. Patience
2. Cooperativeness
3. Confidence
4. Sensitivity
5. Social Environment
6. Tactfulness
7. Sense of humor
8. Memory

1.5 Academic achievement

Academic performance or "academic achievement" is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions

Factors influencing academic achievement

A. Individual differences influencing academic performance

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. and mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness

B. Non-cognitive factors

Non-cognitive factors or skills, are a set of "attitudes, behaviors, and strategies" that promotes academic and professional success ,such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination.

Self-efficacy

Self-efficacy is one of the best predictors of academic success. Self-efficacy is the belief you can do something.

Motivation

Motivation is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation.

Self-control

Self-control, in the academic setting, is related self-discipline, self-regulation, delay of gratification and impulse control. Baumeister, Vohs, and Tice defined self-control as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the attainment of long-term goals." In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses.

1.6 SOCIO ECONOMIC STATUS

Socioeconomic status is a measure of an individual's or family's economic and social position based on education, income and occupation. These include measures of income (family and household income, and poverty levels), and much measures associated with income and social status (educational level and employment levels). Socioeconomic status is thus index of power and prestige of family. It would be therefore ranking of an individual by the society he lives in, in terms of his material belonging and cultural possession along with the degree of respect and power he wields. Families with high socio-economic status often have more success in preparing their young children for school because they typically have the access to a wide range of resources to support and promote young children's development. They are able to provide their young children with high quality child care, books and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health as well as social, emotional and cognitive development.

Socioeconomic status (SES) is a term used by sociologists, economists, and other social scientists to describe the class standing of an individual or group. It is measured by a number of factors, including income, occupation, and education, and it can have either a positive or negative impact on a person's life.

Socioeconomic data is gathered and analyzed by a wide range of organizations and institutions. Federal, state, and local governments all use such data to determine everything from tax rates to political representation. The U.S. Census is one of the best-known means of collecting SES data. Nongovernmental organizations and institutions like the Pew Research Center also collect and analyze such data, as do private companies like Google. But in general, when SES is discussed, it's in the context of social science.

There are three main factors that social scientists use to calculate socioeconomic status:

Income: This is how much a person earns, including wages and salaries, as well as other forms of income such as investments and savings. The definition of income is sometimes expanded to include inherited wealth and intangible assets as well.

Education: A person's level of education has a direct impact on their earning ability, with higher earning power leading to more educational opportunities that in turn increase future income potential.

Occupation: This factor is more difficult to assess because of its subjective nature. White-collar professions that require a high degree of skilled training, such as physicians or lawyers, tend to require more education and thus return more income than many blue-collar jobs.

This data is used to determine the level of one's SES, usually classified as low, middle, and high. But a person's true socioeconomic status doesn't necessarily reflect how a person sees him or herself. Although most Americans would describe themselves as "middle class," regardless of their actual income, data from the Pew Research Center shows that only about half of all Americans are truly "middle class."

Impact

The SES of an individual or group can have a profound influence on people's lives. Researchers have pinpointed several factors that can be affected, including:

Physical health: Communities with low socioeconomic status in the U.S. have higher rates of infant mortality, obesity, and cardiovascular health issues.

Mental health: Along with poor physical health, communities with low SES report more cases of depression, suicide, drug abuse, behavioral and developmental issues.

General health and welfare: Along with the impact on an individual's wellbeing, socioeconomic status can also have an impact on communities, including rates of crime and poverty.

Oftentimes, communities of racial and ethnic minorities in the U.S. feel the effects of low socioeconomic status most directly. People who have physical or mental disabilities, as well as the elderly, are also particularly vulnerable populations.

Combining social intelligence and academic achievement

In addition to examining the main effects of social intelligence and academic achievement was tested. It is possible that students who are both socially intelligent and highly achieving are most well-liked or the most popular students in their school. However, it is also possible that whereas social intelligence has a positive effect on perceived popularity, the effect of academic achievement may be neutral or even negative. The most popular students may be highly socially intelligent but not necessarily doing well in school.

1.7 SIGNIFICANCE OF THE STUDY

The present study is of remarked significance as this study is related to social intelligence of higher secondary students. As higher secondary students belong to the age of adolescence and Adolescent is that period of development in human beings that begins when the individual feels that adult privileges which are due to him are not accorded to him and that ends when the full power and social status of the adult are accorded to the individual by his society. For achieving a status in the society one needs to be equipped with social intelligence. Social intelligence has been very important in the present life style. Due to growing tension, stressed and various complexities, it can be learnt developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all the walks of life. To understand more details about social intelligence along with socioeconomic status and academic achievement at school stage, the researcher decided for the study. Socio economic status and academic achievement is the summation of many other related factors at home, school and society. In order to understand this phenomenon in the school context this study is undertaken.

1.8 STATEMENT OF THE PROBLEM

SOCIAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR SOCIOECONOMIC STATUS AND ACADEMIC ACHIEVEMENT

1.9 OPERATIONAL DEFINITIONS

Social Intelligence

Social intelligence is the ability to form rewarding relationships with others. It is the human capacity to understand what is happening in the world and responding to that understanding in a personality and socially effective manner. Patience, cooperativeness confidence, senses of humor, fact fullness are some of the personality traits of the socially intelligent person. In the present study, the score on social intelligence scale by Chadha and Ganesan shall be considered as the measure of social intelligence.

Socioeconomic Status

Socioeconomic status (SES) is a combination of factors including income, level of education and occupation. It is a way of looking at how individuals or families fit into society using economic and social measures. Socio-economic status is usually

categorized as high SE, muddle SES and low SES. The SES classifications are established in an effort to find the means of identifying and attempting to equalize the inequalities. Individuals SES is determined by the SES of their families. It is the index of power and prestige of family in the society. For the present study, SES will be measured using a socio economic scale prepared by the investigator based on parental occupation and monthly income, parental education etc.

ACADEMIC ACHIEVEMENT

Academic achievement encompasses student ability and performance. It is multidimensional. It is intricately related to human growth with cognitive, emotional, social and physical development. It reflects the whole some child. In simple words it is both quality and quantity of student's accomplishment of his work. It is the knowledge attained or skills developed in the school subjects, usually assessed by the list scores or by marks assigned by the teachers. Achievement of students is influenced by large numbers of factors such as examination, stress, intelligence, socioeconomic status etc. Academic achievement shall be measured by assessing the previous year's marks / grades.

1.10 OBJECTIVES OF THE STUDY

1. To study gender differences among higher secondary students in social intelligence.
2. To study social intelligence of higher secondary students with respect to their socio –economic status.
3. To study the relationship between social intelligence and academic achievement among higher sec. students

1.11 HYPOTHESES OF THE STUDY

1. There will be a significant difference in social intelligence of higher secondary students in relation to their gender.
2. There will be a significant difference in social intelligence of higher secondary students in relation to their socio-economic status.
3. There will be a significant relationship between social intelligence and academic achievement at higher secondary stage.

1.12 DELIMITATIONS OF THE STUDY

1. The present study is restricted to higher secondary students of Samba district.
2. The present study is delimited to a sample 250 students only.
3. The study is delimited to social intelligence, socioeconomic status and academic achievement of higher secondary students.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A Review of related literature is the process of collecting, selecting and reading books, journals, reports, abstracts, and other reference materials. In this, background information about the problem and related concepts, theories that explain the existence of the problem and the possible connection between contain factors and the problem, data that conform the existence and seriousness of the problem, journal and specific finding of studies related to the problem and recommendations for further study given in related studies are Searched and referred for in light of the present problem. Review of related literature is a significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypotheses for the study. It should give a theoretical base for the research and help the investigator to determine the nature of research. A review of the related literature give scholar an understanding of previous work that has been done in this fields or area of research and what still remain to be done.

2.2 STUDIES RELATED TO SOCIAL INTELLIGENCE

Kaur and Kalaramna (2004) conducted a study to assess the existing levels of interrelationship between home environments, social intelligence and socio-economic status among various age levels and two sexes. The data was randomly collected from four different high schools located in the villages of Ludhiana. The results of the

study revealed that socio-economic status has a positive effect on the social intelligence. Home environment also showed positive impact on social intelligence.

Fedakova and Jelenova (2004) studied the correlates of social and emotional intelligence. The study was conducted on a sample of 103 undergraduate students (38 males and 65 females). The results of the study revealed that there existed a significant difference between male and female students in their emotional and social intelligence.

Isabella (2005) conducted a study on academic achievement of B.ed student teachers in relation to their socio economic status. The sample for the study consisted of 158 student teachers out of which; 47 belong to low socioeconomic status, 97 student teachers belong to middle socioeconomic status and 14 student teachers to high socioeconomic status. The result concluded that there is no significant difference in academic achievement and socioeconomic status.

Vyrost and Kyselova (2006) investigated interconnections between social intelligence, wisdom, values and interpersonal personality traits. The result revealed close mutual relations between social intelligence and wisdom related knowledge.

Kour and Meenakshi (2010) studied social and emotional intelligence of school going adolescents in relation to the working status of their mothers. A sample of 100 school going adolescents (50 working and 50 non working mothers) within the age group of 13 to 16 years of age group from three different schools of Patiala district of Punjab was selected. Data was collected using social intelligence scale developed by N.K. Chadha and Usha Ganesan and Mangal's Emotional intelligence inventory. The study revealed that school going adolescents of working mothers have significantly high level of emotional intelligence than those whose mothers are not working. There is a positive and significant relationship between social intelligence and emotional intelligence for the total group as well as with the school going adolescents.

Gnanadevan (2011) conducted a study on social intelligence of higher secondary students in relation to their socio economic status. Social intelligence scale was administered on 400 higher secondary students. The result of the study revealed that the social intelligence of higher secondary students was very high. It was also concluded that the scores of social intelligence of students differed significantly with respect to caste, mothers education and parents income but did not differ significantly with respect to gender, fathers education, mother or fathers occupation.

Patel (2011) conducted the co-relational study of the intelligence and academic achievement of school going children in relation to their gender, habitual, type of schools and socio-economic status. He concluded that there is significant co-relation between intelligence and academic achievement. Intelligence and academic achievement are positively correlated.

