

SOCIAL INTELLIGENCE AND SELF- EFFICACY AMONG COLLEGE STUDENTS

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Abstract

The primary goal of the research is to examine the connection between college students' self-efficacy and social intelligence. A random sample of 300 college students pursuing academic courses in the arts and sciences as well as professional colleges was chosen. A quantitative descriptive design is used in this investigation. The Social Intelligence Scale, developed in 1992 by Dr. N.K. Chadha and Ms. Usha Ganesan, and the Self-efficacy Questionnaire, created and standardized in 1992 by Ralf Schwawzer & Matheias Jerusalem, were the instruments utilized. The study's conclusions showed a strong correlation between self-efficacy and social intelligence.

Key Words: Social Intelligence, Self-efficacy

Introduction

Social intelligence and self-efficacy are two fundamental concepts in psychology and human development that have a significant influence on how individuals act and relate to one another. Success in both the personal and interpersonal spheres depends on social intelligence and self-efficacy. Social intelligence assists people in navigating the complexities of social connections, whereas self-efficacy empowers people to confidently set and achieve goals. When combined, these attributes promote general wellbeing and success in a range of areas of life. This study aims to investigate the relationship between social intelligence and self-efficacy among college students.

Need and Significance of the Study

Two significant psychological concepts that are vital to college students' academic and personal growth are social intelligence and self-efficacy. Self-efficacy and social intelligence are essential components of a college student's academic and personal development. They aid in the growth of well-rounded people who can successfully navigate social situations, work well in teams, succeed academically, and follow fulfilling professional pathways. To promote their students' holistic development, colleges and universities should think about implementing programs and activities that strengthen these attributes. Understanding college students' academic achievement, emotional health, interpersonal skills, and general personal and professional development requires an analysis of their social intelligence and self-efficacy. These understandings can improve college experiences and better prepare students through informing educational practices, support services, and interventions.

Objectives of the study

To observe the differences in social intelligence owing to difference in

- Gender
- Socio-economic status

To observe the differences in self-efficacy owing to difference in,

- Gender
- Socio-economic status

To analyse the correlation between social intelligence and self-efficacy.

Hypotheses

There is no significant difference in the social intelligence among college students owing to the difference in,

- Gender
- Socio-economic status

There is no significant difference in the self-efficacy among college students owing to the difference in,

- Gender
 - Socio economic status
- There is no significant relationship between the social intelligence and self-efficacy.

Review of Related Literature

Wu (2014) conducted research on ingratiation behavior and social intelligence. Which is more beneficial? This study examines the influence on front line employees' service behavior using two variables—"social intelligence" and "ingratiation behavior"—that are taken from psychology and organization theory. 212 international tourist hotel employees are surveyed for the study using a questionnaire, and data analysis is done using SPSS 17.0 software. The empirical findings of this study indicate a favorable and statistically significant association between social IQ and service behavior. There is a rather substantial association between ingratiation behavior and social intelligence. According to this study, social intelligence may be a criterion for hiring foreign tourist hotels. As such, entrepreneurs can utilize techniques to appropriately decrease employees' ingratiating behavior and set the training policy for improving employees' cooperation to raise the international tourist hotel managerial performance.

Lopez (2014) conducted study on the topic of gender disparities in first-year Latino college students' self-efficacy. This study looks at how Latino students' self-efficacy changed over their first year at a very prestigious university. The findings show that throughout this time, gender differences exist. At the start of the year, men assess their own self-efficacy highly, whereas women do the opposite. At the conclusion of the year, there is an interaction effect and self-efficacy scores are comparable for men and women.

Research Design

A sample of 300 college students were selected randomly who pursue their academic courses in Arts & Science and professional colleges. In this study, a quantitative descriptive design is employed.

Tools Used

- Social Intelligence Scale by Dr. N.K. Chadha & Ms. Usha Ganesan (1992)
- Self-efficacy Scale by Ralf Schwawzer & Matheias Jerusalem

Collection of Data

To collect data for the present study the researcher visited various colleges in and around Chennai. Permission from the Head of the institutions, with cooperation of the teaching staff the researcher collected the data.

