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Social Intelligence of Pupil Teachers in Relation to Their Values

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Abstract

Social intelligence and values play a vital role in shaping and building character of any person. Being social and caring for other's feelings are basic and fundamental characteristic of human beings. Social intelligence and values are closely and deeply related constructs. Social intelligence develops good and moral values in human beings. If at early stage of human life social intelligence is properly developed; it will later enhance high moral values in life which will benefit society. Present study is based on social intelligence of pupil teachers in relation to their values. Pupil teachers join teaching profession after completing their B.Ed course. They will be directly responsible for developing and providing proper social situations to students learning in their schools. At the same time, it's also up to them to develop good and moral values in the students. Therefore, the present study is very important from this perspective. The present study aims to investigate the correlation between social intelligence and values of pupil teachers. Descriptive survey method was employed in the study. A sample of 412 pupil teachers is included in the study; who were studying in B.Ed colleges affiliated to Kumaun University Nainital. Social Intelligence scale by N.K. Chadha & Usha Ganesan and Personal Value questionnaire by G.P.Sherry & R.P. Verma were employed in the study for data collection. It is obtained from the study that social intelligence and all the values are positively correlated with each other.

Keywords: Social Intelligence, personal values, pupil teachers, Kumaun university.

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Introduction

Aristotle has rightly said that human is a social animal. The very nature of human is being social. There is a huge importance of human social connection for health, well being and survival. Even the basic needs of survival are not possible in isolation. The development of positive relationships with other people in the social world is a primary and psychological need and motivator essential for human development and survival (Baumeister & Leary, 1995).

Social interactions play a major role in making relationships. The behaviour of a person in interpersonal situation determined the kind of a relationship one develops with others. Some people have great capacity to handle situations. They seem to be comfortable even under most awkward or difficult situations. They are very comfortable in making social interaction even with the people of different thoughts, culture, background, age and social stratum. Whereas some, others seem to struggle in conditions involving social interactions even though they are posed with high intellectual capacities, they lack the ability of social skills which enable them to interact successfully with other people. This ability of an individual to interact successfully and to maintain a healthy & harmonious relation with others is a specific type of intelligence which is called Social Intelligence.

Though many studies have revealed that healthy relationships are most important for any individual yet today's world is facing social corrosion. Individuals in today's time generally fail to maintain healthy and harmonious relationships and connections with their fellowmen. It seems in today's world that people do not care for others and only personal gains matter for them. People walk away when they see others in utter need and problem. Such incidents are being increased day by day. People are busy in their own life and matters and they do not care for others even in the most needed situations. The incidents of greed and selfishness are being increased day by day. All these trends in present scenario unravel the fact that it is high time to work hard on the social intelligence of people in society. People in today's time do not care for others' feeling. This scenario has to be changed. Life becomes truly worth living only when there is joy and satisfaction in life. Good quality relationships and connections are necessary for a good health as it nourishes mind and body while toxic ones can act like slow poison in our bodies (Albrecht, 2005).

As a construct social intelligence goes back to when Thorndike (1920) defined social intelligence as "the ability to understand and manage men and women, boys and girls, to act wisely in human relations" (p. 281). Thus social intelligence is perceived by Thorndike as understanding people and to act wisely. Thorndike took psychometric view of social intelligence. In psychometric view social intelligence is defined as general intelligence

shown in behavioral situations or the ability to understand and people in social situations measurable by psychological tests. For this Thorndike required real situation with genuine people for measuring social intelligence. It was very complicated and rare that genuine behaviour patterns served as stimuli for an action. That's why Thorndike failed to locate a method to measure social intelligence. Thorndike (1920) stated that "convenient tests of social intelligence are hard to devise."

Marlowe (1986) defined that Social intelligence is composed of a set of problem solving skills that allow a person to find and to solve interpersonal problems. It is defined as the ability to understand feelings, thoughts and behaviors of oneself and other persons in an interpersonal situation and to act accordingly to that understanding.

