

GENDER BASED VARIATIONS IN THE SOCIAL INTELLIGENCE OF GRADUATING STUDENTS: A DESCRIPTIVE SURVEY

**By
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**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

October, 2025

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By
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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE DEGREE OF

MASTER OF PHILOSOPHY

To
Department of Educational Sciences
Faculty of Social Sciences



NATIONAL UNIVERSITY OF MODERN LANGUAGES, ISLAMABAD

October, 2025

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NATIONAL UNIVERSITY OF MODERN LANGUAGES

FACULTY OF SOCIAL SCIENCES

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The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance:

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis “**Gender Based Variations in the Social Intelligence of Graduating Students: A Descriptive Survey**” submitted by me in partial fulfillment of my MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in the future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ACKNOWLEDGEMENT

I owe my gratitude to almighty Allah, who is the real source of knowledge, and wisdom and encourages facing the challenges of life. I also owe my gratitude to the Holy Prophet, Hazrat Mohammad (Peace Be Upon Him) whose teachings are the hallmark of the success of mankind.

The completion of this thesis was impossible without the generous support from my supervisor Dr. Farkhanda Tabassum, whose inspiring guidance, scholarly advice, and constant encouragement have contributed much to the completion of this study. I believe that without her kind and available support, this mission was impossible to complete. I enjoyed working with her as I witnessed an unselfish attitude towards the work, and every moment of our interaction has been a process of tremendous learning experience.

I am extremely thankful to my respectable teachers Dr. Adeel Ahmed khan, Dr. Aisha Bibi, and Dr. Jameela Ashraf for their timely help, guidance and appreciated suggestions regarding tool validation.

I am indebted to my family whose unconditional love and support kept me going and made this possible. I am also thankful to my friends and colleagues Rabbia Akram and Ghufra Khan, who had morally supported me through my thick and thin.

Maryum Mahmood

DEDICATION

Dedicated to

My beloved father Raja Mahmood Shahid Khan and My
Lovely Mother Shahnaz Mahmood whose unwavering love,
encouragement, support and sacrifices have laid the basis
for my academic career.

ABSTRACT

**Thesis Title: Gender Based Variations in the Social Intelligence of Graduating Students:
A Descriptive Survey**

This present study aimed to explore gender based variations of graduating students' social intelligence in public sector universities. The study's objectives were to assess graduating students' social intelligence at higher education level, to examine social intelligence differences based on gender in students at higher education level, 3. To examine the difference in graduating students' social intelligence on the bases of age at higher education level. Furthermore, the study purpose to investigate the gender and age variations in students' social intelligence at higher education level. The theoretical framework was based on Tromso social intelligence scale (TSIS) presented by Chater, Rebhi, Saidane, Guelmami, & Bouassida (2022). The Tromso social intelligence scale (TSIS) comprises three dimensions: social information processing, social skills and social awareness. Researcher used quantitative research approach. Additionally, descriptive research design and survey method were used for the purpose of data collection. The population of the study consisted of male and female graduating students of five public sector universities in Azad Jammu and Kashmir (N=940). A Stratified random sampling technique was used, resulting in a sample size of n= 273, male (91) and female (181). For data collection, the researcher adapted Tromso Social Intelligence scale (TSIS). The validity of the instrument was ensured by experts' evaluation and its reliability was confirmed through the calculation of Cronbach Alpha and item-total correlation. This study was delimited to the public universities having three common departments (education, psychology & sociology) of social sciences. Findings revealed that There is no significant difference in the mean scores of male and female students on the social intelligence ($U=657.00$, $Z= -1.03$, $p= .300$). While the female students (mean rank=129.92) had slightly higher than the male students (mean rank=119.90). It is recommended that the universities may conduct diverse mentorship programs for both male and female graduating students to foster their social skills within an inclusive learning environment.

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LIST OF ABBREVIATION

Abbreviation	Term
I	Intelligence
SI	Social Intelligence
SIP	Social Information Procesing
SS	Social Skills
SA	Social Awareness
SPSS	Statistical package for social sciences
Sig	Significance
IQ	Intelligence Quotient
MI	Multiple Intelligence
ESI	Emotional-social Intelligence
TSIS	Tromso Social Intelligence Scale
Fig	Figure
SPSS	Statistical Package for Social Science
SPACE	Situational Awareness, Presence. Authenticity. Clarity. Empathy

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CHAPTER 1

INTRODUCTION

In today's interconnected world, social intelligence (SI) has emerged as a crucial factor for personal relationships and professional success, particularly for graduating students transitioning into the workforce (Reddy, 2021). Social intelligence, defined as the ability to understand and interact effectively with others, plays a significant role in navigating the increasingly complex social environments in modern academic and professional settings (Suls & Wills, 2024). However, research has widely explored the general benefits of social intelligence, there is a lack of focus on how the role of gender differences in social intelligence remains relatively underexplored, particularly in the context of graduating students (Muhammad et al., 2023).

Although social intelligence has always been played a vital role in human interaction, but the challenges of today's complex social environments make it more critical than ever, particularly for students who must collaborate and adapt in diverse academic and professional settings. Gender-based differences in social intelligence are gaining attention as researchers seek to understand how male and female students may differ in their ability to navigate social interactions, resolve conflicts, and foster relationships (Liu, & Boyatzis, 2021). Human beings are naturally social creatures who rely on communication, cooperation, and shared understanding to function harmoniously in society. Yet, despite these commonalities, men and women may engage with these social dynamics differently, often driven by distinct emotional, cognitive, and behavioral leanings (Muhammad et al., 2023). These variations in social intelligence can shape the way students interact within academic

settings and beyond, potentially impacting their professional paths (Sternberg & Kaufman, 2019).

Historically, Thorndike's early division of intelligence into social, mechanical, and abstract domains emphasized the importance of social intelligence in everyday life, especially for students in higher education. Graduating students who must demonstrate both cognitive and social intelligence to succeed in collaborative and diverse in universities Among graduating students, social intelligence becomes increasingly relevant as they must demonstrate not only cognitive intelligence but also the ability to interact effectively with graduating students, teachers and future colleagues (Mohammad, 2020). Moreover, research has shown that gender plays a significant role in shaping social intelligence, with female students often demonstrating higher levels of social awareness, while male students may excel in areas such as social skills and conflict resolution (James & Suman, 2022).

Further research underlines that the social intelligence is crucial for societal impact. Recent studies suggest that gender differences in social intelligence can have profound implications in educational settings. For instance, social skills and social awareness, are core components of social intelligence, has been found to be more pronounced among female students, enhancing their ability to navigate social relationships and academic collaborations (Odimegwu, 2023). Male students, on the other hand, may exhibit stronger tendencies towards goal-oriented interactions and task-focused social behaviors, which are equally vital in both academic and professional environments (Gkonou & Mercer, 2017). These gender-specific attributes of social intelligence suggest male and female students may approach their academic and professional roles differently, influencing both their success and their social dynamics in the workforce.

Junaidi et al. (2022) argued that social intelligence encompasses the ability to navigate social environments, recognize human emotions, and communicate effectively. This ability is particularly important in educational settings, where students' social interactions can influence their academic performance and overall development. Understanding how gender differences affect social intelligence is essential for developing personalized educational strategies that support both male and female students as they transition to the professional world. By investigating this, the research will provide critical insights for educators and policymakers to design interventions that foster both academic achievement and social well-being (Sanwal, 2023). This study aims to explore these gender-based variations in social intelligence among graduating students, examining how differences in interpersonal skills, empathy, conflict resolution, and leadership styles manifest across genders. Understanding these differences is crucial for educators and policymakers who seek to develop directed involvements that support both male and female students in achieving academic and professional success (Williams et al., 2022).

The core problem addressed in this study is that while social intelligence is widely acknowledged as essential for success in both academic and social environments, research has been limited examining of how gender differences affect the development and application of social intelligence in these contexts. As the global workforce becomes more diverse and collaborative, understanding how male and female students influence their social intelligence can provide critical insights for leadership development, teamwork, and conflict resolution (Arghode et al., 2022).

This study will fill this gap by examining how gender differences in social intelligence influence the university's graduating students. Specifically, it will examine how

these variations influence the academic performance, leadership potential, and overall success of graduating students as they evolution into the workforce. Furthermore, the findings will provide valuable insights for designing gender difference educational involvements that foster social development, thereby training students to succeed in increasingly various and interconnected professional environments (Hossain et al., 2024).

By exploring these gender-based differences, this study will make a significant contribution by deepening our understanding of how social intelligence can be connected, not only to enhance academic success but also to prepare graduating students for the challenges of modern professional life. Furthermore, this research will examine the specific skills, behaviors, and competencies that contribute to students' overall success and how these vary across genders. By investigating these gender-based differences in social intelligence, the study seeks to offer practical insights for educators and policymakers who aim to develop targeted interventions that foster social and emotional learning outcomes tailored to the needs of both male and female students (Zhou et al., 2023). Such interventions will not only enhance academic performance but also prepare graduating students for the social challenges of modern professional environments, thereby contributing to their long-term success (Hossain et al., 2024).

To foster social intelligence, graduating students should explore the university environment by identifying and engaging in meaningful real-life activities. Educational institutes must focus on developing and nurturing students' social intelligence during their academic journey.

1.1 Rationale of the study

Society is a child's first and most direct social setting, where he acquires his fundamental beliefs and values. People consider someone to be socially intelligent if they can navigate complicated social situations and form friendships. The capacity to identify, interact with, and act in a socially conscious and flexible manner toward others is known as social intelligence. Living well in a society devoid of morality and social values is difficult. The ability to identify and adjust one's conduct based on the ideas, feelings, and emotions of others is known as social intelligence. They are able to motivate people and communicate their ideas effectively as a result (Narang, 2020).

Without social intelligence, in today's world it is hard to have a successful life. A socially intelligent individual is more adept in fostering connections with others. Socially adept people behave empathetically and succeed in life. Handling a range of social activities and addressing social life's problems are made easier with social intelligence. For this reason, social intelligence is essential to the development of education. (Kularajasingam et al., 2022).

Throughout history, developed countries have grown, established and advanced indicating their support for and appreciation of higher education and the critical role it has played in all aspects of their development. Most persons have different skill sets and personality traits that result from a combination of development, education and genetics. Social intelligence is a general term for mental abilities that support effective decision-making, rapid learning, purposeful action and good interactions with one's environment (Iqbal et al., 2023).

People's everyday functioning depends on their capacity to comprehend and assess the behaviours of others. Individuals are social professors. They understand that individuals act in particular ways according to their objectives and goals. The capability to navigate challenging social situations and circumstances with effectiveness. The ability to manage complicated social change, evolving social ideas and attitudes and self- and social-awareness are all combined to form social intelligence (Ganaie & Mudasir, 2015).

Social intelligence is becoming increasingly important in the workplace, fostering a healthy work environment and helps both male and female graduates be aware of their interactions. To get a job, graduates of both gender must prepare by improving their soft, interpersonal, and social skills. It was found that fresh graduates lacked social intelligence when they began their careers, and employers favoured both male and female graduates with high social intelligence. Consequently, graduates male or female students who speak with a lack of social intelligence are unable to obtain work (Khairuddin, & Mohamed, 2023).

Gender, parenting styles, social responsibilities and duties, the social environment, culture, values and settlements. While the structured social organization in society is referred to as the social setup, the environment on and surrounding the school campus is referred to as the social setup the school's environment. High social status individuals are expected to carry out certain social duties and responsibilities and everyone must behave morally and ethically within a framework known as "social responsibility" in order to promote the interests of society. Gender also influences social intelligence since female students have higher social intelligence than male pupils (Iqbal et al., 2023).

This study focused on gender based variations in the social intelligence of graduating students in the Pakistani context at the higher education level. Social intelligence exists a gap in understanding how it varies across genders among graduating students. This lack of understanding may lead to unequal opportunities and outcomes in their careers and personal relationships.

1.2 Statement of the problem

Researcher studied gender-based variations in the social intelligence of graduating students in the Public Sector Universities of Azad Jammu and Kashmir. Thus, this study's problem is to access the difference of social intelligence among the graduating students, including their social information processing, social awareness, and social skills. Recognizing potential gender-based variations in social intelligence is crucial to address any disparities and promote equitable development. Additionally, the growing recognition of social intelligence as a essential skill for personal and professional success. At the higher education level, understanding gender-based variations among graduate students is crucial for developing effective interpersonal skills. This study aims to assess the social intelligence of graduating students on gender-based at the higher education level. Therefore, this study seeks to assess and compare the levels of social intelligence among male and female graduating students, focusing on its three dimensions: social information processing, social awareness, and social skills. By examining these variations, the research aims to provide understandings into differences, contributing factors, and strategies that may support inclusive educational practices and empower all students to develop essential social competencies for lifelong success.

1.3 Research objectives

These objectives were designed for this study:

1. To assess students' social intelligence on gender based at higher education level.
2. To examine the difference in graduating students' social intelligence on the bases of gender at higher education level.
 - 2a. To examine the difference in graduating students' social information processing on the bases of gender at higher education level.
 - 2b. To examine the difference in graduating students' social skills on the bases of gender at higher education level.
 - 2c. To examine the difference in graduating students' social awareness on the bases of gender at higher education level.
3. To examine the difference in graduating students' social intelligence on the bases of age at higher education level.

1.4 Null hypotheses

The following hypothesis were formulated for this study

H₀₁: There is no significant gender based difference in the social intelligence of graduating students at higher education level.

H_{01a}: There is no significant gender based difference in social intelligence related to the social information process of graduating students at higher education level.

H₀1b: There is no significant gender based difference in social intelligence related to the social skills of graduating students at higher education level.

H₀1c: There is no significant gender based difference in social intelligence related to the social awareness of graduating students at higher education level.

H₀2: There is no significant age based difference in the social intelligence of graduating students at higher education level.

1.4 Theoretical framework

This research study's theoretical framework was derived from Tromso's social intelligence theory.

Chater et al. (2022) suggested Tromso social intelligence scale. After completing three studies, they settled a social intelligence scale based on three subscales: social information processing, social skills, and social awareness.

Social information processing (SP) Social information processing is the process in which when several people work together to learn about a phenomenon.

Social skills (SS) Social skills refer to a person's verbal and nonverbal communication skills that help him interact with people in society more successfully.

Social awareness (SA) Social awareness refers to being socially aware means understanding your immediate environment, other societies, and their challenges, as well as how to effectively connect with them.

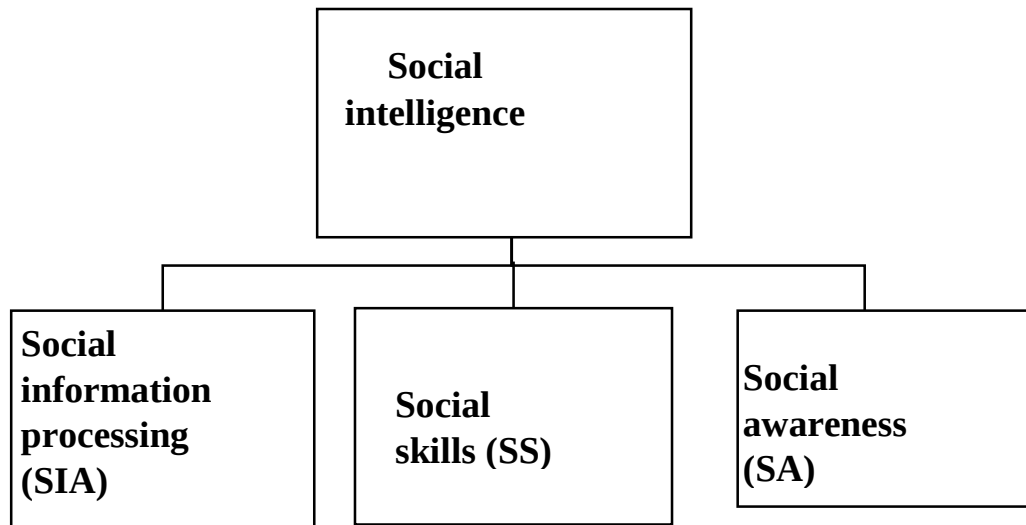


Fig 1 Theoretical framework of research

Source: Chater, Rebhi, Saidane, Guelmami, & Bouassida, (2022)

1.5 Significance of the study

This study was aimed to collect facts social intelligence of graduating students. This study may help to explore the gender based variations in the social intelligence of graduating students. The study may be beneficial for students, teachers, educational institutions, policy makers, society and researcher in many ways.

Students can benefit from the study's findings in a variety of ways. By understanding the gender variations in the social intelligence of graduating students may become more conscious of the importance of developing their social skills to succeed academically. They may also have a better understanding of how their relationships and social behavior with others can impact their academic progress. The study may identify certain social intelligence skills that are essential for academic success, such as collaboration,

communication, and empathy. Students who have this knowledge can focus on developing these skills and applying them in their everyday interactions with teachers and peers.

Teachers can apply the significance of this study in several ways. By examining the link of social intelligence on graduating students, teachers may become more aware of the impact of social conduct on academic achievement. They may also have a better understanding of how their own social connections can impact how effectively children behave in the classroom. The study may identify important social intelligence skills like cooperation, empathy, and communication that are essential for academic success. With this knowledge, teachers can focus on developing these skills in themselves and in their students, as well as incorporating them into their teaching strategies.

It will be simple for policymakers to decide in favor of implementing programs for the social intelligence improvement of students considering past and current findings. In conclusion, the study's findings could have an impact on policy and practice about the link of social intelligence and students' success in the classroom. The study's findings, which may be used in support struggles for gender equality, emphasize the need of recognizing and addressing gender-based disparities in social intelligence. Gaining a deeper understanding of these distinctions might facilitate advancements in societal discourse around gender norms, expectations, and the impact of socialization on human development.

This study has several benefits for society. First, by realizing the connection of social intelligence on students' academic success, society may become more aware of the significance of social skills in the universities and other areas of life. This might encourage educators and workforce development initiatives to emphasize social intelligence development more. Second, the study may identify specific social intelligence skills

necessary for success in the classroom and other social contexts. With this knowledge, society may develop programs and educational efforts that help people develop their social skills and create healthy relationships with others. Third, the study may help develop programs that foster teachers' development of social intelligence. Workshops for professional development, such as those on cultural competency, conflict resolution, or effective communication, can help teachers improve their social skills and their interactions with their students.

This study is also beneficial for further researchers. Researchers play a crucial role in enhancing the study's impact by using its findings as a foundation for new exploration and innovation. They can build on the results, tackle unanswered questions, and improve research methods. By addressing the study's limitations and gaps, they can offer more detailed insights and adapt the findings to current contexts. This ongoing process helps keep the study relevant, deepens understanding, and opens up new areas for investigation. Their work ensures that the study's contributions continue to advance knowledge and practical applications in the field.

Methodology

This section was providing a brief overview of the research, research design, population, sampling technique, sample size, instrumentation, data Collecting and analysing the data for the research.

a. Research Approach

This determination of the study was to assess students' social intelligence at university level. Keeping in vision of the purpose of this study, the research was adopted

a quantitative approach. In quantitative approach, we are collecting and analyzing data to test hypotheses and make predictions about a large population.

b. Research design

The researcher was used descriptive survey design in this study. This study was exploring students' social intelligence of graduating students.

c. Population

The population of the study consisted of all the public universities in Azad Jammu and Kashmir. All of the male and female students enrolled in the social science department consisted the research population. There are five public universities located in AJK. Total population of five universities of graduating students (male and female) is 940. This study's objective is to examine social intelligence of graduating students on the basis of gender. Therefore, the purpose of present study population was male and female enrolled in the common (education, sociology, psychology) departments of social sciences of public sector universities in Azad Jammu and Kashmir.

Table No.1

Total number of public universities in Azad Jammu & Kashmir that were taken as the study's population

Sr.	Universities	
no#		Population
1	University of Azad Jammu & Kashmir (UAJK)	226
2	Mirpur University of Science & Technologies (MUST)	158
3	Women Bagh University of Azad Kashmir	172
4	University of Koti	111
5	University of Poonch Rawalakot	137
Total	5	940

d. Sampling technique

The research was based on stratified random sampling technique. Using the stratified random sample technique, the researcher divides individuals into groups or strata based on characteristics that are appropriate for the research topic. The researcher was randomly choosing a sample of graduating-level students from each subgroup.

e. Sample size

The sample size of this study was all male and female. Graduating students studying in three common departments of social sciences (education, sociology and psychology) of

five public sector universities of Azad Jammu and Kashmir. According to Morgan's table, the sample will be 273 of total population.

Table 1.1

Sample size of students from the five universities of Azad Jammu & Kashmir

Sr. No.	Stratum	N
1.	Male	95
2.	Female	178
3.	Total	273

f. Instrument of the study

The research instrument of the study was being a questionnaire. The researcher was using a questionnaire for this research. The researcher used the Tromso social intelligence to measure gather information about the social intelligence of the graduating students (Silvera et al., 2022).

g. Data collection

Data was collected through a questionnaire. The researcher personally visited all universities to approach respondents individually. The questionnaire was given to each respondent and each respondent was requested to fill out a questionnaire to obtain desired data for this study.

h. Data analysis

The Data analysis was done using various statistical tests. For this study of quantitative data, statistical methods including mode, z-test and ANOVA was used.

1.7 Delimitation

Keeping in view the time and available resources, this study was delimited to:

1. All the public universities located in Azad Jammu and Kashmir.
2. Students of homogenies department of social sciences (education, sociology and psychology) at selected universities.
3. Close-ended questionnaire was used.

1.8 Operational definition

Social intelligence: Social intelligence refers to the ability to understand and manage social situations effectively. It includes interpreting social cues like tone of voice, gestures, and facial expressions, and responding appropriately to different people and contexts.

Social information processing: Social information processing refers to how people work together to share and analyze social information in order to understand an event or situation, often through group interaction and discussion.

Social skills: Social skills are the abilities that help a person communicate and interact effectively with others. This includes both speaking (verbal skills) and using body language or facial expressions (non-verbal skills) to build good relationships.

Social awareness: Social awareness is the ability to understand your surroundings, recognize the challenges people face, and show empathy and appropriate responses, especially in different social and cultural situations.

