EFFECTS OF SOCIAL INTELLIGENCE ON THE ACADEMIC ACHIEVEMENT OF STUDENTS AT UNIVERSITY LEVEL

Shaher Bano
Dr. Muhammad Nadeem Iqbal

1. MPhil Scholar, Department of Educational Research and Assessment, UO, Pakistan, shaherbano173@gmail.com

2. Assistant Professor, Department of Education, Bahauddin Zakariya University, Multan, Pakistan, nadeemiqbal@bzu.edu.pk

 Abstract
The aim of this research is to study the effects of social intelligence on the academic achievement of students at university level. Education is a powerful instrument for the change in the society. It was basically descriptive research in nature and for the collection of data survey method was used. The questionnaire was used to collect data from participants. The population of this research was students of University of Okara and University of Agriculture Faisalabad (Sub- campus Depalpur/Okara). Sample of this study was 336 students from 7 Arts and Science departments. The tool used in the study was Chadha and Ganesan Social Intelligence Scale (1986) and the GPA were obtained from the students of 6th semester. 180 male and 156 females were the part of this. 203 students belonged to urban area and 133 were from rural area. The data was analyzed by applying mean, S.D, t-test, ANOVA and percentage. The analysis of the data revealed that the effects of social intelligence on the academic achievement of students at university level was more positive than negative on the basis of demographics.
Keywords: Social Intelligence, Academic Achievement, University Students.

1.1 Introduction

The development and advancement of any nation have been profoundly influenced by higher education. Much weight has been placed on it, and rightfully so. The information, competence, and experience gained from it help people succeed in many spheres of life. It's incredible how knowledge can change our lives and lead to better opportunities. It is intriguing that every individual's profile is a product of their own distinct set of skills and traits that are in turn influenced by their life experiences and education. These variations manifest in a variety of ways, including variations in intelligence and creativity. What makes us unique and how we make our way through life are these personal traits. We may create a more varied and inclusive society by learning to embrace and appreciate these differences. A person's social intelligence can be defined as their capacity to read social cues and respond accordingly, allowing them to thrive in social situations. Applying broad intelligence to social situations is all it is. Two components of SI include being able to read social cues and acting appropriately based on those cues. People that possess this intelligence tend to have a good grasp of the subtleties of people's true intentions behind their words. Therefore, those high in social intelligence can excel in discussion (Nazir et al., 2015).

Our society places a high value on the educational process. In the 21st century, it has become essential to our daily lives, particularly for the development of important life skills. Being able to get along with others and succeed in life are two of the most important qualities anyone may have in today's world. In order to adapt and proliferate, students have developed specialized skills. A society's level of intellectual competence is directly proportional to its level of complexity. Social intelligence, which undergirds one's group interactions and behaviors, is their area of competence. Nowadays, with all the stresses, tensions, and complications of modern life, social intelligence is more important than ever. Success in any area of life, as well as in managing one's own life and

relationships, is within reach for anyone who takes the time to master and practice this skill (Kanimozhi & Vasimalairaja, 2018). Everything around us is a potential classroom. Learning, according to Bandura (1986), is ultimately a social activity. While everyone learns something on their own first, the way people learn alters as they form relationships with others. A child's capacity to learn from interacting with others depends on the development of strong social skills. Learning social skills is essential for children's success as individuals and members of society, according to Dam and Volman (2007).

Today, we live in a scientific era where the study of human relationships is known as social intelligence. People really thrive in groups. No amount of time spent alone will ever be enough for them. Each day brings new interactions with people who are unique in their perspectives and character quirks. We feel joy, sadness, misunderstandings, agreements, arguments, and a whole range of other feelings when we meet these individuals with diverse social and psychological traits. Students' mental health can improve when they have higher levels of social intelligence. People who put them in an uncomfortable emotional state will be avoided if they are unable to cope with these sentiments. Which, in turn, can hurt feelings of those who hold significant importance in our life. Depression and anxiety are the most significant issues. They begin to experience stress in their daily lives, which has an impact on their academic performance. Their enthusiasm for learning wanes. The result has been a profound sense of loneliness and isolation. The educational system places a heavy emphasis on pupils' cognitive abilities and memory. The connection between social intelligence and learning is not given much weight. Despite a mountain of evidence showing their indisputable benefits, social intelligence is grossly undervalued in classroom instruction (Robert, 2021). Discovering and developing future leaders' potential requires an emphasis on social intelligence qualities in addition to cognitive intelligence assessments and work experience (Othman et al., 2008).

