

Social Intelligence as a Predictor of Academic Success among Graduate Students Based on their Gender

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Abstract



This study aimed to explore social intelligence as a predictor of academic success among graduate students with respect to gender. A quantitative research approach with survey technique method was used for data collection in the study. The main objective of the study was to explore the social intelligence as predictor of the academic success of graduate students on the basis of gender. The research question of the study was to what extent does the social intelligence is taken as predictor of the academic success of graduate students on the basis of gender? Populations of the study were all the universities of Sargodha. To select the sample, multistage sampling technique was used. First of all, from all the universities of Sargodha district one public university and one private university was selected by using random sampling technique. A stratum of 75 students were made from each faculty of both universities. Total 300 students were selected by stratified sampling i.e. 150 male students and 150 female students. For the collection of data, a questionnaire was used. Inferential statistics such as chi square test of association were used to establish the extent of association between students' academic success and students' social intelligence on the basis of gender. According to findings it was concluded that male and female students have equivalent level of social intelligence. On the basis of conclusion, it was recommended that universities organize various educational seminars and extracurricular activities for students such as games, debates, and group discussions so that male students may also participate.

Keywords: Social intelligence, Academic Success, Graduate Students, Gender

Introduction

Social intelligence is helpful to solve the problems of social life and tracking social tasks. Social intelligence was introduced by Thorndike, in 1920. Social intelligence plays a crucial role in grasping both verbal and non-verbal cues during conversations, enhancing communication and establishing stronger connections with others. It facilitates peaceful relationships and conflict resolution. A socially intelligent person is, however, successful in his/her life. Students who possess greater social intelligence exhibit superior collaboration skills and academic success (Brown & Kobayashi, 2021).

Moreover, social intelligence significantly impacts the emotional welfare and mental health of students and teenagers who scored higher in social intelligence were less prone to developing symptoms of depression and anxiety in their later years. This implies that fostering social intelligence during university can promote enduring psychological resilience (Smith et al. 2019).

However, despite the recognized importance of social intelligence, academic content is often prioritized at the expense of developing social skills in the higher education system. This oversight inhibits students' overall development and their ability to succeed in social settings. To close this disparity, educators and policymakers should actively advocate for the incorporation of social intelligence enhancement within graduation level programs (Brackett & Rivers, 2020).

Furthermore, social intelligence often experience more favorable peer relationships, engage in pro-social actions, and navigate conflict appropriately. This suggests that graduate-level students with high social intelligence were viewed more favorably by both their peers and educators. This was evidenced in a cross-sectional examination by (Johnson & Lee 2023). On the other hand, Students' academic success is the education outcome, the opportunity in which a teacher and

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institution has achieved their educational goals. An individual's behavior is the result of his personality. Therefore, personality can be directly related to social intelligence in that social intelligence is directly linked to academic achievement of student at graduate level (Abhishek Venkateswara 2017).

An academic success of students is assessed through various standardized tests, which perform an important role in shaping their academic future and career prospects. On a broader scale, a student's academic success also contributes to the nation's prosperity. The accountability of educational institutes to produce well-rounded graduates places significant pressure on university administrators to increase student's achievement and ensure academic success. In many educational organizations, students who excel academically are rightfully recognized. They are often designated as academic scholars or distinguished as high performing students (Bance & Acopio, 2016).

Today, we live in a scientific era where the study of human relationships is recognized as social intelligence. High levels of social intelligence can enhance students' mental health. Conversely, if individuals cannot handle uncomfortable emotional states, they will avoid people who induce those emotions, possibly hurting the feelings of important people in their lives. . This avoidance can lead to daily stress, which can negatively impact their academic success and reduce their enthusiasm for learning. The education system places too much emphasis on students' cognitive abilities and memory, often neglecting the connection between social intelligence and learning. Despite substantial evidence showing its undeniable benefits, social intelligence remains significantly undervalued in classroom instruction (Bano, S., & Iqbal, MN 2023)

If we think about human abilities, research has consistently shown that social-emotional learning can increase students' academic achievements (Elias & Arnold, 2006; Schonert, 2017). When a student is socially intelligent, it affects their behavior and creates a creative, supportive and fostering relationship. In today's society, social-emotional skills are critical to student success and foster student strengths that foster intrinsic motivation, encourage collaboration, and create a sense of well-being. Remembering this fact the study was social intelligence as a predictor of academic success among graduate students on the basis of their gender.

