



RESEARCH ARTICLE

Study on Level of Emotional Intelligence and Social Intelligence of Post Graduate Agricultural Students

Jayabharathi D^{1*}, Nirmala Devi M¹, Karthikeyan C¹, and Duraisamy M R²

¹ Department of Agricultural Extension and Rural Sociology, Tamil Nadu Agricultural University, Coimbatore-641 003, India

² Department of Physical Sciences and Information Technology, Tamil Nadu Agricultural University, Coimbatore.

Corresponding author mail id: jayabharathid20@gmail.com

Received : 11th June, 2022

Revised : 22th June, 2022

Accepted : 12th July, 2022

ABSTRACT

Intelligence is a general mental capability that involves the ability to reason, plan, think abstractly, comprehend ideas, language, and learn things. Being excellent in general intelligence (IQ) alone will not guarantee success in a student's life. Emotional intelligence is an important element in enhancing an individual's ability and skills in communication and interpersonal relations. Social intelligence involves identifying key interaction skills and then assessing them behaviorally. Emotional intelligence and social intelligence make an important role in the academic and social life of students. This study attempted to measure the level of Emotional intelligence and Social intelligence of the postgraduate agricultural students of Tamil Nadu Agricultural University. Using a proportionate random sampling method, 138 students (52 boys & 86 girls) were considered respondents for this study. Wong and Law's emotional intelligence scale and Tromso's social intelligence scale were used to assess respondents' levels of emotional intelligence and social intelligence. Findings of this study revealed that more than sixty percent (67%) of the respondents had a medium level of emotional intelligence and sixty-seven percent of respondents were under the moderately socialized category.

Keywords: *Emotional Intelligence; Social Intelligence; Post Graduate; Agricultural Students*

INTRODUCTION

The aggregate or global capacity of an individual to behave purposefully, think rationally, and cope successfully with his environment is known as intelligence. Intelligence is a trait that influences one's

attitude. It's an assumption based on the behavior. Intelligence is not a natural attribute of any gender, ethnicity, or cultural group, and disparities in intelligence might be the result of environmental variables and influences (Dandekar, 2000). Even identical twins or people raised in identical surroundings are not born with the same level of mental ability (Gardener, 1999).

In the psychological realm of humans, there are several kinds of intelligence. Among such, emotional intelligence and social intelligence are those that have a significant impact on a student's life. These kinds of intelligence have a direct or indirect impact on a student's academic and social life. Emotional intelligence is the ability to perceive and motivate ourselves to manage emotions effectively. The ability to efficiently negotiate complicated social connections and surroundings is defined as social intelligence. It is the ability to comprehend and manage men and women, boys and girls to achieve success in human relations (Thorndike, 1920).

RESEARCH METHODOLOGY

The study's goal was to assess the level of postgraduate agricultural students' emotional intelligence and social intelligence. The respondents for this study were selected from the second-year M.Sc. (Agriculture) students of the 2020-2022 batch of the Tamil Nadu Agricultural University's main campus (Coimbatore). 138 respondents (52 boys and 86 girls) were chosen as the sample for the study using the proportionate random sampling method. The researcher employed a structured interview schedule to collect the data for this investigation. The data was analyzed using cumulative frequency and percentage analysis methods.

TOOLS EMPLOYED IN THE STUDY

Wong and Law's (2004) emotional intelligence scale and Tromso social intelligence scale (Silvera *et al.*, 2001) were used to assess respondents' levels of emotional intelligence and social intelligence respectively.

MEASUREMENT SCALES

EMOTIONAL INTELLIGENCE

The respondents' emotional intelligence was measured using the Wong and Law (2004) emotional intelligence scale. Total Emotional Intelligence, total self-emotional appraisal, total regulation of emotion, total use of emotion, and a total emotion appraisal of others are the five key categories covered by this scale. The respondents were asked to rate each statement on a five-point continuum with scores of 1, 2, 3, 4, and 5 for strongly disagree, disagree, neither agree nor disagree, agree and strongly agree respectively. For this investigation, the following scoring technique was used.