1.2 Literature review

In this age of rising automation, teaching social intelligence is crucial since it is the greatest tool for creating and sustaining a positive work environment and preserving employment opportunities. Having the resources to help students build social intelligence should start in elementary school so that they can continue to do so throughout their academic careers and into adulthood (Garcia-Bulle, 2022). Academic difficulties are less of a concern for students who score higher on measures of social intelligence. Students learn more enthusiastically, purposefully, and joyfully when they have positive relationships with their teachers. Anxieties are alleviated by social intelligence. It gives you the ability to collaborate effectively with your classmates. According to Gable and Haidt (2005), social intelligence is all about making people happier and healthier by focusing on their best qualities, experiences, and results.

1.3 Importance of social intelligence in academic achievement

Social intelligence is a stronger predictor of academic achievement of students. It develops the capacity to know oneself and to know others.

1. Effective Communication: Students with social intelligence are skilled at expressing their ideas clearly, actively listening to others, and engaging in meaningful discussions with their peers and teachers.

2. Collaboration: Socially intelligent students excel in group projects and teamwork. They can navigate interpersonal dynamics, contribute to the team's goals, and resolve conflicts constructively.

 3. Empathy and Understanding: Socially intelligent students are empathetic towards their classmates and teachers. They can understand different perspectives, show compassion, and offer support when needed.

 4. Leadership: Students with social intelligence often take on leadership roles. They can inspire and motivate their peers, delegate tasks, and foster a positive learning environment.

5. Conflict Resolution Socially intelligent students are skilled at resolving conflicts in a respectful and constructive manner. They can find common ground, negotiate solutions, and maintain positive relationships.

A person's social intelligence impacts many parts of their lives, including their ability to form connections. It paves the way for people to connect with one another and build relationships. Those high in EQ are able to "read" people's emotions and read their facial expressions. Academic difficulties are less of a concern for students who score higher on measures of social intelligence. Students learn more enthusiastically, purposefully, and joyfully when they have positive relationships with their teachers. It gives you the ability to collaborate effectively with your classmates. A high level of social intelligence is associated with better interpersonal skills and a more positive self-image (Obilor et al., 2019).Social intelligence is an important aspect, but it has been overlooked and abandoned when discussing students' academic performance (Rozzel et al., 2006). Therefore, the current study was focused on "Effects of social intelligence on the academic achievement of students at university level."

 1.4 Objectives

The objectives of the study were to:
1. Analyze the effects of social intelligence on the academic achievement of students.
2. Compare the effects of social intelligence on the academic achievement of students on the basis of universities (University of Okara and University of Agriculture Faisalabad (sub- campus Depalpur Okara).
3. Assess the effects of social intelligence on the academic achievement of students on the basis of demographics gender ,locality and facilities (Science and Arts).

 1.5 Research questions

The research questions of the study were as follows:
1. What are the effects of social intelligence on the academic achievement of students?
2. Do effects of social intelligence on the academic achievement of students show difference between university of Okara and University of Agriculture Faisalabad (Depalpur/Okara)?
3. Is there comparison of effects of social intelligence on student academic achievement on demographic basis, i.e gender, locality and faculties (science and arts)?

 1.6 Research design

The quantitative research was used for this study. Cross- Sessional Survey was used as a research design because it focused on effects of social intelligence on the academic achievement of students.

1.7 Sample and sampling technique

Sample was taken systematically from both male and female of rural and urban areas students of science and arts group at University of Okara and University of Agriculture.The sample consisted of 336 students. There were 57 students from science departments and 279 students from arts departments of session 2020 – 2024.The process of sampling was done by using Stratified Random sampling Techniques.

1.8 Research tool

Research tools play a crucial role in education, helping students, educators, and researchers gather, organize, analyze, and present information. Here are some key research tools commonly used in educational research.

Chadha and Ganesan Social Intelligence Scale (1986) was used for this research work. It measures social intelligence in eight areas;1-Patience,2-Cooperativeness,3-Confidence,4-Sensitivity, 5- Recognition of Social Intelligence,6- Tactfulness, 7- Sense of Humor and 8- Memory.

1.9 Validation of research tool

Validation plays an important role in research tool. A research tool can be considered as valid by these steps; Expert opinions, Pilot testing, Content validity index (CVI) and Reliability of tool.

Table 1.1 Reliability of Tool

Sr. No	Category	No of items	Cronbach s Alpha
1-	Students	40	0.71

Table 1.1 shows that the reliability value is 0.71 which is acceptable as reliable tool.

