



A comparative study of Social Intelligence among Muslim and Christian Secondary School Students of Ranchi Town in Jharkhand

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Abstract

The research reported in this paper aims to examine the main and interaction effect of religion and gender on social intelligence. The data was collected by using random sampling technique from 80 Government secondary school students of Ranchi Town. The stratification was based on two groups of religion (Muslim and Christian) and gender (male and female). There were four sub-group based on 2x2 factorial design and each sample sub-group consisted of 20 cases. Social intelligence was measured by using Social Intelligence Scale developed by N. K. Chadda and Usha Ganesan (1986), which consists of 66 items covering different dimensions of social intelligence such as patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humanity and memory. Result of this research indicated that Muslim and Christian students did not differ significantly on social intelligence whereas; male and female differed significantly on social intelligence. Female students had more social intelligence than male students.

Key words: Gender, Religion, Social intelligence

1. INTRODUCTION

Social intelligence is the ability to understand and manage men and women and boys and girls, to act wisely in human relations (Edward Thorndike, 1920). It is equivalent to interpersonal intelligence, one of the types of intelligence identified in Howard Gardner's theory of multiple intelligences, and closely related to theory of mind. Some authors have restricted the definition to deal only with knowledge of social situations, perhaps more properly called social cognition or social marketing intelligence, as it pertains to trending socio-psychological advertising and marketing strategies and tactics. Social intelligence can be defined as the human ability of decoding the happenings of the world and responding to it likewise. This ability is exclusive to humans and distinguishes us from the rest of beings in the animal kingdom. Social Intelligence is also the capability to act wisely while maintaining human relations. As per the recent definition, Social Intelligence is an individual's collection of knowledge and facts about the outside world. This can be influenced by factors like self-confidence and a desire to meet new people. Social intelligence is a person's competence to optimally understand one's environment and react appropriately for socially successful conduct. It is important to note the multiple definitions listed above, as there is yet to be a complete consensus on the operational definition of social intelligence.

1.1. Importance of social intelligence

Industry experts have confirmed that thousands of employees have recently lost their jobs due to their lack of social in-competence. Earlier, talented people thought they only have to be good at their jobs to guarantee their place in a company. However, the recent change in business approach has made all these employees rethink their style of working. They now realize that they can't be employees in desk-jobs, and have to start taking a larger interest and part in the improvement and growth of the organization.

Technology has made people self-centered, in the sense that people might be interacting with people online happily, but the same people will be ignoring those sitting beside them. This boundary that people have drawn around them makes them look isolated and uninterested in any real-world communication, making the lack of human communication and relationships a pressing problem of our times. It is no surprise then that people having better social skills have

more friends, are in more relationships, and know how to nurture a relationship. This leads them to have successful careers and generally happier lives. We live in a society and come in contact with people with different thoughts and personalities every day. While meeting these people with different social and psychological characteristics, we experience happiness, sorrow, misunderstandings, agreements, quarrels, and other different emotions. If we don't know how to handle these feelings, we will tend to avoid those people who make us feel uncomfortable.

2. Review of Literature

Saxena and Jain (2013) conducted a study on social intelligence of under-graduate students in relation to their gender and subject stream' to know the social intelligence of male and female under-graduate students of science and arts streams studying in various degree colleges of Bhilai city, Chhattisgarh. 60 male and 60 female under-graduate students were selected, for the sample by adopting stratified disproportionate random sampling technique. The data was collected by using Social Intelligence Scale (Chadda and Ganesan, 2009). The findings indicates that female students possessed more social intelligence than male students and analysis of stream indicates that arts students had greater social intelligence than that of other streams. Gopal and Singh (2020) conducted a study on impact of gender on social intelligence and life orientation among college students. The purpose of the study was to compare boys and girl's college students on various dimensions of social intelligence and life orientation. The study was conducted on a sample of 165 college students of graduation and post-graduation from district of Varanasi and Mirzapur. The sample consisted of 80 male and 85 female college students. The data was analyzed by applying mean, S.D, t-test and percentage values. The analysis of the data revealed that girl's college students as compared to boy's college students were found to have higher social intelligence. Eshghi, Etemadi, Mardani, Fanaei and Agha-Hosaini, (2021) conducted a study on social intelligence and its sub-scales. The purpose of this research was to examine the social intelligence and its sub-scales among physical education expertise in Isfahan Education Organizations: study of gender differences. For this purpose, a total sample of 48 physical education expertise in Isfahan Education Organizations participated in this research. There were 37 men and 11 women age ranged from 35-46 years. The results showed that the differences between overall social intelligence scores and its sub-scales with