Ansari (2012) conducted a study on socio-economic status and intelligence among Muslims and non-Muslim adolescents. The study was conducted on a Sample of 432 Muslims and 372 non-Muslims students. The results of the study concluded that there

is a significant difference in the intelligence of Muslim and non-Muslim students. Thus it can be inferred from the study that Muslim adolescents had comparatively low intelligence level than their non-Muslim counterparts.

Shah et al (2012) studied the impact of socio-economic status of a family on academic achievement of students on a sample of 400 students. The result of study concluded that there is a significant relationship between socio-economic status and academic achievement of the students. Socio-economic status of the family positively effects the academic achievement of their children.

Borse (2012) conducted a study on academic achievement of B.ed students in relation to social intelligence on a sample of 100 students(50 male and 50 female).The findings of the study revealed there existed a significant difference in the social intelligence of male and female students. Also there exists a significant and positive relation between academic achievement and social intelligence of male and female students.

Saxena and Jain (2013) studied social intelligence of undergraduate students in relation to their gender and subject stream. The study conducted to know the social intelligence of undergraduate male and female students of science and arts subject stream in various degree colleges of Bhilai city, Chattisgarh. 60males and 60 female students were selected for the study. The findings of the gender analysis of stream indicates that arts students have greater social intelligence than students of other students.

Gupta and Katoch (2013) conducted a study of socio-economic status and academic achievement of 10th grade students. The study was conducted on a sample of 160 students of eight government schools of the district angra of Himachal Pradesh. The results of the study concluded that there is no significant relationship between socio economic status and academic achievement and among the Students of 10th grade in relation to their gender and area to-which they belong.

Aggarwal (2013) studied social intelligence and teacher effectiveness of high school teachers and concluded than female teachers were more socially intelligent than male teachers. Female teachers were found to be more efficient in teaching in comparison to male teachers and they were more sincere than their male counterparts.

Farkhanda and Ehtesham (2013) examined the effect of gender and socio-economic status on academic achievement of higher secondary students of Lucknow city. The sample consists of 108 males and98 females of the age group 15 to 19 years of five higher secondary schools. It is found that the academic achievement is highly influenced by socio-economic status. Those who belonged to high socio-economic status showed better performance.

Toor (2013) conducted a study of social and emotional intelligence of secondary school teachers. The study was conducted to compare the social and emotional intelligence among secondary school teachers in relation to gender and type of schools. The results of the study concluded that there is no significant difference in

social intelligence of male and female secondary school teachers. Private secondary school teachers are more socially intelligent than government secondary school teachers while government secondary school teachers are more emotionally intelligent than private school teachers only in case of female teachers.

Nazir(2013) conducted a study on social intelligence and academic achievement of college students. The study was conducted on a sample of 390 college students of Kashmir. The results of the study reveal that female students were compared with their counterparts on social intelligence were found to be more intelligent. Furthermore it was also concluded that urban college students are more socially intelligent than rural college going students. Female college going students are also academically sound as compared to male college students.

Kumar (2014) studied the social intelligence of adolescents (boys & girls) by using social intelligence scale. Graduate students were randomly selected from the different colleges of Hazaribeg district of Jharkhand. The sample of 70 students comprising 35 boys and 35 girls were selected. Social intelligence scale developed by N.K. Chadha and Usha Ganisean was used for the investigating. To accomplish the main objective, obtained data were analyzed to obtain the following i.e., Mean, S.D, & ratio and were used to have comparative analysis. At the Nagra (2014) studied the social intelligence and adjustment of secondary of school students in relation to type of school and gender. Social intelligence scale was used for collecting data from a random sample of 200 secondary school students statistical techniques such as mean, standard deviations and t-test were applied for analysis of data. They results revealed average level of social intelligence and adjustment in these students. Insignificant differences were observed in social intelligence and adjustment in relation to type of school and gender.

Nagra (2014) conducted a study on social intelligence and adjustment of secondary school teachers. The results reveal that secondary school students have average level of social intelligence and thus they have average level of social intelligence and thus they have average adjustment levels of spiritual intelligence on academic achievement of college students. The sample was selected randomly from two different colleges. The results of the study concluded that there exists a significant interaction at different levels of social and emotional intelligent.

Ghanota and Kumar (2014) conducted a research on emotional intelligence as related to gender ,stream and social intelligence. The study aimed to assess the social intelligence of prospective teacher in relation to their gender, stream and emotional intelligence .The sample consists of 400 prospective teachers, 200 of each gender i.e. male and female. The results reveal that prospective teachers do not differ significantly in emotional intelligence with respect to their gender as well as stream. Further the study revealed that the prospective teachers differ significantly in emotional intelligence with respect to social intelligence. Thus it is interpreted that male and female teachers of science and arts stream having high and low levels of social intelligence do not interact significantly.

Sekar and Lawrence (2016) conducted a study to investigate the “Emotional, Social and Educational Adjustment of Higher Secondary School students in relation to academic achievement” stratified random sampling technique to be used for selected the sample from the population. The stratification was done on the basis of gender and locality of students. The sample consists of 350 higher secondary school. Students from ten schools in Thanjarur District, Tamil Nadu, and India. The tool used for the study Adjustment Inventory developed by A.K.P Sinha and R.P Singh (2007) and academic achievement construct by the investigator. The finding shows that there is a significant relationship between emotional, social, educational adjustment of higher secondary school students Ahmat and Anwar (2013) investigated the effect of socio-economic status on academic achievement of higher secondary school students of Lucknow city. The sample consisted of 102 males & 98 females in age range of 15 to 19 from five higher secondary schools of Lucknow city, Uttar Pradesh (India’s Socio-economic status scale developed by SR.L, Bharadwaj (2005) was used for data collection white total marks obtained by the students in the previous class i.e., standard X was used as an achievement criteria. Mean (M), Standard Deviation (S.D), Standard Error of the Mean (S.E.M), t-Test were used. The result of this study showed the difference between high and low socio-economic status groups. It is found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status were found to have higher academic achievement.

Nadeem and Ahmad (2016) studied emotional intelligence and academic achievement of higher secondary students. The sample of the study compromised of 200 higher secondary students (100 boys and 100 girls) of 12th grade selected randomly from various higher secondary schools of district Budgam. Rogan emotional Intelligence test was used to collect data from the selected sample. The aggregate marks of previous two classes were taken as their academic achievement. Percentage, Mean, standard deviation and t-test were used for the analysis of data. The findings of the study revealed that male & female higher secondary students differ significantly on the composite score of emotional intelligence. The study further highlighted that male higher secondary students have higher academic achievement. The female higher secondary students.

Alam (2017) conducted a “Study of Impact of family On the Adjustment of Adolescents. The sample comprised of randomly selected 120 adolescents (Nuclear families: 60 and join families 60) studying in the Xth Class in Darbhanga town (Bihar) Descriptive survey method of research was used for collecting the data using personal information schedule developed by investigator and adjustment inventory was developed.

Rani et.al (2018) studied the influences of social intelligence of Adolescents in Relation to their parental education. The study was conducted in Hesal district of Haryana state. Two areas were selected purposively i.e., rural and urban, from urban area. Hisar city and from rural area two villages namely Gavar and Shamsukh well taken for collection of data. From each school 30 boys and 30 girls of 13-15 years

(240 adolescents) were included in final sample. The findings of the study revealed that the social intelligence of adolescents is related to their paternal and maternal education.

2.3 CONCLUSION

The present chapter provides us information regarding the review of related literature on social intelligence. After reviewing the studies quoted above, researcher came to the conclusion that some of the studies conducted on social intelligence depicts that there exists no significant difference in the social intelligence of higher secondary boys and girls (Fedakova and Jelenova, Brose, Gnanadevan and toor) while in some of the studies it was found that there exists significant difference gender differences among boys and girls with respect to their social intelligence.(Kour, Meenakshi, Nagra, Ghanota and Kumar).

A very few studies conducted on social intelligence and academic achievement and the results reveal that there exists a significant difference in academic achievement of boys and girls with respect to their social intelligence. (Nazir, Menon and shweta).Hence it can be concluded that the area of social intelligence of higher secondary students with respect to their socio-economic status and academic achievement has not been investigated sufficiently, hence the present study will add something new to the field of educational research. The results and findings of the study will be helpful for all the stake holders of education.

CHAPTER-III

METHODOLOGY AND PROCEDURE

3.1 INTRODUCTION

Research methodology is systematic way to solve a problem. It is a science of studying how research is to be carried out .Essentially , the procedure by which researcher go about their work of describing , explaining and predicting phenomena is called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research a logical direction. It is necessary for a researcher to design a research methodology for the chosen problem. It is important for the researcher to know not only the research tools necessary for the research under taken but also the methodology. Research methods are of utmost importance in a research process. They indicate the various steps to be adopted for solving a research problem. It is, therefore , very important that researchers have a through understanding of diverse methods, their strengths , lamination , applications and appropriateness.

The decision about method or method to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution . Whatever the method to be employed, it is essential that it should be desirable otherwise it will lose its significance and effectiveness. Thus if the research methodology cannot be clearly described, chances are the result of the study will be too vague and general (Mouly1970)

The present chapter throws light on the research methodology being adopted for the present research study. Here research objectives and design of the study i.e Sample for the study and collection of the data statistics for analyzing the data are also discussed.

3.2 DESIGN OF THE STUDY

3.2.1 Sample

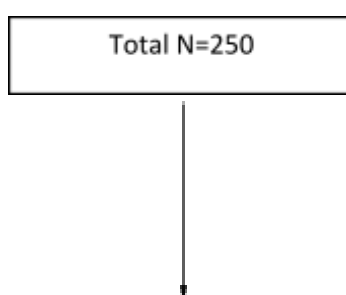
Sampling is the process by which a relatively small number of the individual or measures of the individual, object or event is selected and analyzed in order to find out something about which the entire population from it was selected. In any scientific investigation, sampling plays an important role. It gives us accuracy, reduced cost bring speed and increase scope.