Albrecht (2004) gave a model of social intelligence based on the theory of multiple intelligences by Gardner (1983). He defined social intelligence as "the ability to get along well with others and to get them to cooperate". He developed a five dimensional model of social intelligence. Situational Awareness, Presence, Authenticity, Clarity and Empathy (S.P.A.C.E) are the five parts of his model.

Weis and Süß (2005) developed a performance model of social intelligence. It represents a structural model of social intelligence which included social understanding, social memory, social perception social creativity and social knowledge as cognitive abilities.

Goleman (2006) proposed a model of social intelligence based on the Social Neuroscience research. He defined social intelligence in to broad categories- Social Awareness and Social Facility. Social Awareness includes the awareness of others and social facility includes what a person does with that awareness.

From all the above given model and theories of social intelligence given by psychologists it can be concluded that social intelligence is a practical and behavioural intelligence. Social intelligence is a human capacity to understand what is happening in a social situation and to response based on that understanding. It includes the ability to act accordingly into different social situations and to understand other people's feelings and emotions, to being in a group and negotiate in it, to establish relationships with others and to express own feelings to others, to interact and participate with other people in different situations. It also comprised of to recover from embarrassing situations with least possible mental loss, recognize one's errors and failures and to overcome them.

Though social intelligence is most important for all to handle a social situation effectively yet it is particularly very urgent for teachers to interact and to understand their

students. As we all know school is a mini society and in it teachers prepare their students to become members of a society and to making appropriate behaviour in social situations. Thus social intelligence is must for teachers. That's why the training of school teachers must be done in such a way that social intelligence is enhanced. The teacher educators must indulge them in active work of seminars or presentations and group discussions using some innovative form. This kind of work will enhance the social intelligence of people teachers and it will facilitate their learning, the way of maintaining discipline in the classroom, managing student behaviour, developing good attitude towards supervisors and positive relationships with colleagues. It will encourage the intrinsic motivation and their confidence to deal any social situation. The people teachers with good developed social intelligence become able to understand their own selves, their qualities and faults, they are good communicators and they can understand other people's lives and needs, especially their students while real teaching practice. It also improves their confidence level for their future and it also make them able to develop cooperative, constructive and mutually satisfying relationships. Therefore well developed social intelligence is must for successful teaching work. Social intelligence is required for social development and advancement. It is well known fact that social intelligence is a major factor of a person's personality traits like attitude, interests, adjustment, self concept, creativity and thinking process.

Social intelligence in the present study measures about an individual having patience, being co-operative with others, sensitivity towards others feelings and needs, being tactful about the challenging situations, and having positive sense of humour as according to the SIS (Social Intelligence Scale) developed by Dr. N.K. Chadda & Usha Ganesan.

Education is a process of development and it should develop self dependency, intelligence, social efficiency and cultural & moral values. Value education is in our education policy is documented from very beginning of our independence. The National Commission of Secondary Education (1952-53) has given emphasis on character building as supreme goal of education. The ultimate end of the education process according to the commission was training of character and personality of students that will help to realize the full potential of students and it will enable to the well being of community. After it Kothari Commission (1964-66) gave report named Education and National Development. In it, it was clearly mentioned that values must be taught with the help, wherever possible, of the ethical teachings of great religions. Then National Policy on Education (1986) expressed worries about "the erosion of the essential values and an increasing cynicism in society". It emphasized on turning education into a "forceful tool for the cultivation of social and moral values." The Programme of Action (1992) suggested integrating the various elements of

value education into curriculum at all stages of school education. The National Curriculum Framework for School Education (2000) echoing the National Policy of Education (1986) again lamented the “erosion of essential, social, moral and spiritual values.” It urged that “schools must strive to resolve and sustain the universal and eternal values directed towards the unity and integration of the people enabling them to realize the treasure within” (p.8). Furthermore, it stated that the “the entire educational process has to be such that the boys and girls of this country are able to see good, love good and do good and grow mutually tolerant citizens” (p.36). The National Curriculum Framework (2005) gave importance on such kind of education where values are inherent in every aspect of school life of students. It concentrates on the quality of education amidst diversity, mutual interdependence of humans to promote values that promotes peace, humanity and tolerance in a multicultural society (p.2). National Policy of Education (2020) gave emphasis to developing “good human beings capable of rational thought and action possessing compassion and empathy, courage and resilience, scientific temper and creative imagination with sound ethical moorings and values” (p.5).