Review of Literature

Throughout history, human societies have evolved from small, isolated groups into complex civilizations, with a constant effort to transmit cultural knowledge and ideas across generations. This development has transformed individual education into a systematic approach where groups of young people are taught together, marking the advent of the modern education system. These systems have fostered collaboration and partnerships among diverse minds within classrooms. The emergence of the Internet and social media has further revolutionized these interactions, fundamentally changing the way information is created, shared, and consumed. This change has contributed to what is known as the Flynn Effect, a phenomenon that has been observed for centuries where there has been a general increase in human intelligence (Howard, 1999; Trahan et al., 2014). Human intelligence played an important role in promoting education, which resulted in an overall increase in collective intelligence, Flynn identified several factors driving this effect, including advances in early childhood education, testing Methodological improvements, and possibly actual increases in self-intelligence (Trahan et al., 2014).The literature indicates that social intelligence significantly influences success in life, especially as people advance in their careers (Kolb & Henley-Maxwell, 2003). Developing and effectively using social intelligence has far-reaching benefits for learning, relationships and overall well-being. Yet, teachers often underestimate the importance of fostering students' adaptive and interpersonal skills, which are essential for teach (Elias, 2001).

Social intelligence plays an important role in adaptability, with students with high social intelligence demonstrating greater adaptability and academic success (Sharma, 2011). Emotions act as a motivator for teenagers to navigate situations and live a fulfilling life. Additionally, social intelligence skills are important factors in university students' academic success and test performance (Low & Nelson, 2005).

Some studies show that there is not much difference in pro-social behavior between boys and girls (Pal and Mishra, 1991; Prabo, 2015). However, other research suggests that girls may have higher social intelligence than boys. Students from urban areas tend to have higher social intelligence than those from rural areas, although another study showed the opposite. Male and female students have similar levels of social intelligence, but female students score higher in certain aspects such as

resourcefulness, sense of humor, and empathy (Karanam & Vardhini, 2016). Some studies establish no significant differences in social skills between boys and girls (Syiem & Nongrum, 2014; Rymbai & Kharluni, 2017). In general, social intelligence and students' academic achievement highlights the importance of achieving successful academic goals (Agarwal JC, 2003). Factors such as social and academic performance significantly influence students' academic achievement, with gender differences in achievement (Singh, 2010; Mansingbhai et al., 2014). A classroom learning environment is one of association between teachers and students (Adigwe, 2004). It includes student learning through teacher and student activities and factors influencing student outcomes during the learning process. Key dimensions include active interest and participation in class discussions, which encourages students to engage in extracurricular activities (Aldridge & Fraser, 2008). This environment reflects the behavior of students in the classroom and relies on the characteristics they bring to the classroom experience, which eventually lead to behaviors that enhance academic achievement, such as student problem solving (Aldridge, Laugksch, & Fraser, 2006).

However, academic achievement represents the numerical score of students' knowledge and degrees got in the educational system. Skill and will characteristics are outcomes of success. Both characteristics are necessary for success, hence each factor needs to be considered separately (Kobal & Musek, 2001).

Statement of the problem

Social intelligence includes the ability to comprehend the intentions and motivations of other people and the ability to use such information to negotiate interpersonal relationships in complex social situations (Apsara PA & Arjunan NK, 2019). However, there is a demand in our students and its impact on academic achievement. Keeping this fact in mind the study was conducted to explore social intelligence as a predictor of academic success among graduate students on the basis of gender.

Significance of Study

This study has the following significances:

1. This study would be helpful to implement programs that promote a supportive learning environment, promote social intelligence, and overall students' academic success at university level.
2. This study would be influence the teachers to adjust their teaching methods to deal students with varying levels of behavior with the help of social intelligence.
3. This study would be helpful for the students to understand their own social skills, nervousness about speak, and how they handle feelings, they can feel more confident seeking assistance and finding ways to deal with difficulties.
4. This study would be highlight the strengths and weaknesses of social intelligence with respect to gender at graduate level.
5. This study might be useful for, educators and policymakers should actively advocate for the incorporation of social intelligence with respect to gender to enhancement within graduation programs.

Objectives of the Study

The main objectives of the study were:

1. To identify the levels of social intelligence in graduate students.
2. To identify the levels of students' academic success.
3. To explore the social intelligence as predictor of academic success of graduate students on the basis of gender.

Hypothesis

H₀₁: There is no significant difference between social skills of male and female students at graduate level.

Methodology

A sample was selected for multi-stage sampling technique this sampling was carried out according to the following steps:

1. First of all, from all the universities of district Sargodha one public and one private university was selected by using random sampling technique.
2. In second stage, from each university 4 faculties (social science, information technology, allied health sciences and languages) were selected by systematic random sampling.

3. A stratum of 38 students were made from each faculty of both universities and total 300 students were selected by stratified sampling.

Instrument

Data was collected by using questionnaire. Self-developed tool was used to measure the social intelligence as predictor of social intelligence as predictor of academic success among graduate students on the basis of gender, which comprises 32 items.