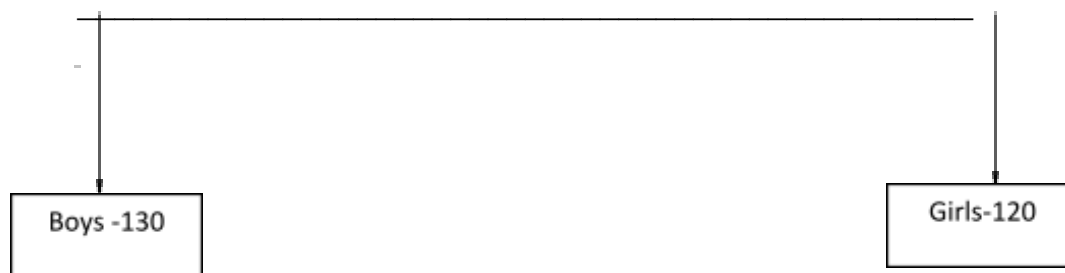
In the present study, a random sampling technique was employed for collecting the data of 250 students from 10 different schools of samba District. The sample was chosen carefully so as to be representative of the population. The researcher selected students from each school randomly. Details of the sample are presented below in table 3.1.

Table3.1

S. NO.	NAME OF THE SCHOOLS	NAME OF THE STUDENTS	
		BOYS	GIRLS
1	Govt. Hr. Sec. School, Nandpur	22	3
2	Minerva Hr. Sec. School, Ramgarh	6	19
3	Arvind Gosh Hr. Sec. School	11	14
4	Jyoti Public Hr. Sec. School	8	17
5	Govt. Hr. Sec. School, Birpur	17	8
6	Batinal Public Hr. Sec. School, Basi kalan	11	14
7	Mier Hr. Sec. School, Khanpur	16	09
8	Govt. Hr. Sec. School, Purmandal	18	7
9	Govt. Hr. Sec. School, Khara Madana	10	15
10	The Path Seekers Intl. School	11	14
G. Total		130	120

Lists of the schools and students included in the sample





3.2.2 Variables to be studied

In the present study the researcher studied the following variable –social intelligence , socio-economic status and academic achievement.

3.2.3 Method

Descriptive Survey Method was used to conduct the present research.

3.2.4 Tools Employed and its's Description

In the present study, the investigator used:

1. Social intelligence Scale (SIS) constructed by N.K Chadha and Usha Ganesan.
2. Socio –economic status of the students was assessed using upadhyay Saxena Socio-economic status scale
3. The percentage of marks obtained by the students in the previous class was taken as their academic achievement criteria.

Social intelligence Scale (SIS) constructed by N.K Chadha and Usha Ganesan (1989) and published by national Psychological Corporation, Agra. The test consists of 66 items that are further divided into eight dimensions of social intelligence as given in the table below.

Table3.2

Description of social intelligence Scale (SIS)

S. No.	Dimensions of Social Intelligence	No. of Items	Division of Parts	Types of questions
1	Patience	8	Part I	Multiple choice (3alternatives)

2	Cooperativeness	11	Part I	Multiple choice (3alternatives)
3	Confidence	8	Part I	Multiple choice (3alternatives)
4	Sensitivity	9	Part I	Multiple choice (3alternatives)
5	Recognition of social environment	3	Part II	Multiple choice (3alternatives)
6	Tactfulness	7	Part III	Yes/No
7	Sense of Humor	8	Part IV	Multiple choice (3alternatives)
8	Memory	12	Part V	Name the pictures
Total		66		

The manual of SIS (Chadha and Ganesan, 1986) gives operationally defined structure of the each of the eight dimensions of social intelligence. The description of each dimension is given as under

1. Patience: Calm endurance under stressful situation.
2. Cooperativeness: Ability to interact with others in a pleasant way to be able to view matters from all angles.
3. Confidence: Firm trust in oneself and ones chances.
4. Sensitivity: To be accurately aware of and response to human behavior.
5. Social Environment: Ability to perceive the atmosphere of the existing situation.
6. Tactfulness: Delicate perception of the right things to say.
7. Sense of Humor: Capacity to feel and cause amusement.
8. Memory: ability to remember all relevant issues, names and faces of the people.

Reliability and validity of the Tool

The author of SIS state the split –half reliability of the test sub scores are as follows: patience + 0.93, cooperativeness = 0.91, confidence= 0.89, sensitivity= 0.90, recognition of social environment = 0.95, tactfulness=0.91, sense of humor=0.90 and memory=0.97 respectively. The overall reliability of Social Intelligence Scale (SIS) is 0.857. The validity of social intelligence scale is 0.91.

Socio –economic status scale (SES)

Socio –Economic status Scale (SEs) developed by Sunil Kumar Upadhyay and Alka saxena (2008) has been used to assess the SES of Higher Secondary school students it

assess five factor- 1) Personal information 2) Family 3) Income and 4) other cultural & material possession)

Factor wise items serial number of Socio –economic scale (SESS) has been given in the table 3.3 and 3.4

Table 3.3

Distribution of items in Socio-Economic Status scale

S. No.	Factors	No. of Items
1.	Personal Information	2
2.	Family	4
3.	Education	10
4.	Income	4
5	Others	11
	Total	31

Table 3.4

Norms of socio –Economic –Status scale

Category	Scores
High	75 or above
Above Average	Between
Average	Between 49 to 61
Below Average	36 to 48
Low	35 or below

Reliability and validity of Socio-Economic status scale

On 109 students of secondary school, the retest reliability was found to be. 0.83 and the validity of this scale was computed by correlating with SESS of shah (1986) it to be 0.78 This scale was also valid in terms of the unknown groups administration (N=22 for high SES group. And N+18 for low SES group respectively as it found to measure high (95% of correctness and low of correctness) socio –economic states appropriately.

Administration of Tools

The investigator surveyed the different schools of Samba district and selected 10 schools. She visited the selected schools personally for the collection of the data. First of all Investigator approached the heads of the institution and the purpose of conducting the test was explained to them.

The tools were administered in the classroom. An attempt was made to explain the purpose of the study to the sample group students. The students were informed that

their response will be kept confidential and should be frank, honest, bold and sincere while responding. Every attempt was made by the investigator to remove their doubts and difficulties.

The students were directed to read the statement and tick mark the suitable responses for the respective statements. After filling up the responses by the students the copies were collected back. In this way, tests were administered in all included in the sample and thus data was collected.

3.3 PROCEDURE

The study was conducted in five phases and phase wise work schedule is presented under:

Phase 1

In the first phase, the investigator selected the higher secondary schools and prepared a preliminary draft of the study. The researcher conducted the review of related literature. The research studies were scanned vis-à-vis the problem in and so as to get a holistic view of the field and the topic of the study.

Phase 2

The phase was concerned with the drafting, finalizing and fine tuning of the tools to be utilized for the present study. At this stage the sample details were finalized and schools were selected for the study. SIS and SESS were used for the collection of data.

Phase 3

This phase was concerned with the drafting, finalizing and fine tuning of tools to be utilized for the study. In this stage, the data from ten higher secondary schools of samba district and from the randomly selected 250 students was collected.

Phase 4

In this stage, scoring and tabulation was done and data processing and analysis using appropriate statistical techniques was carried out and presentation of data in tabular form was presented for the study.

Phase 5

In this phase, research report was developed, neatly typed and complied for final submission.

3.4 STATISTICAL TECHNIQUES EMPLOYED

In order to arrive at certain conclusions it was necessary to analyze the scores of subjects obtained from the test. After tabulation of the scores suitable statistical techniques were applied to analyze the scores.

In this study, the investigator employed the following statistical techniques:

1. Mean
2. Frequency
3. Correlation
4. *t*-test of significance

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligence and interpretable form so that meaning full result can be arrived at. Analysis of the data can be done in the light of the objectives of the study.

The most important step in any research project is analysis and interpretation of the collected data. After the data has been collected and tabulated, it must be processed and analyzed properly, so to draw proper inference. Analysis of data means the study of tabulated material in order to determine inherent facts of meanings. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions .It involves breaking of complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled properly, analyzed and interpreted by using sophisticated techniques. Barr says analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important step in the total procedure of research.

The present chapter described the results from the quantitative analysis of data obtained through administration of the social intelligence of social intelligence scale in relation to socio economic status and academic achievement of higher secondary students .Data was collected and tabulated manually. Data was further processed and analyzed using SPSS as per research design.

Data was collected from 250 students of higher secondary schools to understand the social intelligence of the students. The analysis of results and their interpretation is being given in the tables from 4. To 4. Respectively.

4.2 RESULTS OF THE STUDY

4.2.1 TO STUDY GENDER DIFFERENCES AMONG HIGHER SECONDARY STUDENTS IN SOCIAL INTELLIGENCE

In order to study the social intelligence of higher secondary students in relation to their gender difference mean, standard deviation and t-values were computed on all the dimensions of social intelligence. The data is presented in the table 4.1

Table 4.1

Group statistics of Social Intelligence and Gender Differences

Dimensions of social intelligence	Gender	N	Mean	Std. Deviation	Std. Error mean	t- value
Patience	Male	130	17.76	2.852	.250	0.59
	Female	120	17.99	3.327	.304	
Cooperation	Male	130	23.77	3.391	.297	1.09
	Female	120	24.26	3.700	.388	
Confidence	Male	130	17.08	2.095	.184	0.14
	Female	120	17.13	2.585	.236	
Sensitivity	Male	130	19.15	2.731	.240	0.32
	Female	120	19.27	2.585	.300	
Social Environment	Male	130	1.18	.792	.069	.022
	Female	120	1.70	.816	.074	
Tactfulness	Male	130	3.07	1.521	.133	0.08
	Female	120	3.08	1.453	.133	
Sense of	Male	130	3.25	1.836	.161	1.80

Humor	Female	120	2.88	1.526	.139	
MEMORY	Male	130	9.00	1.752	.154	1.60
	Female	120	9.33	1.490	.136	

Table 4.1, shows the t-values computed for the mean scores obtained for all the eight dimensions of social intelligence.