Only humans can develop high moral and spiritual values and they can also pass these values from one generation to another.

Allport (1961) has defined the values in simplest words; “a value is a belief which a man acts by preferences.” In this definition of values, it is considered that a man will act in any situation according to his set values.

Similarly, Carl Rogers (1969) has defined values as “Valuing is the tendency of a person to show preference”.

Raths, Harman & Simon (1966) quoted that “out of experiences may come certain guides to behaviour. These guides tend to give direction to life and may be called values.”

In the current study values are meant ten personal values measured by Personal Values Questionnaire by G.P. Sherry & R.P. Verma.

On the whole it can be said that the values are desirable as well as favorable for individuals. Values are very important for the development and well being of a society and individuals. It can say that values are guiding principles of life and these are conducive to any person’s physical & mental health as well as to social well being and adjustment of any individual, which is tuned, with one’s culture. For a teacher it is most important to nurture good moral values among his/her students while teaching learning process in a school. Teachers play a very vital role in constructing values in students; which are value based on

high moral considerations. If a teacher not only delivers lectures on good values but also demonstrates good values in his/her behaviour, it will do miracles in developing good values in students.

Thus social intelligence and values play a vital role for a successful profession of teaching. Both social intelligence and values are deeply connected and related construct especially in teaching profession. If a teacher is well equipped with social intelligence and high moral values then s/he can perform excellent teaching; which not only prepares future citizens as highly skilled and knowledgeable people but also the people who have high values and a healthy relationships with others. Teachers have a fundamental role in the reconstruction and transformation of society as well as the transmission of knowledge, skills, values and experiences from one generation to another. Teacher can work miracles which can be the raw material into a new finished product. Therefore, it's very important for a teacher to be very efficient in social intelligence and to have high moral values.

The present study aims to investigate the correlation between social intelligence and personal values.

Literature Review

Researches on various types of intelligence like general intelligence, emotional intelligence, social intelligence, artificial intelligence, etc. can be found in the field of research. Deupa (2020) has analyzed the enrollment trend of B.Ed. students in India and B.Ed. students of Nepal (Deupa, 2022) based on intelligence.

Bhatt (2023) conducted research on the topic named 'A study of Ecological intelligence, Emotional intelligence and Social intelligence of the students of Kumaun University'. In the study sample of all undergraduates and B.Ed students of Kumaun University were population and a sample of 860 students was included out of which 398 were male and 462 were female. Statistical tools for the study were Ecological intelligence scale by Dr. G.S. Nayal and Sarita Bhatt, Emotional intelligence inventory by Dr. S.K. Mangal and Mrs. Shubra Mangal and Social Intelligence Scale by Dr. N.K. Chadha and Usha Ganesan. The major findings of the study were the Social intelligence scores of the students differ significantly on the basis of academic stream and mean ecological scores of the students were significantly correlated with emotional and social intelligence.

Makwana (2023) organized a research on the topic named 'Social intelligence, spiritual intelligence and study of values among college students. A sample of 360 college students of Gujarat area was included in the study. The tools were Social intelligence scale

by N.K. Chadha and Usha Ganesan, Spiritual intelligence by Dr. K.S. Mishra and Study of Values by Dr. R.K. Ohja & Dr. Mahesh Bhargava. From the study it was obtained that there was no significant correlation between social intelligence and values of college students.

Dhamodharan (2021) organized a research on the topic named 'Social integration among professional college students in relation to their social intelligence, value pattern and attitude towards democracy'. In the study locale was Chennai. 1000 students studying in professional colleges were included as sample in the study by stratified random sampling. It was obtained from the study that Social integration and social intelligence of college students were high. Social intelligence and social value of professional college students were found positively correlated.

