CHAPTER – I

INTRODUCTION

Human being is social by nature because human being lives in a society. It is the human nature that he cannot live without society. There is a great need and importance to collect basic needs viz. food, cloth and shelter for survival in the world. Again for satisfying his needs he has to maintain good interpersonal relationship with other members of the society and other organisms of the world. It is believed that maintaining good interpersonal relationship is very much essential for smooth functioning of a society. Normally, it is said that social intelligence is an ability to make adjustment with social members.

Before going to discuss about social intelligence it is very much essential to clear about intelligence, because social intelligence is an important aspect of intelligence. Normally, it can be said that intelligence is the ability of an individual to adjust with changing situations or environment. Various definitions are provided by various researchers in different time. They are discussing below -

One group of researchers defined intelligence as a general mental adaptability to the new problems and situations of life. That means it is the capacity of an individual to organise one’s behaviour patterns to act according to demands of the changing situations. So, the intelligent person can reorganise his behaviour or actions according to the demands of the environment.

Another group defined intelligence as the ability to learn. So it is believed that more intelligent person can learn the things more quickly and accurately. Still others have
defined intelligence as the ability to carry on abstract thinking. That means the effective utilisation of concepts and symbols in dealing with new situations.

Vernon defined intelligence as ‘the capacity to form concepts and group their significance’; ‘all-round thinking capacity’ or mental efficiency. Binet defined intelligence as the innate and general cognitive ability. Piaget defined intelligence as the ability of adaptation to the physical and social environment etc.

Many argued that intelligence is not same as the Psychological terms like ‘learning’, ‘problem solving’, ‘achievement’ or ‘attainment’. Some researchers feel that these terms are not qualitatively different and great extent overlap.

E. L. Thorndike has divided intelligent activity into three type’s viz.: -

1. Social intelligence (It is an ability to understand and deal with persons).

2. Concrete intelligence (It is an ability to understand and deal with things as in skilled trades and scientific appliances).

3. Abstract intelligence (It is an ability to understand and deal with verbal and mathematical symbols).

In 1920 E. L. Thorndike had pointed out that there is an aspect of personality that can be called “social intelligence”, which is distinct from “concrete” and “abstract” intelligences. In 1958 Guilford suggested that social intelligence can be accounted for as a fourth category of information. There are 30 abilities contained in social intelligence as specified by the Structure of Intellect Theory, six abilities for dealing with different products of information within each of the five operation categories.
1.1 SOCIAL INTELLIGENCE

Social intelligence is an ability to understand the feelings, thoughts, intentions, actions and tensions etc. of an individual. It is a capacity through which an individual can give some relaxation to the other person who struggling with tension. It helps to make cooperation and adjustment with the other members of the society. Tactfulness is an important aspect of social intelligence. It is the social intelligence due to which an individual tactfully handle any problem, which he faced in his life. Tactfulness is very much essential to handle the individuals in a particular situation. There are some persons who cannot handle the people tactfully in some special situations. Those persons are believed as achieving low social intelligence. So, it can be say that social intelligence means delicate perception of the right thing to say or do.

For peaceful living in the world, there is a need of patience in among the individuals in stressful situations. Patience is an important dimension of social intelligence. Generally, in a stressful situation people are restless and committed some mistakes which are very harmful for them. So, there is a need of calm endurance under stressful situations. It is natural that some stressful situations will come in human life, but human being should solve the stressful situations of life with patience. It is normally seen that the socially intelligent person live in calm endurance under stressful situations and ultimately solve the problem as per as possible. But socially unintelligent person normally make some antisocial activities which are very harmful for him as well as for others in the same situations.

Socially intelligent people have the quality of self confidence. Confidence means the firm trust in oneself and ones chances. Self confidence helps an individual to be success
in life. It provides energy to the individual to do activities with full concentration. It is due to the quality of confidence an individual can think that he can do a particular work. He also can think that there is a chance to achieve success in his particular work. Confidence, the one dimension of social intelligence helps an individual to do activities in any social situation. There is a need to say and do various activities in our day to day life, in such situations confidence and energies of human being are very much essential to act the same.