Total Emotional intelligence = Average items 1-16

Total Self- emotions appraisal = Average items 1-4

Total regulation of Emotions = Average items 5-8

Total use of emotion = Average items 9-12

Total others – Emotion appraisal = Average items 13-16

SOCIAL INTELLIGENCE

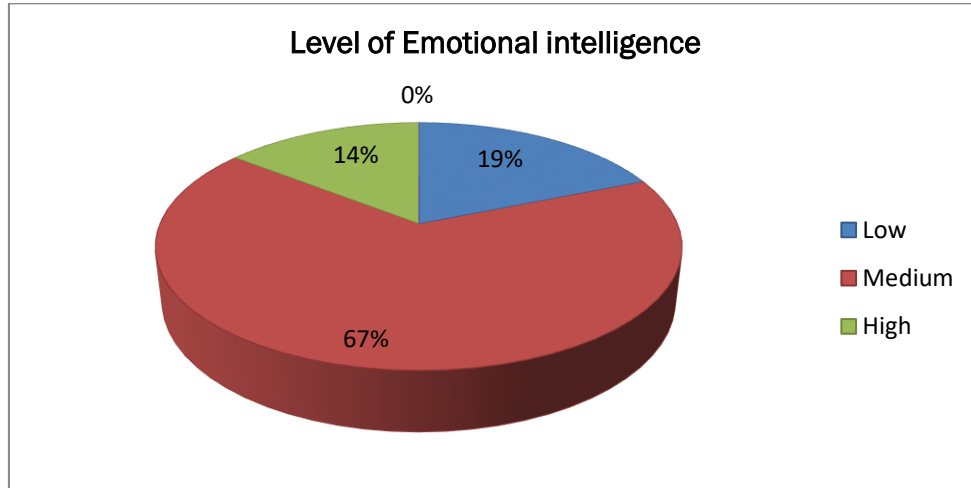
The Tromso Social Intelligence Scale, developed by Silvera *et al.*, (2001) was used in this study. There were twenty-one statements on the scale. The statements were classified into three groups: social information processing, social skills, and social awareness. The statements 1, 3,6,9,14,17, and 19 were characterized as social information. Statements 4,7,10,12,15,18 and 20 were classified as social skills, while statements 2, 5, 8,11,13,16, and 21 were grouped as social awareness. Respondents were asked to rate each statement on a five-point scale, with scores of 1, 2, 3, 4, and 5 indicating strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree. Items 2, 4,5,8,11,12,13,15,16, and 21 are negative statements that should be scored negatively.

RESULTS AND DISCUSSION

Figure 1 shows that more than half of the respondents (66.67 %) had a medium level of emotional intelligence, followed by low (18.84 %) and high (14.49 %). Shweta (2011) agreed with these findings and indicated that 42 percent of respondents had a medium level of emotional intelligence, whereas 42 percent had a low level of emotional intelligence. The findings of this investigation contradicted with that of

Ravi Kant's (2019) research. According to him, the majority of the respondents (92%) had a high level of emotional intelligence.

Figure .1 Classification of respondents based on their level of emotional intelligence



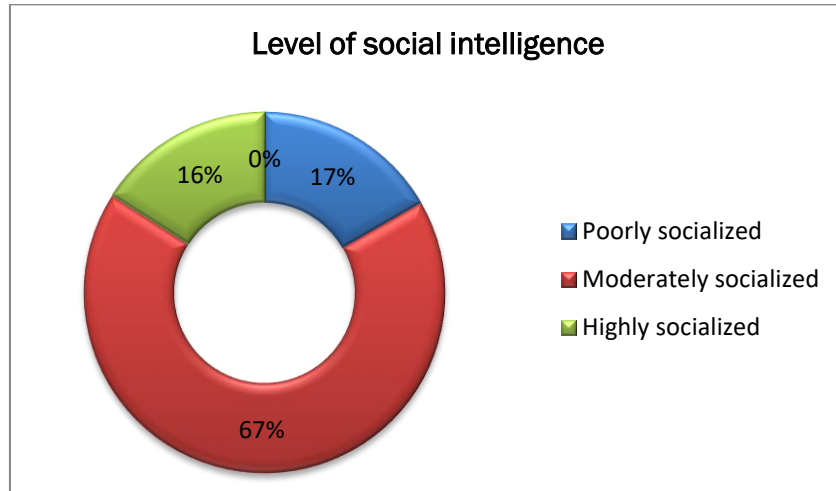
From Table 1, it can be viewed that in all the criteria (self-emotions appraisal, regulation of emotions, use of emotion, and emotion appraisal of others) of emotional intelligence, more than ninety percent of respondents fell under the medium level category followed by low and high level.

