

SOCIAL INTELLIGENCE IN STUDENTS PURSUING PROFESSIONAL AND NON-PROFESSIONAL COURSES: A COMPARATIVE STUDY

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1.1 Introduction

Traditional education in India was largely non-professional in its compositions. It was after the advent of British rule; the modern professional education came into vogue in India. It was in the mid of the 19th century that Calcutta, Madras and Bombay Universities came into existence. After Independence, with the establishment of separate department for education both at centre and state level provided impetus to the proliferation of higher education. It is to be noted that till 1970's and 80's a small number of students would go for professional education. This situation has undergone a dramatic change in the last 3 decades or so. The preparedness of the government to increase funding for higher professional education, freedom to the private partners to run private professional colleges, ever increasing demand from the industry to accommodate more and more professional trained graduates. Opportunity made available by the globalization, increased awareness on the part of parents and students themselves of the advantages of professional education are some of the significant factors that have made professional education more popular in the recent decades. In the contemporary times the number of those who take professional education has significantly increased. It is very difficult to quote exact figures, however, different agencies and surveys put the figure of professional student in India between 22 to 37% of the total students who opt for higher education. It is quite reasonable to mention that the type of education that one receives emerges as one of the important factor that governs his attitude towards life and determines his choices to very great extent. 100s and 1000s

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of graduates and post graduates come out every year from colleges and Universities every year from India. Their exposure to different educational environment as professional or non professional learner is bound to have different impact on their psychological and behavioural traits. Subsequently, the impact of their behaviour as professional and non-professional graduate students is also going to be different on society. The knowledge and understanding as how their training as professional and non-professional students affects their other traits and characteristics will prove to be of immense help to all who are directly or indirectly concerned with education. Moreover, professional graduates play a crucial role in the process of social and economic amelioration of society; therefore, it is imperative to understand how they differ from those of non-professional students. It is to be bored in mind that this difference should not be misconstrued as any type of superiority over those of non-professional students. It is the matter of knowledge that entire development of modern professional education has taken place as a response to fulfilment of industrial demands. It has also been argued by educationist and psychologist that the professional education can equip the learners with the necessary knowledge to earn their bread and butter but it remains questionable whether the professional education which is largely technical in its orientation does also facilitate the comprehensive development of the personality which is inclusive of intellectual, artistic, aesthetic, social and spiritual development. There is a school of thought that has been arguing consistently that so called non-professional education which emphasises more on awareness and understanding of life and world and less on skill development is more conducive to live contended and happy life. Therefore, it is desirable to carry out research to investigate how different type of education does impact various psychological and behavioural traits or factors and to what extent. Here it would be appropriate to throw some more light on the concepts of professional and non-professional education.

Professional and non-professional courses

Professional courses are the course in which one studies about the various professional skills and competencies that can help the learner in the earning of their livelihood and running the life in the affordable manner. Nowadays, wide range of professional courses is available. Professional education increases the opportunities of acquiring job or to start one's own venture.

Non-Professional students are those who pursue their degree in liberal courses such as arts, commerce, basic sciences, humanities, social work, fine arts, music, drama, creative writing etc. There is less competition in liberal courses. The expectations of parents in general and society in particular are not very high from non-professional students. The chances of high stress, anxiety, depression, psychosomatic disorders are also less among non-professional students as they are not exposed to the same degree of competition and social pressure.

Social Intelligence

There was a time when IQ was considered to be important for success in life. It was assumed that people with higher scores of IQ would earn success in their personal and professional life as well. In the recent decades, Daniel Goleman (2006) and other psychologist have pointed out that there is not necessarily a direct correlation between high scores of IQ and one's success.

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.

More recently, however, Cantor and Kihlstrom (1987) redefined social intelligence to refer to the individual's fund of knowledge about the social world.

1.2 Aim :- This research paper aims at comparing the Social intelligence level of students pursuing professional and non-professional courses . It also aims at finding the gender difference in this connection.