Validity of research instrument

The instrument was validated on the following standards:

Concurrent validity was ensured by five experts by taking their suggestion for improvement.

Face Validity was ensured by five experts by taking their suggestions for experts and after that incorporating these suggestions

Construct validity was ensure by five experts by taking their suggestion that developing questionnaire was relevant with the objectives of study.

Data Analysis

A quantitative research design was used. Data was organized in SPSS software and data was analyzed by using descriptive and inferential statistics. Inferential statistics such as T-test was used to compare the mean score of social intelligence. Chi square a test of association was used to measure the level of association between the social intelligence and the academic performance of students at graduate level.

Finding and Results

Table 1

Factors of Social intelligence

Statement	Mean	SD	Level
1. Social Skills	3.46	1.10	Good
2. Self-awareness	3.38	1.21	Good
3. Conflict resolution	3.40	1.35	Good
4. Communication skills	3.54	0.43	Very good
5. Situational awareness	3.80	1.55	Very Good
6. Empathy	3.57	1.23	Very good
Total	3.53	1.15	

Table 1 summarizes the indicator wise level of social intelligence perceived by the graduate level students. In the light of criteria, the level of social skills in connection to the graduate students (M= 3.46), self-awareness (M=3.38), Conflict resolution (M=3.40), Communication skills (M= 3.54), Situational awareness (M= 3.80), Empathy (M= 3.80), was found to be good or very good. While the level of social skills, self-awareness and conflict resolution in connection to graduate students is found to be a good and the level of communication skills, situational awareness and empathy is found to be very good. On the basis of set criteria, overall M= 3.53 & SD = 1.15 indicate that the level of social intelligence of public and private universities graduate students found to be good or very good.

Table 2

Cross-tab of students' social intelligence with respect to gender

Gender	Higher	High	Moderate	Low	Lower	Total
Male	5 2%	67 22%	47 16%	8 3%	1 0.3%	128 43%
Female	11 4%	97 32%	46 15%	16 5%	2 0.7%	172 57%
Total	16 5%	164 55%	93 31%	24 8%	3 1%	300 100%

Table 2 shows that 36% of female students showed high level of social intelligence, while 24% of male students showed high level of social intelligence. This shows the trend that female students have more social intelligence than male students at graduate level.

Table 3

Comparing means of students' social intelligence with respect to gender

Gender	N	Mean	SD	T	Df	p-value
Male	128	3.52	.709	-.588	298	.980
Female	172	3.57	.794			

Table 3 shows the compare means of social intelligence with respect to gender of graduate students having t=-.588, p=0.980>0.05 which reflects that there is no significant difference between

social intelligence of male and female students. Hence the null hypothesis H_{01} is accepted. This shows the trend that male and female students at graduate level have equal level of social intelligence.

Conclusion

Findings drawn out from the data analysis of the data collected from the graduate students of public and private universities of district Sargodha were as follows.

1. It was shown that on the basis of set criteria, overall $M = 3.53$ & $SD = 1.15$ indicate that the level of social intelligence of public and private universities graduate students found to be good or very good.
2. It was shown that 36% of female students showed high level of social intelligence, while 24% of male students showed high level of social intelligence. This shows the trend that female students have more social intelligence than male students at graduate level.
3. It was shown that the comparison means of social intelligence with respect to the gender of graduate students yielded a t-value of -0.588 , $p = 0.980$, which is greater than 0.05 . This reflects that there is no significant difference in the social intelligence of male and female students. Hence the null hypothesis H_{01} is accepted. This shows the trend that male and female students at the graduate level have equal level of social intelligence.

Discussions

The main objective of this study was to explore the social intelligence as predictor of academic success of graduate students on the basis of gender.

According to conclusion it was revealed that female students have more social skills, self-awareness, conflict resolution, communication skills, situational awareness and empathy as compared to male students at graduate level. These findings were supported by (Bhat, I. Y, 2016). In this study he found that male students have low social intelligence as compared to female students. It may be happened because male students are consider more reserved and careless whereas the female students more active and participated. According to one more study by (A. Mir, 2021), it was revealed that both Male and female students have same social intelligence. It has been found that female students having more patience under stressful situations, therefore they interact with one another more effectively. Female students have been found to be sensitive as well as responsive to human behavior.

Recommendation

On the bases of conclusion following recommendation were made

1. According to conclusions it was revealed that female students have more social intelligence as compared to male students at graduate level. So, it is recommended that universities organize various educational seminars so that male students may also participate.
2. This study was concluded that there is a significant relationship between social intelligence and academic performance of students. Therefore, it is recommended that universities adopt discussion-based teaching methods and introduce extracurricular activities for students such as games, debates, and group discussions.

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