Graduating students: Graduating students are those who are nearing the completion of their bachelor's degree, typically in their final semester, and preparing to enter the workforce or pursue further studies.

Public sector universities: Public sector universities are government-funded institutions that offer higher education and are operated at either the national or state level, providing affordable education to the public.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Since humans first began to live in groups and right to be civilized, they have attempted to transmit their culture and values to next generations. The fact that human speech and behavior are still developing lends belief to this (Graeber, & Wengrow, 2021). Every individual is a part of society; they adopt and accept its social norms, attitudes, and ideals. As a result, the individual becomes a member of that society. This process is known as socialization (Terziev, & Vasileva, 2022).

According to Usman et al. (2021) society develops balance factors like culture and customs. They went on to say that society is a group whose members share a sense of identity, cultural standards, and an intricate web of links that govern members' rights and obligations. They came to the conclusion that human society is composed of a range of components, including a shared geographic space, diverse relationships and a sense of community, social organizations, and a diversity of activities, functions, and cultural traditions. Social intelligence is the talent to communicate, share and work with others. Social intelligence has well-known to be able to forecast leadership, professional work performance, and life satisfaction. Humanity has been striving for better relationships for thousands of years. To fully understand social intelligence, it is crucial to examine the phenomena at all of its levels, including brain networks, personality traits, and behavioral manifestations as skills. Social intelligence can affect both adults and children (Boyatzis, 2020).

2.1 Intelligence:

Although Esposito (2022) explained the terminology social intelligence was initially used the modern sense of this concept first give the idea in twenty centuries. According to Ahmad & Mohammad (2020) stated that the three components of intelligence are people (social intelligence), physical objects (mechanical intelligence) and the capacity for mental guidance and understanding (abstract intelligence). Three categories were established for intelligence (Deary, 2020).

- a. **Mechanical Intelligence:** It is the capacity of an individual to manage items and situations.
- b. **Abstract Intelligence.** It is the capacity to visualize a relationship and generate thoughts in a given circumstance.
- c. **Social Intelligence.** It is the capacity to engage with others in a way that is appropriate for the circumstances. It involves interacting with people in social situations and managing them.

Sternberg (2021) claimed that one universal cognitive ability, which he refers to intelligence, serves as the foundation for all intellectual operations. He believed that this element represented a person's full mental potential. Social intelligence is the capacity to collaborate and coordinate in interpersonal situations. Consequently, it provides information on methods for assisting individuals in reaching their own goals (Ali, Ahmad, & Khan, 2019). According to Sap et al. (2022) explained a connection among social intelligence and social skills. According to Boyatzis et al. (2015) separated The characteristics of societal consciousness include sympathy, empathy, obligation, and devotion. Expressing oneself, engaging with others, changing

viewpoints, and other social skills are all included in this list. The researcher goes on to explain that social awareness is our ability to take into consideration other people, and the capability is the application of our skill to increase social awareness among others. The term intellect is general phrase for perceptive skill sets that can be used to manage a variety of jobs, problems, and circumstances. After that, intellectuals created concepts like academic intelligence, emotional intelligence, and social intelligence. Although opinions on what exactly constitutes intelligence vary, most experts concur that it includes mental skills like logic, reasoning, problem solving, and planning (Floyd et al., 2021). Even though they are two different concepts, emotional and social intelligence are connected. An individual possessing emotional intelligence can differentiate between their own ideas and feelings. Lower emotional intelligence has an effect on people's social intelligence. Therefore, those who possess lower levels of emotional intelligence are a lesser amount of furnished to examine into the emotions of others; social intelligence necessitates social skills and awareness for purpose (Umara et al., 2024).

According to SK (2021) social intelligence includes self-awareness that help people comprehend who they are and all of their feelings, anxieties, guilt, commitments, and so forth. These people have an independent perspective while they work for their ideas. They are aware of their abilities, opportunities, and challenges in life. To become the best person, they can be being their definitive independent. These people have a strong sense of self. Therefore, Mohamed et al. (2024) discovered that social intelligence differed based on gender among both teachers and students. Age and social intelligence are positively connected. According to a study,

social intelligence rises with age. The core of "intelligent activity" is "understanding the fundamentals of a situation and effectively responding to them." In summary, intelligence is characterized as an intrinsic ability that differs in quality among individuals and shapes their approach to every task. It was made possible by the successful separation of social intelligence as a distinct field. Putting it in terms of the results of the acts. The definition "One's capacity to achieve relevant goals in particular social contexts (Pandey, 2023).

2.1.1 Theories on Intelligence:

Zulmi & Tentama (2024) studied that intelligence is the potential to find solutions to difficulties and create things which are respected in at least social context. According to Hochberg (2024) Gardner theory of modern intelligence ought to provide a comprehensive account of human intelligence. Gardner contends that each individual human is a unique blend of a core set of intelligences that all species possess. In the beginning, Gardner identified seven intelligences. These intelligences tended to work best together when developing skills and solving problems. Later, he expanded his paradigm to include naturalistic intelligence and thought about existential, divine, and ethical intelligence. According to Heidari (2024) Gardner interpersonal intelligence requires an understanding of other people's goals, intentions, and motivations. People can efficiently collaborate thanks to it. People who work in the fields of education, sales, politics, religion, and therapy are thought to require highly developed interpersonal intelligence. Gardner supported his theories using psychological procedures rather than traditional psychometric tools. The isolation brought on by brain injury, having clear fundamental functions, being

supported by psychometric and studies, being based on social intelligence history being appropriate for symbolic coding, and being distinct in situations with very high or low aptitude were some of the criteria he used to measure intelligence. His approach places more emphasis on literary analysis and personal experience than it does on scientific evidence (Waterhouse, 2023).

Odimegwu (2023) appealed that the ability to know, manage and behave correctly in the interpersonal relationships are known as social intelligence. Social intelligence is the potential to interact with individuals successfully any social setting. Interpersonal relationships understanding one needs to be adept at making them to be considered socially intelligent. Odimegwu (2023) describes social intelligence competency as the talent to recognise, analyse and react to emotional information about people when it comes to effective performance. According to Junaidi et al. (2022) social awareness, presence/bearing, honesty, clarity, and empathy are the five fundamental facets of social intelligence.

2.2 Definition and Importance of Social Intelligence

According to Anvarovna (2023) Social intelligence can be viewed as a sort of intellectual capacity because it is a subset of social skills. Like academic intelligence, social intelligence is impacted by many ideas and assessment methods. Making a distinction between approaches that emphasize broad cognitive structures and processes (i.e., the ways in which the development of social intelligence structures and processes throughout life influences social interactions), from those that emphasize psychometric measures of social intelligence (how socially intelligent is a

particular person) it is possible to better understand how social intelligence is determined.

According to Iqbal et al. (2023) social intelligence in a model of intelligent skills in humans was the first to include by Thorndike. According to him, the ability to understand and motivate people of all genders—boys, girls, and men—to act correctly in social settings is known as social intelligence. According to Thorndike, social intelligence consists of both behavioural (such as behaving properly) and cognitive (such as understanding) elements. Knowledge could be a distinguishing characteristic in addition to concentrating on cognitive and/or behavioral social intelligence. Three essential social intelligence components appear to be highlighted in current definitions: In order to take socially intelligent action, (1) basic ability and/or (2) information must present and (3) some of the criteria are founded on or incorporate knowledge (or prior social experience of persons). Only the definitions' cognitive elements could be distinguished in a way that is relevant to the term "intelligence." When assessing social cognition and behavior, the social context must be taken into account (Lau, 2016).

According to Ossowska (2016) Whether or not manners which is regarded as socially intelligence depends on the beliefs we are aware, its morals and customs and the social situation individual contained by that beliefs. Another studied model is the apparent relationship between social intelligence and employment. An effective manager, for instance, can engage with people and handle complex relationships. However, if nurses assist their patients and foster a friendly environment, they are perceived as socially intelligent. Consequently, social knowledge is situationally and

culturally detailed as it be determined by on the dos and don'ts of a positive values. The fact that only one definition expressly considers the social context is therefore a little surprising. However, operationalisations that do not take into account the social context should have validity issues because it is necessary to do so in order to assess the effectiveness and acceptance of social conduct (Goleman, 2021).

Boyatzis et al. (2015) defined social intelligence as the application of cognitive abilities in social circumstances. It is possible to divide the cognitive and behavioral components into two groups. A behavioural element of social intelligence is SI. There are criteria for recollection, insight, knowledge, and creativity in SI's cognitive section. The rational needs that are referred to as social knowledge plainly depict the wide field. All of the terms "understand," "construe," "arbitr," "have vision," "foresee," and "grasp" are connected to similar processes. In contrast, it appears that distinguishing, decoding, and recognizing are separate intellectual processes that share similar brain functions but necessitate less information distribution. Esposito (2022) defined social intelligence as the capacity to address societal issues in a way that benefits everybody involved. When considering social problem solving, both cognitive requirements and additional behavioral components are mentioned. According to Gündüzalp & Göktaş (2024) social intelligence is a reflection of real-world guidelines, techniques, and tactics for handling social information that are represented in knowledge production. Ideas about oneself, other people, and social gatherings are all part of plans. According to Lee et al. (2022) social intelligence's multiple components include social awareness, shared creativity, collective understanding, and societal consideration. Social intelligence is the skill to

interact, love and live with society. It has been shown that social intelligence predicts not just professional work performance and leadership, but also personal satisfaction. Improving relationships is a concept that dates back thousands of years. To completely understand the notion, it is crucial to examine social intelligence at all levels, including brain networks, traits, and behavioral expressions as skills.

In twenty century Human talents have been researched for the past 100 years. Social intelligence was also investigated, and academic intelligence was eventually included (Zulmi, & Tentama, 2024). According to Renzulli (2021) was one of the best intellectuals to describe the backgrounds of social intelligence. But he exchanged emotional intelligence with relation to the idea of social intelligence. To distinguish social intelligence from mechanical and abstract intelligence. Mohadesi (2021) found that the definition of social intelligence is the capacity to comprehend and advise men and women, boys and girls, on how to conduct wisely in interpersonal relationships.

Williams et al. (2022) argued that social intelligence as the skill to achieve well in a collection of social conditions. When others are speaking, individual through strong social skills determination most likely listen more intently. Socially intelligent people get along well with others and make others feel comfortable in their presence. Along with empathy and self-control, these qualities are also a part of social intelligence (Javakhishvili, & Vazsonyi, 2022). According to Williams et al. (2022) argued that social and emotional intelligence are not interchangeable, despite the popular belief to the contrary. According to Liu & Boyatzis (2021) describe that the best spirited aspects social intelligence and emotional intelligence is being aware of your own thoughts and feelings. Understanding other people's ideas, feelings, and

behaviors is a sign of social intelligence. Social intelligence is the ability to successfully convey social contexts, comprehend social dynamics, and interact with people in a positive and productive manner. Empathy, communication, teamwork, and self-awareness are just a few of the cognitive and emotional skills that are necessary. Social intelligence is essential in both personal and professional settings. It helps people build strong relationships with others, settle conflicts, and maintain healthy relationships in their interpersonal interactions. To effectively communicate, interact, and work toward common goals in the workplace, leaders, supervisors, and team members all need social intelligence. Gender variations in social intelligence among graduating students have been studied in psychology and education. Social intelligence is the skill that allows one to communicate well, sense others' feelings and handle social circumstances skillfully. Understanding how gender may affect social intelligence may be very beneficial for academics, teachers, and policymakers.

The capacity to know, control and act appropriately in social situations is referred to as social intelligence. The capacity to successfully engage with others in any social context is known as social intelligence (Odimegwu, 2023). According to Arghode et al. (2022) contend that in addition to understanding interpersonal relationships, one needs to be adept at making them to be considered socially intelligent. Odimegwu (2023) refer to social intelligence competency to recognise, analyse, and react to emotional information about people when it comes to effective performance. Social awareness, presence/bearing, honesty, clarity, and empathy are the five fundamental facets of social intelligence. Intelligence quotient or abstract IQ

is not as important as socio-emotional skills also known as soft skills, intrapersonal skills, and interpersonal abilities. To succeed in the work, one must have certain skills. Research suggests that professional success is influenced by social and emotional elements with academic intelligence accounting for just 5–10% of performance in non-academic contexts. It has often been demonstrated that academic success and socioemotional development are related (Schonert, 2017). According to Sullivan (2019) highlights the idea that teachers should act as role models for their students when it comes to forming social bonds. In order to help student, develop their social and emotional skills, teachers must be socioemotionally intelligent and capable of adapting their teaching methods to the demands of the up-to-date classroom. When instructors are socially skilled, students learn more efficiently. According to Camcho et al. (2021) studied that a socially aware trainer who is aware of the impact their behavior has on students fosters a cooperative, motivating, and caring learning environment. Their teachers significantly influence children's learning. According to studied that the teachers provide classes that build on students' strengths and encourage essential motivation, teamwork and a logic of social intelligence (Dolev & Itzkovich, 2021).

2.3 Social Intelligence of Graduating students

. Silvera et al. (2022) explored the three aspects of social intelligence. These dimensions include is referred to as social awareness, is referred to as social skills referred as social information process. Accepting the feelings and desires of others is an essential facet of social intelligence. The ability to react in a way that is appropriate for one's environment and circumstances is known as social awareness. Social skill

is the ability to interact with others in a group situation and speak honestly. Among these, acting on the conduct is more closely correlated with social awareness. People with high social awareness may act appropriately in certain circumstances. According to Smith (2018) studied that one ability that may be knowledgeable is social intelligence. A person needs to pay more attention to his environment if they wish to be socially aware. He must keep strong verbal and communication skills. A socially aware individual has strong listening abilities; therefore, he has to put them into practice. It is possible that he can hear others talking.

According to Riggio (2016) someone who wants to be socially intelligent should examine social circumstances. He must evaluate his actions and learn from his achievements and obstacles. He could develop his social intelligence by doing this. This is the first place when students engage with each other outside of their homes. Graduating students can enhance their social intelligence by forging close bonds with instructors, advisors, fellow students, and others. This is communicating honestly with others, paying close attention to what they have to say, and showing empathy for them. This study explore gender based variation in the is referred to as social intelligence of graduating students.

Additionally, Aye (2018) asserted that the connection among mechanical and is referred to as social intelligence and academic intelligence makes sense. While assessing social intelligence He placed special emphasis on honest condition with genuine peoples. He contends that both cognitive and behavioral requirements are necessary for social intelligence. Sethi & Sharma (2023) explained the concept of social intelligence was originally introduced. It showed a remarkable development in

thoughtful believed. According to Richardson (2022) Social intelligence is merely a new name for outdated conceptions of ability. Numerous theoretical and practical difficulties surround the innovative idea of social intelligence (Esposito, 2022). Approximately the basic components of social intelligence that show up in social behavior include is referred to as social information processing, is referred to as social skills, social creativity, is referred to as social awareness and social observation. These are actually cognitive processes (Boyatzis et al., 2015).

Sanwal & Sareen (2021) studied skills and intelligence are concepts that are used interchangeably in social intelligence. Some of the broader definitions of social intelligence that have been proposed include the capacity for interpersonal interaction, social strategy or tactics in society, understanding of a group's social concerns and awareness of the fleeting emotions or original personality features of new arrival. Boyatzis et al. (2015) found a considerable difference between these two terms. They contend that, in contrast to brainpower, which is thought to be primarily inherited and only slightly flexible over time, competences related to varied contexts, settings, and circumstances in supportive real-world settings are more receptive to change and learning. According to Weis (2018), societal aptitude can be characterized as a concept that has been produced by the broad population since it is inclusive. According to Sternberg (2020) In a society see people who do well in school but struggle in the workplace, or vice versa. These disparities are evident in daily interactions. People with high test scores for intelligence but weak social skills are common. There are also those who do poorly on examinations yet get along with almost everyone. Since primarily focuses on social intelligence, think about how it

relates to other current general perceptions of social skills, such emotional intelligence along with knowhow, kindness and practical understanding. Social intelligence is the one of main element that have the ability to empathize greatly affects one's ability to understand others' feelings (Avlaev, 2020).

The present instrument's construct and items were selected taking into account the goals of the article as well as the social intelligence criteria relevant to the research conducted in a Pakistani setting. All six structures were included in the final inventory; the amount of commodities was only reduced since they were relevant to the social dynamics of the group being studied. They were also required to depict the many aspects of social intelligence. Productive contact is facilitated by social communication, and social sensitivity, which emphasizes a person's knowledge of and response to his own society, aids in understanding the interpersonal dynamics within the culture (Fitria & Suminah, 2020; Tola & Akbar, 2020; Sanwal & Sareen, 2023). In a similar vein, social influence refers to the ability to influence decisions, thoughts, and behaviors in social contexts and to positively alter an individual's personality (Farooq et al., 2022).

According to Liu & Boyatzis (2021), social intelligence is the capacity which establish social relationships, work together and comprehend interpersonal interactions in terms of how individuals interact with one another and their surroundings. Another definition Williams et al. (2022) states that it is the capacity to enable society to assess the circumstances and actions which arise across surrounded by a specific reasoning and to regulate the progress by assessing the occurrences using their awareness. Social intelligence is the ability to relate with

others by comprehending their thoughts and feelings and exercising the right judgment. It is closely related to concepts like initiative, teamwork, and respect for others, dignity, and the ability to learn. Eight main concept components stand out when the social intelligence literature is examined. It is possible to comprehend body language, listen carefully, digest information fast, communicate effectively, exercise influence over others, be outgoing and well-liked, be able to work out problems, and have good manners. When the research is done, the idea of social intelligence is broken down into three sub-dimensions are referred to as social intelligence is necessary for comfortable living in one's surroundings. They are excellent listeners and can communicate successfully with society from many social experiences (Sternberg, 2018).

Heo et al. (2022) assert that social intelligence is significantly connected with demographic background, particularly gender. Research has examined the relationship between social intelligence and gender. Male students are more socially intelligent than female students (Malik et al., 2018). According to Sanwal & Sareen (2022) came to a similar result, finding that male employees were more skilled and socially aware than female employees. On the other hand, Hashem (2021) discovered that female college students had high levels of self-control and social intelligence. This suggests that further research is required to understand the relationship between social intelligence and gender. Graduates should prepare themselves by improving their people skills, interpersonal skills, and soft skills, since human resource officers prefer soft skills to academic abilities when choosing individuals (Loures et al., 2021). It was found that new graduates lacked social abilities when they joined the job, and

employers preferred graduates with high levels of social intelligence. Therefore, graduates who lack social intelligence in their speech are unable to get work.

Barnes & Sternberg (2021) defined social intelligence in general is the ability to recognize the feelings of others. Marlowe (2020) described is referred to as social intelligence as the capability to recognize and take into account in social situations, one's own and other people's thoughts and feelings. High social intelligence individuals are able to identify other people's joys, misfortunes and hopes with ease. This knowledge therefore determines their behavior with regard to such individuals. They are quick to form social bonds. To produce these benefits, social intelligence is broken down into a number of components. There is no one module of social intelligence. Three dimensions are used to analyze is referred to as social intelligence. Recognizing and assessing the needs and sentiments of others is a crucial step in the social information process. The capacity for individuals to act in a way that is appropriate for their surroundings is known as social awareness. The capacity to interact to others and converse with ease in a social setting is known as social skill. Social awareness is the feature that is more closely linked to engaging in the behavior. Individuals with a great level of social awareness are capable to display actions that are suitable for the conditions of their surroundings (Silvera et al., 2021).

2.3 Theories of Social Intelligence

Although it is a difficult subject to investigate social intelligence is one that theorists do (Sap et l., 2022). According to study, it was created the first test social IQ founded on the findings (Frinken, 2015). It was also known as the George Washington Social Intelligence Test. Gardner's idea of multiple intelligences might be used to understand

the concept of social intelligence (Ali et al, 2019). The capacity to judge social situations, read others' facial expressions to understand what they are thinking, remember names and faces, and have a sense of humour are now included on the social intelligence exam as a result of various concepts. Reddy (2021) improvement in intelligence Ideal is the most comprehensive paradigm based on social intelligence. People's actions tell how well their attitudes reflect their social intelligence both have an impact on this. As a result, all aspects of attention, concentrated and varied reasoning, memory, and the evaluation of attitude stuffing are included in social intelligence. These signals typically take the form of social cues from connections that allow inferences to be made about a broad range of people's attitudes, sentiments, intentions, behaviors, emotional states, and beliefs. It was concentrated on the functional areas of awareness and a variety of tasks in order to develop social intelligence tests. He reportedly began to perspire after performing a binary social intelligence assessment. The first difference made by Thorndike in twenty's century between the need to comprehend people and the need to act morally in interpersonal situations is taken into consideration by other definitions of social intelligence. According to Hashmi et al. (2019) concluded there are minor variances in gender of male and female cognitive abilities. Men often do better on activities involving math and spatial reasoning, while women are better in voice production and episodic memory. However, these differences are becoming less noticeable with time, suggesting that social and cultural factors may be at play. According to Rathore, & Mishra (2015) studied that social intelligence and flexibility are becoming more and more important in today's environment due to the excess of problems and increased stress levels. It's a talent that may be acquired, developed, and applied to effectively

manage one's own life, relationships with others, and achievement in all spheres of life. Examining the social intelligence and adjustment levels of both male and female students enrolled in higher secondary schools was the aim of this study. The gender inquiry's findings indicate that female students are more social and socially cultured than their male corresponding item.

2.4 Methodologies of Social intelligence and Implications for Future Research

Bar-On (2018) the twelve competencies are divided into four areas in the new ESI (emotional social intelligence) paradigm: relationship managing, self-management, social awareness, and self-awareness. An individual's level of self-awareness is connected to their innate traits, characteristics, and perceptions. Self-management is the process of keeping personal control over preferences, possessions, and ideas. The capacity to relate to others, maintain relationships with them, and understand their needs, wants, and challenges is referred to as social awareness. It takes skill to persuade others to do what you want them to in order to manage relationships effectively.

1. Emotional as well as how those sentiments affect other people.
2. Emotional self-control: The capacity to defeat uncontrollable behaviors, unreasonable emotions and needs.
3. Adaptability: The capacity to be flexible and adaptive in the face of changing circumstances.
4. Achievement: Aiming to improve something or better a given standard is referred to as orientation.