Hence from Table 4.1 it can be seen that:

1. Mean score for male is 17.76 and it is 17.99 for female group .t value (0.59) computed for dimension patience is not significant. Hence, it can be said there is no significant difference in the dimension patience of male and female students.
2. Mean score for male is 23.77 and it is 24.26 for female group .t value (1.09) computed for dimension cooperativeness is not significant. Hence, it can be said there is no significant difference in the cooperativeness of male and female students
3. Mean score for male is 17.08 and it is 17.13 for female group .t value (.014) computed for dimension confidence is not significant. Hence, it can be said the confidence levels of male female students does not differ significantly.
4. Mean score for male 19.15 and it is 19.27 for female group .t value (0.32) computed for dimension sensitivity is not significant. hence , it can be said there is no significant difference in the dimension sensitivity of social intelligence as gender is concerned
5. Mean score for male is 1.18 and 1.70 for female group .t value (0.22) computed for dimension social environment is not significant. Hence, it can be said With respect to social environment, there seems to be no significant Difference with respect to gender.
6. Mean score for male is 3.07 and it is 3.08 for female group .t value (0.08) computed for dimension tactfulness is not significant. Hence, it can be said there is no significant difference in the tactfulness of male and female students.
7. Mean score for male is 3.25 and it is 2.88 for female group .t value (1.80) computed for dimension sense of humor is not significant. Hence, it can be said Boys and girls do not differ significantly in their sense of humor.
8. Mean score for male is 9.00 and it is 9.33 for female group .t value (1.60) computed for dimension memory is not significant. Hence, it can be said As far as memory is concerned no significance were observed.

Thus on the whole it can be concluded that there exists no gender differences with respect to all the dimensions of social intelligence.

In order to see differences between the mean scores of social intelligence of higher secondary students the mean, standard deviation and t- value were computed with respect to their gender. The data is presented in the table 4.2

Table 4.2

Comparison of mean score of social intelligence of higher secondary boys and girls

Variable	GENDER	N	Mean	Std. Deviation	Std. Error Mean	t-value
Social Intelligence	1 Male	130	52.43	7.47	0.656	1.02
	2 Female	120	53.36	6.83	0.623	

The table 4.2 reveals that the mean score of boys is 52.43 and mean score of girls is 53.36 respectively. It means that mean score of girls is slightly higher than boys. Further the measure of standard deviation for boys and girls is 7.47 and 6.82 respectively. The value of t-test of significance reveals no significance In their social intelligence .Hence it can be concluded that the higher secondary boys and girls do not differ Significantly in their social intelligence.

4.2.2To study social intelligence of higher secondary students with respect to their socio –economic status

Table 4.3 Coefficient of correlation between social intelligence and socio economic status.

Variables	Mean	S.D.	N	r-value	Levels Of significance
Social Intelligence	94.68	9.59	250	-0.05	NS
Socio Economic Status	52.88	7.172	250		

Table 4.3 depicts that the critical value of r with 248 degrees of freedom at 0.01 level and 0.05 level which is not significant. The computed value of r is -0.05 it is low in magnitude, negative in direction so the null hypothesis stating that there is significant relationship between social intelligence and socio economic status is rejected. It can

be said that social intelligence and socio economic status of higher secondary students is negatively and not significantly related to each other.

4.2.3 To study the relationship between social intelligence and academic achievement among higher sec. students

Table 4.4 Correlation between dimensions of social intelligence and academic achievement

S. NO.	DIMENSIONS OF SOCIAL INTELLIGENCE	ACADEMIC ACHIEVEMENT	LEVELS OF SIGNIFICANCE
1	Patience	-0.05	NS
2	Cooperation	-0.04	NS
3	Confidence	0.04	NS
4	Sensitivity	-0.01	NS
5	Social Environment	-0.04	NS
6	Tactfulness	-0.07	NS
7	Sense of Humor	-0.01	NS
8	Memory	-0.04	NS

Table 4.4 depicts that the critical values of r with 248 degrees of freedom at 0.01 level and 0.05 level which is not significant in all the dimensions of social intelligence.

The computed value of r is -0.05 for patience it is low in magnitude, negative in direction so there is no significant relation between patience and academic achievement.

The computed value of r is -0.04 for cooperation it is low in magnitude, negative in direction so there is no significant relation between cooperation and academic achievement.

The computed value of r is 0.04 for confidence it is low in magnitude. So there is no significant relation between confidence and academic achievement

The computed value of r is -0.01 for sensitivity it is low in magnitude, negative in direction so there is no significant relation between sensitivity and academic achievement

The computed value of r is -0.04 for social environment it is low in magnitude, negative in direction so there is no significant relation between social environment and academic achievement

The computed value of r is -0.07 for tactfulness it is low in magnitude, negative in direction so there is no significant relation between tactfulness and academic achievement

The computed value of r is -0.01 for sense of humor it is low in magnitude, negative in direction so there is no significant relation between sense of humor and academic achievement

The computed value of r is -0.04 for memory it is low in magnitude, negative in direction so there is no significant relation between memory and academic achievement

Table 4.5 Coefficient of correlation between social intelligence and academic achievement.

Variables	Mean	Std. Deviation	N	r	Levels of Significance
Social intelligence	94.68	9.59	250	-0.05	NS
Academic achievement	61.75	12.67	250		

Table 4.4 depicts that the critical value of r with 248 degrees of freedom at 0.01 level and 0.05 level which is not significant. The computed value of r is -0.05 it is low in magnitude, negative in direction so the null hypothesis stating that there is significant relationship between social intelligence and academic achievement is rejected. It can be said that social intelligence and academic achievement of higher secondary students is negatively and not significantly related to each other.

CHAPTER –V

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

Findings of the present study entitled “Social Intelligence of Higher Secondary Students in relation to their Socio –economic status and Achievement” have been analyzed as per the objectives in the present study.

5.2 MAJOR FINDINGS OF THE STUDY

5.2.1 Research objective 1

To find the social intelligence of higher secondary students in relation to their gender

The social intelligence of male and female higher secondary students was compared with respect to all the eight dimensions (patience, cooperativeness, confidence, sensitivity, social environment tactfulness, sense of humor and memory) of social intelligence

1. Mean score for male is 17.76 and it is 17.99 for female group. *t* value (0.59) computed for dimension patience is not significant. Hence, it can be said there is no significant difference in the dimension patience of male and female students.

2. Mean score for male is 23.77 and it is 24.26 for female group .t value (1.09) computed for dimension cooperativeness is not significant. hence , it can be said there is no significant difference in the cooperativeness of male and female students
 3. Mean score for male is 17.08 and it is 17.13 for female group .t value (.014) computed for dimension confidence is not significant. Hence, it can be said the confidence levels of male female students does not differ significantly.
 4. Mean score for male 19.15 and it is 19.27 for female group .t value (0.32) computed for dimension sensitivity is not significant. hence , it can be said there is no significant difference in the dimension sensitivity of social intelligence as gender is concerned
 5. Mean score for male is 1.18 and 1.70 for female group .t value (0.22) computed for dimension social environment is not significant. Hence, it can be said With respect to social environment, there seems to be no significant Difference with respect to gender.
 6. Mean score for male is 3.07 and it is 3.08 for female group .t value (0.08) computed for dimension tactfulness is not significant. Hence, it can be said there is no significant difference in the tactfulness of male and female students.
 7. Mean score for male is 3.25 and it is 2.88 for female group .t value (1.80) computed for dimension sense of humor is not significant. Hence, it can be said Boys and girls do not differ significantly in their sense of humor.
 8. Mean score for male is 9.00 and it is 9.33 for female group .t value (1.60) computed for dimension memory is not significant. Hence, it can be said As far as memory is concerned no significance were observed.
- Thus on the whole it can be concluded that there exists no gender differences with respect to all the dimensions of social intelligence.

In order to see differences between the mean scores of social intelligence of higher secondary students the mean, standard deviation and t- value were computed with respect to their gender which further revealed that the mean score of boys is 52.43 and mean score of girls is 53.36 respectively. It means that mean score of girls is slightly higher than boys. Further the measure of standard deviation for boys and girls is 7.47 and 6.82 respectively. The value of t-test of significance reveals no significance In their social intelligence .Hence it can be concluded that the higher secondary boys and girls do not differ Significantly in their social intelligence depending upon their gender.

5.2.2 Research Objective 2

To study the social intelligence of higher secondary students with respect to their socio –economic status

The critical value of r with 248 degrees of freedom at 0.01 level and 0.05 level which is not significant. The computed value of r is -0.05 it is low in magnitude, negative in

direction so the null hypothesis stating that there is significant relationship between social intelligence and socio economic status is rejected. It can be said that social intelligence and socio economic status of higher secondary students is negatively and not significantly related to each other.

It could be concluded that the higher secondary boys and girls do not differ significantly in their social intelligence depending upon their gender.

5.2.3 Research Objective 3

To study the relationship between social intelligence and academic achievement among higher sec. students

The computed value of r is -0.05 for patience it is low in magnitude, negative in direction so there is no significant relation between patience and academic achievement.

The computed value of r is -0.04 for cooperation it is low in magnitude, negative in direction so there is no significant relation between cooperation and academic achievement.

The computed value of r is 0.04 for confidence it is low in magnitude. So there is no significant relation between confidence and academic achievement

The computed value of r is -0.01 for sensitivity it is low in magnitude, negative in direction so there is no significant relation between sensitivity and academic achievement

The computed value of r is -0.04 for social environment it is low in magnitude, negative in direction so there is no significant relation between social environment and academic achievement

The computed value of r is -0.07 for tactfulness it is low in magnitude, negative in direction so there is no significant relation between tactfulness and academic achievement

The computed value of r is -0.01 for sense of humor it is low in magnitude, negative in direction so there is no significant relation between sense of humor and academic achievement

The computed value of r is -0.04 for memory it is low in magnitude, negative in direction so there is no significant relation between memory and academic achievement

The critical value of r with 248 degrees of freedom at 0.01 level and 0.05 level which is not significant. The computed value of r is -0.05 it is low in magnitude, negative in direction so the null hypothesis stating that there is significant relationship between social intelligence and academic achievement is rejected. It can be said that social intelligence and academic achievement of higher secondary students is negatively and not significantly related to each other. It is observed that there is no

relation among social intelligence and academic achievement .students with low academic achievement may also show high social intelligence and vice a versa.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

Social intelligence means the ability of an individual to react to social situation of daily life. Social intelligence does not include the feelings or emotions aroused is as by other people, but merely our ability to understand others and to react in social situations. High social intelligence is possessed by those who are able to handle people well. Adequate adjustment in social situations in the index of social intelligence. It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. The secondary school students being in the adolescent's period are generally are aggressive, frustrated, disobedient, irritated, and notorious and are unable to manage social relationships. As a result they get involved in the cases of theft, bullying, ragging, rapes and even murder. The causes can be many including their ill treatment in the classrooms ,maladministration of educational institutions .The need of our demands that they have to be educated about social norms and traditions so that they are in a better position to manage social relationships. The results of present study reveals that social intelligence is not concerned with the gender, socio economic status and academic achievement of students. Thus the study has implications for the work of teachers, parents, counselors and educational psychologists as well as curriculum planners. They need to develop a great awareness and understandings of various interactions. Hence on the basis of the findings of the study following educational implications can be drawn

Social intelligence should be given a due place in school curriculum.