gender (men and women) were significant at the level of $P < 0.05$. Furthermore, men in these variables obtained higher scores than women.

III. METHODOLOGY

i. Objectives of the study:

- To examine the main and interaction effect of religion and gender on social intelligence.
- To find out mean difference between Hindu and Christian students on social intelligence.
- To find out mean difference between male and female students on social intelligence.

ii. Hypotheses:

- There is significant main and interaction effect of religion and gender on social intelligence of the sample
- There is significant mean difference between Hindu and Christian students on social intelligence of the sample.
- There is significant mean difference between male and female students on social intelligence of the sample.

iii. The Sample

The sample for this study was drawn by using random sampling technique from different Government secondary schools of Ranchi town. This study was consisted of 80 secondary school students. The age range of the sample was between 14 to 19 years studying in class VIIIth and Xth.

The stratification of the sample was based on: -

- Religion (Muslim and Christian) =2
- Gender (Male and Female) =2

Therefore, the sample was based on 2x2 factorial design, and there were 4 sub-groups and each sample sub-group consisted of 20 cases to make a total of 80 secondary school students .

iv. Inclusion Criteria

- ❖ Muslim and Christian Students
- ❖ Class VIIIth and Xth
- ❖ Schools from urban area
- ❖ Government schools only
- ❖ Secondary school students
- ❖ Hindi medium school students

v. Exclusion Criteria

- ❖ Private schools
- ❖ Intermediate, UG & PG students
- ❖ Age below 14 years and more than 19 years

vi. Research Design:

<i>Religion</i> <i>Gender</i>	Muslim Students	Christian Students	Total
Boys	20	20	40
Girls	20	20	40
Total	40	40	80

vii. Tools:

The following tools were used for data collection: -

i. Personal Data Questionnaire (PDQ):

This questionnaire was prepared by the researcher for eliciting information about the respondents' personal name, age, gender, religion, education (class), school, type of school, place of residence, family income and occupation etc.

ii. Social Intelligence Scale (SIS):

Social intelligence of secondary school students measured by using Social Intelligence

Scale developed by N. K. Chadda and Usha Ganesan (1986). This standardized measure consists of 66 items covering different dimensions of social intelligence viz. Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Human and Memory. The reliability and validity coefficients were significant at 0.05 and 0.01 levels respectively.

viii. Statistical Analysis:

ANOVA and t-test were used to analyse the data.

ix. Result & Discussion:

One of the important objectives of this research was to find out the main and interaction effect of religion and gender on social intelligence of secondary school students of Ranchi town.

Table: 02 Main and Interaction effect of Religion and Gender on Social Intelligence.

Sources of Variation	Sum of Squares	Df	Mean Square	F-ratio/Sign.
Main Effects				
Corrected Model	2492.23	3	830.74	14.87*
Intercept	841935.61	1	841935.61	15072.99*
Religion	56.11	1	56.11	1.005NS
Gender	2070.61	1	2070.61	37.07*
Interaction Effects				
Religion*Gender	365.51	1	365.51	6.54NS
Error	4245.15	76	55.85	
Total	848673.00	80		
Corrected Total	6737.388	79		

*Significant at 0.01/NS: -Not Significant

Above table shows that religion didn't produced its significant main effect on social intelligence whereas, gender produced its significant main effect on social intelligence. The obtained F-value for religion was 1.005 which was statistically found not significant at any

levels but obtained F-value for gender was 37.07 which was found statistically significant at .01 levels. Hence, the hypothesis " There is significant main and interaction effect of religion and gender on social intelligence among secondary school students of Ranchi town” has been accepted.