5. Positive outlook: Maintaining a good view, overcoming obstacles, and exemplifying persistence in the pursuit of goals and objectives are all examples of having a positive outlook.
6. Empathy: The ability to thoroughly consider another person's problems while adopting their emotions and suffering is known as empathy
7. Organizational awareness: This is the capacity to identify the emotional hints and power relationships inside a group within an organization.
8. Coach or mentor: When someone serves as a coach or mentor, they are enhancing the competencies of others and taking into account their development requirements.
9. Inspirational leadership: The ability to motivate individuals and teams inside a company.
10. Influence: Using actual encouragement techniques.
11. Conflict management: The capacity to settle disputes kindly through discussion and negotiation.
12. Teamwork: When a person works together with others to achieve common goals while using a synergistic approach.

2.4 History of social intelligence

Sternberg (2020) issued which was edited by Columbia University psychologist Edward Thorndike, contains the earliest historical observations on social intelligence that were formally recognised. By combining well-known intelligence theories with practical examples, Thorndike emphasized the significance of social effectiveness for success in a number of circumstances, including the classroom-learning environment. In the 20th century, interest, excitement, and a desperate need for more social

intelligence research were inspired by Thorndike's multiple intelligence study. However, "beyond those general characterizations of social intelligence, neither Thorndike nor anyone else had much intelligent to say" (Reddy, 2021). It was challenging to pursue intellectual pursuits because there were tragically few reliable instruments for measuring social intelligence (Sternberg, 2018).

In conclusion that the theory was classed as an unapproved unusual because of the variations and conflicts with social intelligence assessment and analysis (Foley, 2020). When IQ testing was originally introduced in nineteen centuries, the measurement issues related to social intelligence were already producing issues with acceptance in the field (Bennett, 2023). Due to Arthur Binet's success in developing the IQ test, which is now routinely used to gauge intelligence, intuitive analysis was first applied in Paris, France (Haier et al., 2023). However, those who supported social intelligence had not yet created a formal framework for evaluation.

According to Stankov (2023), Wechsler apparently considers intelligence to be a component and employs a variety of standards to evaluate individual performance. Wechsler (2021) employed a different methodology to gauge IQ than those who promoted for social intelligence. Weschler's idea contends that social intelligence (SI) is a broad term that may be applied in group situations, accelerating the end of social intelligence research. The developments in neuroscience during the 20th century have controlled to a rebirth in awareness in social intelligence. Neuroscience was defined as "the study of the structure and function of the brain, mind, and behaviour (Krendl, & Betzel, 2022). Horne (2023) Defining neuroscience as "emotional, moral, social, and multiple intelligences as interconnected".

According to Gardner (2016) The Multiple Intelligence (MI) theory was developed in the early twenty's and it is "an extended argument against this allpurpose view of intellect." Gardner (2021) went on to claim that contemporary advances in brain research would better support the Multiple Intelligence theory than by particular testing methodologies. The neuroscience specialists agree that the brain is a complicated structure with numerous processes that are still being researched. These emotions, which are connected to past events, have an impact on people's conduct (Hinds et al., 2020). According to Kietzman & Gourley (2023), mirror neurons in the prefrontal cortex of the brain are in charge of "our thoughts and behavior being powerfully influenced by people". In a recent, Gkintoni et al. (2022) it was revealed that neuroscientists had impossible disagreement over the significance of the function of mirror neurons. However, he argued that the amount of this role is misinterpreted in the psychology community and calls for more research.

Gardner's considerable work and publications on multiple intelligences gave a suitable vantage position for the psychology profession to more quickly accept social intelligence (Todd, 2022). Social intelligence is a skill that may be acquired. A person who wants to be socially adept must be more aware of his surroundings. He needs to be a skilled communicator and conversationalist. A person who is socially well informed has good listening skills, thus he has to practice them. He might be able to make out what people are saying. According to Riggio (2016) someone who wants to be socially intelligent should examine social circumstances. He must evaluate his actions and learn from his achievements and setbacks. He could develop his social intelligence by doing things.

According to Villata et al. (2022) prediction, the field of intelligence will develop quickly in line with the quick pace of intelligence research over the previous three decades. Goleman (2021) worked was emphasized in the context of Gardner's (2021) Multiple Intelligence (MI) theory as extraordinary intelligences with the capacity to interact over time, even though they may first appear to be distinct from one another.

Goleman (2021) first demarcated social intelligence in the context of emotional intelligence in contrast to earlier thinkers in the field. In conclusion, social awareness and social competence make up social intelligence. According to Goleman (2021) social intelligence is distinct from traditional academic intelligence and just serves as a stand-in for general intelligence. However, there is still a lack of consistency in research efforts to manage the position of social intelligence. It would be wrong to classify social intelligence as a particular type of intelligence given how closely it is related to personality. It follows that social intelligence is a form of cognitive ability, as implicit theories definitely state. Hashem (2021) has highlighted the significance of social intelligence development of the students and need for training programs and educational activities that centred on social intelligence. Furthermore, studies have shown the effectiveness of cultural intelligence in predicting social skills of college students, indicating that greater levels of cultural intelligence have a beneficial influence on social skills (Koç & Turan, 2018). This suggests that developing social intelligence in addition to emotional intelligence may help students' social intelligence levels to rise. Sfetcu (2020) emphasized the need for additional research and study to properly comprehend the social intelligence idea.

Mellanen (2019) Examining current social myths and ramblings, comprehending the importance of one's own ongoing education, comprehending the need for communal achievement, including determining what the societal conditions demand and developing a package to understand community transformation, and cultivating natural feelings of understanding and respect for others are some of these skills. Muslihatai et al. (2023) highlight the importance of gender regulation in understanding social information processing and challenges in higher education. Torun (2020) investigates into the effect of gender and social networking processing on educational social media behaviors, indicating the need to talk gender differences in online interactions for social information processing.

Gardner (2021) has suggested that the hunt for "pure" intelligence is pointless after 25 years of research into his own Multiple Intelligence concept. Despite the ongoing dispute on social intelligence among psychologists, the prior literature encourages us to more fully include social intelligence components into the learning environment in the classroom. According to a recent study, social intelligence principles can be improved with concentrated awareness and practice. Pioneering skills are developed by consistent practice, whereby the brain continually reshapes itself accordingly (Goleman, 2019). In particular, increased such commitment with a constant practical learning technique that will increase the success of learning a new behavior. But as a result of the new humanization, some people have taken a moment and paid close attention to social intelligence (Goldsmith, 2020). Your speaking patterns, voice tone, and body language all affect how socially intelligent you

become. At the most fundamental level, the viewer displays a desire to contend with the behavior or a natural reproduction of it (Goleman, 2019).

According to Horne (2023) the idea of social intelligence is going to get a thorough examination as neuroscience begins to map the areas of the brain in charge of regulating social interactions. Social knowledge is the capacity to infer the norms, customs, and rules that determine appropriate conduct in a given social setting. This capacity has far too often been overemphasized in earlier definitions of social intelligence. Many of these early studies focused on defining, recognizing, and grading conduct that was socially competent. The neuroscientists' research was informed by what regular people have long understood emotionally it has been proven that facial expressions can reflect emotions and convey them to others. (Øzerk et al., 2021). Scholars have shifted their emphasis from defining and quantifying social intelligence to accepting the role of social manner and its character in adaptive adaptation (Barchard et al., 2020).

Furthermore, mirror neurons in the brain translate body language into powerful nonverbal cues for the viewer, such as trust (Seiter, & Weger, 2020). According to Shen (2023) concluded that the heart of communication is body language, who also pointed out that body language shapes trust through the intentional use of hands, facial emotions, and posture. Since 93% of communication occurs nonverbally, finding that educators must be aware of how body language affects communication is supported. According to Sap et al. 2022) Numerous components that make up social intelligence are examined in the current research on social intelligence.

According to Aji. et al. (2023) social problem solving, friendliness, body language recognition, oral or verbal and nonverbal communication, persuasion, and proper social behavior are all considered components of social intelligence. However, to investigate the communication adopting social connections with all members of society requires effective communication. People communicate with other people and with other humans all the time. According to Sanwal & Sareen (2023) recommended examination for commercial social intelligence, but it was never really useful because to the weak validity and reliability. There is just one test that is planned to measure social intelligence in particular. Silvera et al. (2001) developed the Tromso Social Intelligence Scale as a tool for measuring social intelligence. Validity and reliability are two examples of strong scientific or quantitative facts.

According to Rogers et al. (2020) concluded that Social intelligence is the capability to manage individuals through societal adaptability, compassion, empathy, and communication with others in one's own life in order to establish, maintain, and handle interpersonal or reciprocal ties. Social intelligence has a far wider scope than its anticipator. Both the interpersonal and the personal sides of life are addressed by social intelligence. A person's capacity for social intelligence is the only way to manage certain important parts of life, such as their participation in social groups, etc. Within a culture, values, customs, and acceptable conduct are all constant. All of these behaviors encourage interpersonal relationships to be socially organised, social skill, and social awareness.

2.5 Models of Social Intelligence

Howard Gardner Social Intelligence Model: According to Gardner's Multiple Intelligence Theory in twenty centuries. Every individual is capable of processing information in seven essentially different behaviours and exhibits a varied profile of intelligences. According to Howard Gardner's Multiple Intelligences Theory (MI), which he developed, each person has a variety of learning styles (Singh, 2021). The nine subfields of social intelligence that Gardner identified are intrapersonal, naturalistic. Gardner (2021) argued children learn or acquire a range of intelligences through their speech. Social intelligence is related to the almost nine changed types of intelligence Gardner (2021) proposed, including interpersonal and intrapersonal intelligence. People develop these intelligences when they engage in culturally meaningful activities that aid in the development of unique mental processes. The theory challenges the widely accepted view of asserts that there are other ways to be intelligent. The multiple intelligences idea has had a significant impact on education, changing how educators see learning and intelligence. The concept has led to new research and techniques being implemented, particularly in the field of education.

According to Guillaume (2021) social intelligence is the skill to form close bonds to other people. It is regularly observed in modern culture that people give literary intelligence a higher value while completely undervaluing social intelligence. Because it enables us to develop fruitful relationships with other people, social intelligence is a crucial aspect of our lives. People in happy, healthy relationships worry and are generally discontent, but deep bonds also boost immunity.

2.6 Nine methods to Improve social intelligence

Reddy (2021) coded nine methods to improve social intelligence by Goleman. **Proto-conversation:** According to Reddy (2021) assertion from the words, we frequently employ come from a variety of thoughts. He distinguished between social awareness and social facility when dividing the two elements of protoconversation. Social awareness is demonstrated by the capacity to understand and pay attention to the sentiments of others. In this way, a person tries to understand his surroundings. When interacting with people in a social situation, one should show concern for their needs.

Social generates: Social generate is the next strategy to raise social intelligence. The many emotions people go through have a big impact on their ability to connect with others. After connecting with someone, we occasionally feel energized and other times we feel demoralized. Goleman's theory described the impact of social interaction on our brains. Low Road is one of them; it focuses on how people convey their identities through their posture, gestures, and facial expressions. In order to improve interactions, the second technique, labelled "High Road," pushes people to evaluate others using critical thought. We can communicate with others using this feature, swap stories, and explain happenings.

Secure base: All we require is a secure place to rest, regardless of how we are feeling. We need a strong foundation to be intelligent to study from every social skill and have time to access or recharge before interacting with others.

Broken Bond: According to Reddy (2021) the main interruption to social intelligence is a lack of empathy. It occurs when one individual views another as an object rather

than a fellow human being. Either interact with others supportively or not at all to solve this issue.

Positive infectious /communicable: Mirror neurons, which promote our ability to empathize, are involved in this. For instance, when someone is depressed and weeping, our eyes begin to bleed. Such strong communication abilities support the development of social intelligence.

Adopt to adapt: Our brains control and guide us when we attempt to understand the social intelligence of others. It takes the simple path and makes people feel bad. By observing someone's words and facial expressions, we can influence how they feel. We can better understand another person's opinions if we put ourselves in their shoes.

Aware about the dark triangle: People's personalities frequently contain dark triads, such as those of self-centered narcissists. An individual with social intelligence is constantly aware of the personality traits of others and behaves accordingly.

Mind Blind: The seventh strategy for increasing social intelligence is identifying someone's blind side. A person may have mind sight if they are able to discern what is going on in the thoughts of others when they are in a specific setting. A person is considered to be mind blind if they are unable to predict how other people will react in a particular circumstance. A person with social intelligence never makes thoughtless decisions.

People prescription: According to Edward (2016), maintaining good interpersonal interactions is a crucial final step in order to enhance social intelligence. A person can ward off stress and other weaknesses if they have healthy relationships with their

family, friends, and social group. The determination of the study was to find out how socially intelligent the male and female principals were from the perspective of their instructors, and how that intelligence related to creative behavior. 190 male and female instructors who were picked at random made up the sample. The researcher created two instruments to meet the study's objectives: a 29-item social intelligence instrument and a 22-item creative behavior instrument that covers five areas: flexibility, imagination, facility, feeling to challenges, and risk acceptance. The findings showed principals had a mid-level social intelligence and innovative conduct. Additionally, the findings demonstrated a statistically significant positive correlative association between creative activity and social intelligence.

Karl Albrecht Social Intelligence Model:

Albrecht (2022) was first presented in twenty-one centuries the SPACE model of social intelligence in his book "Social Intelligence: The New Science of Success." Albrecht argues that a deficiency of thoughtful principals to low social intelligence. A thorough and simple framework (SPACE) model for identifying, assessing and developing social intelligence. The SPACE model is a helpful problem-solving and developmental tool for success in both the particular and specialized areas, in addition to assisting individuals in gaining crucial information.

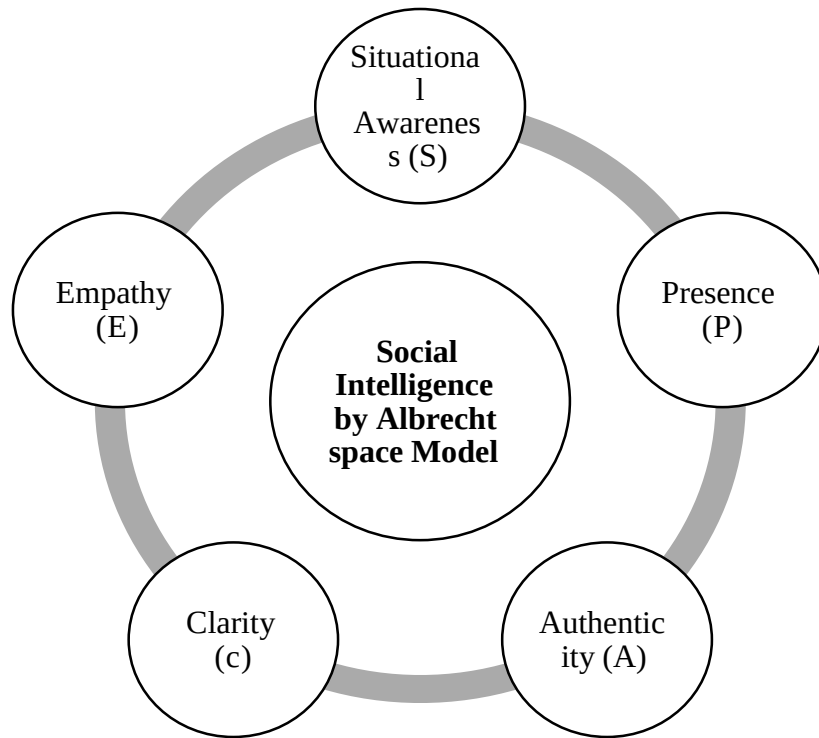


Fig 2.1 Space Model of social intelligence by Albrecht (2022)

Situational Awareness (S). The SPACE model's S component produces situational awareness (Albrecht, 2022). In this paradigm, it is also known as situational radar. Those who fit this description are aware of how people are. They have the dimensions to be aware of, comprehend and respond appropriately to the frame of mind and feelings of people in a range of social contexts. Understanding society, culture, and the unsaid, unacknowledged repercussions of the various paradigms, social conventions, and patterns that govern various circumstances is also a part of situational awareness. People with high situational awareness or situational radar show consideration for others. According to Albrecht (2022), many social misunderstandings result from an inability to read verbal or nonverbal social signs. Understanding when and how to speak takes social intelligence. One of the most significant characteristics of social awareness understands the social environment, its importance, and the potential types of behavior it may inspire. Behavior,

semantics, and proxemics are the three variables that determine the social context. Proxemics is the scientific study of proximity. It investigates the role of proximity in the creation of physical, social, public, and warm, intimate spaces. These places encourage social connection and influence people's behavior. According to Albrecht, a person's behavior changes depending on their environment. In nonverbal interactions, people use their posture, gestures, voice tones, and facial expressions to monitor one another's conduct. Subcultures have distinctive dress codes and behavioral conventions that make it simpler for its members to connect. Two people cannot view the same object in the same manner. According to Albrecht, who also talked about the semantic context of behavior.

Presence (P): The second component of the SPACE model is P, or presence. The concept of "presence" describes how a person affects a group or an individual based on their physical characteristics, nonverbal indicators, and emotional condition. In order to effectively communicate with others, this condition requires for carefully and attentive listening to others. Knowing whether one interacts with others with assurance, friendliness, and kindness or with nervousness, doubt, and a lack of self-assurance is essential.

Authenticity (A). The "A" factor of the SPACE model stands for authenticity. One trait of authenticity is telling the truth, both to oneself and to others. Albrecht argues that devotion to one's personal convictions, respect for others, and self-respect are all indications of authenticity. Being truly sympathetic and understanding toward others is an indication of honesty. People commonly behave in authentically when they feel—consciously or unconsciously that someone does not appreciate, love, or work with them. Albrecht drew attention to yet another set of unusual behavior. When

someone behaves in such a dishonest way, it is impossible to offer, receive, or have two-way communication. Someone needs people skills in order to be socially intelligent. People who experienced abuse, rejection, or neglect as youngsters struggle to establish a sense of their own value. As a result, people are unable to satisfy their emotional needs as adults. As their anger increases, they start to exert control over others to satisfy their wants.

Clarity (C). The S.P.A.C.E. Model C factor mentions to clarity. Clarity is the capacity to comprehend language, comprehend expression, and use language responsibly while also effectively expressing ideas, thoughts, and opinions. According to Albrecht (2022), people who perform well on the SPACE model's C scale are capable of switching from abstract to concrete communication. In other words, they have a superior understanding of numbers, analogies, expressions, and nonverbal cues. High degrees of social intelligence of clarity enable people to observe their personal and other people's linguistic patterns, which aids in preventing misunderstandings.

Empathy (E). The S.P.A.C.E model E factor states to empathy. Empathy is the capacity to imagine oneself in another person's position. The capacity for empathy refers to one's capacity to understand the moods of another. In the framework of social intelligence, it indicates to a situation of confusion that encourages cooperation. Alqurashi (2022) defined empathy as a sentiment that promotes communication between two people. A person refrains from being charming, playing games, breaking promises, criticizing others, and giving meaningless advice to others as a result of such sympathetic experiences. Empathic people can build excellent relationships.

Speaking negatively about someone else's ideas by using phrases destroys interpersonal empathy. The development of empathic behavior moves on to avoiding negative behavior and fostering positive behavior. There are two ways to develop compassion in oneself and others. One is that by regularly communicating with people, you build relationships with them. One can create connections based on empathy by being positive, saying thank you, and giving compliments. The second strategy to create empathic partnerships is the "maintenance factor," which is necessary to keep the bonds created in the first method. We maintain the connections formed in the second stage to encourage the development of empathic relationships.

According to Rani (2023), individuals can develop social intelligence if they learn to stop acting uncaringly and having only their own thoughts. Instead, they should learn to appreciate the opinions of others. When someone wants to connect with others in order to help them and does not act selfishly with regard to their own priorities, they are functioning in a socially intelligent manner. Understanding others' positions, opinions, likes, and dislikes can help a person connect with others, which is a key concept.

Daniel Goleman Social Intelligence Model:

In twenty-one century Daniel Goleman discussed and popularized the idea of social intelligence. This was carried out to encourage social infrastructure through interpersonal contact. He said that overly high levels of stress or anxiety weaken a person's capacity for concentration, social intelligence prompt interpretation, and understanding of other people's intentions. Kularajasingam et al. (2022) well-defined

social intelligence as "the capacity to sense, realize and successfully activity which is the power of social intelligence as a source of human energy, knowledge, connection, and influence. Daniel Goleman's (2011) book *Social Intelligence: The New Science of Human Relationships*. In his book, he makes the claim that a person's daily encounters with his family, friends, workplace, life partner, and other strangers may change the cells in his body, which could have a positive or negative impact on him. He held that the social intelligence that connects our brains to those of others and enables us to develop friendships based on sociability and compassion is what fixes individuals (Usman et al., 2021).