Modern techniques of teaching and learning like team teaching, peer learning or cooperative teaching should be organized to develop their academic achievement.

The teachers must help students to develop traits like cooperativeness, patience, confidence level and sensitivity among students which will ultimately influence the social intelligence and academic achievement of students.

Various orientation lectures or counseling-cells can be provided in educational institutions to develop social intelligence in the students

The curriculum need to be framed in such a manner that it helps in developing awareness about social intelligence among students.

The students must be given full responsibility to organize co-curricular activities.

Parents belonging to different socio economic status need to address lack of social intelligence among their children.

SUGGESTIONS FOR FURTHER RESEARCH

Research is a never ending process. Researchers which usually are limited in the fields of education cannot solve all the problems. Hence more and more research is required to be undertaken at various levels of education. Present investigation also could not cover up all the dimensions of the problem. So further research can be undertaken on the following lines:-

1. The following are the some suggestions for future research given on the basis of major findings of the study.
2. The present study was conducted in samba district .It is suggested that same study can be conducted in other districts of J&K union territory.
3. As the present study is based on the sample of 250 students, a similar study can be conducted on a large sample.
4. The present study is confined to higher secondary students only. A similar study may be conducted on college and university students

SUMMARY

TITLE: “TO STUDY SOCIAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR SOCIO ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT”

SUPERVISOR

MR. MOOL RAJ

INVESTIGATOR

GURDEEP GILL

A. THE PROBLEM

Social intelligence helps to maintain a state of harmony in oneself and finally motivate to deal with the challenges in educational institutions (Saxena and Jain, 2013). Social intelligence is defined as awareness of the motivations of self and others and the ability to flourish in social situations (Park & Peterson, 2006; Peterson and Seligman, 2004). Social intelligence appears to be one of the important psychological absolutes that relate to success in life as students low on social emotional intelligence face more difficulties to deal with others which undermines their academic motivators (Drago, 2004). Children born into socioeconomically disadvantaged circumstances particularly single-parent homes are less likely to benefit from the kinds of parental attention, activities and resources that stimulate soft skills (HC Larahar, 2004).

Adolescence is the period of transition from the dependency of childhood to the independence and responsibility of early adulthood. It is considered as a bridging

period from childhood to the independence and responsibility of early adulthood. It is a period of rapid changes in almost all developmental dimensions (Katoch, 2013). Social intelligence is the person's ability to understand and manage other people to engage in adaptive social interactions (Thorndike, 1920). The optimal environment for the development is one in which the child is cared for in his home is the contact of a warm and continuous relationship with her own mother under conditions of varied input.

The theoretical construct of social intelligence was given by E.L. Thorndike. Thorndike suggested that there are three different types of intelligence.

- **Concrete intelligence:** Concrete intelligence means intelligence in relation to concrete materials. It is the ability of a individual to comprehend actual situation and react to them adequately. The concrete intelligence is evident from various activities of daily life. This type of intelligence is measured by performance lists and picture tests in which the individual has to manipulate concrete materials.
- **Abstract intelligence:** It is the ability to respond to words numbers, letters etc. all tests of intelligence which require manipulation of symbols are tests of abstract intelligence. Abstract intelligence is required in the ordinary academic subjects in school suits as reading, writing, history and other subjects. The highest level of abstract intelligence is manifested in the thought of philosophers and in the use of mathematical formula.
- **Social intelligence:** Social intelligence means the ability of an individual to react to social situation of daily life. Social intelligence does not include the feelings or emotions aroused is as by other people, but merely our ability to understand others and to react in social situations. High social intelligence is possessed by those who are able to handle people well. Adequate adjustment in social situations in the index of social intelligence.

B. NEEDS AND SIGNIFICANCE OF THE STUDY

The present study is of remarked significance as this study is related to social intelligence of higher secondary students. As higher secondary students belong to the age of adolescence and Adolescent is that period of development in human beings that begins when the individual feels that adult privileges which are due to him are not accorded to him and that ends when the full power and social status of the adult are accorded to the individual by his society. For achieving a status in the society one needs to be equipped with social intelligence. Social intelligence has been very important in the present life style. Due to growing tension, stressed and various complexities, it can be learnt developed and used as an effective life skill for managing personal life, interpersonal relationships and achieving success in all the walks of life. To understand more details about social intelligence along with socioeconomic status and academic achievement at school stage, the researcher decided for the study. Socio economic status and academic achievement is the

summation of many other related factors at home, school and society. In order to understand this phenomenon in the school context this study is undertaken.

C. OBJECTIVES

1. To study gender differences among higher secondary students in social intelligence.
2. To study social intelligence of higher secondary students with respect to their socio –economic status.
3. To study the relationship between social intelligence and academic achievement among higher sec. students

D. HYPOTHESES

1. There will be a significant difference in social intelligence of higher secondary students in relation to their gender.
2. There will be a significant difference in social intelligence of higher secondary students in relation to their socio-economic status.
3. There will be a significant relationship between social intelligence and academic achievement at higher secondary stage.

E. SAMPLE

In the present study, a random sampling technique will be employed for collecting the data of 250 students from 10 schools of Samba District. The sample was chosen carefully so as to be representative of the population. The researcher selected students from each school randomly.

F. TOOL USED

In the present study, the investigator will use:-

1. Social Intelligence Scale (SES) constructed by N.K Chadha and Usha Ganesen (2002).
2. Socio economic Scale to be prepared by investigator.
3. Performance achievement sheet of previous class.

G. VARIABLES OF THE STUDY

Dependent Variables

Social intelligence

Independent Variable

Gender

Socio -economic status

Academic achievement

Variable	Gender	N	MEAN	Std. Dev.	Std. Error Mean	df	t	Level of Significance
Social intelligence	Male	130	52.43	7.47	0.656	248	1.02	NS
	Female	120	53.36	6.83	0.623			

H. RESULTS

In order to accomplish the objectives of the study, the following statistical techniques have been employed and the results are given in Table 1, 2 and 3 respectively.

TABLE 1

Dimensions of social intelligence	Gender	N	Mean	Std. Deviation	Std. Error mean	t- value
Patience	Male	130	17.76	2.852	.250	0.59
	Female	120	17.99	3.327	.304	
Cooperation	Male	130	23.77	3.391	.297	1.09
	Female	120	24.26	3.700	.388	
Confidence	Male	130	17.08	2.095	.184	.014
	Female	120	17.13	2.585	.236	
Sensitivity	Male	130	19.15	2.731	.240	0.32
	Female	120	19.27	2.585	.300	
Social Environment	Male	130	1.18	.792	.069	0.22
	Female	120	1.70	.816	.074	
Tactfulness	Male	130	3.07	1.521	.133	0.08
	Female	120	3.08	1.453	.133	
Sense	Male	130	3.25	1.836	.161	1.80

of Humor Memory	Female	120	2.88	1.526	.139
	Male	130	9.00	1.752	.154
	Female	120	9.33	1.490	.136

1.60

Variable	MEAN	Std. Dev.	N	r value	Level of Significance
Social intelligence	4.68	9.59	250	-0.05	NS
Socio economic status	52.88	7.17	250		

TABLE 2

TABLE 3

Variables	MEAN	Std. Dev.	N	r value	Levels of significance
Social Intelligence	94.68	9.59	250	-0.05	NS
Academic achievement	61.75	12.67			

S. NO.	DIMENSIONS OF SOCIAL INTELLIGENCE	ACADEMIC ACHIEVEMENT	LEVELS OF SIGNIFICANCE
1	Patience	-0.05	NS
2	Cooperation	-0.04	NS
3	Confidence	0.04	NS
4	Sensitivity	-0.01	NS
5	Social Environment	-0.04	NS
6	Tactfulness	-0.07	NS
7	Sense of Humor	-0.01	NS
8	Memory	-0.04	NS

I. FINDINGS

1. The higher secondary boys and girls do not differ significantly in their social intelligence depending upon their gender.
2. There is no significant difference in social intelligence of higher secondary students in relation to their socio-economic status.
3. There is no significant relationship between social intelligence and academic achievement at higher secondary stage.

J. EDUCATIONAL IMPLICATIONS OF THE STUDY

Social intelligence means the ability of an individual to react to social situation of daily life. Social intelligence does not include the feelings or emotions aroused by other people, but merely our ability to understand others and to react in social situations. High social intelligence is possessed by those who are able to handle people well. Adequate adjustment in social situations is the index of social intelligence. It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education. The secondary school students being in the adolescent's period are generally are aggressive, frustrated, disobedient, irritated, notorious and are unable to manage social relationships. As a result they get involved in the cases of theft, bullying, ragging, rapes and even murder. The causes can be many including their ill treatment in the classrooms, maladministration of educational institutions. The need of hour demands that they have to be educated about social norms and traditions so that they are in a better position to manage social relationships. The results of present study reveals that social intelligence is not concerned with the gender, socio-economic status and academic achievement of students. thus the study has implications for the work of teachers, parents, counselors and educational psychologists as well as curriculum planners. They need to develop a great awareness and understandings of various interactions. Hence on the basis of the findings of the study following educational implications can be drawn

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The curriculum need to be framed in such a manner that it helps in developing awareness about social intelligence among students.