Analysis of Data

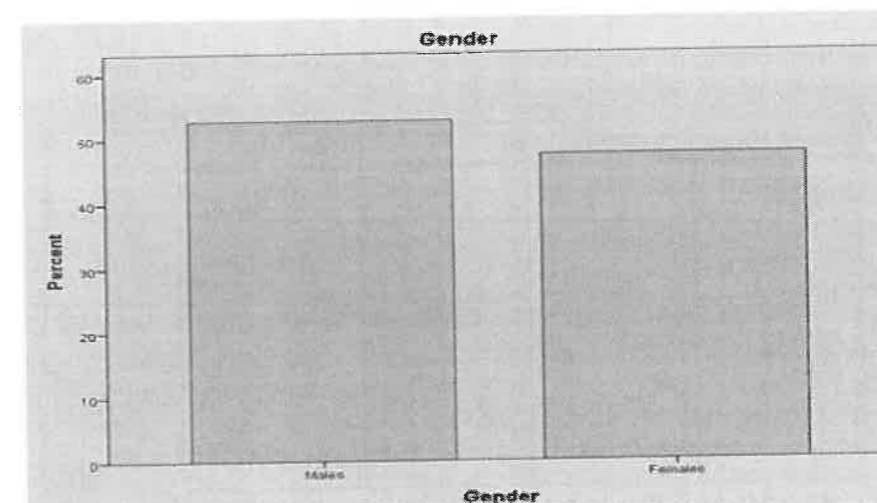
There is no significant difference in the social intelligence of college students owing to the difference in gender

TABLE 1

Table showing the critical ratio difference in social intelligence of Gender

| Gender | N | Mean Rank | Z | Sig. Value |
|--------|-----|-----------|--------|------------|
| Male | 158 | 166.72 | | |
| Female | 142 | 132.45 | | |
| Total | 300 | | -3.418 | .001 |

The significance value in the preceding table is 0.001, which is significant at the 1% level and less than 0.01. Therefore, the null hypothesis is rejected. As a result, men college students have a significantly higher social intelligence than female students.



Bar Diagram showing Social Intelligence of male and female students.

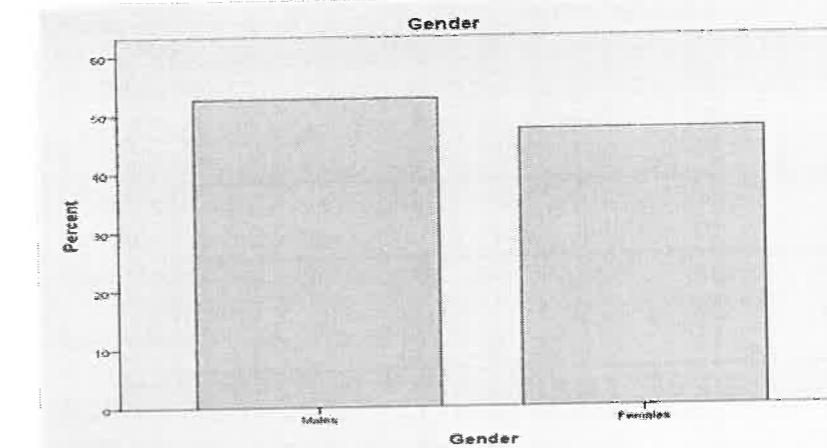
There is no significant difference in the self-efficacy of college students owing to the difference in gender

TABLE 2

Table showing the critical ratio difference in self-efficacy of males and females

| Gender | N | Mean | Std. Deviation | 't' value | df | Sig. Value |
|---------|-----|-------|----------------|-----------|-----|------------|
| Males | 158 | 61.12 | 8.038 | | | |
| Females | 142 | 63.10 | 8.864 | | | |
| Total | 300 | | | -2.027 | 298 | .044 |

The significance value in the table above is 0.044, which is significant at the 5% level and less than 0.05. Therefore, the null hypothesis is rejected. As a result, there is a notable disparity in college students' self-efficacy, with female students scoring higher.