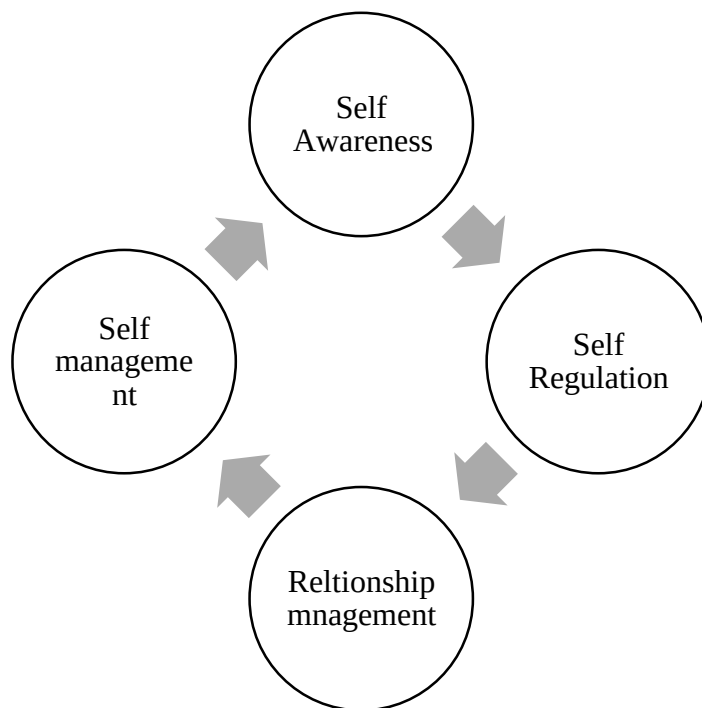


Fig 2.2 Social intelligence model by Daniel Goleman (2021)

2.7 Researches on Gender differences in Social Intelligence

According to Gweon et al. (2023) people with social intelligence skills behave in a way that is appropriate for the community. They behave in line with social expectations and standards. He goes into length on a number of characteristics of socially intelligent people. People with social intelligence are good at communicating with others. They communicate honestly and avoid protecting others in order to promote themselves. Socially intelligent people can handle criticism and actively seek out helpful criticism from others. Instead, they think critically and behave logically. They do not generalize from the behavior of one person to all individuals. People who are socially competent perceive other people's difficulties with empathy, rather than appearing to be criticizing them.

Finken (2015) showed a study titled "The Link among Social Intelligence and Hearing Loss." He asserts that social interaction may be defined as a person's interactions with others, both individually and in groups, if we split these features or aspects as social and intelligence. Social cues, abilities, and knowledge enable people to relate to and communicate with one another. Social engagement and conduct are adaptable in social environments. It concerns a person's response to inquiries demanding logical analysis, deductive reasoning, memory retrieval, spatial awareness, and abstract cognition. There are other varieties of intelligence, though.

Taufan & Basalamah (2021) explained the social intelligence portfolio might be used to assess the social abilities for both students and employees in the workplace. By evaluating their students' social skills, teachers help create a welcoming and productive learning environment. In this way, it helps students' social skills to

improve. Marr (2022) described the view of Albrecht that People with low social quotient lost their jobs, spouses, friends, and romantic relationships. People who are socially intelligent tend to communicate with others better, have more friends, have happier lives, and have successful careers compared to people who lack these skills. Since humans interact with one another in a variety of social circumstances, social intelligence is a topic that researcher are growing more and more interested in. Mutual communication and relationships between people are a severe problem in many areas of social life, including politics, corporate groups, educational institutions, and many others.

Schlicht (2022) responded the need for additional research is evident, as we have identified four key competencies that comprise social intelligence. dissecting current societal myths and misconceptions, recognizing the value of lifelong learning for oneself, comprehending the necessity of communal achievement including understanding the societal conditions required for it and assembling a comprehensive understanding of community transformation, and nurturing genuine feelings of sympathy and respect for others.

According to the studied, that the teachers provide classes that build on students' strengths and encourage essential motivation, teamwork, and a sense of social intelligence (Dolev & Itzkovich (2021). According to Silvera et al. (2022) explored the three facets of social intelligence. These dimensions include social awareness, social skills, and the social information process. Considerate the feelings and desires of others is an essential facet of social intelligence. The ability to react in a way that is appropriate for one's environment and circumstances is known as social awareness.

Social skill is the ability to interact with others in a group situation and speak honestly. Among these, acting on the conduct is more closely correlated with social awareness. People with high social awareness may act appropriately in certain circumstances. According to Smith (2018) studied that one ability that may be knowledgeable is social intelligence. A person needs to pay more attention to his environment if they wish to be socially aware. He must keep strong verbal and communication skills. A socially aware individual has strong listening abilities; therefore, he has to put them into practice. It is possible that he can hear others talking.

Saban et al. (2023) found that measures greater efficiency in social behavior may be better assessed through social intelligence testing as opposed to academic intelligence exams. Furthermore, their research revealed that social intelligence demonstrates both convergent and discriminant validity. In a stepwise multiple regression study, social indicators of social effectiveness were demonstrated to possess a higher level of predictive value compared to behavioral indicators. When considering all these pieces of evidence, it is established that social intelligence is a distinct concept with criterion validity. As a result of social intelligence, the talent of a distinct to procedure their social skills, socially acceptable actions, and social attitudes to obtain social approval and resemble society has been investigated. According to Herzig, et al. (2019) studied the generic phrase "social intelligence" describes the manner in which social science/sociology, psychology, economics, philosophy, and computer science interact with one another. In general, social intelligence refers to the competency to comprehend people and interact with them in a civil and reasonable manner. Social science, philosophy, and social intelligence

are related in a few ways. Artificial intelligence and agent-based research have incorporated social science theories and concepts. Conversely, social sciences have profited from the application of logical and computational models to theories, assumptions, and simulations. Between the most crucial issues at the boundary are act and support, social coordination, cluster attitudes and communicative interaction. Similarly, computer models used in social science, which is higher than computer sciences.

Whiten & van de Waal (2017) concluded that social intelligence is essential for receiving social security to helping the core social relationships. Social intelligence is utilized both positively and negatively, similar to cognitive intelligence. People can better blend into society with its assistance. It also has to do with pursuing one's own interests or ambitions as well as showing compassion for others around one. According to Fellmann & Redolfi (2017), women are more socially intelligent than males. Studies on the subject indicate that social intelligence varies by gender. Examining the disparities in social intelligence between men and women was the aim of this study.

According to Chan (2022) result of their study showed that female participants in the research showed less social facilitation and social manipulation than male participants. Men have higher social skills and the capacity to deal with a range of difficult social situations since they are frequently leaders in traditional and social collectivistic civilizations. In collectivist traditional civilizations, women have less opportunity to socialize than males do because of their home obligations. According to Turi et al. (2020) correlated the major and gender of undergraduate students'

studies with their social intelligence. According to their research, male and female college students' overall social IQs differ noticeably.

Freder (2019) had examined college students' social intelligence. They argued that social intelligence is frequently a trait of successful politicians, ministers, marketers, and diplomats. Through their work, they develop the social intelligences necessary for success. The skill to develop along with persons is a sign of social intelligence. He quickly makes friends and has pleasant interactions with others. They find that college students in rural areas have greater social IQs than those in urban areas, and that females have higher social IQs than males do. According to Sternberg (2020) these variances are observable in our daily survives. They add, "We understand people who do well academically then fail professionally, or who fail academically but professionally." People with high-test scores for intelligence but weak social skills are common. There are also those who do poorly on examinations yet get along with almost everyone. Since primarily focuses on social intelligence, think about how it relates to other current common thoughts of social skills. The ability to empathize greatly affects one's ability to understand others' feelings, one of the fundamental components of social intelligence (Avlaev, 2020).

Somaa et al. (2021) examines how gender and intelligence effect of students' academic development at secondary level. The outcomes of the study demonstrate academic success is significantly influenced by intelligence but just weakly by gender. Grossman (2021) concluded students' social intelligence significantly influences their classroom performance. Discussions encompass various interventions and the incorporation of social learning strategies. This comprehensive

investigation of the study explores aspects such as academic performance, teacher support, implementation, and interventions, among others. We examine three distinct social learning methods, emphasizing the necessity of interventions for each learner to achieve success. The examination of social learning interventions reveals that students who receive them tend to perform better academically. This research review investigates the impact of social learning on students' academic progress within the classroom. The study's findings suggest that students experience improved classroom performance when they receive therapy for addressing social issues. According to Casel (2020) concluded that Social-emotional development includes feeling empathy, comprehending and managing one's emotions, building and keeping healthy relationships, setting and achieving goals that are in one's best interests, and developing and sustaining healthy partnerships. The five social learning skills could provide an environment that promotes the growth of social and emotional learning skills. This study result showed that when collaborative work is used as a teaching strategy, university students' ability to regulate their social intelligence significantly rises.

Another study examines the awareness, attitude, and ability components of social intelligence in schooling as well as the relationships that mediate and explain these links. The study finds no regional or gender differences in social intelligence, despite showing correlations between hidden components and a partially attitude-mediated relationship between awareness and ability (Garg, et al. 2021). According to Khassawneh et al. (2022) social intelligence is considered as a moderating factor when assessing the instruction and education presentation of school team members

in private higher education institutions in Malaysia. According to Elmi (2020) studied social intelligence greatly increases teaching and learning effectiveness, competency significantly increases teaching and learning effectiveness, and social intelligence significantly increases competency. The relationship between social intelligence and the efficiency of teaching and learning is also significantly moderated by competence. The conclusions have consequences for the theoretical and practical social learning abilities for both male and female students.

Another studied Social intelligence is increasingly receiving more attention from academics and researcher. This study aims to explore the variances in average social IQ between male and female university students. Second, it investigates the impact of geography and age on social intelligence. The study found no solid proof of a substantial difference between gender and location. There was, however, a significant association with age (Amado Alonso, et al., 2020). According to the study's findings indicate that social intelligence rises with age. The study's key findings demonstrated that gender (male and female) students be at variance in their levels of social intelligence. Additionally, it was shown that, when students were examined according to their academic streams, those in the arts demonstrated better levels of social intelligence than those in other academic disciplines (Zarifsanaiey et al., 2022).

According to Husain (2022) concluded that Whether or not women are superior to men has been a topic of discussion among feminists. This theory is not based on biology, but rather on how gender norms and human moral characteristics have caused people to value women more highly than men. Women displayed a wide variation of personality strong point at substantially greater levels than males did.

Women scored much higher on the knowledge, honesty, interest, love of knowledge, social intelligence, capacity for leadership, and rise of excellence and loveliness scales, according to the research. Generally, it was clear that women had higher moral standards than men did.

According to Anna et al. (2022) found that how age and gender affect the degrees of social emotional intelligence in both male and female students. The university's undergraduate students participated in the survey. It was discovered that Age and gender have no bearing on the level of extraversion's social-emotional intelligence. Additionally, the study focused on two crucial components of the exam: students' attitudes on public speaking and their internal conversation when communicating with others. The study also asserts that more socially intelligent than other people since emotional intelligence requires being aware of one's personal and other people's feelings.

Jayaseely (2020) explained character traits and different types of intellect. The study found that those who scored highly on sociability, thoroughness, and emotional stability also tended to score highly on interpersonal and intrapersonal intelligence which are connected to knowing oneself and others, respectively (Liao, Kong, & Huang, 2019). According to Gardner (2020) theory of multiple intelligences, people can possess a wide variety of intelligences, and conventional IQ tests can only identify a small part of them. According to Gardner (2020) studied that people have varying degrees of each of these intelligences, and with practice and teaching, they may improve and increase their aptitude in each one. Gardner first proposed seven separate intelligences; he later added two more to the list. According to Gardner's

view, these intelligences are language Intelligence: The ability to express oneself clearly in both written and spoken language. Logical-mathematical intelligence: The skill to aim reasonably, critically and analytically while also being able to solve mathematical problems. Musical intelligence: The capability to understand and appreciate music, particularly beat, melody, and harmony. Spatial intelligence: The talent to mentally manipulate observe and recognize variety of things as well as spatial relationships. kinesthetic intelligence: The capability to effectively know and communicate with society. Intrapersonal intelligence: The skill to comprehend personal opinions, emotions and behaviors. Intrapersonal intelligence: The talent to understand and manage one's own thoughts, emotions and behaviors. Naturalistic intelligence: The talent to recognize and classify ordinary patterns. Existential intelligence: The ability to think critically about "big picture" problems like the meaning of life and the nature of humanity.

Regueig (2021) revealed that academic and social intelligence are obviously different. Consists of the following five elements of social intelligence: emotional regulation, self-motivation, identification, resilience, and self-awareness. He described as the capability to be aware of one's state of mind, know one's sensitive responses and be conscious of in what manner one's emotions impact behavior and results. It benefits individuals become more aware of the impact they have on other people. A social aware person is aware of both his own weaknesses and talents. Conversely, managing emotions refers to the capacity of an individual to restrain their feelings and maintain composure when confronted with intense emotional strain. It required to progress in control member who does not avoid taking responsibility for

the group's performance and prevents them from making rash decisions they could later regret.

Intelligence quotient or abstract IQ is not as important as socio-emotional skills also known as soft skills, intrapersonal skills, and interpersonal abilities. To succeed in the work, one must have certain skills. Research suggests that professional success is influenced by social and emotional elements with academic intelligence accounting for just 5–10% of performance in non-academic contexts. It has often been demonstrated that academic success and socioemotional development are related (Schonert, 2017). According to Sullivan (2019) highlights the idea that teachers should act as role models for their students when it comes to forming social bonds. In order to help student, develop their social and emotional skills, teachers must be socioemotionally intelligent and capable of adapting their teaching methods to the demands of the up-to-date classroom. When instructors are socially skilled, students learn more efficiently. According studied that a socially aware trainer who is aware of the impact their behavior has on students fosters a cooperative, motivating, and caring learning environment. Their teachers significantly influence children's learning (Camcho et al., 2021).

According to Dolev & Itzkovich (2021) studied that the teachers provide classes that build on students' strengths and encourage essential motivation, teamwork, and a sense of social intelligence. Silvera et al. (2022) explored these dimensions include social awareness, social skills, and the social information process. Accepting the feelings and desires of others is an essential facet of social intelligence. The ability to react in a way that is appropriate for one's environment and

circumstances is known as social awareness. Social skill is the ability to interact with others in a group situation and speak honestly. Among these, acting on the conduct is more closely correlated with social awareness. People with high social awareness may act appropriately in certain circumstances. According to Smith (2018) studied that one ability that may be knowledgeable is social intelligence. A person needs to pay more attention to his environment if they wish to be socially aware. He must keep strong verbal and communication skills. A socially aware individual has strong listening abilities; therefore, he has to put them into practice. It is possible that he can hear others talking.

Demirtaş & Üstün (2023) examined that social intelligence of university students in the first and fourth grades. The social IQ ratings of the students did not show any correlation with their gender or place of residence, depending on the department, class, and whether the participants were professional participants. Moumita et al. (2015) found that the ability of undergraduate students to adjust in bond with gender, focus of study, and social intelligence was the main emphasis of the present study. According to the study, while the ability to adapt did not significantly differ between undergraduates majoring in humanities and sciences, social intelligence did.

2.7 Social Intelligence the MESI Approach

Ramanathan (2021) have defined the conceptual framework of the MESI methodology describes the use of a psychometric method to research and assess social intelligence. The authors' views that social intelligence is a distinguishing trait of a person that is positively connected with their pro-social and ethical background are taken into consideration while defining social intelligence. The ability to know

one's specific thoughts, feelings, attitudes and behaviours' along with those to react correctly to them is the defining characteristic of social competence. If someone lacks these skills, their interpersonal connections may suffer. These skills contribute to the development of stronger social interactions. One can improve their social intelligence attitudes and behaviors through learning self-reflection, practicing social skills, understanding social situations, accepting and interpreting other people's manners. In terms of content, social intelligence and emotional intelligence are relatively comparable. Rezaei & Jeddi (2020) talked on the relationship between emotional and social intelligence. He pointed out that social and emotional intelligence are really just two sides of the same coin. As such, one or more of the following traits are included in the concept of social and emotional intelligence:

1. The ability to accurately identify, express, and comprehend emotions.
2. To create social connections with people in society that are healthy.
3. To better manage and control one's emotions.
4. To be more optimistic and have the drive to accomplish goals on schedule, as well as to respond more effectively in challenging social situations.

Social intelligence is divided into two categories: interpersonal and intrapersonal degree of intelligence. Both interpersonal and intrapersonal levels are significant for social intelligence. As a result, it is important to comprehend and interpret your own feelings as opposed to only understanding and interpreting the feelings of others. The ethical aspect of social intelligence receives particular emphasis from researcher. According to several psychologists, social intelligence includes the ability to manipulate others to encourage them to behave in a certain way. It entails more than only examining and rating the conduct of others. The fundamental objective is to

influence social groups and individuals. Because they are unaware of their effects, the manipulator can convince others because they have a better understanding of social standards than other people do. Since a person's interests are not always congruent with those of society or its most pressing issues, behavior change is required. Understanding and interpreting one's own conduct as well as that of others, as well as using these interpretations to guide behavior, are all aspects of social intelligence that fall within the cognitive domain. Social intelligence includes all of these skills: interacting with people, understanding others' underlying feelings, adapting to challenging social situations, being aware of social norms and rules, changing social norms to encourage desired behavior, and managing interpersonal relationships (Frankovsky & Brinknerova, 2016).

Verdonk et al. (2017) highlights the change in medical education from gender bias to gender awareness and the beneficial effects of particular courses on students' views toward gender equality. Similar to this, (Miralles-Cardona et al., 2021) emphasize the significance of teaching seeking educators about sustainable gender equality using self-efficacy measures, which show that focused educational interventions may build confidence in gender knowledge, skills, and awareness. Verge et al. (2017) studied that it is essential to address conflict to mainstreaming gender into the higher education level. The studies show that gender equality perspectives have not been selected in curricular reforms by despite policy mandates for gender mainstreaming in education. Another Studies Altun et al. (2021) suggested that gender might not have a significant influence on graduate students' experiences with teacher support, social skills, anxiety, and social awareness.

According to Ghasemi et al. (2018) highlighted that older adults frequently have better social skills than younger people, which emphasizes the need of include emotional social intelligence activities in postsecondary education curricula. Hashem (2021) has highlighted the significance of social intelligence development for students and the need for training programs and educational activities that centred on social intelligence. Furthermore, studies have shown the effectiveness of cultural intelligence in predicting the social skills of college students, indicating that greater levels of cultural intelligence have a beneficial influence on social skills (Koç & Turan, 2018). This suggests that developing social intelligence in addition to emotional intelligence may help students' social intelligence levels to rise. Frankovsky & Brinknerova (2016) delivered MESI approach used a questionnaire with 21 components to find out social intelligence. In order to determine the respondents' social intelligence, they also used the TSIS questionnaire. The results of the study three primary facets of social intelligence

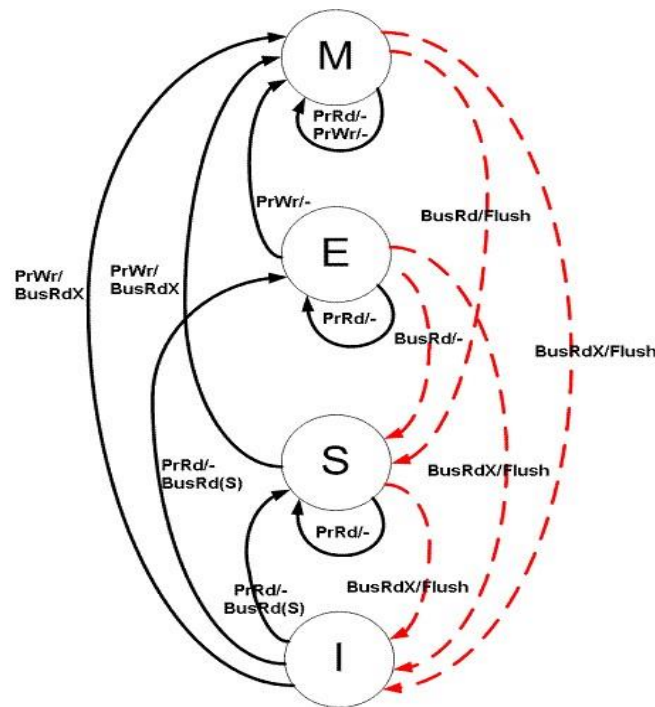


Fig 2.3 Social Intelligence the MESI approach

Manipulation: Higher scorers are more successful in influencing others' behavior in the desired way. They frequently take advantage of others for their personal gain. They have the power to influence others to act in a certain way for their personal gain.

Empathy: People, who are able to know the viewpoint of a new person and their moods, as well as their advantages and disadvantages, tend to perform better in this area. They are sociable, inquisitive about other people's desires, and eager to fulfil those desires.

Social irritability: People who score higher here are more likely to struggle with social anxiety. They believe that individuals are misinterpreting them and making their lives challenging as a result. They are perplexed by other people's motivations and shortcomings. People who are prepared to help them make them uncomfortable.

Saban, et al. (2023) investigated the Tromso social intelligence scale's suitability for the MESI approach. They were able to gather crucial data by computing the Tromso social intelligence scale results using the MESI technique. The Tromso social intelligence scale's social information processing component and the MESI's manipulation and empathy components. The social information processing factor was characterized by the ability to predict and satisfy feelings and desires of others as well as the capacity to influence people's behavior. Every component of the Tromso social intelligence scale have a bad link with social irritation, according to the MESI approach. This demonstrates the relationship between social intelligence and the capacity to control one's emotions. We cannot label someone as socially clever if they are unable to manage a challenging social circumstance and deficiency emotional self-control. Particularly attractive is the positive link between the MESI technique's manipulation component and the Tromso social intelligence scale's social information processing, social awareness and social skills. Additional result revealed a negative association between the social awareness factor and the manipulation factor of the MESI technique for the pro-social stimulating Tromso social intelligence. These facts clearly show how social intelligence in individuals neutrally simulates. The MESI approach, which integrates emotional, social, and cognitive components, presented a broader perspective of social intelligence than the Tromso social intelligence scale. On the other hand, cultural shortcomings of the MESI method must be acknowledged. Silvera et al. (2022) explored the three facets of social intelligence. These dimensions include social awareness, social skills, and the social information processing. Considerate the feelings the desires of others are an essential facet of social intelligence. The ability to react in a way that is appropriate for one's

environment and circumstances is known as social awareness. Social skill is the ability to interact with others in a group situation and speak honestly. Among these, acting on the conduct is more closely correlated with social awareness. People with high social awareness may act appropriately in certain circumstances.

2.8 Tromso social intelligence scale (TSIS)

The Tromso social intelligence scale helps as the another component of the current study. According to Chater et al. (2021) showed research on social intelligence. Their study's goals were to address some problems with the definition of social intelligence and to provide a straightforward, condensed social intelligence scale. Three studies were done for the social intelligence scale.