Cooperation is an important process of socialisation. It is an ability to interact with others in a pleasant way to be able to view matters in all angels. No one can live in the world alone, cooperation is very much essential for an individual to live in the society as well as in the world. Individuals are solving big problems cooperatively in the society. It is observed that all individuals are live in the society cooperatively for the welfare of a society. A family or a society can be developed only when there is existing cooperativeness, the important dimension of social intelligence.

One of the important dimensions of social intelligence is the sensitivity. It means to be acutely aware of and responsive to human behaviour. In order to maintain good relationship with other members of the society an individual show a responsive behaviour to other social members. Normally, socially intelligent persons are acutely aware about the human behaviour and response to the same. But socially unintelligent person cannot do the same activities. As a result the particular person cannot maintain a good relation with other members of the society.

There are some people who have the capacity to feel and cause amusement. They can also be able to see the lighter side of life. Those persons are regarded as socially
intelligent. Those persons are having the capacity to think in a right time in a right way. It is also true that socially intelligent persons can memorise the subjects and objects quickly and restore it for a long time. Memory is an ability to remember all relevant issues, names and faces of people etc. In the society a human has to memorise relevant issues, names and faces of the society. Socially intelligent person can do the same easily.

Different researchers defined social intelligence in different way in different time. Some definitions of social intelligence emphasise on cognitive components and some gave importance on behavioural components and some are on both aspects. Even though, universally recognised definition of social intelligence is still remain missing. Researchers still have come to the agreement that social intelligence is multidimensional in nature.

1.2 HOME ENVIRONMENT

It has been recognised that the nature of child’s home environment influenced on the development of their social intelligence. Home environment is an important variable which is frequently used in humanities and social science researches.

The term environment has been derived from a French word ‘Environner’ means to surround. It refers to both biotic and abiotic environment. The word environment means surroundings, in which organisms live. Environment is the sum total of conditions that surrounds us at a given point of space and time. Home environment is an important aspect of environment. Home environment is the surroundings where an individual starts his first socialization process. So, conducive or good home environment is very much essential for the proper development of social intelligence. If environment of
home is bad then an individual may develop some anti social qualities which will leads to the adjustment problem in future life for the individuals.

Ranhotra (1996) revealed that family environment is the complex of cultural and social conditions, the combinations of external physical conditions that influence on the growth and development of the family members, the most intrinsic fundamental social group that includes parents as well as their children.

Sambrani showed that poor home environment facilitate more significantly frequent occurrence of emotional disturbance to normal distribution. Psychological atmosphere of home may fall into any of the four quadrants, each of that represents one of the four general combinations acceptance – control, acceptance - autonomy, rejection – control and rejection – autonomy.

Home environment consists of the dimensions like relationship, personal growth and system maintenance. Home environment is the combination of some aspects like cohesion, expressiveness, conflict, acceptance and caring, independence and active recreation orientation etc. As social qualities are developed for the first time from home, hence, there is a need to study on the relationship between social intelligence and home environment.

1.3 SOCIO – ECONOMIC CONDITION

Generally, both socio-economic condition and socio-economic status are regarded as same term. It is said that socio economic condition is a measure of individual’s education, income and occupation. It is a measure of one’s class in the society. Socio-economic condition is regarded as an important variable in the researches of social science. It is used as a variable in various researches in the subjects like Education,
Sociology, Economics, Physics, Psychology and History etc. It is influence in various aspects of life like Education, Economics, conditions of women empowerment, personality etc. There is no accurate measurement and definition regarding the socio-economic condition, but still it is used as an important variable in the research work by the researchers in various fields.