S (2020) investigated into the topic impact of emotional intelligence, multiple intelligences and social intelligence on entrepreneurial intention. It was revealed from the investigation that male students are more motivated to become entrepreneurs than female students. In regard to social intelligence there was found no significant difference between male and female students. It was also revealed from the study that with regard to all the factors of Entrepreneurial Intention, namely Pro Activeness, Creativity and Self Efficacy, there was found no significant difference and both genders are proactive to identify opportunities in the field they do work.

Trivedi (2020) conducted a study on emotional intelligence and social intelligence among student- teachers. There was no significant difference was found on the scores of social intelligence between female and male student teachers but there was a significant difference between rural and urban area. The urban student teachers possess more social intelligence than student teachers of rural area. As far as emotional intelligence was concerned it was found a significant difference on the basis of gender and area. Emotional intelligence of male student teachers was higher than female student teachers and urban student teachers were found more emotionally intelligent than the rural student teachers. It was also revealed from the study a positive correlation between emotional and social intelligence of student teachers.

Purnakanti (2020) has undertaken a study named Value System and Value Preferences among secondary school students, teachers and teacher educators in relation to their community background: A Study. In the study sample was taken by simple random sampling and survey method was employed to gather data. Sample of 540 was included in the study; out of which 180 were secondary school students, 180 were secondary school teachers and 180 were teacher educators. For data collection a Value Survey Scale and

Structured Interview Schedule were used that were prepared by the researcher. From the study it was revealed that a positive relation was there among students, teachers and teacher educators from different minority background. Furthermore it was also found that there was a similarity on value preferences on the basis of personal background.

Sahin (2019) researched on the Values and Values Education as perceived by the Primary candidates. This study took the qualitative research design to investigate and phenomenology method was applied to achieve the goal. Twelve teachers in 4th grade in the department of primary education were selected. The two groups of opinions were made of the teachers as My values and Values Education. In the group of My Values the teachers included the concept of values and the values that guided their lives in personal and social situations. The values education was the purpose of value education and the path which one follow. Some teachers considered the main aim of values education should be to make good citizens while other thought that creating a good character by focusing on personal values is more important.

Ali & Ahmad (2018) has investigated the topic Study of Personal Value Orientation among adolescents as a Function of Gender Effect. The sample of the study was included 450 adolescent boys and girls of senior secondary school of Aligarh Personal Value Questionnaire of P.B. Sherry & Verma (1989) was used to collect the data. It was indicated from the results that adolescent girls and boys do not differ significantly on religious, knowledge, hedonistic, power, family prestige and health value. On the other hand the two groups differ statistically significant on the values of social, democratic, aesthetic and economical value. Boys reveals more orientation towards social value than girls. On the contrary the girls showed more orientation towards democratic, aesthetic and economical values than the boys.

Govindarajan & S.Murugan (2012) looked into the topic A Study of Values among Student Teachers. This study was aimed to investigate different values of student teachers and to compare these values on the basis of gender, stream and degree level. Normative survey was applied to conduct the study. Locale of the study was Puducherry. Sample included was 101 student teachers out of which 48 were boys and 53 were girls. It was revealed from the study that There was a significant difference between boys and girls in the theoretical value. Boys had more orientation towards the theoretical value than girls. In the values economical, social, political, religious and aesthetic there was no significant difference found. On the basis of degree level there was no significant difference found in these values. Furthermore it was found that in political and religious values; arts student teacher were

more oriented than science student teachers and in social value science student teachers were more oriented than arts students. On other values no significant difference was found.