Challenging to define social intelligence: Sap et al. (2022) discussed the difficulties in defining social intelligence. The first difficulty is hidden by the query of whether social intelligence exists or not. There has been a lot of research done on the idea that separates general academic intelligence from social intelligence. The another problem is that idea of social intelligence was defined differently by each researcher, depending on how they saw it. Some definitions emphasize more the behavioral component, whereas others emphasize the cognitive component. The challenge third is related to the 2nd challenge, which is the idea of social intelligence is complex and has several dimensions. For instance, Rezaei, & Mousanezhad (2020) supported the cognitive and behavioral facets of social intelligence. Reddy (2021) outlined a number of components of social intelligence, such as comprehending others' internal mental states, being aware of potentially dangerous social circumstances,

understanding social norms, interacting with others, and adapting to other people's perspectives.

According to Rogers et al. (2020) concluded Social intelligence is the talent to manage people through social adaptability, compassion, empathy, and communication with others in one's own life in order to establish, maintain, and handle interpersonal or reciprocal ties. Social intelligence has a far wider scope than its anticipator. Both the interpersonal and the personal sides of life are addressed by social intelligence. A person's capacity for social intelligence is the only way to manage certain important parts of life, such as their participation in social groups, etc. Within a culture, values, customs, and acceptable conduct are all constant. All of these behaviors encourage interpersonal relationships to be socially organised, social skill, and social awareness.

Issues with social intelligence measurement: Measurement of the theory of social intelligence has many challenges. Most tests take a long time and are challenging to manage. The outcomes of the numerous social intelligence tests do not really correlate. Chater et al. (2022) produced the Tromso social intelligence test with the aim of providing a trustworthy scale that was self-report based and easy to run. To do this, three revisions were carried out. Tan et al. (2018) highlight how gender disparities in social skills attitudes affect academic and behavioral outcomes. According to research, Salavera et al. (2017) there is no gender differences were found in the association between students' social awareness and social skills. This suggests that involvements training social awareness and social skills could benefit all male and female students. Muslihathi et al. (2023) claimed that academic guiding

facilities in order to boost social skills following the pandemic for new students at higher education, regardless of gender. This emphasizes how important it is to provide personalized help while keeping an eye on the bigger picture of educational challenges. According to Rokayah & Rochman (2019) identified that there are gender-based disparities in social skills capabilities which improving students' social skills. Moreover, early development of gender disparities in cognitive and social-skills capacities on the subject (Nakajima et al., 2020). Early identification of these differences can support the development of targeted interventions meant to close the gap and promote social skill achievement among students.

Panoramic view on Social Intelligence: In the first study, a definition of social intelligence was created combining the insights of several psychologists. For this reason, 14 Tromso University academicians were requested to take part in the study. Contributors were asked to define social intelligence in the opening question. According to the study's findings, 73% of participants defined social intelligence as "the capacity to know others." The results of the first study serve as the foundation for the second examination. For this study, the original 103-item Tromso social intelligence scale was developed. Participants were asked to rate themselves on the given options for those items, which linked to social intelligence skills. In research 1, the majority of the choices were based on the opinions of social intelligence specialists. 202 Tromso University students took part in the second study. The objective of this study was to use the factor analysis to examine a sound subset of these 103 elements. A preliminary factor analysis of 103 social intelligence measures was conducted. This investigation resulted in a three-factor solution. The three

dimensions of social intelligence were represented by the equal items. Most of first three elements on the list are indicators of social intelligence. Social information processing (SP), social skills (SS), and social awareness (SA) are these three elements.

A second sample was given this scale, which comprises 21 items, in order to confirm its psychometric qualities. The study's major goal was to approve the element creation revealed in the previous analysis. Using a social intelligence scale makes it easier to determine which dimensions are fully developed and which may need further work. Comprehending gender variations is particularly crucial in order to facilitate the fair development of these competencies. In the third study, the Tromso Social Intelligence Scale (TSIS) subscales are compared to demographic factors as gender, age, and others. 290 students from Tromso University took part in the study. There were 108 men and 182 women present. The study's findings showed that the TSIS subscales are independent of gender and age. Chater et al. (2022) provides a reliable TSIS that uses self-report to measure social intelligence. Three components of social intelligence have been identified using factor analysis: social information processing (SP), social skills (SS), and social awareness (SA). The sub variables that make up the social intelligence variable in the current study are these three components.

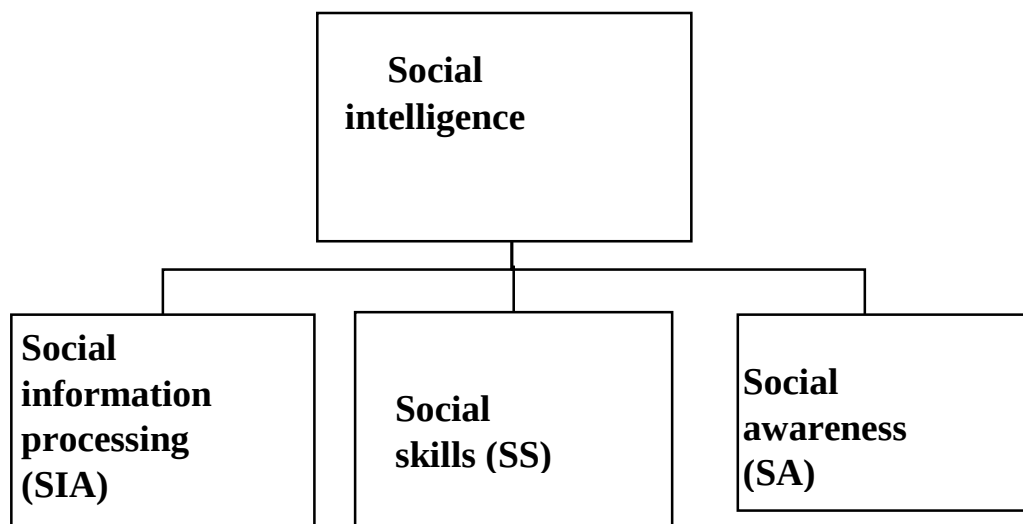


Fig 2.4 Tromso social intelligence scale (TSIS)

Social Information Processing (SP): The set of processes involved in interacting with others, such as encoding, interpreting, evaluating, generating and passing judgment is known as social information processing. It comprises using knowledge in a collaborative setting (Denham & Bassett, 2020). According to Calvete, et al. (2015) social information processing is a kind of information processing that takes place in humans and involves encoding information from our surroundings and comparing it to previous knowledge to decide our responses. Gale (2016) claims that social information processing is a collection of cognitive and affective skills relevant to how people understand, interpret, and react to a situation.

Bowen et al. (2016) argued that social information theory supports the idea that people approach varied social circumstances with an inflexible attitude based on memories of earlier experiences. This concept also describes how our thoughts function during situations where we react. These mental processes have six steps. The

first stage is to pay attention to social cues, both internal and external. Situations provide external cues while people in them produce interior cues. The second stage involves comprehending the characteristics of internal cues related to social situation interpretation. The third step involves setting a goal and concentrating on it in a social environment. The fourth stage involves selecting a potential response to the situation or coming up with a completely new response on the spot using previously stored experience. The fifth phase involves selecting the optimal course of action for the current situation based on your memories of experience. The decision's result must be manifested in the behavioral reaction.

Denham et al. (2020) discussed how children process social information in their study. They used a demanding situation exam to evaluate the social information processing and social interactions of children. They talked how social information processing stages help children in understanding how others behave and how such elements are crucial for school adjustment. The five social information processing phases (described above) are crucial when forming social ties for academic adjustment. Children's intellect, control, and expression have a big impact on how they interact with other people in social situations. The emotion-related social information processing traits can influence kid's social actions and ambitions. As their social awareness increases, student's social information processing becomes stronger and more socially adept, and they respond correctly to every social context. Children's responses may change over time or as they age because their social information processing evolves along with them. Aggression, sobbing, and other socially unacceptable behaviors become less frequent as child age, increasing the

likelihood that they will learn socially acceptable conduct. In the study, a sample of students from various social sciences degree courses at five Spanish universities was studied for gender differences in the learning process of social information using a multidimensional subjective-objective methodology. Surveys are used to gauge people's levels of actual knowledge about various basic information competencies, which are broken down into the categories of searching, evaluating, processing, and communication-dissemination, as well as their belief in the significance and self-efficacy that they assign to them. Latent structures do not show any gender-related differences in perceptions but different patterns are seen in knowledge regarding the achievement of the critical information competencies (Maria et al., 2019).

Muslihati et al. (2023) highlight the importance of gender regulation in understanding social information processing and challenges in higher education. Torun (2020) found that gender variations in online interactions are important to discuss for social information processing. The study looked at the impact of social media and gender on educational activities.

Bell (2015) his study examines the link among adolescents' social information processing of violent behaviors of young people's exposure to community violence, with a focus on the potential part of gender as a representative. The study's findings suggest that women understand social information concerning aggressive responses differently than males do, and that this difference is highly connected with exposure to localized violence. Considering their level of exposure to local violence, this suggests that treatments and violence prevention programs should concentrate on

adolescent girls' and young women's decision making processes in ambiguous or potentially dangerous situations.

According to Brown & Smith (2021) studied it is impossible to neglect the impact of social gender norms on how social information is interpreted. People frequently accept conventional gender roles while studying social information processing, matching their ideas and conduct with societal expectations. This consistency could affect how people interact and make decisions. Brower et al. (2019) found that aggressive determined is more commonly related with the behavior of persons of the opposing gender. This finding may have implications for understanding gender-based conflicts and misunderstandings in social interactions.

Social Skills (SS): According to Hildenbrand (2020) social skills are those that are required to interact and connect with people through posture, gesture, voice, and nonverbal communication, as well as with personal development. This study evaluates the social skills, level of happiness, and any potential gender disparities among first-year teaching school students. In every area of social skills, males performed better than women did, while women excelled in every area of happiness. According to the study, while women's perceptions of happiness were higher when they could express themselves in social settings and could express their anger, men's perceptions of happiness were significantly and directly impacted by their ability to refuse social requests and end interactions. Similar to this, stressing and protecting rights dramatically and ultimately decreases men's levels of enjoyment. There is no social skill aspect that could explain why women informed being less positive. Even though more research is required to fully comprehend the connections between

gender identities, social skills, and subjective enjoyment and how these categories affect personality development, it is clear that there are major gender differences (Carlos et al., 2021).

Carlos et al. (2019) explained in his research paper along with their academic success, our students' social functioning is impacted by contextual concerns (with family, school, and peers). People who struggle with these challenges may lack social skills and struggle with mood control. This study analyzed 485 secondary school students (12–17 years old) to look at how social skills, emotional intelligence, and contextual concerns relate to one another. The results clarified the relationships between these ideas and the variations in the contextual problems that the students were experiencing based on their social and emotional intelligence. Additionally, the results shown that one in four females and slightly less than one in two males had significant contextual issues.

According to Salavera et al. (2017) researched there is no gender differences were found in the association between students' social intelligence, social skills, and self-efficacy. This suggests that involvements training social intelligence and social skills could benefit all students irrespective of male and female. Muslihati et al. (2023) claimed that academic guiding facilities in order to boost social skills following the pandemic for new students at higher education, regardless of gender. This emphasizes how important it is to provide personalized help while keeping an eye on the bigger picture of educational challenges. According to Rokayah & Rochman (2019) identified that there are gender-based disparities in social skills capabilities, which highlights the need of taking measures aimed at improving

students' social skills. Moreover, early development of gender disparities in cognitive and social-skills capacities is highlighted by study on the subject (Nakajima et al., 2020). Early identification of these differences can support the development of targeted interventions meant to close the gap and promote social skill achievement among students.

According to Daniel et al. (2021) concluded that in order to investigate the relationships among internalizing problems, emotional intelligence, and social skills, this study examined 1358 secondary school teenagers (12–17 years old). Additionally, gender had an impact on the link between internalizing issues, emotional intelligence, and social abilities, with the relationship appearing to be inverted for women while being weaker for men. We conclude that emotional intelligence and social skills are related to internalizing concerns in secondary school students, albeit there are gender differences in this connection.

Social Awareness (SA): Ansary (2023) defined social awareness as having the capacity to quickly adjust to one's surroundings and way of life. Hamza et al. (2022) in his research article described that the objective of the study was to ascertain the level of accepting and perspectives on gender-based violence that social work of students. According to the survey, social work students generally had a favorable knowledge of gender-based strength. The many forms of gender-based violence were ranked in terms of how well-known they are, with The most well-known are the various indicators of gender-based violence and the idea of gender-based strength. Then, the subjects of "Role of social work profession in caring for women subject to violence" and "Causes of gender-based violence" were graded according to how well-

known they are. The research's criteria, which included gender, family education level, and academic level exposed no significant gaps in understanding of gender-based violence. According to Ghasemi et al. (2018) highlighted that older adults frequently have better social skills than younger people, which emphasizes the need of include emotional social intelligence activities in postsecondary education curricula. According to Eva et al. (2018) explained that the academic and exploration communities at higher education are becoming increasingly fixed with plagiarism. Students are becoming gradually in quest of fast fixes while when writing research papers and theses. The knowledge of plagiarism among students is discussed in this study, along with any potential gender gaps in social awareness. Both generally and in relation to various socioeconomic settings (such as social life, living with parents or grandparents, educational motivations, and working while studying), gender variations in plagiarism awareness were examined. Results showed that there was a statistically significant gender variation in students' views plagiarism; particular, women were extreme less understanding of plagiarism than males were. The study attempted to determine how much the school community in a higher education institution was aware of gender and social intelligence as a potential basis for its inclusive spreading. Fifty-two graduating students, eleven members of the administrative staff, and 22 faculty members participated in the study. It is discovered that every one of the university's teachers, staff, and students are aware of social awareness. They are however aware of gender norms, governmental restrictions, and other related laws. Additionally, they have a basic understanding of gender issues and how the social intelligence plan is being implemented by government organizations through programs, initiatives, and activities. The school community is also aware of

significant factors affecting social awareness (Concepcion et al., 2016). The term "classroom performance" refers to a student's capacity to actively engage in academic activities, such as contributing to class discussions, finishing assignments, and meeting learning objectives. On the other hand, peer performance describes how pupils do in comparison to their peers. This can include their capacity to cooperate with others, function well in groups, and offer helpful criticism to their peers. Peer and classroom performance are necessary for academic progress because they support students in developing essential skills including communication, problem-solving, and critical thinking. Students who perform well in these areas are more likely to succeed academically and in their goals. To create a successful learning environment for all students, equity and inclusion are fundamental principles. Teachers can work to create a welcoming atmosphere that encourages respect and understanding and calls on all students to fully participate. To do this, a variety of strategies can be used for graduating students. According to research, inclusive classrooms foster positive attitudes toward diversity while reducing prejudice and discrimination among students (UNESCO, 2021).

Verdonk et al. (2017) highlights the change in medical education from gender bias to gender awareness and the beneficial effects of particular courses on students' views toward gender equality. Similar to this, (Miralles-Cardona et al., 2021) emphasize the significance of teaching seeking educators about sustainable gender equality using self-efficacy measures, which show that focused educational interventions may build confidence in gender knowledge, skills, and awareness. Verge et al. (2017) studied that it is essential to address conflict to mainstreaming

gender into the higher education level. The studies show that gender equality perspectives have not been selected in curricular reforms by Despite policy mandates for gender mainstreaming in education. Another Studies suggest that gender may not have a significant influence on graduate students' experiences with teacher support, social skills, anxiety, and social awareness (Archbell, & Coplan, 2022).

According to Ghasemi (2018) highlighted that older adults frequently have better social skills than younger people, which emphasizes the need of include emotional social intelligence activities in postsecondary education curricula. Hashem (2021) has highlighted the social intelligence's significance for the development of students and need for training programs and educational activities that centred around social intelligence. Furthermore, studies have shown the effectiveness of cultural intelligence to predicting the social skills of college students, indicating that greater levels of cultural intelligence have a beneficial influence on social skills (Koç & Turan, 2018). This suggests that developing social intelligence in addition to emotional intelligence may help students' social intelligence levels to rise. Society is a child's first and most direct social setting, where he acquires his fundamental beliefs and values. People consider someone to be socially intelligent if they can navigate complicated social situations and form friendships. The capacity to identify, interact with, and act in a socially conscious and flexible manner toward others is known as social intelligence. Living well in a society devoid of morality and social values is difficult. The ability to identify and adjust one's conduct based on the ideas, feelings, and emotions of others is known as social intelligence. They are able to persuade people and articulate their ideas effectively as a result (Narang, 2020).

Without social intelligence, in today's world it is hard to have a successful life. A socially intelligent individual is more adept in fostering connections with others. Socially adept people behave empathetically and succeed in life. Handling a range of social activities and addressing social life's problems are made easier with social intelligence. For this reason, social intelligence is essential to the development of education (Kularajasingam et al., 2022). Throughout history, developed countries have grown, established and advanced indicating their support for and appreciation of higher education and the critical role it has played in all aspects of their development. Most persons have different skill sets and personality traits that result from a combination of development, education and genetics. Social intelligence is a general term for mental abilities that support effective decision-making, rapid learning, purposeful action and good interactions with one's environment (Iqbal et al., 2023).

Gender, parenting styles, social responsibilities and duties, the social environment, culture, values and settlements. While the structured social organization in society is referred to as the social setup, the environment on and surrounding the school campus is referred to as the social setup the school's environment. High social status individuals are expected to carry out certain social duties and responsibilities and everyone must behave morally and ethically within a framework known as "social responsibility" in order to promote the interests of society. Gender also influences social intelligence since female students have higher social intelligence than male pupils (Iqbal et al., 2023). According to Smith (2018), social intelligence is a skill that may be acquired. A person who wants to be socially adept must be more

aware of his surroundings. He needs to be a skilled communicator and conversationalist. A person who is socially understanding has good listening skills, thus he must practice them. He might be able to make out what people are saying. According to Riggio (2016) someone who wants to be socially intelligent should examine social circumstances. He must evaluate his actions and learn from his achievements and setbacks. He could develop his social intelligence by doing this. Fellmann & Redolfi (2017) assert that women have higher social intelligence than men do. According to studies on the topic, social intelligence differs between genders differences in social intelligence between men and women. According to exiting literature, social intelligence among graduating students seems to differ by gender, with female students often exceeding those who are men. More research is required to fully understand the complexities of social intelligence and how it affects student success and outcomes after graduation.

2.8 Summary

A research gap was brought to light by this. The integration of social intelligence components was clearly studied in a study that It was essential to comprehend how students are educated at this level since a lot of aiming teachers utilize the gender difference among universities students as a beginning pad for social intelligence. There has been research on graduating students' social intelligence, but it has mostly concentrated on the differences in social intelligence between those who finish bachelor's and master's degree programs. As a result, the issue was a lack of knowledge about how social intelligence abilities are surrounding and modelled in both male and female graduating students. There is a demand for socially aware

university graduates that is another reason this study was important. The differences between males and females joining the sector must. However, assist them in developing their own social intelligence in order to better manage the social demands, as people entering the area frequently possess less social intelligence than those entering other professions. The essential process for achieving this is to set up seminars and workshops in the courses and provide them with appropriate guidance. This research might help educators create, integrate, and apply strategies that intentionally support the growth of social intelligence in graduating students. Therefore, if how university students, both male and female are exposed to and demonstrate the three is referred to as social intelligence

CHAPTER 3

RESEARCH METHODOLOGY

The research methodology chapter contains a description of this study. The methodology of the study is presented in this chapter, and the ensuing sections give a thorough description of how the research is being conducted. It comprises of research design, procedure of data collection, sample procedure such as population, sampling technique, the instrument of this research, and data analysis of the data for this study.

3.1 Research Paradigm

This study was conducted using a positivist research paradigm. According to the positivist paradigm, information may be found by objective, quantitative observation of behaviour, action, or response. It finds its basis in logic and measurement.

3.2 Research Approach

The researcher used a quantitative research approach for this study. Quantitative methods support generalization of findings to larger populations, which was essential for this study's focus on graduating students. The quantitative research approach was selected for this study because the primary objective was to measure and compare the levels of social intelligence among male and female graduating students in public sector universities. Quantitative research enables the collection of numerical data through standardized instrument. This method was chosen by the researcher because it is a method of quantitative study that uses data collection through the development of numerical data or data that can be converted into meaningful statistics, together with

numerical data gathering from a large number of participants. It demonstrates various study patterns and makes inferences based on measurable facts.

3.2 Research Design

The research design of the study was descriptive survey because the researcher attempted to examine the gender variation in the social intelligence of graduating students of public sector universities located in Azad Jammu & Kashmir. Descriptive research is as a research method that describes the situation or phenomena that is being studied. Keeping in view objective of this study. As this study's goal was to examine the social intelligence among male and female students, so for that gender was measured.

3.3 Population

In this research study gender-based variation of the graduating student's social intelligence were find out in the all the public-sector universities of Azad Jammu & Kashmir. All of the male and female graduates from the social science common department were included in the research population. There are five public universities in AJK. Total population of five universities of graduating students (male and female) is 940. This study's aim to examine social intelligence of graduating students on gender bases. As a result, the study's target population included both male and female graduating students participating in common departments of social science from five public universities. As to the latest data disclosed by university officials, there are 940 graduating students obtained in the social sciences department, with 35% of having men and 65% having women at public sector universities located in Azad Jammu & Kashmir.

Table 3.1

Total number of graduating students, including (male and female) from public universities of Azad Jammu & Kashmir (N=940)

Sr No.	University Name	Male	Female	Total
1	University of Azad Jammu and Kashmir	24	202	226
2	University of Poonch Rawalakot	21	116	137
3	Mirpur University of Science & Technology	27	131	158
4	University of Kotli Azad Jammu & Kashmir	23	88	111
5	Women University Bagh Azad Jammu & Kashmir	0	172	172
	Total number of students	295	645	940

The above table no 3.1 showed there were 940 students in the three common social science departments (education, sociology, and psychology) in Azad Jammu & Kashmir's public universities, 295 of which were male and 645 of which were female.

3.4 Sampling technique

The researcher used the stratified random sampling to collect data from a desired sample. Stratified random sampling is a kind of probability technique that divides the entire population into numerous non-overlapping, homogeneous groups (called strata) and randomly selects study participants from each stratum in order to reduce expenses and improve performance. Samples for this study were gathered using a stratified random sampling approach due to the large sample size and nature of the research. The population

was divided into two strata in accordance with the study's objectives. Males and females comprised the two main respondent groups in this study.

