Social Intelligence among college students

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ABSTRACT
The purposes of this study were to identify, Social Intelligence among college students , the difference in Social Intelligence according to the gender and academic specialization variables. The Social Intelligence scale reached (78,.), according to these procedures the sample has chosen randomly and consisted of (400) students male and female, after collecting the data of this research the suitable analysis that have been such as (two independent T-Test, Parson correlation factors, one T-Test, Z T-Test, multiple regression analysis), finally the findings are concluded, there is statistically significant in Social Intelligence among college students , there are no statistically significant differences in the Social Intelligence according to the gender and academic specialization variables.

Keywords: Social Intelligence

Introduction
The students’ lack of social intelligence skills, such as weak social awareness of events when interacting with them, weak sense of self-efficacy while performing various tasks, or weak self-efficacy when performing various roles, and this affects their psychological aspect, and then this is reflected in the low level of communication, which plays an important role in influencing On the students' view of the various stressful academic situations that they are exposed to during the study (Wong et al, 1995: 114).

The university is one of the most important educational institutions that prepares the individual scientifically and practically for life and the future, and through the presence of the researcher in the university community, I noticed that the university students are not good at expressing their emotions. Hence, the problem of this study arose, which is the attempt to research the social intelligence of university students and the extent of its impact on their communication and communication with their colleagues and with the university faculty We had to try to understand these students at the undergraduate level and their relationships with their colleagues and members of the university faculty.

From what has been presented, the problem of the current research has crystallized through the following question: Do university students have social intelligence?

Research Importance
The importance of social intelligence in the effective and mutual social relations between university students is evident by the extent of the individual’s success in his social and academic life through his success in interaction within his study environment and the extent to which he understands others (Abu Amsha, 2013: 14), and his ability to realize their moods in terms of their motives, feelings and discrimination. Among them, and this is what the student needs within his group is a sense of belonging and communication with others, so it requires him to have individual advantages that help him to deal and improve his relationship with others (Al-Adl, 1998: 12). Social intelligence also enhances the student's ability to solve problems and deal with issues and opportunities that he faces in order to serve the educational process (Asqoul, 2009: 15).

According to Goleman, social intelligence is a major factor for success at university, at home, and at work. At the university level, Goleman sees that students with social intelligence are more popular and liked by their friends, highly socially skilled, less aggressive, and more attentive in learning situations, and thus effective learners at home. Students with social intelligence are more effective in their lives, but at the level of work, students with social intelligence enhance team work by helping others in learning to make work more effective and encourage cooperation during the completion of educational tasks (Goleman, 1997: 14).
Social intelligence is defined by Silver and others: (Silvera, et al, 2001)
The ability of an individual to enter and maintain positive social relationships with others, and this ability is represented in three areas: social information processing, social skills, and social awareness. (Silvera, et al, 2001: 313)

Social Intelligence an introduction
The subject of intelligence has preoccupied many psychologists such as Broom 1928, Thorndike 1936, Gilford, Demella 1965, Keating 1978 and Ford 1979 for nearly a century, and they all agreed that intelligence is a mental capacity that exists by as much as And that this amount varies from one individual to another and from one group to another, and they concluded that it can be measured, but they differed in the methods of measurement and methods of reporting, and intelligence is of great importance in the different areas of life in the field of education in the school and in the field of training in the factory, and even has importance in various social and life situations (Al-Damati, 1991: 15).
Several theories emerged, including the theory of the general factor or the so-called general ability, whose most prominent men were Spencer (Spencer) and Galton and Binet (Binet), who was able to develop a measure to measure intelligence in the form of a general degree of mental age and a special factor consisting of a group of innate preparations capable of development and after Years later, the two-factor theory appeared to Spearman, who believes that mental abilities consist of a (general factor), an innate factor that does not accept development, modification, or training (Child, 1956: 135). In (1948) the concept of multiple intelligences began to appear at the hands of Thurstone, although Thorndike proposed in (1920) three types of intelligence: - (abstract intelligence, mechanical intelligence, and social intelligence) (Sheikh, 1964: 120).