Methodology

In the current study, descriptive survey method was used under quantitative research design. B.Ed students of different colleges affiliated to kumaun university were population of the study. Locale for the present study was Kumaun region of Uttarakhand. For sampling technique, stratified random sampling was used in the study. Total sample size was 412; out of which 281 were female and 131 were male B.Ed students. The tool for data collection in the study were Social Intelligence Scale (SIS) developed and standardized by N.K. Chadha and Usha Ganesan and Personal Values Questionnaire (PVQ) developed by G.P. Sherry and R.P. Verma. A brief description of the tools are given below:

Social intelligence scale: The tool included eight dimensions of social intelligence namely; patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory. A brief description of the tool is given below -

- **Patience:** Calm endurance under stressful situations.
- **Cooperativeness:** Ability of interaction with others in a delightful way and to be able to consider issues from all perspectives.
- **Confidence Level:** Strong faith in oneself and in situations given.
- **Sensitivity:** To be acutely aware of human behaviour and responsive to it.
- **Recognition of Social Environment:** Ability to sense the nature and atmosphere of the present social situation.
- **Tactfulness:** To perceive carefully the right thing to say or not to say.
- **Sense of Humour:** The ability to feel fun and to be its cause. It means to see the happy side of life.
- **Memory:** the capacity to recall all important matters; personalities and names of persons.

Reliability and Validity of the tool: Reliability of the tool was established by test-retest method. It was administered on 75 male & 75 female. The obtained reliability scores were significant at 0.01 level of confidence. Two techniques were used to validate the scale a) Empirical validity and b) Cross Validation. To test the empirical validity a sample of 50 people was taken. For its external criteria was the 'Social Intelligence Test' by F.A Moss, T. Hunt, K.T Omwake and L.G. Woodward (1949), George Washington University Series. The present scale and the Social Intelligence Test by Moss and Hunt were administered

and scored accordingly. For testing the validity of obtained data Pearson Product Moment Correlation was employed.

The dimension of Recognition of Social Environment, Memory and Sense of Humour were equal to the present scale and the Social Intelligence Test by Moss and Hunt. The result in dimension of Sense of Humour was similar in both scales and the other two dimensions were little different in format and administration process. Regardless of this the gained correlation was for all the three dimensions were positive and significant. Further, the remaining dimensions viz. Patience, Confidence, Sensitivity, Cooperativeness and Tactfulness reflect significant correlation with the total score of the Social Intelligence Test by Moss & Hunt. The total score of the present scale was highly & significantly correlated with the Social Intelligence Test by Moss & Hunt. ($r = .70 < .01$). Therefore the present scale has a validity coefficient of 0.70. A sample of 50 individuals was taken for Cross Validation of the test. To test the cross validity of the scale the data obtained on the first sample and second sample was correlated. The Pearson Product Moment correlation was used for this purpose. The results were as follows:

Table 1

Cross Validation – Correlation between Two Groups

Serial No.	Dimension	Correlation between two Groups
A	Patience	.82
B	Co-operativeness	.91
C	Confidence	.86
D	Sensitivity	.75
E	Recognition of Social Environment	.91
F	Tactfulness	.75
G	Sense of Humour	.95
H	Memory	.94

Personal Values Questionnaire (PVQ): This tool was developed by Dr. G.P Sherry & Prof. R.P. Verma. There are ten values included in the questionnaire. A brief description of them is given below:

- I) **Religious Value (A):** It means to have faith in God.
- II) **Social Value (B):** It is described as charity, kindness, love and sympathy for the people, efforts of serving the God through mankind, sacrificing personal comfort for others and taking care of others.

- III) Democratic Value (C):** This value is defined in terms of respect for individuality, absence of discrimination on the basis of gender, language, religion, caste, colour, faith, race, status.
- IV) Aesthetic Value (D):** It is characterized as beauty appreciation, to form harmony, love and keenness for fine arts, drawing, painting, music, dance, sculpture, poetry architect.
- V) Economic Value (E):** The economic value is defined here as desire for money and material gains.
- VI) Knowledge Value (F):** Here the power value stands for love of knowledge of theoretical principles of any field and love of discovery of truth.
- VII) Hedonistic Value (G):** It stands for the conception of desirability of loving pleasure and avoiding pain.
- VIII) Power Value (H):** This value is defined here as desirability of ruling over others and leading others.
- IX) Family Prestige Value (I):** It stands here as such kinds of behaviours, roles, functions and relationships which would become any person's family status.
- X) Health Value (J):** Health value is keeping one's body in a fit state for carrying out one's normal duties and responsibilities.

