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"A Study of Social Intelligence of University Students in relation to their Study Habits."

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Abstract

In the present investigation an attempt has been made to identify the correlation study of social intelligence and study habits at University students K.S.W.U.Vijayapur.The test of Social Intelligence developed and standardized Dr. N.K.Chadha and Usha Ganesan was use and Study Habits developed and standardized M.N. Palsane and Anuradha Sharma. The results of the study revealed that both Social Intelligence and Study Habits of university students majority of the students are having there is positive correlation between Social Intelligence and Study Habits of University students. Because the Social Intelligence effective on the Study Habits.

Introduction

Social intelligence as distinct from other human intelligence, such as abstract and mechanical. He defined social intelligence as "The ability to understand men and women, boys and girls to act wisely in human relation". It emphasizes three main elements which are: capacity of social towards society; social knowledge and individual's capacity for social adjustments. He has interrupted social intelligence as providing. The efficient and effective way of learning depends upon the study habits of the students. Study habits are important; they influence the academic achievement of students. So parents and teachers must help in improving the study habits of students. Some investigators have sought to determine what study habits are characteristically used by pupils when left to work by themselves with little or no direction.

Statement of the problem

"A Study of Social Intelligence of University Students in relation to their Study Habits, Emotional Competence and Self-Perception"

Objectives of the study

- To identify the relationship between social intelligence and study habits of University students.

Research Hypotheses of the study

As the present study is intended to identify the correlation study of Social Intelligence and Study Habits University students, the following hypotheses are formulated.
 1.There is no significant interaction effect of faculty (Arts, Science, and commerce) and social intelligence (Low and High) on study habits of students of university.

Methods
Sample
        For the present study stratified random sampling technique will be adopted. The population of 660 sample is K.S.W.U. Vijyapur students . The sample consisted of Science 111, Arts 416, Commerce 133.
VARIABLES OF THE STUDY
    For the present study the following variables have been considered;
- **Independent Variable**
  Social intelligence
- **Dependent Variable**
  1. Study habits
- **Moderator Variable**
  - Subject

Tools
        Social Intelligence developed and standardized Dr. N.K.Chadha and Usha Ganesan was use and Study Habits developed and standardized M.N. Palsane and Anuradha Sharma was used.

Discussion

        The data collected on social intelligence, and Emotional competence scores from students of university. Then the data were analyzed with according to the objectives and hypotheses by in terms of descriptive statistics, differential analysis including unpaired t-test, 2-way ANOVA followed by Tukeys multiple posthoc procedures, correlation analysis, and multiple regression analysis by using SPSS 21.0 statistical software and the results obtained thereby have been interpreted.

        Hypothesis 1: There is no significant interaction effect of faculty (Arts, Science, and commerce) and social intelligence (Low and High) on study habits of students of university.

    To achieve this hypothesis, the two way ANOVA with interaction design was applied and the results are presented in the following table.

Table: Results of two way ANOVA between faculty (Arts, Science and commerce) and social intelligence (Low and High) on study habits of students of university

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Signi.
Main effects						
Faculty	2	133.52	66.76	0.6756	0.5092	NS
SI	1	163278.25	163278.25	1652.4353	0.0001	S
2-way intersection effects						

Faculty x SI	2	30.72	15.36	0.1555	0.8561	NS
Error	654	64622.18	98.81			
Total	659	228064.67				

The result of the above table, it clearly shows that,

- The main effect of faculty (Arts, Science and Commerce) on study habits scores of students of university is found to be not significant (F=0.6756, p>0.05) at 5% level of significance. Hence the null hypothesis is not rejected. It means that, the Arts, Science and Commerce faculty students of university have similar study habits scores.
- The main effect of social intelligence (low and high) on study habits scores of students of university is found to be significant (F=1652.4353, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected. It means that, the students of university with low and high social intelligence have similar study habits scores.
- The interaction effect of faculty (Arts, Science and Commerce) and social intelligence (low and high) on study habits scores of students of university is found to be not significant (F=0.1555, p>0.05) at 5% level of significance. Hence the null hypothesis is not rejected. It means that, the Arts, Science and Commerce faculty students with low and high social intelligence have similar study habits scores.

Further, to know the pair wise comparisons by applying the Tukeys multiple posthoc procedures and results are presented in the following table.