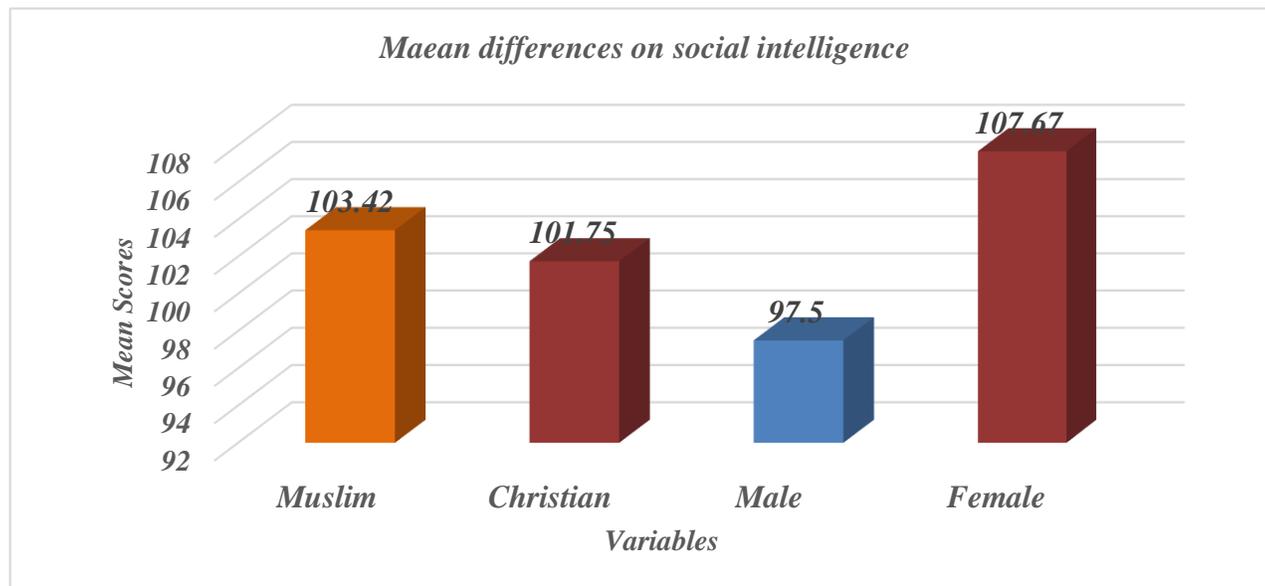
Conclusion: Religion didn’t produce its significant main effect on social intelligence whereas, gender produced its significant main effect on social intelligence of secondary school students.

Table: 03 Social Intelligence of secondary school students of Ranchi Town.

Group	N	Mean	SD	Mean Difference	Df	t	P
Muslim	40	103.42	10.57	1.67	78	.80	NS
Christian	40	101.75	7.70				
Male	40	97.50	8.41	10.17	78	5.88	P<.01
Female	40	107.67	6.91				

Note: NS- Not Significant

Figure: 01 Mean differences on social intelligence among secondary school students.



According to above table, the mean scores of Muslim and Christian students were 103.42 and 101.75 respectively. The SD's scores of both groups were 10.57 and 7.70 respectively. The mean difference of both groups was 1.67. The obtained t- ratio was 0.80, which wasn't found significant at any levels which means religion didn't affects social intelligence of secondary school students.

According to above table, the mean scores of Male and Female secondary school students were 97.50 and 107.67 respectively. The SD's scores of both groups were 8.41 and 6.91 respectively. The mean difference of both groups was 10.17. The obtained t- ratio was 5.88, which was found significant at 0.01 levels which means gender affects social intelligence of secondary school students.

Conclusion: - Female students had more social intelligence than male students of secondary school students. Saxena and Jain (2013) also find that female students have more social intelligence than male students.

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