1.3 Hypothesis

- 1.** Male and female students pursuing professional and non-professional courses differ significantly on social intelligence with special reference to patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humor and memory.
- 2.** Female students pursuing professional courses will show higher level of Social intelligence than male students.
- 3.** Female students pursuing non- professional courses will show higher level of Social intelligence than male students.

1.4 Review of Literature

1. Bryan J. Cavins (2005) conducted a study on the relationship between emotional-social intelligence and leadership practices among college student leaders. The purpose of this study was to explore the relationship between emotional-social intelligence, student leadership practices, and performance. The data was collected from student leaders enrolled in a leadership development program at a Midwestern state university (N=73). No significant differences on the student LPI were reported for gender, age groups, year in school, and GPA. Caucasian students rated themselves significantly higher in modeling and challenging than did students of color, with no differences reported on inspiring, enabling and encouraging. The overall emotional-social intelligence correlated significantly with all five leadership practices, indicating that as “students’ emotional-social intelligence increases, each of the five leadership practices also increases”. There were significant differences between program performance groups with respect of total emotional-social intelligence scores, with the highest performers different than the middle, and the middle different from the bottom performers. In terms of leadership practices, this same pattern was found for Modeling, Inspiring and Challenging. On enabling and encouraging, only the differences between the top and bottom performers were statistically significant.

2. Jozef, Vyrost and Miroslava Kyselova (2006) conducted a study on personality correlates of social intelligence. This research tested the hypothesis that there are interconnections between social intelligence, wisdom, values and interpersonal personality traits. To examine this possibility, 4 measures were administered to 44 university students. The data obtained revealed close mutual relations between social intelligence measured by TSIS scale (social information processing, social skills and social awareness) and wisdom-related knowledge. A higher level of wisdom-related knowledge is associated with preference of such values as benevolence, universalism and conformity. This is not the case with social intelligence in which relation to values is much more diverse. In our data, interconnections between interpersonal personality traits and measures of social intelligence and wisdom seem to be less straightforward. Despite this, dominance and extraversion create some kind of a "background" to socially intelligent behavior, while warm relations to people, without calculation and cold-heartedness, are more significant correlates of wisdom.

3. A study on Social intelligence and its sub-scales among physical education expertise in

Isfahan education organizations: Study of gender differences done by Parto Eshghi , Maryam Etemadi , Manizhe Mardani , Ensieh Fanaei and Taghi Agha-hosaini (2013) 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 of 48 physical education expertise in Isfahan education organizations participated in this research. There were 37 men and 11 women, and their ages ranged from 35-46 years-old. To data collection, all subjects filled in the Social Intelligence Scale and demographic questionnaire. 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

4. Sembian, Visvanathan & Dr. P. C. Naga Subramani (2012) conducted a study on social intelligence of college students. This study was intended to find out the social intelligence of college students in Cuddalore, Villupuram, Nagapattinam, Thanjore, vellore and Thiruvannamalai Districts of Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 1050 college students Mean, Standard Deviation and t value were calculated for the analysis of data. The result revealed that the locality, type of family and type of colleges had no significant difference but, gender and type of institution exhibited significant difference in respect of their social intelligence of college students.

5. Agata Maltese, Marianna Alesi, Azzurra Giuseppa Maria Alù (2012) conducted a study on self-esteem, defensive strategies and social intelligence in the adolescence. The aim of this study is to explore the proactive and retroactive excuses used by adolescents and their relationship with self-esteem and the social intelligence's domains. The subjects in this study were 786 attending the 3th or the 5th final years of high school (humanistic, scientific, technical and pedagogic schools) with the mean age of 17.2 years. On the whole, results indicate negative significant correlations between negative self-esteem, proactive excuses and all the three social intelligence domains. Retroactive excuses correlate significantly and negatively only with negative self-esteem. Instead, self-esteem is strongly and positively correlated with behavioural and emotional components of Social Intelligence. The employ of defensive strategies, in particular those used after performing threatening and difficult tasks, contrasts with social intelligence development. Finally, adolescents with high level of social intelligence show a positive self-image.