3.5 Sample size

In order to choose the sample, both male and female students from Azad Jammu & Kashmir's public universities were divided into two strata. Total 940 students enrolled from three common faculty of social sciences department of public sector universities. From which 95 were male and 178 were female. According to the Morgan (1970) table, if the population was over 940 or was lied, then a sample size of 273 would be appropriate. Taking this into consideration, the researcher selected 273 students to serve as the study's sample. Sample size for the current study were $n=273$. Thus, the study's sample comprised of 178 female and 95 male students. A total of 273 students were chosen as a sample, and 258 of them completed the questionnaire. The questionnaire's response rate was 92%.

Table 3.2

Sample study of graduating students' male & female (n=273)

Group	Population N	Sample n	Rate of return
Male	295	95	94%
Female	645	178	91%
Total number	940	273	92%

Table 3.2 indicates that the study's sample consisted of students from public sector universities in Azad Jammu & Kashmir who were in their final semesters of graduation. This was founded on 252 graduating students, both male and female.

3.6 Research instrument

To data collection, the researcher used a modified questionnaire as a tool which was based on three sub-variables of social intelligence including social information processing, social skills and social awareness. The tool was developed using an adapted theoretical framework (Chater et al., 2022). Researcher have found a standardized instrument for social intelligence. The total number of elements in the tool was 21. In addition, tool was enclosed of two main portions. It was decided to divide the tool into two parts to avoid doubt. Demographic parts such as gender, age, university and department were all included in the tool's initial section. To evaluate each aspect of social intelligence, the second part had 21 items with options on a five-point Likert scale from 1 = Strongly Disagree 2= Disagree 3 = Neutral 4= Agree 5= Strongly Agree. Guidelines included with every component, and the researcher ensured that the respondent understood that their information would be kept anonymous and confidential. In addition, the researcher emailed the appropriate person to request permission to use the research instrument, and it was authorized for use in the current study.

3.6.1 Demographic Information

The first component of the questionnaire asked for personal info from the respondents. The researcher used questionnaire to collect demographic information for the public sector universities students of Azad Jammu & Kashmir. The components comprising the demographic data were based on the following: gender, age, department, and university.

3.6.2 Social Intelligence

This section was developed for using data from a social intelligence questionnaire. Out of 21 items, seven, seven, and seven objects were included in each dimension.

The components are listed in detail below table 3.3:

Table 3.3

A description of the social intelligence scale

Sr. No.	Dimensions	Items	Number of items
1	Social information processing (SIP)	SIP1, SIP2, SIP3, SIP4, SIP5, SIP6, SIP7	7
2	Social skills (SS)	SS1, SS2, SS3, SS4, SS5, SS6, SS7	7
3	Social awareness (SA)	SA1, SA2, SA3, SA4, SA5, SA6, SA7	7

The table 3.6.2 showed Chater et al. (2022) shaped the Tromso social intelligence scale. Three subscales served as its foundation: social awareness (SA), social skills (SS), and social information processing (SP). The 21 items in the social intelligence questionnaire were divided into seven elements, each of which addressed a different theoretical framework dimension.

3.6.3 Tool validity

It is assumed that the instrument should be appropriate for both achieving the study's objectives and data collection. Expert views must be consulted in order to make sure

that the instruments are appropriate for the collection of variable data and that their validity is guaranteed. For checking the validation of questionnaire researcher referred to the field of expert of the study. Firstly, researcher made documents in which request for validity, cover latter of questionnaire, objective of the study, theoretical framework, questionnaire and certificate of validity were attached. The suggestions and minor grammatical mistake in the research instrument identified by the experts were made corrected by the researcher. Researcher personally visited to each of these experts and their valuable suggestions and comments were considered for improvement of the research questionnaire before the pilot testing procedure. To establish content validity, three experts in subject matter reviewed the Tromsø Social Intelligence Scale (TSIS). They evaluated whether the instrument adequately covered all dimensions of social intelligence, including social skills, social awareness, and social information processing. Subject matter expert reviewed the instrument's items suggest that face validity was considered, ensuring that the items appear relevant and appropriate to respondents. Research instrument and validation certificates and changes are attached in appendix G.

Table 3.6.3

Tool validation corrected items and changed items

Validators Name	Statements	Suggestions	Improved statement
Dr Jameela Ashraf	S1: I often feel uncertain around new people who I don't know.	Remove negative statements	I feel hesitations infront of new people.
	SA5: I find people unpredictable.	Same statement clear for respondents	I often feel that it is difficult to understand others' choices.
Dr Aisha Bibi	SS1: I often feel uncertain around new people who I don't know.	Make statement positive	I feel hesitations infront of new people.
	SS3: I am good at entering new situations and meeting people for the first time.	Rephrase to make it simple for respondents.	I feel confident to interact with people in first meeting.
	SA5: I find people unpredictable.	Make statement clear for respondents.	I often feel that it is difficult to understand others' choices.
Dr Adeel Ahmed Khan	SIP5: I can often understand others' feelings without them saying anything.	Rephrase to make it simple for respondents.	People often surprise me with what they do.
	SS2: I fit in easily in social situations.	SS2 and SS3 leads towards same statement.	I am easily included in any situation with people.
	SA3: Other people become angry with me without me being able to explain why.	Rephrase to make it simple for respondents.	I can predict how others will react to my behavior.

3.6.4 Pilot testing

The researcher conducted a preliminary study to confirm the reliability of the tool. Descriptive survey design was opted for pilot study. For pilot testing, the researcher personally distributed 100 Questionnaires in male and female students, 75 were returned from graduating students from five universities. The researcher gathered data by personal visit. The researcher approached by the respondents and asked them to complete the questionnaire. The sample for pilot testing were excluded from the actual sample of population. Researcher explained the tool to respondents and assured them that their information will be used for research purpose only. After gathered the data, researcher analyzed data through Statistical Package of Social Sciences (SPSS) 20th Edition.

3.6.5 Reliability of the instruments

SPSS was utilized to assess the gathered data after the pilot test. Reliability analysis is used to make sure that a research instrument can be used again for the purpose of data collection. The instrument of this study was run on 75 graduating students from common department of social science. The data were gathered and presented as tables in order to assess the qualities of the questionnaire and improve the items in the final form. Each object used in this study has a code. For this reason, the researcher calculated Cronbach Alpha and item-total correlation.

3.6.6 Chron Bach's Alpha Reliability

The reliability of Cronbach's alpha was used in verifying the internal consistency of a tool. As a result, the researcher took the reliability of the questionnaire's Chronbach's

alpha. The following findings show the reliability of the chronbach's alpha Tromso social intelligence scale.

Table 3.4

Chronbach alpha Reliability of Social Intelligence Scale Pilot testing (No of students= 75)

Scale	Sub Variables	Items	Cronbach Alpha reliability
Tromso social intelligence scale		21	.758
	Social Information Processing	7	.810
	Social Skills	7	.533
	Social Awareness	7	.458

The table 3.6.5 indicated reliability of the “Tromso social intelligence scale”. Overall Cronbach Alpha was .758. While the Sub Variable reliability of "Social Information Processing, Social Skills and "Social Awareness" were .810, .533, .458, respectively.

3.6.7 Items total correlation

Item total correlations were calculated for a sample of 75 students using SPSS version 21. For item total correlation there were 21 total items of tromso social intelligence scale. Three sub variables of Tromso social intelligence scale: social information processing (SIA), social skills (SS) and social awareness (SA) each sub variable contains 7 items. The

following table shows the item total correlations for the sample, indicating the items' significant correlations and reliability as a measure of students' social intelligence.

Table no 3.5

Item-total correlation of Tromso Social Intelligence scale pilot testing (No of students=75)

Codes of items	R	Codes of items	R	Codes of items	R
SIP1	.612**	SS1	.317**	SA1	.523**
SIP2	.416**	SS2	.335**	SA2	.653**
SIP3	.596**	SS3	.329**	SA3	.486**
SIP4	.437**	SS4	.340**	SA4	.478**
SIP5	.526**	SS5	.531**	SA5	.460**
SIP6	.552**	SS6	.358**	SA6	.468**
SIP7	.648**	SS7	.432**	SA7	.489**

*The significance level of the correlation is 0.01 (2-tailed).

**The significance level of the correlation is 0.01 (2-tailed).

Table 3.6.5.1, just above, shows the item-total correlation for the Tromso Social Intelligence scale. With a (.653**) item-total correlation, item No. SA2 had the highest correlation, while item no. SS1 had the lowest (.317**).

3.6.8 Inter scale correlation

Inter scale correlation of Tromso Social Intelligence scale and subscales.

Table 3.6

Intersection correlation of Tromso Social Intelligence Scale pilot testing (No of students=75)

	Social Information Processing	Social Skills	Social Awareness	Social Intelligence scale
Social Information Processing	1			
Social skills	.449**	1		
Social Awareness	.393**	.389**	1	
Social Intelligence scale	.780**	.728**	.817**	1

* The significance level of the correlation is 0.01 (2-tailed).

** The significance level of the correlation is 0.01 (2-tailed).

Table 3.6. Shows the intersecting correlation for the Tromso Social Intelligence Scale. The highest intersection correlation (.817**) was found between Tromso Social Intelligence and Social Awareness, while the lowest correlation (.389**) was found between Social Skills and Social Awareness.

3.7 Data Collection

The collection of data is one of the most essential parts of the research process. The data collection for this study was conducted using a descriptive survey approach, which is

a quantitative research design that enables the researcher to gather data from participants efficiently. This approach was chosen because it allows for the systematic collection of data regarding the social intelligence of graduating students across different demographics, including gender and age. Data would be collected through questionnaire. The data was collected from three common departments (Education, Psychology & sociology) of social sciences graduating students of public universities of Azad Jammu & Kashmir. The investigator, who would speak with each responder one-on-one, would individually visit each university. The department head would provide authorization for the researcher to collect the necessary data. Each responder would get a questionnaire, which they would have to complete, in order to gather the information needed for this study.

3.8 Data Analysis

The data was gathered through a questionnaire, which would then be coded and examined using SPSS. The researcher would apply Mode, Mann Whitney U and ANOVA for data analysis to obtain the desired results. Assumption for using Mann–Whitney U Test due to observations are independent of each other. The two groups male and female being compared are independent. The dependent variable is ordinal or continuous. Data are randomly and representatively sampled. Assumptions of the Post Hoc Bonferroni Test is that multiple independent pairwise comparisons are made of male and female students of graduating semesters. Each comparison carries equal importance. The alpha level to control for Type I error across all tests were adjusted. Also, Research hypotheses were developed because the study was quantitative and inferential statistics was applied to get the results. The researcher developed hypotheses to check the gender based and age based differences of the sample of the study. For this purpose, z test and ANOVA were applied.

Table No. 3.8

Description of the Objectives, hypothesis, and statistical test

Sr	Objectives	Hypotheses	Statistical test
1	To assess students' social intelligence on gender-based at the higher education level.		Mode
2	To examine the difference in graduating students' social intelligence on the bases of gender at the higher at higher education level.	H₀₁ : There is no significant difference in graduating students' social intelligence on gender based at the higher education level.	Mann Whitney U
2a	To examine the difference in graduating students' social information processing on the bases of gender at the higher at higher education level.	H_{01a} : There is no significant difference in graduating students' b social intelligence related to the social information process on gender based at the higher education level.	Mann Whitney U
2b	To examine the difference in graduating students' social skills on the bases of gender at the higher education level.	H_{01b} : There is no significant difference in graduating students' social intelligence related to the social skills on gender based at the higher education level.	Mann Whitney U
2c	To examine the difference in graduating students' social awareness on the bases of gender at the higher education level.	H_{01c} : There is no significant difference in graduating students' social intelligence related to the social awareness on gender based at the higher education level.	Mann Whitney U
3.	To examine the difference in graduating students' social intelligence on the bases of age at the higher education level.	H₂ : There is no significant difference in graduating students' social intelligence	ANOVA

on age based at higher education level.

This table 3.8 showed the objectives, hypothesis and statistical test of this research study as it was pure quantitative research that is why objectives and hypothesis were made. The first objective was “To assess student’s social intelligence on gender based at higher education level”. Researcher analysed the practices through questionnaire by using statistical technique mode and the second objective was “To investigate the difference in student’s social intelligence bases on demographic variables (gender, age, universities and departments) at higher education level”. Hypothesis was generated and for comparison z-test was applied for gender and ANOVA was applied for age.

3.9 Ethical consideration

Researcher must try to respect ethical norms in their contacts with the public and their data. It is important for researcher to be aware of any moral difficulties that may arise during data collection. When a researcher interacts with study participants, they should be honest and kind. This investigation responded to several ethical guidelines. Among them are the following:

Researcher ensure the security of participants such as physical and psychological wellbeing during the research process. Initially, acknowledge that all respondents were taken by guaranteeing their respect, namelessness and protection. The obtained data was only used for research purpose only that is part of my course. Privacy of the information was ensured to keep all information shared was remain confidential and was only

reported as data without any personally identifiable information. Permission was taken for Research instrument from the author. There was no pressure or forced participation in the study; the methodology of the current study involved comparing the social intelligence of university students based on their gender; it did not include the participant's name and completely stated that the information was being collected for research purposes only.

3.10 Delimitations

The study was delimited to:

1. All public university located in Azad Jammu & Kashmir.
2. Students of homogenies department of social sciences (education, sociology and psychology) at selected universities.
3. Close-ended questionnaire was used.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

Introduction

The current study asked for to examine gender differences in social intelligence of graduating students at higher education level. The main objectives of the study were to assess graduating students' social intelligence, to explore the difference in students' social intelligence based on demographic variables (gender, age, university, departments) at higher education level.

The researcher showed pilot testing to make sure the reliability of research tool. In a pilot research, 75 students from five different universities distributed 15 questions from each gender. Pilot testing showed the results of the reliability of the Tromso Social Intelligence Scale to be $r=.758$. For collecting the final data, the researcher used students as a sample of the population. The results are presented in this chapter.

Section 1 Frequency of Demographic variables

Table 4.1

Demographic sample data of gender-based distribution of graduating student (n=273)

Demographic	Category	Frequency	Percentage
Gender	Male	91	33.5%
	Female	181	66.5%
Age	18-20	8	2.9%
	21-23	102	37.5%
	24-26	115	42.3%
	27-29	47	17.3%
Universities	University of Azad Jammu & Kashmir	50	18.4%
	University of Kotli	51	18.8%
	University of Poonch, Rawalakot	53	19.5%
	Mirpur University of Sciences & Technologies	69	25.4%
	Women's University of Bagh	49	18.0%
Departments	Education	90	33.1%
	Sociology	94	34.6%
	Psychology	88	32.4%

This table efficiently consolidates the demographic data for gender, age, university, and department-wise distribution of graduating students. This above table's shows demographic variable of gender as indicated the Table 4.1 above, the present study sample consisted of 91 (33.5%) male and 181 (66.5%) female graduating students of public universities in the Azad Jammu and Kashmir area.

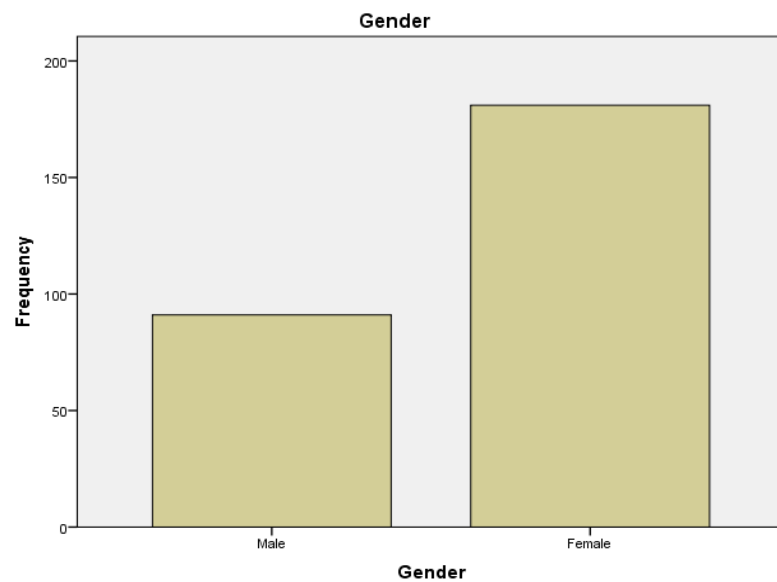


Fig 4.1: Gender wise distribution of sample

Table 4.1

Demographic sample of age wise distribution of graduating students (n=272)

The above table 4.1 shown that the present study sample was 18-20 8(2.9%), 21-23 was 102(37.5%), 24-26 was 113(63%) and 27-29 was 47 (17.2%) graduating in public sector universities of Azad Jammu and Kashmir region.

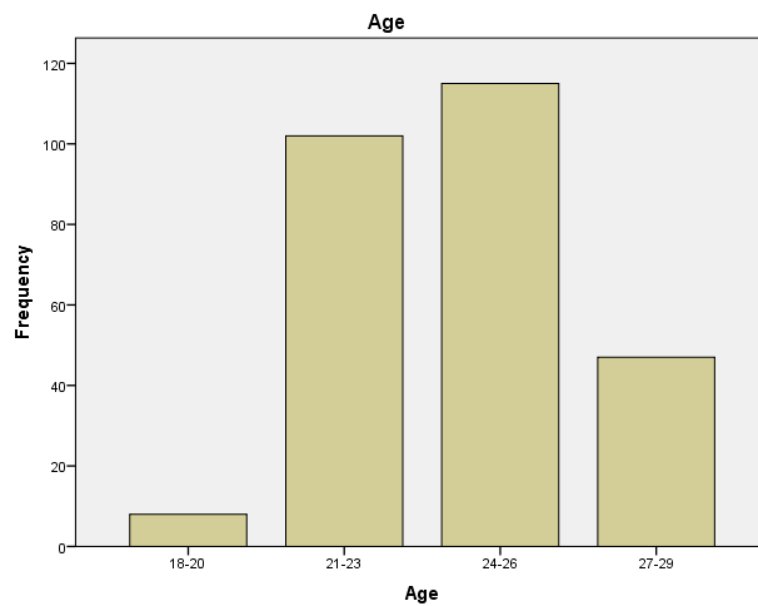


Fig 4.2 Age wise distribution of the graduating students

Table 4.1

Sample of universities wise distribution of the graduating students (n=272)

The sample distribution each university shown in Table 4.1 above, indicating which university of Azad Jammu & Kashmir was 50(18.4%), university of kotli was 51(18.8%), university of poonch was 53 (19.5%), Mirpur university of sciences & technologies was 69 (25.4%) and women university of bagh was 49 (18%) graduating in public sector universities of Azad Jammu and Kashmir region.

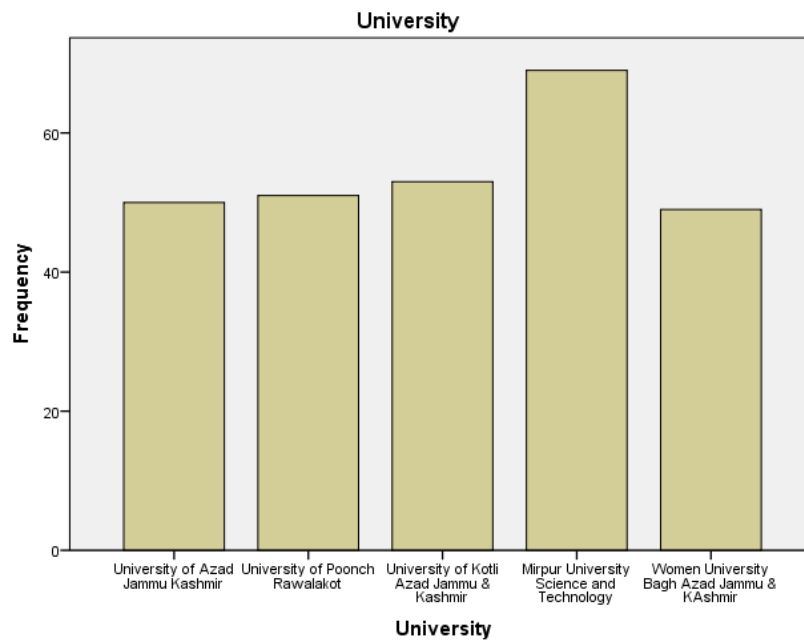


Fig 4.3 Sample distribution based on Universities

Table 4.1

Sample of department wise distribution of graduating students (n=273)

Table 4.1 above displayed The department-wise distribution of the sample, Education was 90 (32.7%), Sociology was 94(34.6%) and psychology was 88(32.4%).

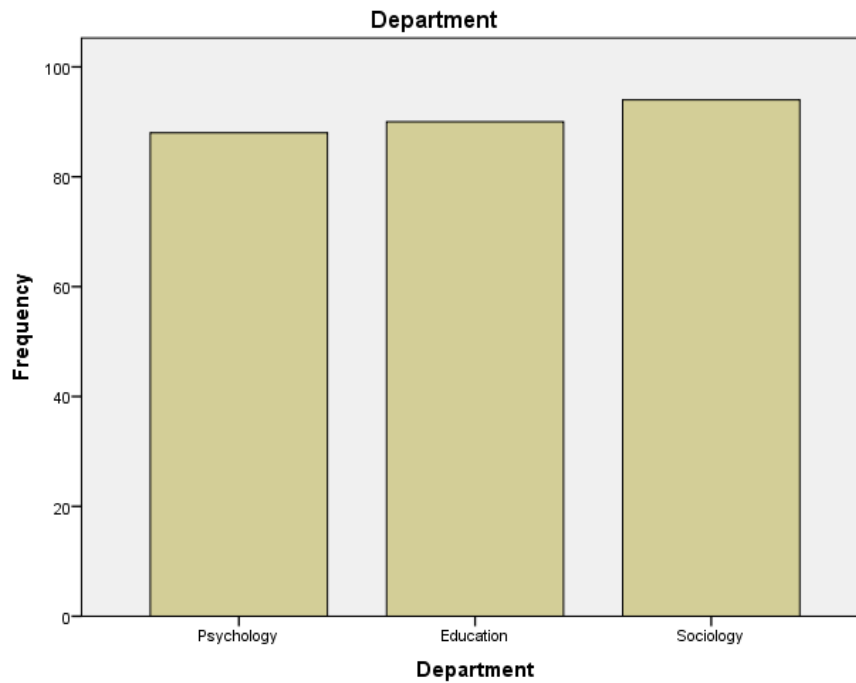


Fig 4.4. Sample distribution based on departments

Section 2

Assess students Social Intelligence

Objective 1: To access student's social intelligence on gender based at higher education level

Table 4. 2

The mean, mode & standard deviation of graduating students' social intelligence at the higher education level (n = 273).