Bar diagram showing self-efficacy of male and female students

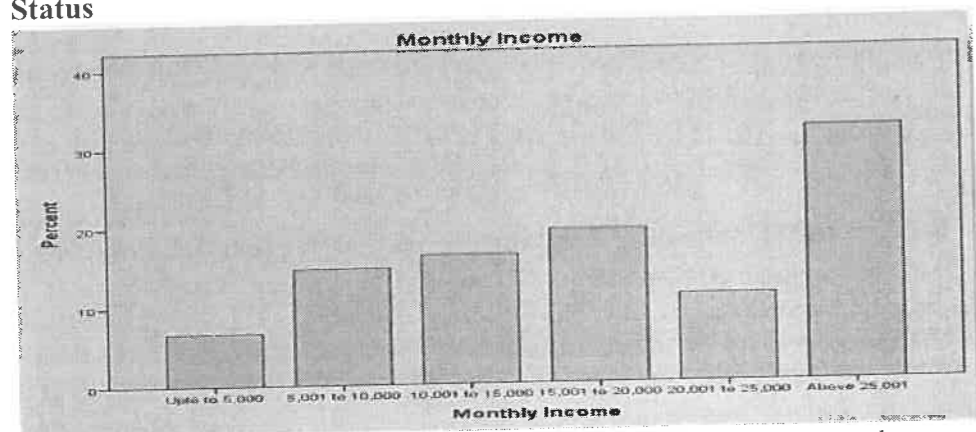
There is no significant difference in the social intelligence of college students owing to the differences in Socio Economic Status

TABLE 3
Table showing the critical ratio difference in social intelligence of Students from different Socio-Economic Status

| Monthly Income | N | Mean Rank | Chi-square | df | Sig. Value |
|------------------|-----|-----------|------------|----|------------|
| Upto to 5,000 | 20 | 134.13 | 15.059 | 5 | 0.010 |
| 5,001 to 10,000 | 44 | 151.06 | | | |
| 10,001 to 15,000 | 49 | 144.65 | | | |
| 15,001 to 20,000 | 58 | 120.53 | | | |
| 20,001 to 25,000 | 33 | 152.06 | | | |
| Above 25,001 | 96 | 174.21 | | | |
| Total | 300 | | | | |

The significance value from the above table is 0.010, which is significant at the 5% level and less than 0.05. Therefore, the null hypothesis is rejected. As a result, social intelligence significantly favors families with monthly incomes over Rs.25,000.

Bar diagram showing social intelligence of Students from different Socio-Economic Status



There is no significant difference in the self-efficacy of college students owing to the differences in Socio Economic Status

Table 4
One - Way ANOVA showing the difference in self - efficacy of students with respect to the difference in socio-economic status.

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|-----|-------------|------|------|
| Between Groups | 100.372 | 5 | 20.074 | | |
| Within Groups | 21413.665 | 294 | 72.836 | | |
| Total | 21514.037 | 299 | | .276 | .926 |

From the above table the significance value is 0.926, is more than 0.05, which is not significant at 5% level. So, the null hypothesis is accepted. Hence there is no significant difference in the self-efficacy of college students owing to the differences in Socio Economic Status.

To analyse the correlation between social intelligence and self-efficacy.

TABLE 5
Table showing the critical ratio of correlation between Social Intelligence and Self-efficacy

| | | Social Intelligence | Self efficacy | Result |
|----------------|-------------------------|---------------------|---------------|--------|
| Spearman's rho | Correlation Coefficient | 1.000 | .260 | Sig |
| | Sig. (2-tailed) | . | .000 | |
| | N | 300 | 300 | |
| Self efficacy | Correlation Coefficient | .260 | 1.000 | |
| | Sig. (2-tailed) | .000 | . | |
| | N | 300 | 300 | |

From the above table the significance value is 0.000, is less than 0.01, which is significant at 1% level. So, the null hypothesis is not accepted. Hence there is there is significant relationship between social intelligence and self-efficacy.

Major Findings of the Study

1. College students' social intelligence differs significantly, with male students scoring higher than female students.
2. Social intelligence significantly differs depending on whether a family makes more than \$25,000 per month.
3. College students' self-efficacy differs significantly, with female students scoring higher.
4. Despite variations in socioeconomic status, there is no discernible difference in college students' self-efficacy.
5. There is a strong correlation between self-efficacy and social intelligence.

Delimitations of the study

- The sample size was restricted to 300 college students.
- Study was limited to Chennai
- Study was limited to 3 Arts and Science, and 3 Professional colleges.

Conclusion

The importance of social intelligence and self-efficacy has increased due to the stress, anxiety, and complexity of today's lifestyle. They are valuable life skills that may be developed, taught, and applied to create success in all spheres of life, including personal life management, interpersonal relationships, and achievement.

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