1.5 Research Methodology

1. Sample :- The sample for this study consists of 500 professional and non-professional students with the age range of 18-23 year. In each group N is 250. In both the groups 125 male and 125 female students are taken. This sample is drawn from the Nagpur city for professional students from various engineering, medical, law and management colleges. The non-professional students are taken from arts, commerce, science, social work colleges. Random sample technique is used.

2. Social Intelligence Scale: - This scale was developed by Dr. N.K. Chadha and Usha Ganesan (2013) from Delhi University published by National Psychological Corporation, Agra. The test was administered to the sample. The questionnaire contained 66 questions in Hindi. There was no time limit to fill the questionnaire; most of the respondent took 25 minutes to complete it. They were asked not to omit any item from the questionnaire and answer all the questions as authentically as they could.

1.6 Result and interpretation

The collected data was interrelated by applying statistical techniques such as mean, standard deviation, t- test, correlation.

Hypothesis 1 :- *Male and female students pursuing professional and non-professional courses differ significantly on social intelligence with special reference to patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humor and memory.*

Table No :- 1 Descriptive statistics: Social Intelligence

Group	Sex	Mean	Variance	N	T score
Professional	Male	10.83	2.07	125	3.68
	Female	11.10	1.93	125	
	Total	10.96	2	250	
Non-professional	Male	10.15	1.35	125	
	Female	10.55	2.03	125	
	Total	10.35	1.69	250	

It is evident from the above table that there is significant difference between professional and non-professional group over the level of social intelligence. As the difference is significant it validates the hypothesis.

Hypothesis 2 *Female students pursuing professional courses will show higher level of Social Intelligence than male students.*

Confidence Interval: 95%

Statistical tool: *Two sample t-Test assuming unequal variance (Two tailed variant)*

Sample size: *125 units for each group of students learning in non professional courses.*

Table No :- 2 Gender Difference on different parameters of Social Intelligence for students pursuing Professional Courses.

		Mean	Variance	T-Stat	T-Critical(Two Tail)
Patience	Prof. Male	18.82	10.04	-0.55	1.96
	Prof. Female	19.04	10.33		
Cooperativeness	Prof. Male	24.24	15.28	-0.76	1.96
	Prof. Female	24.62	15.06		
Confidence	Prof. Male	18.07	10.07	-2.55	1.96
	Prof. Female	19.04	7.88		
Sensitivity	Prof. Male	19.70	14.47	-2.60	1.96
	Prof. Female	20.88	11.04		
Recognition	Prof. Male	1.42	0.73	1.86	1.96
	Prof. Female	1.23	0.60		
Tactfulness	Prof. Male	3.55	2.44	-1.33	1.96
	Prof. Female	3.80	1.92		
Sense of Humor	Prof. Male	3.38	2.64	0.15	1.96
	Prof. Female	3.35	3.21		
Memory	Prof. Male	8.23	11.16	0.57	1.96
	Prof. Female	7.99	11.20		
Overall	Prof. Male	10.83	2.07	-1.50	1.96
	Prof. Female	11.10	1.93		

Consider the above table, the t-stat values for the parameter confidence and sensitivity are significant means for this two parameters the hypothesis stands accepted. But if we consider the overall finding then there is no significant difference. Hence we reject the hypothesis 2

Hypothesis 3 *Female students pursuing non professional courses will show higher level of Social intelligence than male students*

Confidence Interval: 95%

Statistical tool: *Two sample t-Test assuming unequal variance (Two tailed variant)*

Sample size: *125 units for each group of students learning in non professional courses*

Table No: - 3 Gender Difference on different parameters of Social Intelligence for students pursuing Non Professional Courses.