The students must be given full responsibility to organize co-curricular activities.

Parents belonging to different socio economic status need to address lack of social intelligence among their children.

K. SUGGESTIONS AND FURTHER RESEARCH

Research is a never ending process. Researchers which usually are limited in the fields of education cannot solve all the problems. Hence more and more research is required to be undertaken at various levels of education. Present investigation also could not cover up all the dimensions of the problem. So further research can be undertaken on the following lines:-

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ANNEXURE A

MANUAL
FOR

**Upadhyay-Saxena Socio-Economic
Status Scale**

USSES

Sunil Kumar Upadhyay and Alka Saxena
Department of Teacher Education
D. B. S. (P. G.) College
KANPUR

Estd. : 1947

✓ : (0562) 2464926

H. P. BHARGAVA BOOK HOUSE

4/230, KACHERI GHAT, AGRA-282 004

**MANUAL
FOR**

**UPADHYAY-SAXENA
SOCIO-ECONOMIC STATUS SCALE**

INTRODUCTION

The behaviour and scholastic progress of students are influenced by some cognitive and non-cognitive factors. A good number of studies have been conducted to identify various non-cognitive factors relevant to behaviour and scholastic progress of students, as it was observed that non-cognitive factors played an important role in learning process. Socio-Economic Status (SES) seems to be an important non-cognitive factor affecting the behaviour, abilities and achievements of students. The term SES means the position that an individual and his family occupies by means of education, income, material and cultural possessions and participation in social activity. So the development of a tool for measuring SES has attracted the attention of researchers in the past. For measuring the SES, several scales have been developed. Kuppuswamy (1962), Pareek and Trivedi (1963), Aareon et al's (1969), Kulshrestha and De (1970), Verma & Saxena (1976), Bhattacharya and Rai (1984), Shah (1986), have developed scale for measuring SES. In the present era continuous changes in society have been taking place creating a need for a new scale of measuring SES. The present scale is an effort in the required direction.

The Present Scale

The present scale is intended to measure the SES of Students of both rural and urban areas. 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).

Items were selected on the basis of social and economic needs of individuals of different strata and also on the basis of cultural-material symbols which affect individual's social-economic status.

After selection and preparation of items, all the questions were pooled in the form of a scale which was sent to experts to check the structure, language and appropriateness of items and to rate the degree with which they measure socio-economic status. On the basis of expert opinion, 31 items were retained for try-out and on the basis of try-out some modification were made and the final form of test was prepared.

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. This scale was also valid in terms of the known group administration ($N = 22$ for high SES group and $N = 18$ for low SES group respectively) as it was found to measure high (by 95 per cent of correctness) and low (by 95 percent of correctness) socio-economic status appropriately.

Administration and Scoring

Administration of SESS is very easy. There is no time limit but students

PT-223
6.1.10

SCORING KEY

(A) Personal Information

- Q. No.1** – 3 marks for open category
– 2 marks for O.B.C. category
– 1 mark for SC & ST category
- Q. No.2** – 4 marks for urban (Length of domicile more than 5 year)
– 3 marks for urban (Length of domicile less than 5 year)
– 2 marks for semi-urban (Kasba)
– 1 mark for rural.

Maximum score in this section will be 07 and minimum will be 02

(B) Family

- Q. No. 1** – 2 marks for joint, 1 for single
- Q. No. 2** – 2 marks for yes, 1 for no
- Q. No. 3** – 2 for yes, 1 for no
- Q. No. 4** – 2 for yes, 1 for no

Q. No. 2

– The scoring procedure as used in Q. No. 1 is to be repeated

Q. No. 3

– 1 mark for each brother / sister studying in IX to XII

– 2 marks for each brother/sister studying in first degree level

– 3 marks for each brother/sister studying above first degree level

With a maximum of 6 marks.

Q. No. 4

– 1 mark for private

– 2 marks for govt. and aided

– 3 marks for convent/public

Q. No. 5

– 1 mark for Hindi

– 2 marks for English

Q. No. 6

– 1 mark for yes, zero for no

Q. No. 7

– 1 mark for yes, zero for no

Q. No. 8

– 1 mark for yes, zero for no

Q. No. 9

– 1 mark for yes, zero for no

Q. No. 10

– 1 mark for yes, zero for no

Maximum score in this section will be 34 and minimum will be 02.

(D) Income

Q. No. 1

– 1 mark for each source of income with a maximum of 3 marks.

Q. No. 2

– 1 mark for Labour

– 2 marks for skilled labour / small farmer up to 2 acres

– 3 marks for small farmer up to 5 acres / small business / shopkeeper / fourth class employee / Commission Agents

– 4 marks for teachers (primary to secondary) / average business employing 20- 30 person / class 3 service / farmer up to 10 acres.

- 5 marks for College & University teacher / Class - 2 service
- Large business/farmer up to 20 acres/Managerial service
- 6 marks for Managerial executives / High status factory ownership / Class - 1 service.
- Q. No. 3** – The scoring procedure as used in Q. No. 2 is to be repeated
- Q. No. 4**
 - 1 mark for total per month income upto Rs. 5,000.00
 - 2 marks for total per month income upto Rs. 12,000.00
 - 3 marks for total per month income upto Rs. 18,000.00
 - 4 marks for total per month income upto Rs. 25,000.00
 - 5 marks for total per month income upto Rs. 35,000.00
 - 6 marks for total per month income above than to Rs. 35,000.00

Maximum score in this section will be 21 and minimum will be 02.

(E) Others

- Q. No. 1.** – 1 mark for yes, zero for no
- Q. No. 2** – 1 mark for each 2 room with a maximum of 4 marks
- Q. No. 3**
 - 1 mark for room rent up to Rs. 1000
 - 2 marks for room rent up to Rs. 2500
 - 3 marks for room rent up to Rs. 4000
 - 4 marks for room rent above than Rs. 4000
- Q. No. 4** – 1 mark for yes, zero for no
- Q. No. 5**
 - 1 mark for (i)
 - 2 marks for (ii)
 - 3 marks for (iii)

with a maximum of 5 marks.

- Q. No. 6** – 1 mark for each servant with a maximum of 4

- Q. No. 7** – 2 marks for (i)
 – 1 mark for (ii)
 – Zero for (iii)
- Q. No. 8** – 2 marks for yes, 1 for no
- Q. No. 9** – 2 marks for yes, 1 for no
- Q. No. 10** – 1 mark for each.
- Q. No. 11** – Zero for no
 – 1 mark for up to Rs. 100
 – 2 marks for up to Rs 500
 – 3 marks for above than Rs. 500

Maximum score in this section will be 31 and minimum will be 03.

Norms

As a result of administering the SESS on a sample of 416 secondary students of Kanpur (156 males and 83 females of rural area and 101 males and 76 females of urban area) of age range 13 to 19 years the category wise classification was done. The following table presents to classification.

Category		Scores
High	1	75 or above
Above Average	2	Between 62 to 74
Average	3	Between 49 to 61
Below Average	4	Between 36 to 48
Low	5	35 or below

The scale is comprehensive in nature and does not discriminate between rural-urban and male-female students. The difference between means of rural and urban students and difference between means of male and female students are not significant at 0.01 level.

6.1.10 PT-223

13

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 Simranjeet Singh

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	23	2	11	41	

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

2. You are the domicile of :

(i) Urban ☐(ii) Semi Urban ☐(iii) Rural ☒

If your domicile is urban the duration of stay

1

B. Family :1. The kind of family you belong to : (i) Joint ☒(ii) Single ☐

2

2. Is your mother alive ?

(i) Yes ☒(ii) No ☐

2

3. Is your father alive ?

(i) Yes ☒(ii) No ☐

2

4. Do you have any brother/Sister ?

(i) Yes ☒(ii) No ☐

2

C. Education :

1. Is your mother educated ?

(i) Yes ☒(ii) No ☐

If yes, what is her higher state of education

3

2. Is your father educated ?

(i) Yes ☒(ii) No ☐

If yes, what is his higher state of education

4

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

1

4. The school in which you study is :

(i) Private ☐(ii) Government or aided by Government ☒(iii) Convent/Public ☐

2

5. Medium of your education is :

(i) Hindi ☒(ii) English ☐

1

Total

23

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 tuition 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, tuition, labour etc.)
 (i) (ii) Agriculture (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 ?

