

A COMPRESSIVE STUDY OF SOCIAL INTELLIGENCE BETWEEN DISTRICT AND STATE LEVEL BASKETBALL PLAYERS

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ABSTRACT

The present study was focused to assess the level of Social Intelligence between District and State Level Basketball Players. A group of 30 subjects (15 district and 15 state) aged 17-25 years participated in the study. The purposive sampling technique was used to attain the objectives of the study. All the subjects, after having been informed about the objective and protocol of the study, gave their consent and volunteered to participate in this study. To measure the level of Social Intelligence the subjects, the Social Intelligence Questionnaire constructed by Chadha and Ganesan (1986) was administered. The results of Social Intelligence (i.e., Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, Memory and Social Intelligence (Total) between Basketball players of district and state are presented in table-I. In case of Social Intelligence, insignificant between-group differences were found for all sub-variables.

KEYWORDS: *Social Intelligence, Basketball Players*

INTRODUCTION:

Social intelligence was first defined in 1920 as “the ability to act wisely in human relationships” (Druskat et al. 2006). In his classic formulation: "Social intelligence meant the ability to understand and manage men, women, boys and girls to act wisely in human relations." Since that time, research on social intelligence has suggested how it is linked with everything from workplace success and student achievement to general well being and health (Chadha & Ganesan 1986 & Morgan & Giacobbi 2006). Social intelligence identifies powerful competence for interpersonal interaction; the “new science of relationships” illuminates how the brain actually promotes human connection and communication. Cantor and Kihlstrom (1987) defined that social intelligence refers to the individual's fund of knowledge about the social world. Goleman (2007) contends that emotional intelligence focuses on individual awareness and expression of feelings, while social intelligence emphasizes what happens between people in relationships. Thorndike (1920) had pointed out that there is an aspect of personality that can be

called social intelligence distinct from concrete and abstract intelligence. Guilford (1958) suggested that social intelligence could be accounted for as a fourth category of information. Jones and Day (1997) found some evidence that social intelligence can be divided into knowledge of the social world and the ability to perceive and adapt to ambiguous social situations. Marlowe (1986) suggested that individuals who are socially intelligent appear to experience a rich, meaningful life, as opposed to truncated affective experiences. Furthermore, aspects of social intelligence have been found to be associated with enhanced social problem-solving abilities (Jones & Day, 1997), experienced leadership (Kobe et al., 2001) and positive interpersonal experience (Cheng et al., 2001). Ford and Tisak (1983) defined social intelligence in terms of behavioral outcomes and were successful in supporting a distinct domain of social intelligence. Social intelligence is incorporating internal and external perceptions, social skills, and other psycho-social variables (Taylor, 1990). Silvera et al. (2001) stated that social intelligence consists of various components; perceptibility of internal conditions and moods of other people, general ability to deal with other people, knowledge of social norms and social life, ability to orientate oneself in social situations, use of social techniques that enable manipulation, negotiating with other people, social charm and social adaptation (Parkinson, 1996).

MATERIAL AND METHODS

PARTICIPANTS

A group of 30 subjects (15 district and 15 state) aged 17-25 years participated in the study. The purposive sampling technique was used to attain the objectives of the study. All the subjects, after having been informed about the objective and protocol of the study, gave their consent and volunteered to participate in this study.

INSTRUMENTATION

- ❖ To measure the level of Social Intelligence the subjects, the Social Intelligence Questionnaire constructed by Chadha and Ganesan (1986) was administered.

STATISTICS

To determine the significant differences between district and state level handball players, unpaired t-test was employed for data analyses. To test the hypothesis, the level of significance was set at 0.05.

RESULTS

Table 1: Significant differences in the Mean scores of Social Intelligence of the District and State Handball players.

	District Players =15		State Players =15			
Variables	Mean	SD	Mean	SD	t-value	Sig.
Patience	16.28	2.32	15.68	0.30	1.61	0.32
Cooperativeness	20.60	4.20	22.92	2.76	1.50	0.38
Confidence	14.54	3.31	16.36	2.56	1.30	0.81
Sensitivity	26.76	3.82	15.28	2.48	1.23	0.15
Recognition of Social Environment	1.98	1.44	1.90	0.45	1.20	0.48
Tactfulness	4.78	2.12	4.70	1.35	1.10	0.74
Sense of Humour	4.52	2.43	3.48	1.26	1.89	0.06
Memory	8.64	2.62	12.54	1.49	1.45	0.37
Social Intelligence (Total)	108.60	13.47	98.34	9.63	1.67	0.37

*Significant at 0.05 level

Degree of freedom= 28

The results of Social Intelligence (i.e., Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, Memory and Social Intelligence (Total) between Basketball players of district and state are presented in table-1. In case of Social Intelligence, insignificant between-group differences were found for all sub-variables.

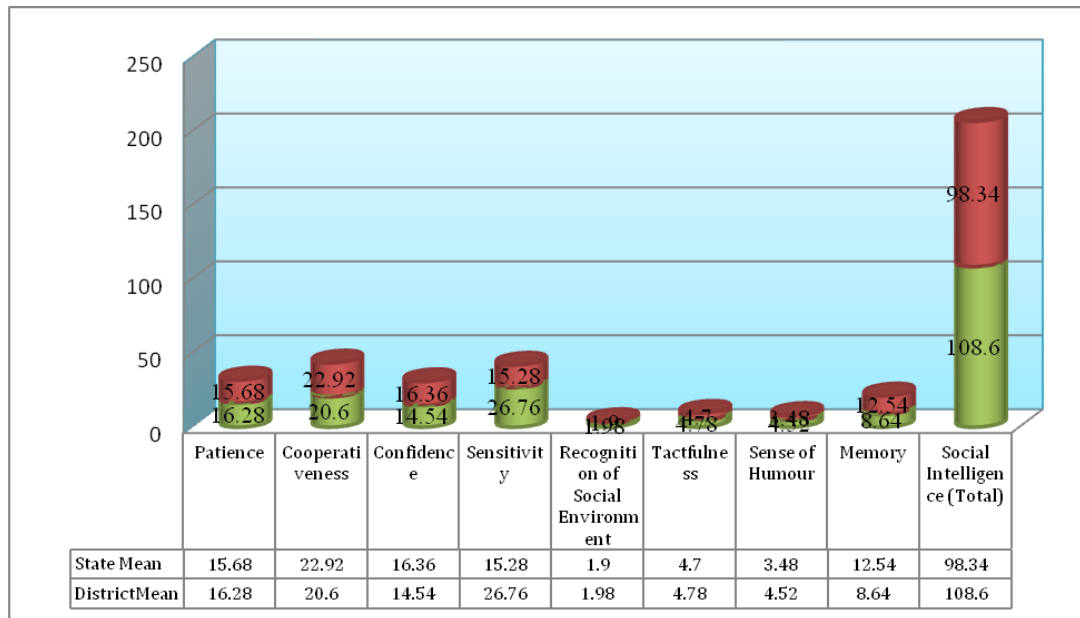


Figure-1 : Mean scores of Social Intelligence of the District and State Handball players.

CONCLUSION

It is concluded from the results of Social Intelligence (i.e., Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness, Sense of Humour, Memory and Social Intelligence (Total)) between Basketball players of district and state are presented in table-1. In case of Social Intelligence, insignificant between-group differences were found for all sub-variables.

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