Generally, socio economic condition is regarded as the indicators of social and economic position. That means one’s status or class in the society on the basis of his economic condition and class in comparing the members of the group or society from where he belongs. Various researchers provided various definitions and indicators on socio economic status/condition in different time in different way. They are discussing below -

Stawarski and Boesel (1988) defined socio economic status as an indicator of economic and social position, Australian Bureau of statistics (1994) defined that socio economic status is a level of social and economic position of people in society. It is reflected by various indicators like educational achievement, job status, daily earnings, achieving of houses and availability of own assets etc. Australian Bureau of Statistics (1994) also defined the derivation of the term socio economic. Here, socio derives from the word ‘Social’ which means the people and the ways they fit into the community in which they live. Again Economic means the financial position of people within the society. Australian Bureau of Statistics (1994) identified some indicators for determining one’s both social status and economic position. Some indicators for determining one’s social status are health, education, employment/unemployment, housing, contact with criminal justice system, water, sewerage and access to services etc. Again some indicators for determining one’s economic position are ownership, holdings and assets level etc.
U. S. Department of Defence (1986) additionally identified several indicators of determining one’s social standing like employment status, possession and even the presence of reading material at home, apart from the traditionally used components like income, education and occupation. Powers has presented that the single best indicator of determining one’s socio economic status.

Apart from those researchers, others also identified various indicators of socio economic status like McDonough and Williams report (2002), Krieger, Williams and Moss’s identified SES indicators (1997) and Piko and Fitzpatrick’s used indicators of SES (2001) etc. All though various researchers provided various definitions and indicators of socio economic status, in one sentence it can be said that socio economic status is the position of an individual in the society on the basis of his education, income and occupation.

1.4 AREA OF THE STUDY

Prior to discourse on the research problem, a thorough knowledge about the area taken for investigation is desirable. Dima Hasao district area is a part of Assam. The total population of Dima Hasao district as per 1991 census is 1,49,346. (a) Male – 79,536 (b) Female – 69,810. There are 635 villages out of which 502 Revenue villages and 33 non – revenue villages. The total population of Dima Hasao district as per 2001 census was 1,86,189, sex ratio female per 1000 males 883.

(a) BOUNDARIES

The total Geographical area of Dima Hasao is 4,890 sqkm. The Dima Hasao district is bounded by three hills states of Meghalaya, Nagaland and Manipur and three other districts of the states of Assam viz – Cachar, Karbi Anglong and Hojai. On its East we
find Nagaland and Manipur states, Cachar on the south, Meghalaya on the west and Hojai and Karbi Anglong on the North.

(b) PHYSIOGRAPHY

Topographically, the district can be divided under three district regions, viz –

(i) The Low lying areas,

(ii) The high hills of Eastern and Western portions,

(iii) The plateau area.

(I) The low – lying areas are the valleys of Diyung, Langting, Mahur and Jatinga rivers. These areas are inhabited by Dimasas. The average rainfall in these regions is 50 inches (1250 mm) per year.

(II) The high hills are the areas covered by Barail Hills Ranges. The highest peak of the district ‘Hemopet’ 6153 fts. from the sea level is located in this region. The Jame Nagas, the Hmars, the Kukis are the inhabitants of this region. The annual rainfall in this area is about 80 inches (2000 mm.).

(III) The plateau of Gunjung, khorongma and Umrangso areas – the average height of these regions are 2500fts. (772 mm) above sea level and the rainfall is little over 50 inches (1250 mm.) The inhabitants are Dimasas, Biates, Khelma and karbis. Major portion of this region is covered with thatch grass and is more suitable for grazing then agriculture. Therefore, many Nepali families live on cattle rearing in this region.
Dima Hasao district is full of hills. Its main range in the ‘Barail’ and from it sprang up other ranges. The structure of the hills is like the English latter ‘E’ the vertical side is being the ‘Barail’ spreading from East to west. The other lateral branches are –

(i) Kharthong Range from Dittockcherra to Garampani.


(iii) Guilon – Hajong – Langting Range and other hills sprang from these branches.

The main rivers are Jatinga, Diyung, Langting, Mahur, Dilaima and Jenam.

The source of all rivers of this district is the Barail. The rivers viz – Dhansiri and kapili which are flowing on the North East and North West boundaries of this district also originate from the Barail Hills range.

The soil varies from Sady Loam to Clay loam and acidic in reaction, somewhat poor in Potash and Phosphate but rich in organic carbon. Soil erosion is also very acute in hilly areas having high slopes.

Out of total geographical area of 4.89 lakhs hectares only 1.88 lakhs hectares is suitable for cultivation. Gross cropped area is 30,991 hectares, out of which 23,698 hectares, has been covered under Horticultural crops. More or less 70% of the total population engaged with Agril activities. Jhum cultivation is the main livelihood of the people of the district.