1.10 Statistical treatment

The data were analyzed by applying various statistical methods including Mean, S.D, t-test, ANOVA, Correlation and Percentage.

1.11 Analysis and interpretation of data

In order to achieve the objectives formulated for the study, the data was analyzed statistically by applying different methods.

Table 1.2 Mean comparison of University of Okara Students and University of Agriculture Faisalabad Students on various dimensions of Social Intelligence

S. No	Dimensions	Group	N	Mean	S. D	t. value	Level of Significance
1	Patience	UO	271	3.9	0.48	8.70	0.03
		UAF	65	3.5	0.62		
2	Cooperativeness	UO	271	3.8	0.49	1.13	0.00
		UAF	65	3.8	0.58		
3	Confidence	UO	271	3.5	0.51	0.14	0.00
		UAF	65	3.5	0.84		
4	Sensitivity	UO	271	3.7	0.64	4.98	0.02
		UAF	65	3.9	0.62		
5	Recognition of Social Environment	UO	271	3.6	0.40	4.46	0.01
		UAF	65	3.5	0.43		
6	Tactfulness	UO	271	3.7	0.76	1.48	0.01
		UAF	65	3.6	0.30		
7	Sense of Humor	UO	271	3.9	0.42	11.1	0.00
		UAF	65	3.9	0.39		
8	Memory	UO	271	3.4	0.21	4.01	0.01
		UAF	65	3.5	0.21		
Total		UO	271	3.7	3.91	4.50	0.01
		UAF	65	3.7	3.99		

Table 1.2 indicates the mean comparison of UO and UAF students on various dimensions of social intelligence. It is proof that on the dimensions of Patience (t. value 8.70>0.03), Cooperativeness (t. value 1.13>0.00), Confidence (t. value 0.14>0.00), Sensitivity (t. value 4.98>0.02), Recognition of Social environment (t. value 4.46>0.01), Tactfulness (t. value 1.48>0.01), Sense of Humor (11.1>0.00) and Memory (t. value 4.01>0.01), the two groups differ significantly.

Further that UO students have been found patience, tactful and recognized social environment on the other hand UAF students have been found to be more sensitivity and have good memory. Both are cooperative, confident and have good sense of humor equally.

Table 1.3 Mean Comparison of UO and UAF Students on the Academic Achievement

Variables	N	Mean	S. D	t. vale	Level of Significance
UO	271	2.20	0.57	0.23	0.05
UAF	65	2.25	2.57		

Table 1.3 shows that there is statistically significant comparison on the basis of Universities (University of Okara and University of Agriculture Faisalabad).

Table 1.4 Mean comparison of Male and Female University Students on various dimensions of Social Intelligence.

S. No	Dimensions	Group	N	Mean	S. D	t. value	Level of Significance
1.	Patience	Male	180	3.8	0.60	0.13	0.02
		Female	156	3.7	0.45		
2.	Cooperativeness	Male	180	3.9	0.58	3.24	0.01
		Female	156	3.8	0.40		
3.	Confidence	Male	180	3.6	0.58	5.07	0.02
		Female	156	3.4	0.58		
4.	Sensitivity	Male	180	3.7	0.64	6.19	0.01
		Female	156	3.9	0.62		
5.	Recognition of Social Environment	Male	180	3.6	0.39	3.64	0.02
		Female	156	3.5	0.43		
6.	Tactfulness	Male	180	3.6	0.35	0.08	0.00
		Female	156	3.6	0.95		
7.	Sense of Humor	Male	180	3.7	0.37	3.47	0.00
		Female	156	3.7	0.50		
8.	Memory	Male	180	3.4	0.21	9.96	0.03
		Female	156	3.5	0.20		
Total		Male	180	3.7	3.72	3.97	0.01
		Female	156	3.7	4.13		

Table 1.4 shows the mean comparison of male and female university students on various dimensions of social intelligence. It is evident from the table that on the dimensions of Patience (t. value 0.13>0.02), Cooperativeness (t. value 3.24>0.01), Confidence (t. value 5.07>0.02), Sensitivity (t. value 6.19>0.01), Recognition of Social Environment (t. value 3.64>0.02), Tactfulness (t. value 0.08=0.00), Sense of Humor (t. value 3.47>0.00) and Memory (t. value 9.96>0.03), the two groups differ significantly.