Validity and Reliability of the tool: In the present tool criterion oriented validity was calculated for all the values which were found significant at 0.05 level of confidence. Validity by correlation was also measured for the values and it was found significant at 0.05 level of confidence. As far as reliability of the tool is considered two methods were employed. Firstly reliability was measured by Hoyt's method using analysis of variance and secondly test-retest method was employed. From both techniques the tools reliability was found very sufficient.

Results and Discussion

Results

After collecting the data; it was organized and categorized systematically for analysis of the data according to the variables in the study. Proper statistical tools were employed to carry out valid results. Analysis was performed by using SPSS software.

Table 2

Showing coefficients of correlations between social Intelligence and Personal Values

		Dimensions of Values									
		A	B	C	D	E	F	G	H	I	J
S o c i a l Intelligence	Cor.	-.122*	.207**	.279**	.185**	-.240**	.263**	-.217**	-.217**	-.204**	.205**
	Sig.	.013	.000	.000	.000	.000	.000	.000	.000	.000	.000

*significant at 0.05 level of confidence, **significant at 0.01 level of confidence.

A- Religious value, B- Social Value, C- democratic, D- aesthetic value, E- Economic Value, F- Knowledge value, G- Hedonistic Value, H- Power Value, I- Family Prestige Value, J- Health Value.

The social intelligence is found significantly correlated with all the ten values. It is positively correlated with the values- social, democratic, aesthetic, knowledge and health. These values are significantly correlated with social intelligence at 0.01 and 0.05 level of confidence with significance 0.000. Religious, economical, hedonistic, power and family prestige values are found negatively and significantly correlated with social intelligence. Correlation value for religious value is 0.013 and for remaining values it is 0.000. It means these values are negatively correlated with social intelligence at 0.05 and 0.01 level of confidence.

Discussion

The correlation analysis has revealed that a social, democratic, aesthetic, knowledgeable and healthy person has very high social intelligence. This result is quite accurate and it is corroborating with our general observation. The very basic nature of a social intelligent person; involved these values. A person who is socially intelligent is social obviously, democratic, he will respect the basic principles of our constitution. He will also be aesthetically good because such person can enjoy and appreciate the beauty and other arts. A person who has knowledge about various disciplines and phenomena will be socially intelligent. Lastly a person who is fit and sound physically and mentally will deal the social situations effectively as compare to those who are not physically fit. On the contrary the findings have displayed that a person who values religious rituals is not socially intelligent. Furthermore a person who values money and material gains do not care for social relations. It is also indicated from the study that a person who is hedonistic and seeks power and want

to control and dominate others will not be socially intelligent. Lastly a person who considers family prestige and reputation and who values the traditional outlook of society where marriages cannot be done between inter castes is not socially intelligent. These findings of the study are quite valid and justified as these findings are very observant in a society generally.

Dhamodharan (2021) conducted research named ‘Social integration of professional college students in relation to their social intelligence value pattern and attitude towards democracy’. In the study it was obtained that there was found a significant correlation between social intelligence and social value while there was found no significant correlation between other dimensions of value. A contrary result was obtained by Masawana (2023) in his study named Social intelligence, spiritual intelligence and study of values among college students, where no significant correlation was obtained between social intelligence and values of college students.

Conclusion

After analysis and interpretation of the data it was obtained from the study that all the ten values were found significantly correlated with social intelligence. This signifies that social intelligence is deeply correlated with values. If we want to make our generation socially intelligent than we have to develop and grow moral and good values in people of our generation. Providing basic human values and high values to our young generation by presenting them examples shown in behaviour will do miracles and can make them socially intelligent.

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