Thorndike's multifactor theory
(Multiple Factor Theory 1920)
Thorndike is the first to introduce social intelligence, and he does not believe in something called general intelligence, and his theory is called associative theory, according to which human intelligence in something results from strong correlations between stimuli and responses (Jaber, 1977: 544), that is, he sees that intelligence consists of: A large number of separate elements such as capabilities and multiple factors in the individual, but they are mixed with one mental process, resulting in common links between each process and the other. What about the rest of the other elements except that it may share with many elements in some aspects and vary in several abilities, for example in education or general mastery or a complex skill, and that these abilities vary in strength according to the strength of their connection, that is, it is an analytical atomic theory that divides intelligence into atoms or units It is partial and recognizes the existence of a link between these processes, and it can thus include all mental processes that appear in linguistic activity, for example, and they can be grouped under linguistic ability. Classify it into three types (abstract thinking abilities, mechanical intelligence, and social intelligence) (Hunt, 1928:318) Although Thorndike was of the opinion that these three types of intelligence are independent of each other as a result of his belief that the abilities they contain are separate from the origin, the results of the tests of correlation coefficients that measure some of these aspects to each other were always positive, which means that there is some kind of relationship between them, they are not completely independent. This made Thorndike change his position in the end and return in his book The Measurement of Intelligence in 1947 to search for a factor on which our different mental abilities are based (Ismail et al., 1959: 12). His theory resulted in presenting a triple classification of intelligence represented by:
- Abstract intelligence: It is the ability to process abstract words, concepts and symbols with high efficiency.
- Mechanical intelligence: It is the individual's ability to deal with tangible physical objects and things.
- Social intelligence: which is represented in the ability to communicate with others and form social relationships, as represented in the individual's ability to understand others, deal properly with them, act wisely with them and adapt effectively, in addition to establishing social relationships of all kinds and well, as the success of the individual in life is the result of. About that he does not simulate a vacuum, but lives among human gatherings that interact with, influence and be affected by them, and social capacity changes according to age, gender and social status, as some people deal very
effectively with children and some of them go along with members of their gender and we find some people are characterized as leadership while others like to be Subordinate to others (Fahmy and Muhammad, 1977: 160).

Social Intelligent Scale:
The researcher obtained a measure of social intelligence from a study entitled: (The Tromso Social Intelligence Scale, a self-report measure of social intelligence)
From the World Wide Web Appendix (9), the researcher has adopted this scale for the following reasons:
1. One of the relatively recent measures is the Tromso Social Intelligence Scale (2001) prepared by Silver and others (Silvera, et al, 2001) from Norway.
2. It has been used in several studies such as the study (Yunus & Jeloudar, 2011) and the study (Goodarzi, 2012 & Yahyazadeh)
3. It has good psychometric properties.

Description of the Social Intelligence Scale:
1. This scale is considered one of the self-report measures. In its original form, it contains (21) items distributed in three dimensions that measure three components of social intelligence:
2. Processing Social Information (Social SP): “The individual’s ability to respond appropriately according to the social situation he is going through with others.” Paragraphs (1-7) measure it, all of which are positive
3. Social Skills (SS) Social: "the individual's ability to use the skills of efficient social interaction with others", measured by paragraphs from (8-14), includes negative paragraphs (8, 11, 12, 14) and positive paragraphs (9, 10, 13)
4. Social Awareness (SA Social): "The individual's ability to feel what is happening to others," and it is measured by paragraphs (15-21), all of which are negative. Appendix No. (10) explains this.

Silver and others (Silvera, et al, 2001) at the University of Tromso conducted three studies to develop and verify the validity and stability of the scale. The validity and reliability coefficient were extracted in its original form. The stability coefficient of the overall scale was according to the Cronbach's alpha equation (88.0), and the stability coefficients were according to the Cronbach's alpha equation for its dimensions. The three are as follows: social information processing (81.0), social skills (0.79), social awareness (0.86) and in general this scale has high internal consistency and high stability (Silvera, et al, 2001). This scale has high internal consistency and high stability (Silvera, et al, 2001: 314-317)

Psychometric properties of the social intelligence scale
First - Scale Validity
Honesty means that the test is able to measure what it was designed to actually measure, (Al-Imam et al., 1990: 59). The researcher verified the validity of the scale as follows:
A- Apparent honesty: (Face Validity)
Presenting the scale items to a group of experts to judge their validity in measuring what is to be measured is the best way to extract the apparent validity (Al-Ghareeb, 1985: 679).
This kind of validity of the current scale was achieved when the items of the scale were presented to a group of specialists in education and psychology.
B- Construction Validity Index:
It is called the sincerity of the hypothetical formation, and it means the extent to which the scale is measured for a specific hypothetical formation (Anastasi, 1976: 151)), as it means the analysis of the degrees of the scale based on the psychological construction of the characteristic to be measured or in the light of a specific psychological concept. 1964: 120 (Cronbach,
This is what we decide according to which the scale measures the construction of a specific theory or a specific feature, and this has been verified in the two extreme samples and in the relationship of the paragraph’s degree to the total sum of the scale
Second - Scale Reliability:
The stability of the test means that the test gives the same results if it is repeated on the same group in the same circumstances. It is characterized by internal consistency, which is achieved by the fact that all test
items measure the same concept (Fransella, 1981:47)) The stability of the social intelligence scale was found by:

**Alfa Coefficient Consistency**

To extract stability, the researcher applied the measure of social intelligence to a sample of (400) male and female students. After analyzing the data, it appeared that the stability coefficient using Alpha Cronbach for the measure of social intelligence was (0.78), which is a good stability coefficient that can be relied upon when balancing it with previous studies such as the Silver study (0.88). (Silvera, et al, 2001: 315).

Learn about social intelligence among university students.