Further table indicates that female university students have been found sensitivity and have good memory than male university students, whereas male university students have been found to be more patience, cooperative, confident and recognized social environment than female university students and female university students know how tactfully behave and have good sense of humor as well as male. On the basis of gender, university students differ significantly at 0.01 level. Therefore, Male and Female university students differ significantly on various dimensions of social intelligence, stands accepted.

Table 1.5 Mean Comparison of Male and Female University Students on the Academic Achievement

Variables	N	Mean	S. D	t. value	Level of Significance
Male	180	2.1	0.45	1.04	0.01
Female	156	2.3	1.63		

Table 1.5 shows that the mean comparison of male and female university students on academic achievement. It is proof that on the academic achievement (t. value 1.04 >0.01), the two groups viz. Male and Female university students differ significantly. Table further reveals that female university students have better academic achievement than the male university students. So, Male and Female university students differ significantly on academic achievement, stands accepted.

Table 1.6 Mean comparison of Rural and Urban University Students on various dimensions of Social Intelligence

S. No	Dimensions	Group	N	Mean	S. D	t. value	Level of Significance
1	Patience	Rural	133	4.0	0.45	13.1	0.04
		Urban	203	3.7	0.51		
2	Cooperativeness	Rural	133	4.0	0.31	15.3	0.04
		Urban	203	3.7	0.55		
3	Confidence	Rural	133	3.3	0.54	11.8	0.03
		Urban	203	3.7	0.57		
4	Sensitivity	Rural	133	3.7	0.66	1.06	0.01
		Urban	203	3.8	0.63		
5	Recognition of Social Environment	Rural	133	3.5	0.39	12.4	0.02
		Urban	203	3.7	0.40		
6	Tactfulness	Rural	133	3.6	0.37	3.02	0.01
		Urban	203	3.7	1.01		
7	Sense of Humor	Rural	133	3.8	0.41	2.90	0.01
		Urban	203	3.7	0.44		
8	Memory	Rural	133	3.4	0.24	5.90	0.00
		Urban	203	3.4	0.19		
Total		Rural	133	3.7	3.37	8.19	0.02
		Urban	203	3.7	4.30		

Table 1.6 reveals that the mean comparison of rural and urban university students on various dimensions of social intelligence. It is evident from the table that rural university students have been found to be patience and more cooperative than the urban university students, whereas urban university students are more sensitive, tactful, recognized social environment and have good sense of humor than rural university students. While both have good memory. On the basis of locality, rural and urban university students differ significantly at 0.02 level.

Table 1.7 Mean comparison of Rural and Urban University Students on Academic Achievement

Variables	N	Mean	S. D	t. value	Level of significance
Rural	133	2.1	0.75	1.80	0.02
Urban	203	2.3	1.46		

Table 1.7 indicates the mean comparison of rural and urban university students on their academic achievement. It is proof from the table that on academic achievement (t. value 1.80>0.02), the two groups viz. Rural and Urban university students differ significantly. Further, the table reveals that urban university students have better academic achievement than the rural university students. Therefore, rural and urban university students differ significantly on academic achievement. Stands accepted.

Table 1.8 Mean comparison of Arts and Science University Students on various dimensions of Social Intelligence

S. No	Dimensions	Group	N	Mean	S. D	t. value	Level of Significance
1	Patience	Arts	271	3.9	0.47	8.70	0.06
		Science	65	3.5	0.61		
2	Cooperativeness	Arts	271	3.8	0.48	1.42	0.01
		Science	65	3.9	0.58		
3	Confident	Arts	271	3.5	0.51	0.70	0.00
		Science	65	3.5	0.81		
4	Sensitivity	Arts	271	3.7	0.64	4.31	0.02
		Science	65	3.9	0.63		
5	Recognition of Social Environment	Arts	271	3.6	0.40	4.52	0.01
		Science	65	3.5	0.43		
6	Tactfulness	Arts	271	3.7	0.76	1.56	0.01
		Science	65	3.6	0.30		
7	Sense of Humor	Arts	271	3.8	0.42	10.1	0.03
		Science	65	3.5	0.39		
8	Memory	Arts	271	3.4	3.40	4.36	0.01
		Science	65	3.5	3.46		
Total		Arts	271	3.7	7.08	4.46	0.02
		Science	65	3.6	7.21		