Table.1 Classification of respondents based on their level of emotional intelligence in different categories (n= 138)

S. No.	Criteria	Category	Frequency	Percentage (%)
1.	Self- emotions appraisal	Low	32	23.19
		Medium	90	65.21
		High	16	11.60
2.	Regulation of Emotions	Low	28	20.29
		Medium	96	69.57
		High	14	10.14
3.	Use of emotion	Low	29	21.01
		Medium	90	65.21
		High	19	13.78
4.	Emotion appraisal of others	Low	25	18.11
		Medium	94	68.12
		High	19	13.77

From Figure 2, it could be viewed that greater than fifty (67%) percent of respondents fell under the category of moderately socialized followed by poorly socialized (17%) and highly socialized (16%). These results were supported by Bsharah *et al.*,(2014) and who stated that the participant's level of social intelligence was positive and at a moderate level, with a general mean score of 3.71 and a standard deviation of 0.45.

Figure.2 Classification of respondents based on their level of Social intelligence



From table 2, it could be understood that in the social information processing criterion majority (84%) of the respondents were under the moderately socialized category followed by the poorly and highly socialized (27%) category. Considering the social skills criterion, a greater majority of the respondents fell under moderate level followed by highly socialized and poorly socialized. In the social awareness criterion, eighty percent of respondents came under moderately socialized, thirty percent were under poorly socialized and only twenty-six percent were under the highly socialized category.

Table.2 Classification of respondents based on their level of social intelligence in different categories (n= 138)

S. No.	Criteria	Category	Frequency	Percentage (%)
1.	Social information processing	Poorly socialized	27	19.56
		Moderately socialized	84	60.87
		Highly socialized	27	19.57
2.	Social skills	Poorly socialized	18	13.04
		Moderately socialized	96	69.57
		Highly socialized	24	17.39
3.	Social awareness	Poorly socialized	30	21.74
		Moderately socialized	82	59.42
		Highly socialized	26	18.84

CONCLUSION

This study aimed to measure the level of emotional intelligence and social intelligence of postgraduate agricultural students. From the findings of this study, we may conclude that more than half of the respondents had medium level of emotional and social intelligence. Effective management of intelligence is an important aspect of students' behavior. Recent investigations in the field of personality indicated that emotional maturity and social skills along with general intelligence bring better adjustment and success to

student's social and academic life. Hence, students have to actively participate in extracurricular activities and need to adopt some of the essential strategies to improve their social and emotional skills.

Funding and Acknowledgment

The authors acknowledge facilities provided by Department of Agricultural Extension and Rural Sociology and School of Post Graduate Studies to carry out the research work.

Ethics statement

No specific permits were required for the described field studies because no animal subjects were involved in this research.

Originality and plagiarism

This is original research work and/ or words for others, has been appropriately cited.

Consent for publication

All the authors agreed to publish the content.

Competing interests

There were no conflict of interest in the publication of this content

Data availability

All the data of this manuscript are included in the MS. No separate external data source is required. If anything is required from the MS, certainly, this will be extended by communicating with the corresponding author through corresponding official mail; jayabharathid20@gmail.com

REFERENCES

Bsharah, M., Gasaymeh, A. M., and M. B. Abdelrahman. 2014. The relationship between the uses of Social Networking Sites (SNS) and perceived level of social intelligence among Jordanian university students. *Int. J. Psychol. Stud.*, **6(3)** : 115-120.

Dandekar,W.N., and Sanyoglatha Makhija. 2002.*J. Edu. Psychol.* Macmilian India Limited.

Gardner, H., 1999. Intelligence reframed, Multiple intelligence for the 21st century. New York, Basic books.

Kant, R. 2019. Emotional Intelligence, A Study on University Students. *J. Edu. Lear*, **13(4)**: 441-446.

Phusee-orn, S., Ruannakarn, P., Seehamongkon, Y., Piyakul, A., Yurayat, P., Suk-erb, W and L. Sakulthong. 2019. A Study of Intelligence Quotient for primary school students in Mahasarakham Province. *J. Educ. Train*, **7(2)**: 206-211.

Shweta, S. 2011. Emotional intelligence and adjustment among adolescents [Unpublished master's thesis]. I.C. College of home science, Haryana Agricultural University, Hisar.