Table: Pair wise comparison of faculty (Arts, Science, commerce) and social intelligence (Low and High) on study habits of students of university by Tukeys multiple posthoc procedures

Faculty with SI	Arts with low SI	Arts with high SI	Science with low SI	Science with high SI	Commerce with low SI	Commerce with high SI
Mean	58.81	95.78	56.96	95.14	58.31	95.56
SD	6.92	11.95	4.34	12.17	7.34	12.03
Arts with low SI	-					
Arts with high SI	p=0.0001 *	-				
Science with low SI	p=0.8735	p=0.0001 *	-			
Science with high SI	p=0.0001 *	p=0.9973	p=0.0001 *	-		
Commerce with low SI	p=0.9992	p=0.0001 *	p=0.9802	p=0.0001 *	-	
Commerce with high SI	p=0.0001 *	p=0.9999	p=0.0001 *	p=0.9999	p=0.0001 *	-

*p<0.05

From the results of the above table, it can be seen that

- The Arts faculty students with low social intelligence and Arts faculty students with high social intelligence differ significantly with respect to study habits scores at 5% level of

significance. It means that, the Arts faculty students with high social intelligence have higher study habits as compared to Arts faculty students with low social intelligence.

- The Arts faculty students with low social intelligence and Science faculty students with low social intelligence do not differ significantly with respect to study habits scores at 5% level of significance. It means that, the Arts faculty students with low social intelligence and Science faculty students with low social intelligence have similar study habits.

- The Arts faculty students with low social intelligence and Science faculty students with high social intelligence differ significantly with respect to study habits scores at 5% level of significance. It means that, the Science faculty students with high social intelligence have higher study habits as compared to Arts faculty students with low social intelligence.

- The Arts faculty students with low social intelligence and Commerce faculty students with low social intelligence do not differ significantly with respect to study habits scores at 5% level of significance. It means that, the Arts faculty students with low social intelligence and Commerce faculty students with low social intelligence have similar study habits.

- The Arts faculty students with low social intelligence and Commerce faculty students with high social intelligence differ significantly with respect to study habits scores at 5% level of significance. It means that, the Commerce faculty students with high social intelligence have higher study habits as compared to Arts faculty students with low social intelligence.

- The Arts faculty students with high social intelligence and Science faculty students with low social intelligence differ significantly with respect to study habits scores at 5% level of significance. It means that, the Arts faculty students with high social intelligence have higher study habits as compared to Science faculty students with low social intelligence.

- The Arts faculty students with high social intelligence and Science faculty students with high social intelligence do not differ significantly with respect to study habits scores at 5% level of significance. It means that, the Arts faculty students with high social intelligence and Science faculty students with high social intelligence have similar study habits.

- The Arts faculty students with high social intelligence and Commerce faculty students with low social intelligence differ significantly with respect to study habits scores at 5% level of significance. It means that, the Arts faculty students with high social intelligence have higher study habits as compared to Commerce faculty students with low social intelligence.

- The Arts faculty students with high social intelligence and Commerce faculty students with high social intelligence do not differ significantly with respect to study habits scores at 5% level of significance. It means that, the Arts faculty students with high social intelligence and Commerce faculty students with high social intelligence have similar study habits.

Finding of the Study

1 . The Arts, Science and Commerce faculty students with low and high social intelligence have similar study habits.

- The students of university with low and high social intelligence have similar study habits.

- The Arts, Science and Commerce faculty students with low and high social intelligence have similar study habits.
- The Arts faculty students with high social intelligence have higher study habits as compared to Arts faculty students with low social intelligence
- The Arts faculty students with low social intelligence and Science faculty students with low social intelligence have similar study habits.
- The Science faculty students with high social intelligence have higher study habits as compared to Commerce faculty students with students with low social intelligence have similar study habits.
- The Arts faculty students with high social intelligence have higher study habits as compared to Commerce faculty students with students with low social intelligence have similar study habits.
- The Commerce faculty students with high social intelligence have higher study habits as compared to Arts faculty students with students with low social intelligence.
- The Arts faculty students with high social intelligence have higher study habits as compared to Science faculty students with students with low social intelligence.
- The Arts faculty students with high social intelligence have higher study habits as compared to Science faculty students with students with low social intelligence have similar study habits.

Conclusion:

The findings of the above study will be useful to the curriculum frames of P.G. courses . The main purpose of the P.G course is to prepare successful and competent fresh batches of students effectively and successfully.

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