Table 1.8 indicates the mean comparison of arts university students and science university students on various dimensions of social intelligence. It is evident from the table that on the dimensions of Patience (t. value 8.70>0.06), Cooperativeness (t. value 1.42>0.01), Confidence (t .value 0.70>0.00), Sensitivity (t. value 4.31>0.02), Recognition of Social Intelligence (t. value 4.52>0.01), Tactfulness (t. value 1.56>0.01), Sense of Humor (t. value 1.56>0.01) and memory (t. value 4.36>0.01), the two groups differ significantly. Further, the table shows that arts university students have been found patience, recognized social environment, tactful and have good sense of humor than the science university students, whereas science university students have been found to be more cooperative, sensitive and have good memory than arts university students. But both arts and science university students are equally confident. On the composite score it has been found that the two groups viz. Arts and science university students differ significantly at 0.01 level that stands accepted.

Table 1.9 Mean Comparison of Arts and Science University Students on Academic Achievement

Variables	N	Mean	S. D	t. value	Level of Significance
Arts	271	2.2	0.57	0.22	0.02
Science	65	2.3	2.57		

Table 1.9 depicts the mean comparison of arts and science university students on academic achievement. Arts university students have secured a mean scored of 2.2 with S. D of 0.57 whereas the science university students have secured a mean score of 2.3 with S. D 2.3. This means that science university students are slightly higher than arts students. Therefore, there is statistically differ significant comparison on the academic achievement.

Table 1.10 One Way ANOVA for differences on various Social intelligence dimensions on the academic achievement of students (GPA)

	Sum of Squares	df	Mean square	F	Sig.
Between Groups	1.573	3	0.52	10.55	0.00
Within Groups	16.50	332	0.50		
Total	18.07	335			

Table 1.10 indicates that the difference between students on various social intelligence dimensions that affected on their academic achievement at university level. Calculated significance value (0.00) which is more significant.

Table 1.11 Correlation

Relationship between Social Intelligence and Students Academic Achievement at University level

	N	Pearson r	Sig.
Social Intelligence	336	1	0.00
Academic Achievement		0.231	

Table 1.10 shows that Correlation (r=0.231) is significant at the 0.01 level (2- tailed). Results show that there is positive relationship between social intelligence and academic achievement.

1.11 Discussion

Social intelligence is a stronger predator of academic achievement of students. It is difficult to lead a successful life in a society without social intelligence. This study revealed that, effects of social intelligence on the academic achievement of students at university level. This study found that there was statistically significant difference in the perception of male and female students about effects of social intelligence on the academic achievement. The conclusions of this study were consistent with several studies (Bhat & Khandai, 2016). This study indicates that urban university students have better academic achievement than the rural university students. Therefore, rural and urban university students differ significantly on academic achievement. Stands accepted. These outcomes matched with the study of (Nazir et al.,2015). This study found that social intelligence has positive effect on academic achievement of students. The students have high mean score value of social intelligence have high GPA scores. The findings of this study are consistent with study of (Obilor, 2019). The findings indicated that a marginally positive relationship between social intelligence and academic achievement among selected arts and science group students at university level (Baggiyam, 2017).

Social intelligence is essential for unlocking the skills of effective communication, dialogue and teamwork to create an optional and productive work environment. Students with greater social intelligence are more self – confidence in managing academic challenges. Positive relations help them to learn with interest, curiosity and joy. It provides the power to work well with the other students. Social intelligence considered

as a source of greater well- being and happiness. Thus, social intelligence is an important developmental aspect of education.

1.12 Conclusion

Social intelligence plays a crucial role in leading a successful life. It helps us navigate social situations, build meaningful relationships, and solve problems effectively. In the context of education, developing social intelligence can greatly benefit students in their academic journey. It allows them to interact with peers, collaborate on projects, and communicate their ideas effectively. Socially intelligent people how behave tactfully, purposefully and proper in life. It's definitely an important aspect of personal and academic development.

1.13 Recommendations

The following important recommendations on the basis of the findings were made throughout the research;

I.   It is recommended that Upcoming National Policy of Education have to consist of some teacher training programmes that can enhance student's social intelligence. It would be beneficial for students to learn about societal issues and their impact on their own lives.

2.   Students should be properly trained through various orientation and refresher courses to develop uniformity of thoughts and experience among themselves so that the dimensions like confidence, tactfulness and recognition to social environment will be enhanced and used for social and academic betterment of the students.

3   It is suggested that authorities should organize various interactions programmes, cultural activities, social activities at inter and intra – district levels to develop social intelligence among the students.

4.   Group project work should be introduced at under graduate level to bridge the gap between the educational institutions and society.

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