To achieve this goal, the researcher applied the social intelligence scale to the research sample of (300) individuals, and the results showed that their average score on the scale amounted to (67.96) degrees and a standard deviation of (9.53) degrees, and when balancing this average with the hypothetical average of the scale, which is (60) degrees, and using the t-test for one sample, it was found that the difference was statistically significant and in favor of the arithmetic mean, as the calculated t-value was higher than the tabular t-value of (1.96) with a degree of freedom (299) and the level of significance (0.05) and the table (1) explains it.

**Table (1)** The t-test for the difference between the sample mean and the hypothetical mean of the social intelligence scale

<table>
<thead>
<tr>
<th>Sample volume</th>
<th>SMA</th>
<th>standard deviation</th>
<th>hypothetical mean</th>
<th>Calculated T-value</th>
<th>Table T-value</th>
<th>degree of freedom</th>
<th>Indication level</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>67.96</td>
<td>9.53</td>
<td>60</td>
<td>14.48</td>
<td>1.96</td>
<td>299</td>
<td>D</td>
</tr>
</tbody>
</table>

The result of Table (1) indicates that the research sample have a high level of social intelligence. Thorndike sees that social intelligence is the individual's ability to communicate with others and form social relationships, as it is represented in his ability to understand others, deal properly with them, act wisely with them, and adapt effectively along with Establishing social relationships of all kinds and in a good manner, as the success of the individual in life is the result of coexistence in the midst of human groups with which he interacts, affects and is affected by them (Fahmy and Muhammad, 1977: 160). This result agrees with the study of (Bryan Jeremy, 2005, as well as the study of (Al-Dahery and Sufyan, 1997), the study of (Al-Damaty, 1991) and the study (Al-Qudra, 2007), and this result differs with the study (Asqoul, 2009). The researcher explains the current goal that the students of The university possesses social intelligence, and this is due to the early upbringing methods, such as the methods of team play, which the Iraqi environment enjoyed, which is represented by successful social relations, the ability to establish good relations, initiative and cooperation with others.

Learn about the difference in social intelligence according to the variables of gender and specialization.

To achieve this goal, the researcher used the Way Anova Two Analysis of Variance, to identify the significance of the differences in social intelligence according to the gender variable and according to the specialization variable, and tables (2) and (3) illustrate this.

**Table (2)** Arithmetic averages and standard deviations of the social intelligence scale according to the variables of gender and specialization

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>SMA</th>
<th>standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>scientific male</td>
<td>81</td>
<td>67.94</td>
<td>9.06</td>
</tr>
<tr>
<td>human male</td>
<td>69</td>
<td>69.45</td>
<td>9.79</td>
</tr>
<tr>
<td>all males</td>
<td>150</td>
<td>68.63</td>
<td>9.40</td>
</tr>
<tr>
<td>female scientific</td>
<td>69</td>
<td>68.70</td>
<td>7.24</td>
</tr>
<tr>
<td>female human</td>
<td>81</td>
<td>66.10</td>
<td>11.20</td>
</tr>
<tr>
<td>Entire female</td>
<td>150</td>
<td>67.29</td>
<td>9.64</td>
</tr>
<tr>
<td>all scientific</td>
<td>150</td>
<td>68.29</td>
<td>8.25</td>
</tr>
<tr>
<td>Totally human</td>
<td>150</td>
<td>67.64</td>
<td>10.67</td>
</tr>
</tbody>
</table>
Table (3) The results of the two-way analysis of variance to reveal the significance of differences in social intelligence according to the variables of sex and specialization

<table>
<thead>
<tr>
<th>s.of.v</th>
<th>s.of.s</th>
<th>D.F</th>
<th>M.S</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>125.27</td>
<td>1</td>
<td>125.27</td>
<td>1.39</td>
<td>Not significant at 0.05</td>
</tr>
<tr>
<td>Major</td>
<td>21.97</td>
<td>1</td>
<td>21.97</td>
<td>0.24</td>
<td>Not significant at 0.05</td>
</tr>
<tr>
<td>Gender* Specialization</td>
<td>314.38</td>
<td>1</td>
<td>314.38</td>
<td>3.49</td>
<td>Not significant at 0.05</td>
</tr>
<tr>
<td>Error</td>
<td>26677.58</td>
<td>296</td>
<td>90.13</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total</td>
<td>1412853</td>
<td>300</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

The results of Table (3) indicate the following:
There is no statistically significant difference in social intelligence according to the gender variable, as the calculated t-value reached (1.39) which is less than the tabular t-value of (3.84) at the significance level (0.05) and the degree of freedom (1-296).

There is no statistically significant difference in social intelligence according to the variable of specialization, as the calculated t-value reached (0.24) which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (2-296).

There is no statistically significant interaction between the variables of gender and specialization in social intelligence, as the calculated t-value reached (3.49) which is less than the tabular t-value of (3.84) at the level of significance (0.05) and the degree of freedom (2-296).

The researcher attributes this result to social upbringing. Both males and females receive an equal amount of care, attention and tact in dealing with and complimenting others, their ability to perceive the moods and feelings of others, a sense of belonging and communication with family and friends, and in light of the feelings of students and professors, and of course this ability increases with age and knowledge acquisition. granted to both sexes.

References