(c) LIVELIHOOD

Almost 90% of the total population of Agriculture are engaged with traditional habit of Jhum cultivation which enhance soil erosion and disturb ecological balance. As a whole
it is a harmful practice of cultivation. Jhum or shifting cultivation is the age old practice followed in the hill areas of Assam. Shifting cultivation in the history of civilization is regarded as the first step in the transition from food gathering and hunting to food production. In India about 2 million people cultivate nearly 11 million hectares of land followed this practice, majority of them live in North Eastern Hill region. The main occupation of the inhabitants of Dima Hasao District is Jhum cultivation, because majority of the peoples engaged in Jhum cultivation.

The practice of Jhum cultivation involves selection of a site on hill slope and clearing the jungle by cutting & burning. The cleared side is then used for growing crops like rice, mize, sweet potato, ginger, cotton etc. for one or two years. The site is then abandoned and a new site is selected for cutting and burning. The cultivation is done by using primitive type of agricultural implements and is mostly depended on the seasonal rainfall. The land which is abandoned is allowed to lie follow in order to enable it to regenerate for far years and then it is again cleared for cultivation. Thus a cyclic cultivation of Jhum continues. In the past the Jhum cycle was over ten years when a abandoned plot is recultivated but now with increasing population the Jhum cycle has been reduce, forcing the cultivators to move back to the old plot in 2 to 3 years time leading to disastrous consequences and ecological destruction.

The destruction of natural vegetation leads to soil erosion in the hills reducing fertility of soil. In Dima Hasao the Barail range is facing serious threat of soil erosion leading to frequent landslides and land slips.

Less and less moisture bearing clouds are attracted as a result of reduced natural vegetation leading to scarcity of rainfall and conquest drought like situation. This
drought like situation occurred in parts of Dima Hasao in 1991 leading failure crops in some areas. Jhum cultivation is not so productive in relation to labour and time put for such cultivation the return is meagre forcing people to live below the poverty line.

In Dima Hasao District the Fishery potentialities though limited has scope for its propagation with Cachar and Hojai District border continuous of the little bit of plain areas have the potentialities of ponds, tanks and swamps etc. Apart from this the hills area have hill stream water pockets etc. which can be utilized for fishiculture after development. A good percentage of hill people have started Fishiculture for generating of rural economy and employment whenever there are possibilities of water resources.

Majority of the people of Dima Hasao district are Dimasa. The main occupation of the people being agriculture Paddy is the most wide speared food crop is this area. The language mostly spoken here is Dimasa language. Apart from Dimasa language, Hindi, Bengali, Assamese, Nepali, Karbi, and Bodo, Naga, Hmar, and Kuki etc. are spoken.

(d) HIGHER EDUCATIONAL INSTITUTION & EDUCATION

There exist three undergraduate colleges which are affiliated (three years degree course) to Assam University having all the six semesters in Dima Hasao district. Besides, there are another one new undergraduate college which was started its academic session from 2015-2016. Haflong Government College have three streams viz. Arts, Commerce and Science and rest of the colleges have only Arts stream.

Haflong Government College is an urban college as it is situated at Haflong town and rest of the colleges are situated at the rural areas. Most of the people of Dima Hasao District are cultivator. They mostly involved in the shifting cultivation. Here, most of the people are illiterate.
1.5 NEED AND SIGNIFICANCE OF THE STUDY

Though emphasised on the importance of nourishing relationships, individuals often fail to develop healthy connections with their fellowman. Now a day’s people do not care for others. They just walk away even when see others in danger. All these incidents are the fact that it is the high time to study on their social intelligence.
Today’s society focuses more on personal benefits. People do not focus on overall social well-being. This attitude has to be changed. Life becomes worth living only when there exist happiness and satisfaction. One of the strongest sources of such feelings is the development of good quality relationships. These types of relationships have made positive impact on one’s health, while toxic ones can act like slow poison in our bodies. People must learn to develop good quality relationships, because it is the universally acceptable path of achieving good life.