Variables	Mean	Mode	Std. Dev
Social information processing	3.31	23	5.687
Social Skills	3.13	21	4.358
Social Awareness	3.15	23	4.956
Overall Social Intelligence of students	3.20	75 ^a	12.167

Table 4.2 above shows the mean, mode and standard deviation for the social intelligence score of students at the higher education level. The data indicates that the students' social intelligence is generally within the average range, as the mean values are close to 3 on a scale of 1 to 5. The mean score of social information processing was 3.31, social skills score was 3.13, and social awareness score was 3.15. Compared to students' overall social intelligence scores are high then their individual variable scores, with a mean of 3.20. It examined that social intelligence scale on different modes. The mode score of social intelligence scale was 75^a social information processing was 23, social skills were 21 and social awareness was 23. The mode is 75 where a shows multiple

modes exit. The smallest value is shown. The overall standard deviations for social intelligence scales' variables was 12.67. According to these findings, students' social intelligence is generally within the normal range.

Section 3

Objective No 2: To examine the difference in graduating students' social intelligence on the bases of gender at higher education level

H₀2: There is no significant difference graduating students in social intelligence bases on gender at higher education level

Table 4.3

Mean and Mann Whitney U test value results of social intelligence scale based on gender (n=272)

*p<0.05

	Malen=91 Mean Rank	Female n=181 Mean Rank	Mann Whitney U	z	P
Tromso social intelligence scale	128.49	140.52	7507.00	-1.191	.234

Table 4.3 above illustrates that there is statistically no significant difference (U=7507.00, Z= -1.191, p= .234) found the variations in social intelligence across genders based on responses to the Tromso social intelligence scale at the p<0.05 level of significance. There is no statistically significant difference in the responses of the two genders, as indicated by the fact that the mean rank values of the male (147.62) and female

(160.34) respondents on the social intelligence scale. Consequently, Ho2 There is no significant difference in students' social intelligence based on demographic (gender) at the higher education level is failed to reject.

Objective 2a: To examine the difference in graduating students' social information processing on the bases of gender at higher education level

H_{02a} There is no significant difference in graduating students' social intelligence related to the social information processing on the base of gender at higher education level

Table 4.4

Mean and Mann Whitney U test value results of social information processing based on gender (n=272)

	Male(n=91) Mean Rank	Female(n=181) Mean Rank	Mann Whitney U	Z	Sig
Social Information processing	142.73	132.60	7577.500	-1.008	.314

*p<0.05

Table 4.4 illustrates that the results of table (U=7577.500, Z= -1.008, p= .314) is not significant at p<0.05 level of significance. The mean rank value of male (142.73) and female (132.60) respondents of social information processing. It is concluded that although the male rank is slightly high as compare to female but there is statistical no significant difference in the students' social intelligence based on gender related to social information

processing. Therefore, Ho2a There is no significant difference in students' social intelligence based on demographic (gender) at the higher education level is failed to reject.

Objective No 2b: To examine the difference in students' social skills on the bases of gender at higher education level.

H_{02b} There is no significant difference in graduating students' social intelligence related to the social skills on the bases of gender at higher education level

Table 4.5

Mean and Mann Whitney U test value results of social skills based on gender (n=272)

	Male(n=91)	Female(n=181)	Mann	Z	Sig
	Mean Rank	Mean Rank	Whitney		
			U		
Social skills	115.66	146.98	6339.000	-3.109	.314

*p<0.05

Based on responses to the Tromso social intelligence measure that social skills vary by gender. The results of above table 4.5 shows (U=7577.500, Z= -1.008, p= .314) is not significant at p<0.05 level of significance. The mean rank value of male (115.66) and female (146.98) respondents of social skills. It is concluded that although the female rank is high as compare to male but there is no statistical significant difference in the students' social intelligence based on gender related to social skills. It demonstrated that both genders of students' social skills in the same way. H_{02b} There is no significant gender based difference in social intelligence related to the social skills of graduating students at higher education level is failed to reject.

Objective No 2c: To examine the difference in graduating students' social awareness on the bases of gender at higher education level

H_{02c} There is no significant difference in graduating students' social intelligence related to the social awareness on the bases of gender at higher education level

Table No 4.6

Mean and Mann Whitney U test value results of social awareness based on gender (n=272)

	Male(n=91)	Female(n=181)	Mann	Z	Sig
	Mean Rank	Mean Rank	Whitney		
			U		
Social awareness	129.69	139.92	7616.000	-1.015	.310

*p<0.05

Table 4.6 above shows the no differences in social intelligence on genders based on responses to the Tromso social intelligence scale. The Mann whitney U=7616.000, z-value (-1.015) is above the at the level of 0.05, p-value of .310 and statistically not significant. Male respondents had a mean rank of 129.69 social awareness, while female respondents had a mean rank of 139.92. This suggests that there is no statistically significant difference between the responses provided by respondents who are male and female. It showed that male and female students showed awareness. Therefore, Ho_{2c} There is no significant difference in students' social intelligence bases on demographic (gender) at higher education level is failed to reject.

Objective 3: To examine the difference in students' social intelligence on the bases of age at the higher education level.

H₀₃ There is no significant difference in graduating students' social intelligence bases on demographic (age) at higher education level.

Table No 4.7

ANOVA table Calculating graduating students' social intelligence based on their age

	Sum of Square	Df	Mean Squares	F	Sig
Between Groups	1583.96	3	528.057	3.673	.013
Within Groups	38529.39	268	144.840		
	40113.35	271			

*Not Significant at $p=.05$

Table 4.7 above presents one-way ANOVA results to check the social intelligence scale scores varied according to age level. This shows that there is no significant difference in social intelligence between the groups with regard to age ($F=3.673$) at the significance level ($.013<.05$), given that the mean square difference between the groups is 1583.96 and within the groups is 38529.39. H₀₃ there is no significant difference on student's social intelligence bases on demographic (age) at a higher education level. Degree of freedom is 3.

Table 4. 8

Linear Regression Summary Table

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1390.465	1	1390.465	9.695	.002 ^b
	Residual	38724.477	270	143.424		
	Total	40114.941	271			

The findings in Table 4.8 showed that there was no significant difference on student's social intelligence related to their ages, $F(9.695) = .002$; $p > .05$. Therefore, the hypothesis which stated that regression not significantly influence on the social intelligence among graduating students was rejected. Degree of freedom is 1.

Table 4.9

Coefficient table

Model	B	Std. Error	Beta β	T	P
1 (Constant)	75.248	2.674		28.141	.000
Age	-2.925	.940	-.186	-3.114	.002

The regression analysis table 4.9 shows that there is no significant difference on student's social intelligence related to their ages. The t-statistic of 28.141 is significant at $p < 0.001 = 0.000$, confirming the strong statistical significance difference of social intelligence scale. Additionally, another t-value for age is -3.114 which is significant at $p < 0.001 = 0.002$ is slightly significant.

Table 4.10

ANOVA Post Hoc (Bonferroni) Test for Calculating Mean Differences in Age-Related Groups

Age(K)	Age(L)	Mean Difference (K-L)	Std. Error	Sig
18-20	21-23	.794	4.402	1.000
	24-26	2.678	4.384	1.000
	27-29	7.660	4.586	.576
21-23	18-20	-.794	4.402	1.000
	24-26	1.884	1.631	1.000
	27-29	6.865*	2.114	.008
24-26	18-20	-2.678	4.384	1.000
	21-23	-1.884	1.631	1.000
	27-29	4.981	2.076	.103
27-29	18-20	-7.660	4.60	.576
	21-23	-6.865*	2.114	.008
	24-26	-4.981	2.076	.103

ANOVA post Hoc (Bonferroni) Table 4.10 above illustrates there is no significant mean difference between the ages of 18–20 and 21–23, With a mean difference of -11.12 and a mean difference of 14.40 between 18–20 and 24–26. The mean difference between the ages of 18–20 and 27–29 is significant at 7.66. Likewise, there is a significant difference of -3.20 in mean age between 21–23 and 18–20 years old. The mean difference of 14.40 at age (21-23 and 24-26). The mean difference between 27-29 and 21-23 is 7.66, which is a significant difference. This result indicates that there is no significant variation in the means across the age groups .103. The Bonferroni post hoc test reveals a statistically significant difference between the 21–23 years and 27–29 years age groups ($p=.008$, $p=.008$). However, there are no significant differences between any other pairs of age groups.

Table 4.11

Cleaned Bonferroni Post Hoc Test (After Removing Outliers using IQR method)

Age(K)	Age(L)	Mean Difference (K-L)	Std. Error	Sig
18-20	21-23	0.512	3.952	1.000
	24-26	2.145	3.830	1.000
	27-29	6.968	3.974	.089
21-23	18-20	-0.512	3.952	1.000
	24-26	1.601	1.412	1.000
	27-29	5.972*	1.870	.012
24-26	18-20	-2.145	3.830	1.000
	21-23	-1.601	1.412	1.000
	27-29	4.371	1.865	.062
27-29	18-20	-6.978	3.974	.089
	21-23	-5.972*	1.870	.012
	24-26	-4.371	1.865	.062

P < .05

It indicates significant difference. Outliers were identified using the IQR method and removed before reanalysis.

A one-way ANOVA with Bonferroni post hoc comparisons was conducted to examine age-related differences in social intelligence. The initial analysis (Table 1) indicated a significant difference between the 21–23 and 27–29 age groups ($p = .008$). Following outlier detection using the interquartile range (IQR) method and removal of extreme cases, a cleaned Bonferroni test (Table 2) was rerun. The results remained consistent, with a slightly reduced mean difference (from 6.865 to 5.972) and significance level ($p = .012$), indicating that the overall pattern of group differences was robust even after removing outliers.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATION

5.1 Summary

The current study was a descriptive survey in nature. It was found to examine differences in social intelligence between genders among individuals who graduate from university. Social intelligence was the primary component in this investigation. The Tromso social intelligence variable developed in this study consisted of three elements: social information processing, social skills and social awareness. Among graduating students who possessed all three components of social intelligence, the study discovered a gender difference.

The aim of this study was to collect data from the three common departments of public universities, namely the departments of sociology, psychology, and education. Data collection from students who were about to graduate was the aim of this study. There were 940 total students at the graduating level. The researcher chose 273 students out of 940 to be the study's sample using stratified random sampling.

The researcher used a questionnaire for data collection method. The Tromso Social Intelligence Scale was used to measure the graduating student's social intelligence. It was also accessible on internet with scoring standards. The author took permission for these surveys was sent to the researcher via email, even though they were publicly available for use in educational settings. Three subject matter experts confirmed the questionnaire's validity. They approved the questionnaire's preliminary testing after

offering suggestions on language challenges. In order to confirm the questionnaire's psychometric properties, the researcher ran a pilot study with 75 students. Overall reliability on the Tromso social intelligence scale was .76. The data was analysed by the researcher using the Statistical Package for Social Sciences (SPSS). The study data was analyzed by SPSS 21 software. The hypothesis of study was tested by calculated mode, SD, Mann Whitney U test, coefficient and ANOVA Post HOC (Bonferroni). Research conclusion, findings and discussion were generated by the data analysis

5.2 Findings

The findings of this study were explained step by step below:

1. Assess student's social intelligence

1. To assess students' social intelligence on gender based at higher education level

Table 4.5 indicates the mean, mode and standard deviation for the social intelligence score of graduating students at the higher education level. The data indicates that the students' social intelligence is generally within the average range, as the mean values are close to 3 on a scale of 1 to 5. The mean score of social information processing was 3.31, social skills score was 3.13, and social awareness score was 3.15. Compared to students' overall social intelligence scores are neutral on their individual variable scores, with a mean of 3.20. It examined that social intelligence scale on different modes. This demonstrated that mode score of social intelligence scale was 75^a social information processing was 23, social skills were 21 and social awareness was 23. The mode is 75 where a shows multiple modes exist. The smallest value is shown. The overall standard deviations for social intelligence scales' variables was 12.67. According to these findings, students' social intelligence is generally within the normal range.

2. Examine gender based variations of student's social intelligence

To examine the difference in graduating students' social intelligence on the bases of gender at higher education level

Table 4.3 above illustrates that there is statistically no significant difference ($U=7507.00$, $Z= -1.191$, $p= .234$) found the variations in social intelligence across genders based on responses to the Tromso social intelligence scale at the $p<0.05$ level of significance. There is no statistically significant difference in the responses of the two genders, as indicated by the fact that the mean rank values of the male (147.62) and female (160.34) respondents on the social intelligence scale. Consequently, Ho2 There is no significant difference in students' social intelligence based on demographic (gender) at the higher education level is failed to reject.

2.1 Examine gender based variations of students' social information processing

Table 4.4 illustrates that the results of table ($U=7577.500$, $Z= -1.008$, $p= .314$) is not significant at $p<0.05$ level of significance. The mean rank value of male (142.73) and female (132.60) respondents of social information processing. It is concluded that although the male rank is slightly high as compare to female but there is statistical no significant difference in the students' social intelligence based on gender related to social information processing. Therefore, Ho2a There is no significant difference in students' social intelligence based on demographic (gender) at the higher education level is failed to reject.

2.2 Examine gender based variations of students' social skills

Based on responses to the Tromso social intelligence measure that social skills vary by gender. The results of above table 4.5 shows ($U=7577.500$, $Z= -1.008$, $p= .314$) is not

significant at $p < 0.05$ level of significance. The mean rank value of male (115.66) and female (146.98) respondents of social skills. It is concluded that although the female rank is high as compare to male but there is no statistical significant difference in the students' social intelligence based on gender related to social skills. It demonstrated that both genders of students' social skills in the same way. H_{02b} There is no significant gender based difference in social intelligence related to the social skills of graduating students at higher education level is failed to reject.

2.3 Examine gender based variations of students' social awareness

Table 4.6 above shows the differences in social intelligence on genders based on responses to the Tromso social intelligence scale. The Mann whitney $U = 7616.000$, z -value (-1.015) is above the at the level of 0.05, p -value of .310 and statistically not significant. Male respondents had a mean rank of 129.69 social awareness, while female respondents had a mean rank of 139.92. This suggests that there is no statistically significant difference between the responses provided by respondents who are male and female. It showed that male and female students showed awareness. Therefore, H_{02c} There is no significant difference in students' social intelligence bases on demographic (gender) at higher education level is failed to reject.

3. Explore the difference of graduating student's social intelligence based on ages

To explore the difference in graduating students' social intelligence on the bases of age at higher education level

Table 4.10 shows that, at the significance level ($.01 < .05$), there is no significant difference in social intelligence between the groups with respect to age, given that the mean square between the groups is 1583.96 with degree of freedom 1.

The findings in Table 4.8 showed that there was no significant difference on student's social intelligence related to their ages, $F(9.695) = .002$; $p > .05$. Therefore, the hypothesis which stated that regression not significantly influence on the social intelligence among graduating students was rejected.

The regression analysis table 4.9 shows that there is no significant difference on student's social intelligence related to their ages. The t-statistic of 28.141 is significant at $p < 0.001 = 0.000$, confirming the strong statistical significance difference of social intelligence scale. Additionally, another t-value for age is -3.114 which is significant at $p < 0.001 = 0.002$ is slightly significant.

ANOVA post Hoc (Bonferroni) Table 4.10 above illustrates the significant mean difference between the ages of 18–20 and 21–23, With a mean difference of -11.12 and a mean difference of 14.40 between 18–20 and 24-26. The mean difference between the ages of 18–20 and 27–29 is significant at 7.66. Likewise, there is a significant difference of -3.20 in mean age between 21–23 and 18–20 years old. The mean difference of 14.40 at age (21-23 and 24-26). The mean difference between 27-29 and 21-23 is 7.66, which is a significant difference. This result indicates that there is no significant variation in the means across the age groups .103. It also concluded that students' social intelligence

is affected by age. Students' social intelligence increases in juniors while decrease with the increasing age. This result shows that the mean of each age group contains the no significant difference between the all ages.

5.3 Discussion

This study was aim to explore the social intelligence of graduating students at higher education level. This research focused on to assess the social intelligence of students. This found variation in the mean score of social intelligence was neutral. The research objective was achieve up to some extent because students was not aware about social information processing, social skills, and social awareness. Saeeda (2019) shown that Grasha's teaching strategies and students' social intelligence have a significant positive correlation. According to Blazar & Kraft's (2017) research, students' behavior and attitudes are influenced by the instructional methods used. We may argue that teaching styles have an impact on students' social intelligence since attitudes and actions play a critical role in developing social intelligence. According to study of Ali et al. (2019) The results showed that social intelligence is mostly a habit that is developed through individual mistakes and achievements.

The second objective of this research was to access the social intelligence among university students in relation to their gender. Examining higher education students' social intelligence based on their gender was the study's second major goal. Based on this study, there was not a significant gender difference among the graduating students. The results show that there are no statistically significant variations in social intelligence of graduating students based on gender. Both male and female students demonstrate difference of social intelligence, social skills, and social awareness, as

evidenced by the fact that, while female students occasionally had slightly higher ranks in particular components (such as social skills), these differences were not statistically significant. According to Özgür et al. (2018) result have indicated that female students are often more worried about social intelligence than male students. According to Salavera et al. (2017) research, students' self-efficacy and social and emotional intelligence are related, although this link may not be gender-sensitive.

Additionally, Moshahid & Quraishi (2022) studied indicated believe that there is a positive correlation between social intelligence and social science success, independent of gender. Furthermore, studies have examined the of social intelligence among students in physical education and sports schools concerning gender variations (Türkçapar & Abdyrakhmanova, 2021).

The second (a1) objective examined at how students at the higher education level understand social information related to gender. The study found no significant variance in the genders of graduating students. Muslihati et al. (2023) highlighted the importance of gender regulation in understanding social information processing and challenges in higher education. Torun (2020) investigated the impact of gender on social networking sites on educational social media behaviors, indicating the need to discuss gender differences in online interactions for social information processing. The second (a2) objective examined students' gender-based social skills in higher education. There were no significant gender differences among graduating students, according in this survey. Tan et al. (2018) highlighted how gender disparities in social skills attitudes affect academic and behavioral outcomes. According to research, Salavera et al. (2017) there is no gender differences were found in the association between students' social skills and emotional intelligence. This demonstrates how social skills and emotional

intelligence instruction may be beneficial for all students, regardless of gender. Muslihathi et al. (2023) claimed that academic guiding facilities in order to boost social skills following the pandemic for new students at higher education, regardless of gender. This emphasizes how important it is to provide personalized help while keeping an eye on the bigger picture of educational challenges. According to Rokayah & Rochman (2019) identified that there are gender-based disparities in social skills capabilities, which highlight the need for interventions aimed at improving students' social skills. Moreover, early development of gender disparities in cognitive and social-skills capacities is highlighted the study on the subject (Nakajima et al., 2020). Early identification of these differences can support the development of targeted interventions meant to close the gap and promote social skill achievement among students.

The second (a3) purpose was to examine the social awareness of gender among students in higher education. There was no significant difference in gender among the graduating students, according to this survey. Verdonk et al. (2018) highlights the change in medical education from gender bias to gender awareness and the beneficial effects of particular courses on students' views toward gender equality. Similar to this, (Miralles-Cardona et al., 2021) emphasize the significance of teaching seeking educators about sustainable gender equality using self-efficacy measures, which show that focused educational interventions may build confidence in gender knowledge, skills, and awareness. Verge et al. (2017) studied that it is essential to address conflict to mainstreaming gender into the higher education level. The studies show that gender equality perspectives have not been selected in curricular reforms policy for gender mainstreaming in education. Another Studies suggest that gender may not have a

significant influence on graduate students' experiences with teacher support, social skills, anxiety, and social awareness (Olson et al., 2020).

The second (b) purpose was to determine the social intelligence of students based on their age higher education level. There was no significant age difference among the graduating students' based on this study. According to Ghasemi et al. (2018) highlighted that older adults frequently have better social skills than younger people, which emphasizes the need of include emotional social intelligence activities in postsecondary education curricula. Hashem (2021) has highlighted the significance of social intelligence development for students and the need for training programs and educational activities that focused on social intelligence. Furthermore, studied shown effectiveness of social intelligence in predicting the social skills of college students, indicating that greater levels of social intelligence have a beneficial influence on social skills (Koç & Turan, 2018). This suggests that developing social intelligence in addition to emotional intelligence may help students' social intelligence levels to rise.

The results of this study can be comprehended in this way that first objective was achieved up to some extent. The students' responses fall in the category of neutral and the reason behind these results may be that they were not aware about social information processing, social skills. The second objective was regarding the gender-based variation in social intelligence of the students at university level. The results indicated that male and female students showed the same social intelligence skills, as there were equal opportunities for male and female so it was achieved. The objective 2a was gender-based variations of students' social intelligence regarding to social information processing at university level. It indicated that female students were high mean rank than the male students so it was achieved. The objective 2b was gender-

based variations of students' social intelligence regarding to social skills at university level. This objective was achieved because its results shows that female students had high rank then male student regarding social skills. The 2c objective was gender-based variations of students' social intelligence regarding to social awareness at university level. The 2c objective was achieve as male and female students showed equal social awareness. The third objective was accepted so post hoc was used because there was differences in the mean score of students regarding their ages.