		Mean	Variance	T-Stat	T-Critical(Two Tail)
Patience	Non Prof. Male	17.80	8.81	-0.57	1.96
	Non Prof. Female	18.05	14.68		
Cooperativeness	Non Prof. Male	22.76	19.28	-0.35	1.96
	Non Prof. Female	22.98	27.30		
Confidence	Non Prof. Male	17.38	9.28	-1.18	1.96
	Non Prof. Female	17.87	12.64		
Sensitivity	Non Prof. Male	18.57	8.57	-0.96	1.96
	Non Prof. Female	18.95	11.37		
Recognition	Non Prof. Male	1.18	0.76	-0.08	1.96
	Non Prof. Female	1.18	0.57		
Tactfulness	Non Prof. Male	3.46	1.88	-2.18	1.96

	Non Prof. Female	3.85	2.16		
Sense of Humor	Non Prof. Male	3.07	3.31	-1.01	1.96
	Non Prof. Female	3.31	3.72		
Memory	Non Prof. Male	7.10	7.45	-4.47	1.96
	Non Prof. Female	8.73	9.04		
Overall	Non Prof. Male	10.15	1.35	-2.44	1.96
	Non Prof. Female	10.55	2.03		

Consider the above table, the t-stat values for the parameter tactfulness and Memory are significant, which means for these two parameters the hypothesis stands accepted as the t-stat value is beyond the t-critical values. But if we consider the overall finding then the hypothesis 3 stands true. Hence the research accepts the hypothesis.

1.7 Discussion

H1:- Male and female students pursuing professional and non-professional courses differ significantly on social intelligence with special reference to patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humor and memory.

The statistical analyses of the results have shown that the t-score of the two groups is significant. It means that the professional group and non-professional groups of male and female students differ significantly over the level of social intelligence. Thus, the 2nd hypothesis is confirmed. Professional male and female students taken together have shown higher level of social intelligence than those of non-professional students.

H2 :- Female students pursuing professional courses will show higher level of Social Intelligence than male students.

Hypothesis 2a is not confirmed by the results of this study as the t-score of male and female students pursuing professional courses is not significant. Out of 8 parameters significant

difference has been found with regard to 2 parameters namely, confidence and sensitivity. In traditional social set up females are believed to possess higher level of sensitivity. Despite liberation of women and their increasing involvement in external social, political and economic life, at least, this study has indicated that even today female students pursuing professional courses continue to show higher level of sensitivity than their counterparts.

Another interesting finding of this study that deserves mention that the level of confidence shown by female professional students is higher than those of male students. Increasing opportunities of higher professional education and employment have contributed to the boosting of women's confidence. Movements like feminism that have assured equality and increasing participation in social, cultural and political life of women seems to amount for greater confidence shown by women. They have started asserting their existence by playing a positive and constructive role in society.

H3:- Female students pursuing non professional courses will show higher level of Social intelligence than male students.

The comparison of two groups has shown that there is a significant difference between male and female students pursuing non-professional courses. Females have shown higher level of social intelligence than those of male students. Thus, hypothesis 2b is confirmed. Social Intelligence is related to the ability of an individual to perceive, interpret and respond appropriately to social situations that are intricate and dynamic by nature. The findings have shown that the female students have significantly scored higher on the parameters of tactfulness and memory than those of male students. Though it is difficult to quote many empirical studies as to why it happens but it is to be understood that culturally women have been playing a complex role in traditional society in absence of adequate resources, support from others and inadequate education, they have to evolve a kind of tactfulness to deal with social situations. By and large women have been illiterate and poorly educated in our society. They also lagged behind in use of modern technology. This has enabled them to rely more and more on their memory for the performance of day today activities. This type of interpretation of traditional role of women will help us to understand the results of this study in appropriate way.

Thus it can be concluded that:

- Professional education tends to enhance overall level of social intelligence of male and female students.

- Within the professional education, no significant gender difference is observed with regards to level of social intelligence.
- In non-professional education, there is a significant gender difference. Female students show higher level of social intelligence than those of male students.

1.8 Limitations

1. Moreover, the sample of this study does not include the representation from differently able students. This can also be viewed as one of the limitations of present study.
2. The study is limited in the sense that the sample has been drawn from the jurisdiction of Nagpur district while millions of students are pursuing professional and non-professional courses elsewhere.
3. It is well established fact that socio-economic class, cultural orientation and to certain extent religious and political affiliations can also influence social intelligence which is not taken into consideration.

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