It is very much important to assist the young generation to develop the skills and competencies of social intelligence. It is not wise to expect children that they will learn these skills by themselves out of their own personal experiences in social interaction. Now a day’s, people are contact with the others through mobile phones and internet connections. They are become obstacles in making face to face communication in among the persons. As a result people get lack experiences in social interactions. Therefore, deliberate effort should be made to teach the young generation the power of social intelligence.

It has been deemed that education is the best means to develop the hidden talents of the social interaction of man. It involves the process of providing the required knowledge and experiences to an individual to develop his inner power of social intelligence. So, educational institutions play a vital role in the development of the individual as well as the society.

Degree colleges are the major agencies that can help to reduce society’s most fundamental problems like value degradation and social maladjustment etc. They are constantly deals with the task of moulding the character and personality of the citizens.
They can help the young generation to learn necessary skills and competencies for better social interaction. Thus, efforts at degree college level can definitely contribute to develop the power of social intelligence in among the young generation.

Undergraduate colleges play an important role in the higher education section of a country. The college students are important resources for a nation’s development. The power of social intelligence is more developed during the undergraduate level, which is very much essential for achieving success in life. So, it is necessary to nurture an individual’s ability to relate successfully with the wider world or simply, their social intelligence.

There exists individual difference in relation to the level of intelligence. There are various factors influencing on intelligence of the individuals. Socio-economic condition and home environment are important factors affecting on social intelligence which differs among individuals. It can be learnt and developed through proper face to face social interaction experiences of the individuals. It can be used as an effective life skill and competencies for managing personal life, interpersonal relationships and achieving success in all the walks of life.

Undergraduate level is an important stage of higher education where the power of social intelligence is developed more. Social intelligence is the ability to understand the feeling of others and making adjustment with others. So, it is felt necessary to study the social intelligence of undergraduate students in relation to their socio-economic condition of parents and home environment, as they are important factors affect social intelligence.
Further the study is significant because a very few studies have been conducted on the above mentioned topic especially in our state. The present study will reveal the relation of social intelligence with their home environment and socio-economic condition of parents of the undergraduate students. It will also help the undergraduate students to improve their social intelligence. It will provide necessary guideline for improving the social intelligence of undergraduate students.

All of the above mentioned factors channelled the investigator to carry out the present study on the social intelligence of undergraduate students in relation to their home environment and socio-economic condition of parents of Dima Hasao District, Assam.

1.6 STATEMENT OF THE PROBLEM

The review of related literature on social intelligence revealed that the construct of social intelligence has attracted many researches. Snehlata and Triyagee, N. (2013) studied social intelligence in relation to gender and location. The study revealed that female students possessed more social intelligence than male students. Again, Arts students have more social intelligence than the students of other streams. Hooda, D., Sharma, N. R. and Yadava, A. (2009) studied the relationship between positive psychological health and social intelligence. The study revealed significant positive association between the two components (satisfaction with life and happiness) of positive psychological health and six factors (cooperativeness, confidence, sensitivity, tactfulness, sense of humour and memory) of social intelligence.

The review of literature revealed that the social intelligence of undergraduate students in relation to home environment and socio-economic condition has not been explored yet. Hence the present investigation has undertaken to find out the social intelligence of
undergraduate students in relation to home environment and socio-economic condition of parents. In order to undertake the study, a survey has conducted in the undergraduate colleges of Dima Hasao district affiliated to Assam University having all the six semester.

The present study focuses on social intelligence of undergraduate students in relation to their home environment and socio-economic condition, as both home environment and socio-economic condition are important factors which influence on social intelligence. Here the problem under investigation has entitled as “Social intelligence of undergraduate students in relation to their home environment and socio-economic condition of parents.”

1.7 OBJECTIVES OF THE STUDY

The objectives of the study have been presented below -

1. To study the social intelligence of undergraduate students.
2. To study the home environment of undergraduate students.
3. To study the socio-economic condition of parents of undergraduate students.
4. To examine the difference in social intelligence between undergraduate boy and girl students.
5. To examine the difference in home environment between undergraduate boy and girl students.
6. To examine the difference in socio-economic condition of parents between undergraduate boy and girl students.
7. To examine the difference in social intelligence between undergraduate urban and rural students.
8. To examine the difference in home environment between undergraduate urban and rural students.