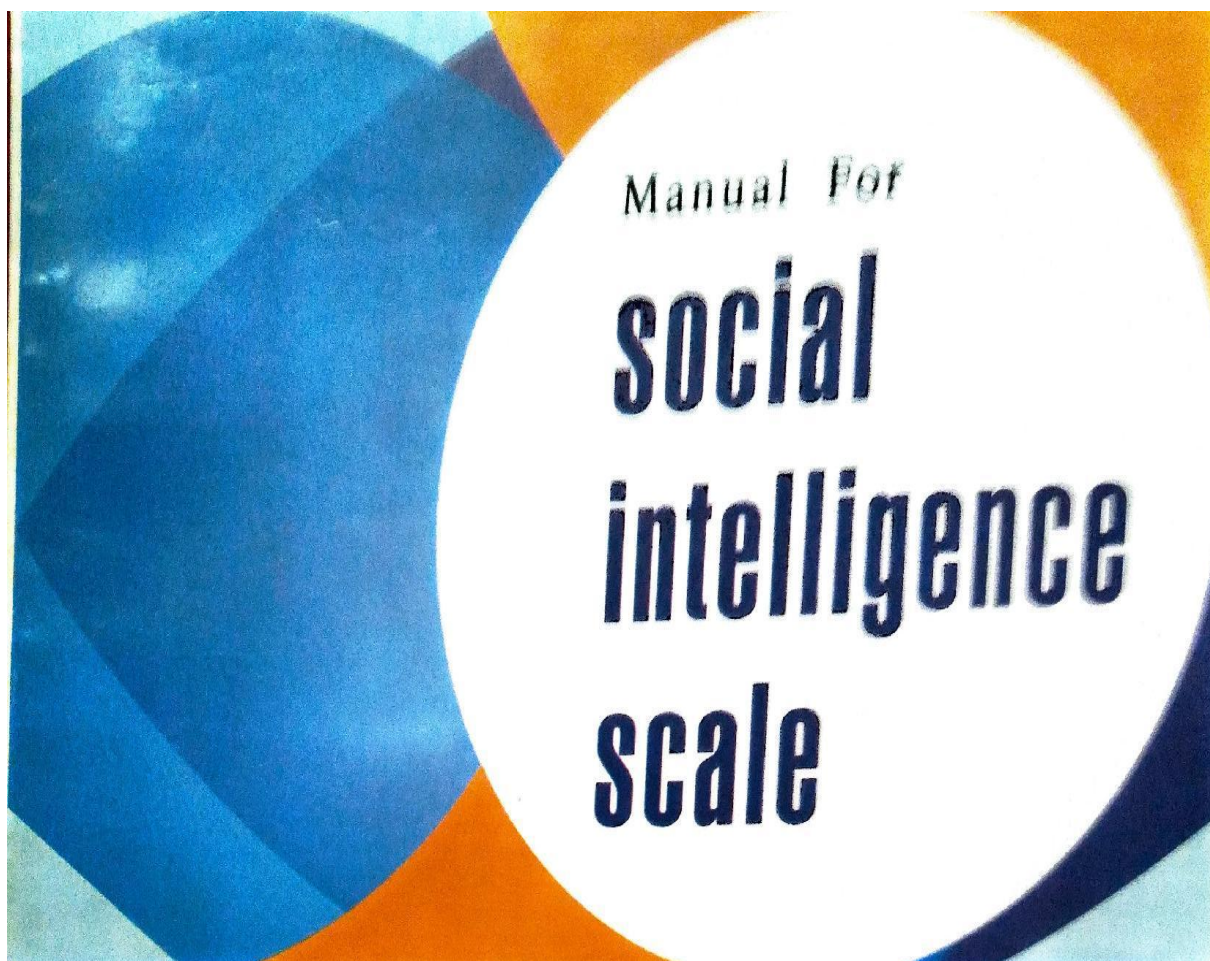
E. Others :

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

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

ANNEXURE B
SOCIAL INTELLIGENCE SCALE



Manual for SOCIAL INTELLIGENCE SCALE

SIS-CG

Dr. N. K. Chadha, Retd.

Professor

P. G. Department of Psychology

University of Delhi

DELHI

Usha Ganesan

DELHI

&



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INTRODUCTION

To the layman, the Intelligence Quotient is not identified with a particular type of score on a particular test, but is often a shorthand designation for intelligence. However, a more precise approach to the context yields a number of definitions for the term.

One group of definitions places the emphasis upon adjustment or adaptation of the individual to his total environment, or to limited aspects of it. According to definitions of this type, intelligence is general mental adaptability to new problems and situations of life or in other words, it is the capacity to reorganize one's behaviour patterns so as to act more effectively and more appropriately in novel situations. Thus, the more intelligent person is one who can more easily and more extensively vary his behaviour as changing conditions demand; he has numerous possible responses and is capable of greater creative reorganization of behaviour.

A second type of definition states that intelligence is the ability to learn. According to this definition, a person's intelligence is a matter of the extent to which he is educable, in the broadest sense. The more intelligent the individual is, the more readily and extensively is he able to learn, hence, also, the greater is his possible range of experience and activity. Still others have defined intelligence as the ability to carry on abstract thinking. This means the effective use of concepts and symbols in dealing with situations, especially those presenting a problem to be solved through the use of verbal and numerical symbols. It is apparent that these definitions are not mutually exclusive.

Basically intelligence is conceived as a specific word. As Dookrell (1970) put it, intelligence might be taken to mean 'ability'—what a person can do at this moment. Earlier definitions have termed it the ability to judge all, to comprehend well, to reason well, (Binet); 'the capacity to form concepts and grasp their significance'; 'all-round thinking capacity' or 'mental efficiency' (Vernon); innate, general cognitive ability, (Binet); 'grasping the essentials in a situation and responding appropriately to them' (Helm); 'adaptation to the physical and social environment' (Piaget); 'the aggregate or global capacity of the individual to act purposefully, to deal rationally and to deal effectively with the environment, (Weschler).

An operational definition proposed is that intelligence is what intelligence tests measure. Vernon (1960) and Guilford (1967) discussed the biological, experimental and psychological, developmental and operational approaches to the study of

intelligence. Many argue that intelligence is not the same as other psychological terms like 'learning', 'thinking', 'problem solving', 'attainment', or 'achievement' (e.g., Turner, 1977). Some feel that these terms are not qualitatively different and to great extent overlap (e.g. Humphreys, 1971; McFarland, 1971).

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

An interesting aspect of intelligence which has been a focus of a great deal of attention is the 'structure' of intelligence. Various theories have been proposed.

Thorndike's multifactor theory of intelligence is at one extreme of the interpretations regarding the nature of mental organization. According to this intelligence is said to be constituted of a multitude of separate factors, or elements, each one being a minute element of ability. Any mental act, according to this theory, involves a number of these minute elements operating together. Any other mental act involves a number of the element in combination. Thorndike's theory has been said to be an "atomistic" theory of mental ability. (Freeman, 1965).

Opposed to Thorndike's theory of the nature of intelligence is Spearman's two factor theory, which stands at the other extreme of interpretations. According to him all intellectual activity is dependent primarily upon and is in expression of a general factor common to all mental activity. Spearman characterised this general factor as mental energy. They concluded that the principal distinguishing characteristic of tests highly "loaded" with general factor (g) is that they require insight into relationships — what he called "the education of relations and correlates."

According to the group factor theory, intelligent activity is not an expression of innumerable highly specific factors as Thorndike had claimed. This theory which was

propagated by Thurstone concludes that certain mental operations have in common a "primary" factor that gives them psychological and functional unity and that differentiates them from other mental operations. These operations then constitute a "group".

The two factor theory has been criticised by statistical psychologists, notably G. H. Thomson and L.L. Thurstone. Thomson offers a sampling theory to explain the same tables of intercorrelations. Briefly, his view is that the coefficients of correlation are the results of common samplings and combinations of independent factors. The number of common independent factors utilised by two tests will determine the coefficient of correlation between these two.

Over the years a growing interest has been manifested in the concept of social intelligence. It has been highlighted that in various fields today the capacity of the individual to interact emphasis placed on interpersonal relationships in various work environment is itself a reflection of the importance of social intelligence.

The problem of understanding the behaviour of people in "face-to-face contacts", of "empathy", of "person perception", and of "social sensitivity", and problems of influencing or managing the behaviour of others have been recognised for a long time, but little systematic work has been done on basic understanding of those phenomena. E.L. Thorndike (1920) had pointed out that there is an aspect of personality that can be called "social intelligence", distinct from "concrete" and "abstract" intelligences. Guilford (1958) suggested that social intelligence could be accounted for as a fourth category of information. It carries the implication that there are 30 abilities involved in social intelligence as specified by structure of Intellect (SI) theory, six abilities for dealing with different products of information within each of the five operation categories.

SELECTION OF DIMENSIONS

The initial selection of the dimensions that measure social intelligence were determined on the basis of the judgement of 25 experts in the field of behavioural sciences. In order to construct the scale the dimensions of social intelligence were selected in a scientific manner. Accordingly, sixteen relevant and meaningful dimensions of social intelligence were selected and defined. These were then given to a group of 25 experts and 13 of these dimensions were unanimously accepted. These were further given to 10 experts to be rated on a 5 point rating scale ranging from very relevant to irrelevant. The experts were also asked to rank the dimensions from most relevant to least relevant. Following this a final list of 8 dimensions was selected and retained for final inclusion in the scale. Their operationally defined structure was as under :

- A. Patience**—Calm endurance under stressful situations.
- B. Co-operativeness**—Ability to interact with others in a pleasant way to be able to view matters from all angles.
- C. Confidence Level**—Firm trust in oneself and ones chances.
- D. Sensitivity**—To be acutely aware of and responsive to human behaviour.
- E. Recognition of Social Environment**—Ability to perceive the nature and atmosphere of the existing situation.
- F. Tactfulness**—Delicate perception of the right thing to say or do.
- G. Sense of Humour**—Capacity to feel and cause amusement; to be able to see the lighter side of life.
- H. Memory**—Ability to remember all relevant issues; names and faces of people.

ITEM CONSTRUCTION AND SELECTION

A set of 15 to 20 items were constructed for each dimension. An initial pool of 140 items were constructed for the whole scale. The six dimensions (Patience, Recognition of Social Environment, Confidence, Sensitivity, Sense of Humour and Co-operativeness) were constructed using the multiple choice technique. In the 'Tactfulness' dimension, responses were elicited in terms of 'Yes' or 'No'. (Jackson, Neill & Beran, 1973). In the last dimension, that of 'Memory' a set of 30 pictures was presented for recognition. The entire set of 140 items were given to 5 experts and the necessary changes introduced. 91 items which met with 100 percent approval amongst the judges were retained.

These items were then tested for social desirability with the help of five experts. The items were rated on a 9 point rating scale ranging from "extremely desirable", through "Neutral" to "extremely undesirable." (Edward, 1957). The items were all retained and subjected to item analysis.

ITEM ANALYSIS

The scale was administered to an unselected sample of 300 (150 Males and 150 females) for the purpose of item analysis, This sample was drawn from a population of university students pursuing a variety of courses.

In the case of 6 dimensions (Patience, Confidence, Cooperativeness, Sensitivity, Sense of Humour and recognition of Social Environment) the subject was given a

choice of three alternatives for each item and was asked to choose one. In the case of the first four dimensions (Patience, Cooperativeness, Confidence, and Sensitivity) scores of 1, 2 and 3 were given to three response alternatives. For e.g. in the confidence dimension a score of 3 would indicate a high degree of confidence, a score of 1 a lack of confidence and a score of 2 would reveal moderate confidence. In the other two dimensions (Sense of Humour and Recognition of Social Environment) one of three alternatives given is the case of the 'Tactfulness' dimension the responses were in the form of 'Yes' or 'No'. The appropriate response was awarded a score of '1'. The last dimension that of 'Memory' was scored '1' or '0' depending on whether or not the subject's response was 'right' or 'wrong'.