5.4 Conclusion

Based on the current study's findings, conclusions were drawn. It was concluded that the social information processing was high score as compare to social skills and social awareness. It concluded the social intelligence of men and women students did not significantly differ from one another. It concluded found that social information processing of men and women students did not significantly differ from one another. It also concluded found that the social skills of men and women students did not significantly differ from one another. This concluded found the social awareness of male and female students did not significantly differ from one another. This study concluded found that there was significant difference of students' social intelligence among the group regarding to age. It was concluded that students' social intelligence is affected by age. Students' social intelligence increases in juniors while decrease with the increasing age.

5.5 Recommendations

1. It is recommended that public sector universities of AJK might introduce social intelligence training programs like group projects and collaborative learning that help students to enhance their social skills.

2. It is recommended that diverse mentorship programs may be conducted for both male and female graduating students to foster their social skills within an inclusive learning environment in universities of Azad Jammu and Kashmir.
3. It is recommended that universities may initiate social intelligence clubs that host event that promoted student diversity, to adjust students in various situation, make good relation and find good conversation topics with peers.
4. It is recommended that universities may arrange expo to make students familiar with other choices, recognize other cultured activities. Giving students chance to collaborate on group projects, this will foster frequent communication and teamwork that will enhance social skills.
5. It is recommended to introduce workshops in universities addressing students' unique challenges such as understanding other feelings and understand how others react to my behaviour.
6. It is recommended that administration of university departments may arrange training sessions for behavioural and social development of each age group of students.

5.5 Recommendations for Future Investigators

1. Researcher in the future could study secondary or higher secondary education to investigate the gender based variations in the social intelligence of students.
2. It is suggested that researcher could conduct research on large sample size.
3. It might be beneficial to investigate both public and private educational institutions.
4. It is suggested that in the future, researcher may use observations, interviews or other data collection tools for the purpose of data collection.

5. Researcher may investigate these elements in any other city in the future.
6. It is advised that similar studies be done in Pakistan's other provinces by future researcher.

Table 5.1

Alignment table of objectives, findings, conclusion, and recommendations

Objective	Finding	Conclusion	Recommendation
To access students' social intelligence at higher education level.	The finding shows that the mean, mode and indicates that the students' social intelligence is generally within the average range, as the mean values are close to 3 on a scale of 1 to 5. The mean score of social information processing was 3.31, social skills score was 3.13, and social awareness score was 3.15. Compared to students' overall social intelligence scores are neutral on their individual variable scores, with a mean of 3.20. It examined that social intelligence scale on different modes. This demonstrated that mode score of social intelligence scale was 75 ^a social information processing was 23, social skills were 21 and social awareness was 23. The mode is 75 where a shows multiple modes exit. The smallest value is shown. The overall standard deviations for social intelligence scales' variables was 12.67. According to these findings, students' social intelligence is generally within the normal range	It was concluded that the social information processing was high score as compare to social skills and social awareness.	It is recommended that universities may introduce social intelligence training programs like group projects and collaborative learning that help students to enhance their social skills.

To explore the difference in students' social intelligence on the bases of gender at higher education level	The finding shows that there is statistically no significant difference ($U=7507.00$, $Z= -1.191$, $p= .234$) found the variations in social intelligence across genders based on responses to the Tromso social intelligence scale at the $p<0.05$ level of significance. There is no statistically significant difference in the responses of the two genders, as indicated by the fact that the mean rank values of the male (147.62) and female (160.34) respondents on the social intelligence scale. Consequently, Ho2 There is no significant difference in students' social intelligence based on demographic (gender) at the higher education level is failed to reject.	It concluded that there was no significant difference between male and female student's social intelligence.	It is recommended that universities may promote gender-based differences in social intelligence, encourage diverse mentorship programs for both male and female graduating students, fostering inclusive learning environment.
To explore the difference in the students' social information processing on the bases of gender at higher education level	The finding shows that the results of table ($U=7577.500$, $Z= -1.008$, $p= .314$) is not significant at $p<0.05$ level of significance. The mean rank value of male (142.73) and female (132.60) respondents of social information processing. It is concluded that although the male rank is slightly high as compare to female but there is statistical no significant difference in the students' social intelligence based on gender related to social information processing. Therefore, Ho2a There is no significant difference in students' social intelligence based on	It concluded that there was no significant difference between male and female student's social information processing.	It recommended that universities may initiate social intelligence clubs that host event that promoted student diversity, to adjust students in various situation, make good relation and find good conversation topics with peers.

demographic (gender) at the higher education level is failed to reject.

To explore the difference in students' social skills on the bases of gender at higher education level	The results of above table 4.5 shows (U=7577.500, Z= -1.008, p= .314) is not significant at $p < 0.05$ level of significance. The mean rank value of male (115.66) and female (146.98) respondents of social skills. It is concluded that although the female rank is high as compare to male but there is no statistical significant difference in the students' social intelligence based on gender related to social skills. It demonstrated that both genders of students' social skills in the same way. H _{02b} There is no significant gender based difference in social intelligence related to the social skills of graduating students at higher education level is failed to reject.	It concluded that there was no significant difference between male and female student's social skills.	It is recommended that universities may arrange expo to make students familiar with other choices, recognize other cultured activities. Giving students chance to collaborate on group projects, this will foster frequent communication and teamwork which will enhance social skills
To explore the difference in the students' social awareness on the bases of gender at higher education level.	The finding shows the differences in social intelligence on genders based on responses to the Tromso social intelligence scale. The Mann whitney U=7616.000, z-value (-1.015) is above the at the level of 0.05, p-value of .310 and statistically not significant. Male respondents had a mean rank of 129.69 social awareness, while female respondents had a mean rank of 139.92. This suggests that there is no statistically significant difference between the responses provided by	It concluded that there was no significant difference between male and female student's social awareness.	It is recommended to introduce workshops in universities addressing students' unique challenges such as understanding other feelings and understand how others react to my behaviour.

respondents who are male and female. It showed that male and female students showed awareness. Therefore, Ho2c There is no significant difference in students' social intelligence bases on demographic (gender) at higher education level is failed to reject.

To explore the difference in the students' social intelligence on the bases of age at higher education level.	The finding shows that there was no significant difference of social intelligence between the groups with respect to age at significance level (.01<.05) since the mean square for the groups is 1583.96 with degree of freedom. This shows that the mean difference is significant between the ages (18-20 and 21-23) given that the mean difference for 18-20 and 24-26 is 14.40 and -11.12, respectively. There is a significant difference in mean between the 18-20 and 27-29) as the mean difference is 7.66. The ages were also significantly different from one another. Students' social intelligence increases in juniors while decrease with the increasing age. This result shows that the mean of each age group contains the significant difference between the all ages	It was concluded that there was no significant difference of students' social intelligence between the group with respect to age. It also concluded that students' social intelligence is affected by age. Students' social intelligence increases in juniors while decrease with the increasing age.	It is recommended that administration of university departments may arrange training sessions for behavioural and social development of each age group of students.
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5.6 Limitations of the study

1. Because of a shortage of period researcher only data was collected in public sector universities of Azad Jammu & Kashmir.
2. The researcher conducted this study only for quantitative research.
3. The researcher used a stratified random sampling technique while other designs can be applied in this study.
4. The researcher only used an open-ended questionnaire in this study.
5. Only students are the participants of this research.
6. The researcher's studies may be conducted in other contexts with a large sample.

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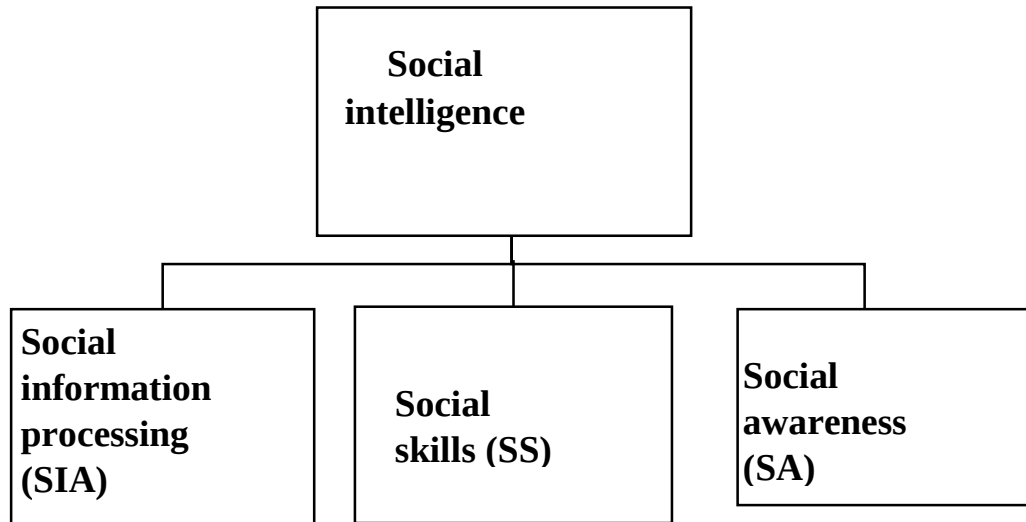
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Appendix

Theoretical framework



Tromso Social Intelligence Scale model by (Chater, Rebhi, Saidane, Guelmami, & Bouassida, 2023).

Topic Approval



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES

M.L.1-3/ES/2023/427 Dated: 26-06-2023

Name: Maryam Mehmood Reg No. 35-M.Phil/Edu/S22

Subject: APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No, M.L.1-4/Edu/2021/427, dated 26-06-2021, the Competent Authority has approved the title/theme/Practical/Theoretical Implication and Supervisor in 16th BASR Meeting dated 21st June 2023 and the recommendations of Faculty Board of Studies vide its meeting held on 27th April 2023.
 - a. Supervisor's Name & Designation
 Dr. Farkhanda Tabassum,
 Assistant Professor,
 Department of Educational Sciences NUML, Islamabad.
 - b. Topic of Thesis

Gender-Based Variations in the Social Intelligence of Graduating Students: A Descriptive Survey.

 - c. Theme: Educational Psychology
 - d. Practical Application: Community Service / Commercialization
2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time by **30th June 2024** for further processing as per NUML MPhil Timeline. (Timeline Attached).
3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.
4. Thesis is to be prepared strictly on NUML's format which can be taken from MPhil/PhD Coordinator.

Dr. Wajeeha Shahid
 Head
 Department of Educational Sciences

Distribution:

Ms. Maryam Mahmood (M.Phil Scholar)

Dr. Farkhanda Tabassum (Thesis Supervisor)

Appendix C

Data collection reference letter



DEPARTMENT OF EDUCATIONAL SCIENCES
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2023-ES/484

Dated: 21-11-2023

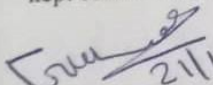
WHOM SO EVER IT MAY CONCERN

Ms. Maryam Mehmood, Student of MPhil Education Department of Educational Sciences National University of Modern Languages Islamabad thesis Title "**Gender-Based Variations in the Social Intelligence of Graduating Students: A Descriptive Survey**" under supervision of Dr Farkhanda Tabassum is engaged in project of her Research Work.

She may please be allowed to visit following Institutions to obtain the required information for her Research Work:

- University of Azad Jammu & Kashmir.
- University of Pounch Rawalakot.
- Mirpur University of Sciences & Technology.
- Women University of Bagh Azad Jammu & Kashmir.
- Univeristy of Kotli Azad Jammu & Kashmir

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.


21/11/23
Dr Farkhanda Tabassum
Assistant Professor
Supervisor
Email: ftabassum@numl.edu.pk


Dr Wajeed Shahid
Head,
Department of Educational Sciences

Cover letter for validity certificate

Cover letter for questionnaire

Gender Based Variations in the Social Intelligence of Graduating Students: A Descriptive Survey



Dear Respondent,

I am an MPhil scholar at department of educational Sciences, National University of Modern Languages Islamabad, working on my research thesis on the above topic. The questionnaire in hand is to collect data for my MPhil research work. You are requested to give your responses against the options ranging from SD, D, N, A, SA indicating your preferences of responses. Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

You are requested to fill in the questionnaire attached. It is assured that your responses will be kept confidential and will not be disclosed to any person or authority, the information will be used for the purpose of my research work only.

Thank you.

Maryum Mahmood
MPhil scholar, Department of Educational sciences
National University of Modern Languages
Islamabad

Sample of validity certificate

Letter for request for tool validation

Gender Based Variations in the Social Intelligence of Graduating Students: A Descriptive Survey



Subject: Request for validity

Respected Madam/Sir,

I Maryum Mahmood MPhil scholar at from department of Educational sciences is currently working on my research entitled: (Gender Based Variations in the Social Intelligence of Graduating Students: A Descriptive Survey). Questionnaire as instrument as tool will be used in the said research. In view with this, the researcher requests you to place use of your expertise to validate the attached adopted questionnaire qualify for condition. Knowing your experience in the field of research and education, I request you to please help me in validating the said instrument before administering it to the participant of the study.

I have attached validation sheet along with the questionnaire. I will be thankful to hear your suggestions and comments for the improvement of the instrument.

I am looking forward that my request would merit your positive responses. Your positive response is highly appreciated.

Thank you.

Very truly yours,

Maryum Mahmood

MPhil scholar, Department of Educational sciences

National University of Modern Languages,

Islamabad.

List of expert's committee for tool validation

Expert Name	Designation	Institute Name
Dr. Jameela Ashraf	Assistant Professor	National University of Modern Languages
Dr. Aisha Bibi	Assistant Professor	National University of Modern Languages
Dr. Adeel Ahmed Khan	Assistant Professor	University of Azad Jammu & Kashmir

Research Instrument validation certificates

Certificate of validity



Gender Based Variations in the Social Intelligence of Graduating Students: A Descriptive Survey

By: Maryum Mahmood

MPhil Scholar, Department of educational sciences, Faculty of Social sciences
National University of Modern Languages, H-9, Islamabad, Pakistan.

It is hereby certified that the tool adopted by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for data collection for students at higher education level.

It is considered that the research instrument, adopted for the above mentioned title, is according to the objectives of the research and it may be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Adeel Ahmed Khan,
Assistant Professor
Designation: Institute of Education
University of Azad Jammu and Kashmir
City Campus, Muzaffargarh
Institution: IOE University of AzJK m25
Signature: [Signature]
Date: 13-09-2023

Certificate of validity



Gender Based Variations in the Social Intelligence of Graduating Students: A Descriptive Survey

By: Maryum Mahmood

MPhil Scholar, Department of educational sciences, Faculty of Social sciences
National University of Modern Languages, H-9, Islamabad, Pakistan.

It is hereby certified that the tool adopted by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for data collection for students at higher education level.

It is considered that the research instrument, adopted for the above mentioned title, is according to the objectives of the research and it may be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Jameela Ashraf
Designation: Assistant Professor
Institution: NUML
Signature: [Signature]
Date: 21/09/23

Certificate of validity



Gender Based Variations in the Social Intelligence of Graduating Students: A Descriptive Survey

By: Maryum Mahmood

MPhil Scholar, Department of educational sciences, Faculty of Social sciences

National University of Modern Languages, H-9, Islamabad, Pakistan.

It is hereby certified that the tool adopted by the scholar towards his thesis has been assessed by me and I find it to have been designed adequately for data collection for students at higher education level.

It is considered that the research instrument, adopted for the above mentioned title, is according to the objectives of the research and it may be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Aisha Biki
Designation: Assistant Professor
Institution: NUML, Islamabad.
Signature: [Signature]
Date: 05.10.2023

Appendix H

List of universities included in population

Sr.no	University name	Male	Female	Total number
1	University of Azad Jammu and Kashmir	24	202	226
2	University of Poonch Rawalakot	21	116	137
3	Mirpur University of Science & Technology	27	131	158
4	University of Kotli Azad Jammu & Kashmir	23	88	111
5	Women University Bagh Azad Jammu & Kashmir	0	172	172
	Total number of students	95	178	940



UNIVERSITY OF KOTLI AZAD JAMMU AND KASHMIR
Faculty of Social Sciences & Humanities
Department of Education

Subject: **Education Student's Strength**

Population of graduating students of Education

Department	session	Strength
Education	2019-23	52
Education	2020-24	48

Chairman
Department of Education
University of Kotli AJ&K

Research Instrument

**“Gender Based Variations in the Social Intelligence of Graduating students:
A Descriptive Survey”**

Dear Respondent,

I am MPhil scholar (Education) working on my research work on above mentioned topic. You are requested to fill this attached Questionnaire. The first part of questionnaire is based on Demographic information and the remaining 2nd part of questionnaire deals with the social intelligence scale.

It is assured that your responses will be kept confidential and will not be disclosed to any person or authority. The questionnaire is developed to collect data for my research work only.

Maryum Mahmood

M.Phil Scholar (Education)
Department of Education,
National University of Modern Languages,
Islamabad, Pakistan.

Demographic information

1. **Gender:** 1. Male ☐ 2. Female

2. **Age (Years):**

1. 18-20	2. 21-23	3. 24-26	4. 27-29	5. 30-End more
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3. **University:**

1. University of Azad Jammu & Kashmir	2. University of Poonch Rawlakot	3. Univerty of Kotli Azad Jammu & Kashmir	4. Mirpur University of Science & Technology	5. Women University Bagh Azad Jammu & Kashmir
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4. **Departments:**

1. Pschology	2. Education	3.Sociology
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INSTRUCTIONS:

You are requested to give your answers against the options ranging from 5 to 1 indicating your preferences of responses (5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree).

Tromso Social Intelligence Scale

Social Intelligence: Social intelligence is the ability to understand and navigate social situations. It includes social information processing, social skills and social awareness.

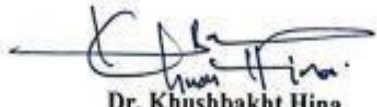
Sr No	Code	Statements	SDA 1	DA 2	N 3	A 4	SA 5
Social information processing Social information processing refers to a group of people collaborating to learn about any occurrence through social process.							
1	SP 1	I can predict other people's behavior.	1	2	3	4	5
2	SP 2	I know how my actions will affect other people.	1	2	3	4	5
3	SP 3	I understand other people's feelings.	1	2	3	4	5
4	SP 4	I understand others people point of view.	1	2	3	4	5
5	SP 5	People often surprise me with what they do.	1	2	3	4	5
6	SP 6	I can predict how others will react to my behavior.	1	2	3	4	5
7	SP 7	I can often understand what others really mean through their expression, body language, etc.	1	2	3	4	5
Social Skills Social skills refer to a person's verbal and non-verbal abilities that allow him to interact with others in society more effectively.							
8	SS1	I feel hesitations infront of new people.	1	2	3	4	5
9	SS2	I am easily included in any situation with people.	1	2	3	4	5

10	SS3	I feel confident to interact with people in first meeting.	1	2	3	4	5
11	SS4	I feel confident to make good relation with other people.	1	2	3	4	5
12	SS5	It takes a long time for me to get to know others well.	1	2	3	4	5
13	SS6	I am good at getting on good terms with new people.	1	2	3	4	5
14	SS7	I frequently have problems finding good conversation topics.	1	2	3	4	5
Social Awareness Social awareness refers to being aware of your surroundings, other cultures' problem and how to deal with them successfully.							
15	SA1	I often feel that it is difficult to understand others' choices.	1	2	3	4	5
16	SA2	I can often understand what others really mean through their expression, body language, etc.	1	2	3	4	5
17	SA3	I can predict how others will react to my behaviour.	1	2	3	4	5
18	SA4	It appears people are often angry or irritated with me when I say what I think.	1	2	3	4	5
19	SA5	I find people unpredictable.	1	2	3	4	5
20	SA6	I have often hurt others without realizing it.	1	2	3	4	5
21	SA7	I am often surprised by others' reactions to what I do.	1	2	3	4	5

Thanks for your participation

STAY BLESSED

Plagiarism report by Turnitin

	National University of Modern Languages Sector H-9, P.O. Shaigan, Islamabad Tel : 092-051-9265100-09 Fax: 092-051-9265076 Email: info@numl.edu.pk Web: www.numl.edu.pk
Ref. No. _____	ML. 1-04/QEC/Tur/24 Date: June 24, 2024
Faculty of Social Sciences	
Subject: <u>Turnitin Similarity Test Report of MPhil Thesis of Ms Maryam Mahmood</u> (Educational Sciences) <u>1st Attempt</u>	
This is to state that <u>MPhil</u> thesis of <u>Ms Maryam Mahmood</u> has been run through Turnitin software on <u>June 24, 2024</u>. Paper ID is 2407769015 and similarity index is <u>07%</u>. This is within the prescribed limit of Higher Education Commission. The subject Turnitin similarity test report is attached for further processing, please.	
FSS-794 Dean/FSS	 <u>Dr. Khushbakht Hina</u> Director Quality Enhancement Cell   25/06/2024

Permission for Tool



송은주 <chanjun@wku.ac.kr>

to me ▾

Aug 16, 2023, 5:34 AM



Yes, please use it.

Good luck with your work.

Thank you.

보낸 사람: Mariyaam <maryamraja888@gmail.com>

보낸 날짜: 2023년 8월 16일 수요일 오전 12:39

받는 사람: 송은주 <chanjun@wku.ac.kr>

제목: Permission to use Tromso Social Scale

Dear Sir,

Tool changes in validation

Validators Name	Statements	Suggestions	Improved statement
Dr Jameela Ashraf	S1: I often feel uncertain around new people who I don't know.	Remove negative statements	I feel hesitations infront of new people.
	SA5: I find people unpredictable.	Same statement clear for respondents	I often feel that it is difficult to understand others' choices.
Dr Aisha Bibi	SS1: I often feel uncertain around new people who I don't know.	Make statement positive	I feel hesitations infront of new people.
	SS3: I am good at entering new situations and meeting people for the first time.	Rephrase to make it simple for respondents.	I feel confident to interact with people in first meeting.
	SA5: I find people unpredictable.	Make statement clear for respondents.	I often feel that it is difficult to understand others' choices.

Dr Adeel Ahmed Khan	SIP5: I can often understand others' feelings without them saying anything. SS2: I fit in easily in social situations. SA3: Other people become angry with me without me being able to explain why.	Rephrase to make it simple for respondents. SS2 and SS3 leads towards same statement. Rephrase to make it simple for respondents.	People often surprise me with what they do. I am easily included in any situation with people. I can predict how others will react to my behavior.
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