9. To examine the difference in socio-economic condition of parents between undergraduate urban and rural students.

10. To examine the relationship between social intelligence and home environment of undergraduate students.

11. To examine the relationship between social intelligence and socio-economic condition of parents of undergraduate students.

12. To examine the relationship between social intelligence and home environment of undergraduate boy students.

13. To examine the relationship between social intelligence and socio-economic condition of parents of undergraduate boy students.

14. To examine the relationship between social intelligence and home environment of undergraduate girl students.

15. To examine the relationship between social intelligence and socio-economic condition of parents of undergraduate girl students.

16. To examine the relationship between social intelligence and home environment of undergraduate urban students.

17. To examine the relationship between social intelligence and socio-economic condition of parents of undergraduate urban students.

18. To examine the relationship between social intelligence and home environment of undergraduate rural students.

19. To examine the relationship between social intelligence and socio-economic condition of parents of undergraduate rural students.
1.8 HYPOTHESES

On the basis of the above objectives, following null hypotheses have been formulated -

- $H_{01}$ There exists no significant difference in social intelligence between undergraduate boy and girl students.

- $H_{02}$ There exists no significant difference in home environment between undergraduate boy and girl students.

- $H_{03}$ There exists no significant difference in socio-economic condition of parents between undergraduate boy and girl students.

- $H_{04}$ There exists no significant difference in social intelligence between undergraduate urban and rural students.

- $H_{05}$ There exists no significant difference in home environment between undergraduate urban and rural students.

- $H_{06}$ There exists no significant difference in socio-economic condition of parents between undergraduate urban and rural students.

- $H_{07}$ There exists no significant relationship between social intelligence and home environment of undergraduate students.

- $H_{08}$ There exists no significant relationship between social intelligence and socio-economic condition of parents of undergraduate students.

- $H_{09}$ There exists no significant relationship between social intelligence and home environment of undergraduate boy students.
There exists no significant relationship between social intelligence and socio-economic condition of parents of undergraduate boy students.

There exists no significant relationship between social intelligence and home environment of undergraduate girl students.

There exists no significant relationship between social intelligence and socio-economic condition of parents of undergraduate girl students.

There exists no significant relationship between social intelligence and home environment of undergraduate urban students.

There exists no significant relationship between social intelligence and socio-economic condition of parents of undergraduate urban students.

There exists no significant relationship between social intelligence and home environment of undergraduate rural students.

There exists no significant relationship between social intelligence and socio-economic condition of parents of undergraduate rural students.

1.9 DELIMITATION OF THE STUDY

The present study has been delimited as following-

- The study has been delimited to the three degree colleges affiliated to Assam University having all the six semesters of Dima Hasao district only.
- Only undergraduate students of the three degree colleges of Dima Hasao district under Assam University have been selected as sample.
- Only Arts students have been selected as sample for the present study.
The period of data collection ranged from July 2016 to June 2017.

1.10 OPERATIONAL DEFINITIONS OF TERMS USED IN THE STUDY

(a) SOCIAL INTELLIGENCE

In the present study, social intelligence indicates eight dimensions of it viz. patience, cooperativeness, confidence, sensitivity, recognition of social environment, sense of humour, tactfulness and memory.

(b) HOME ENVIRONMENT

In the present study, home environment indicates eight aspects of it viz. cohesion, expressiveness, conflict, acceptance and caring, independence, active recreational orientation, organization and control.

(c) SOCIO-ECONOMIC CONDITION

In the present study, the term socio-economic condition is used to measure the socio economic condition on the basis of parents’ occupation, family type and size, educational qualification of family members and financial condition of family.

(d) UNDERGRADUATE COLLEGES

Undergraduate colleges refer to those colleges which offer undergraduate courses. (Arts, commerce, science and any other technical courses at graduate level). In the present study, the term is used to mean those colleges which are offering bachelor degree.

(e) URBAN POPULATION

In the present study, Undergraduate students who are studying at urban colleges are considered as urban population.
(f) RURAL POPULATION
In the present study, Undergraduate students who are studying at rural colleges are considered as rural population.