In the case of four dimensions (Tactfulness, Sense of Humour, Recognition of Social Environment and Memory) the Phi Co-efficient was calculated on the basis of the high and low group on the one hand and the scores of 1 or 0 on the other. These values were then converted into Chi-Square. For the remaining four dimensions (Patience, Confidence, Co-operativeness and Sensivity) the Chi-Square values were calculated based on the expected and observed outcomes for each item, using the entire sample of 300. The items having Non-Significant Chi-Square Values were dropped from the scale at this point. Two levels of significance that is 5% and 1% were taken as the criterion for dropping the items. A total of 66 items were retained in the Final scale.

INDEPENDENCE OF DIMENSIONS

For testing the significance of relationship among different dimensions chosen in the present study another sample of 100 was drawn from the University student population. In order to test whether the dimensions covered by the scale were orthogonal, the final scale consisting of 66 items were administered to a heterogeneous sample of 160. The data obtained was scored and subjected to the 'Pearson Product Moment Correlation' for finding out the intercorrelation among different dimensions. The correlations computed for the different dimensions of the scale are fairly low. Leaving very few intercorrelation, major number of intercorrelation are statistically insignificant. This provides sufficient statistical evidence regarding the independence of dimensions in the present Social Intelligence Scale.

The final distribution of items per dimension are as follows :

TABLE 1

Number of Items Retained Under Each Dimension in the Final Scale

Part	Sr. No.	Dimension	Number of Items Retained	Total
I	A.	Patience	8	36
	B.	Co-operativeness	11	
	C.	Confidence	8	
	D.	Sensitivity	9	
II	E.	Recognition of Social Environment	3	3
III	F.	Tactfulness	7	7
IV	G.	Sence of Humour	8	8
V	H.	Memory	12	12
			Total	66

Scoring Key

Scoring of the present scale is given as follows :

TABLE 2

Scoring Key for Dimension : A—Patience

Items Nos.	Response Alternatives		
	a	b	c
4	1	3	2
8	2	3	1
15	1	2	3
16	1	3	2
20	1	2	3
27	3	1	2
33	3	2	1
36	2	3	1

Score Range = 8 to 24

TABLE 3*Scoring Key for Dimension : B—Co-operativeness*

Items Nos.	Response Alternatives		
	a	b	c
1	3	2	1
3	3	1	2
8	3	1	2
14	2	1	3
17	1	3	2
21	3	1	2
25	3	2	1
26	2	3	1
28	1	3	2
31	1	3	2
32	2	1	3

Score Range = 11 to 33**TABLE 4***Scoring Key for Dimension : C—Confidence*

Items Nos.	Response Alternatives		
	a	b	c
2	1	3	2
7	3	2	1
11	2	3	1
12	2	3	1
19	1	3	2
23	2	1	3
30	1	2	3
35	2	2	3

Score Range = 8 to 24

TABLE 5

Scoring Key for Dimension : D—Sensitivity

Items Nos.	Response Alternatives		
	a	b	c
2	2	1	3
6	1	3	2
10	1	2	3
13	2	1	3
18	2	3	1
22	2	3	1
24	1	2	3
29	3	1	2
34	2	1	3

Score Range = 9 to 27

TABLE 6

Scoring Key for Dimension : E—Recognition of Social Environment

Items Nos.	Response Alternatives		
	a	b	c
37	1	0	0
38	1	0	0
39	0	1	0

Score Range = 0 to 3

TABLE 7*Scoring Key for Dimension : F—Tactfulness*

Items Nos.	Response Alternatives	
	Yes	No
40	0	1
41	0	1
42	0	1
43	1	0
44	0	1
45	1	0
46	1	0

Score Range = 0 to 7

TABLE 8*Scoring Key for Dimension : G—Sense of Humour*

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

Score Range = 0 to 8

TABLE 9

Scoring Key for Dimension II - Memory

Score of one (1) for following Correct Responses

55.	Narendra Modi	61.	Barojini Naidu
56.	Sachin Tendulkar	62.	Rabindranath Tagore
57.	Ram Deo	63.	A.P.J. Abdul Kalam
58.	C. V. Raman	64.	Atal Behari Vajpayee
59.	Lata Mangeshkar	65.	Amitabh Bachchan
60.	Prem Chand	66.	Dr. Sarvapalli Radhakrishnan

Standardization

The Social Intelligence Scale was standardized on a sample population of 300 (150 male and 150 female). The sample consisted of adult students studying at university level in various faculties. The minimum age was 18 years.

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.

TABLE 10 : Test-Retest Reliability Co-efficient

Sr. No.	Areas	Coefficient of Co-relations
A.	Patience	.94
B.	Co-operativeness	.91
C.	Confidence	.90
D.	Sensitivity	.93
E.	Recognition of Social Environment	.95
F.	Tactfulness	.94
G.	Sence of Humour	.92
H.	Memory	.97

All the results are significant at .01 level of significance.

Validity

The techniques of validity used to validate this scale were (1) Empirical Validity and (2) Cross Validation.

To test the empirical validity a sample of 50 individuals was taken. The external criterion used was the 'Social Intelligence Test' by F. A. Moss, T. Hunt, K. M. Omwaka and L.G. Woodward (1949), George Washington University series. 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.

The dimensions of Recognition of Social Environment, Memory and Sense of Humour were common to the present scale and the Social Intelligence Test by Moss and Hunt. The Sense of Humour dimension was similar in both cases, the other two dimensions mentioned were Slightly different in format and manner of administration. In spite of this the correlation obtained for all test three dimensions were positive and significant. Further, the remaining dimensions that of Patience, Confidence, Sensitivity, Co-operativeness and Tactfulness indicate significant correlation with the total score of the Social Intelligence Test by Moss and Hunt. The total score of the present scale is highly and significantly correlated with the Social Intelligence Test of Moss and Hunt. ($r = .70 < .01$). Henceforth the present scale has a validity coefficient of .70.

For the purpose of cross validation a sample of 50 individuals was taken. The data obtained on the first sample and second sample was correlated to test the validity of the scale. The Pearsons Product moment correlation was obtained. The co-efficients obtained are as follows :

TABLE 11*Cross Validation-Correlation between Two Groups*

Sr. No.	Dimension	Correlation between Two Groups
A.	Patience	.82
B.	Co-operativeness	.91
C.	Confidence	.86
D.	Sensitivity	.75
E.	Recognition of Social Environment	.91
F.	Tactfulness	.75
G.	Sence of Humour	.95
H.	Memory	.94

Statistical Results

The Social Intelligence Scale has Eight Dimensions and in all 66 items. But in Dimension – **E** – Recognition of Social Environment (3 items and maximum score 3), **F** – Tactfulness (7 items and maximum score 7), **G** – Sense of Humour (8 items and maximum score 8) and **H** – Memory (12 items and maximum score 12), descriptive statistics is not possible for preparation of dimension-wise Norms therefore, Mean and Standard Deviation for the whole scale have been calculated and z-Score Norms have been prepared for overall prediction of Social Intelligence.

TABLE 12*Statistical Results*

N	Mean	SD
300	89.50	15.00

Norms

On the basis of the above statistical results, z-Score Norms have been prepared and the same have been presented in Table 13.

Norms for interpretation of the level of Social Intelligence have been presented in Table 14.

TABLE 13

z-Score Norms for Social Intelligence Scale

Mean : 89.50

SD : 15.00

N = 300

RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score	RAW Score	z- Score
51	-2.56	71	-1.23	91	+1.10	111	+1.43
52	-2.50	72	-1.16	92	+0.16	112	+1.50
53	-2.43	73	-1.10	93	+0.23	113	+1.56
54	-2.36	74	-1.03	94	+0.30	114	+1.63
55	-2.30	75	-0.96	95	+0.36	115	+1.70
56	-2.23	76	-0.90	96	+0.43	116	+1.76
57	-2.16	77	-0.83	97	+0.50	117	+1.83
58	-2.10	78	-0.76	98	+0.56	118	+1.90
59	-2.03	79	-0.70	99	+0.63	119	+1.96
60	-1.96	80	-0.63	100	+0.70	120	+2.03
61	-1.90	81	-0.56	101	+0.76	121	+2.10
62	-1.83	82	-0.50	102	+0.83	122	+2.16
63	-1.76	83	-0.43	103	+0.90	123	+2.23
64	-1.70	84	-0.36	104	+0.96	124	+2.30
65	-1.63	85	-0.30	105	+1.03	125	+2.36
66	-1.56	86	-0.23	106	+1.10	126	+2.43
67	-1.50	87	-0.16	107	+1.16	127	+2.50
68	-1.43	88	-0.10	108	+1.23	128	+2.56
69	-1.36	89	-0.03	109	+1.30	129	+2.63
70	-1.30	90	+0.03	110	+1.36	130	+2.70

TABLE 14

Norms for Interpretation of the Level of Social Intelligence

Sr. No.	Range of z-Scores	Grade	Level of Social Intelligence
1.	+2.01 and above	A	Extremely High
2.	+1.26 to +2.00	B	High
3.	+0.51 to +1.25	C	Above Average
4.	-0.50 to +0.50	D	Average
5.	-1.25 to -0.51	E	Below Average
6.	-2.00 to -1.26	F	Low
7.	-2.01 and below	G	Extremely Low

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Reusable Booklet

of

SIS-CG

English
Version

Dr. N. K. Chadha (Delhi)

Ms. Usha Ganesan (Delhi)

INSTRUCTIONS

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



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Estd. 1971

NATIONAL PSYCHOLOGICAL CORPORATION

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 empathise 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 will like you to.
- (a) You will go.
 - (b) You refuse to go.
 - (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 outside.
- (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 would 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 some way.
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.

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 matter 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 I.
(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.

Sr.No.

STATEMENTS

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.



55



56



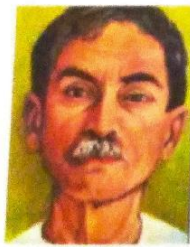
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58



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