

## Social Intelligence and Flexible Locus of Control among College Students

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**Abstract:** The study intends to analyse the relationship between social intelligence and flexible locus of control of college students within 18-24 age group from the city of Bengaluru. It also measures social intelligence of the students, with regard to their flexible locus of control. The sample includes 120 college students (60 boys and 60 girls) under study. To get the sample of students with flexible locus of control, Locus of Control (LOC-Scale) Scale developed by Rotter (1966) was used. The tool used for measuring social intelligence was Social Intelligence Scale (SIS) by Chadda and Ganesh (2001). Pearson's product moment correlation analysis used found that there is no significant relationship between social intelligence and flexible locus of control of college students. To compare the mean scores of social intelligence and that of flexible locus of control as well between boys and girls, Independent Sample t test was used. Results revealed that there is significant difference in social intelligence of boys and girls. However, no significant difference was found between flexible locus of control of boys and girls. The study revealed yet other interesting observations and findings that endeavour scope for further research in this topic.

**Keywords:** Social Intelligence, Flexible Locus of Control, College students

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### I. Introduction

Social Intelligence (SI) is the ability of a person to get along well with others, and to get them to cooperate with him or her, with an awareness of situations and social dynamics, and a knowledge of interaction styles and strategies that can help one to achieve his or her objectives in dealing with others (Karl Albrecht, 2009).

Technological development has made the 21st century a time of social autism where people lack an ability to form quality relationships. A person's mental well-being depends on the health of his or her relationships, which in turn depends on the presence and development of one's social intelligence to a great extent. Social intelligence is one included in the multiple intelligence theory put forward by Howard Gardner. Social intelligence is gained mostly from experiences with people, learning from success and failures in social settings (Riggio, 2014). Social intelligence destroys all interactional obstacles, conflicts and generates a new ideology in which the communication can unfold with a more profound level of understanding. Edward Thorndike who proposed the concept of social intelligence noted that this form of interpersonal effectiveness was of great importance to succeed in any field.

Socially intelligent person is suited for work with high customer contact, in bigger groups or teams and jobs that involve direct contact and communication with other people. Social intelligence is something which individuals can work over and improve by paying attention to social world around, by becoming an active listener and a better speaker or conversationist. For people to have social intelligence, they must be aware of their surroundings.

Flexible locus of control entails a mix among the internal and external locus of control. People with flexible locus of control take personal responsibility for their actions and the consequences thereof while remaining capable of relying upon and having faith in outside resources; these characteristics correspond to the internal and external loci of control, respectively. An example of this mixed system would be an alcoholic who will accept the fact that he brought the disease upon himself while remaining open to treatment and/or acknowledging that there are people, mainly doctors and therapists, that are trying to cure his/her addiction, and on whom he should rely. People that have the combination of the two types of locus of control are often referred to as Bi-locals (Rotter, 1996). A person's locus of control will have a huge impact on how one live his or her life and on his or her happiness as well. Many people experiencing anxiety disorders and depression tend to be living from an external locus of control perspective –the depression is trapping them, the social gatherings make

them anxious. The good news is that once a person becomes aware of this paradigm (and if you want to change), it is possible (with a little work) to turn things around and take back more control of what he or she does, how one feel and what to get from life. By understanding where you locus of control is at any time in your life you can become aware of the strategies that you are using – then take back control. Interestingly, as people get older their locus of control generally becomes more internal.

It is important in Turkish and Cypriot education system that students are internally controlled to enable them to be free willed, thinking and researching individuals who are able to bear the consequences of their actions. Therefore, it is important especially for teacher candidates to determine level of locus of control. Research conducted by Lian and Hedge, (1982) Raine, Roger and Venables (1982) indicate that internality is a more positive assert than externality since school children having the external dimension of personality are neurotic, impulsive and hyperactive. According to study conducted on samples from US, India and Hong King, it was consistently found that externally oriented individuals who put the responsibility on external factors were characterized by self destruction behaviour like drinking, smoking and driving unsafely and more depressed.

All the above stated results emphasized on the valid reason to investigate more about a student's flexible locus of control and implored me to study how it correlated with his or her dealings in college life where one encounters different kinds of situations when you have to act intelligently.

### **Rationale for the study**

Social intelligence is now emerging as a descriptive science, identifying the phenomena of social intelligence and flexible locus of control as inevitable aspect of student growth and development. In the present circumstances, youth as well as adults are facing interpersonal issues and they face enormous social challenges in their everyday life .These conflicts create many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life which in turn affect their academic performance, motivation level and to their evaluation about themselves . Hence every individual is expected to have high social intelligence in order to lead a happy social and personal life. It is also true that our behavior is constantly influenced by the locus of control that we possess. Especially, the adults who are observed to have a lack of social skills in their dealings need to be studied with respect to their flexible locus of control which can give away to external locus of control on the face of stressful situations. The study is vital in educational guidance and counseling of college students to develop a better youth for the prospects the country.

For students with flexible locus of control, as time passes by, locus of control generally should become more internal, because they have had lots of experience of life and realise that the majority of what happens to them, is a direct result of what they think, what they say and what they do. So, the present study helps to understand whether a person's social intelligence is influenced by his or her flexible locus of control or not.

The study is being conducted on college students from the city of Bangalore where students are more prone to being exploited by alcohol, drugs, and peer pressure and so on. Students with flexible locus of control coming from different places to pursue their career in this place find it difficult to enhance their social intelligence by having a balance between their moral principles and enjoyment with peer hand in hand. The study aims to enhance the social skills of students. In present day scenario, girls are also equally involved in every situation. Certain studies prove girls to be more socially intelligent than boys while some studies prove the opposite. This study aims to clarify such inconsistencies as well

## **II. Method**

### **Objectives**

- To study the level of Social intelligence and locus of control among college students
- To find the relationship between Social Intelligence and Flexible Locus of Control among college students
- To find the difference in Social Intelligence and Flexible locus of control between boys and girls

### **Hypothesis**

**H0 1:** There will be no relationship between Social Intelligence and Flexible Locus of Control of college students

**H0 2:** There will be no significant difference in Social Intelligence and flexible locus of control of males and females

**H0 3:** There will be no significant difference in Flexible Locus of Control of boys and girls

### **Keywords**

**Social intelligence:** It is the ability of a person to comprehend others' intention, maintain healthy communication as a result of his or her experience with people and learning from success and failures in social settings.

**Flexible locus of control:** It is a partially strong degree of belief to which people assume that they have control over the outcome of events in their lives, as opposed to external forces beyond their control.

**College students:** The students from the urban colleges within 18-24 years of age group

### Research design and Sample

Non-Experimental between group research designs using quantitative approach to study social intelligence and flexible locus control. Using simple random sampling technique College students within age group of 18-24, who were studying for law, MBA, Arts and Science from colleges within Bangaluru city of Karnataka, were part of the population. After the administration of Locus of control tool 120 college students (60 boys and 60 girls with flexible locus of control) were selected for the study.

### Measures

Social Intelligence Scale (SIS) by Chadda and Ganesh (2001) is a standardized scale having Test-Retest Reliability of -0.857 significant at 0.1 level (2-tailed). It was formulated using retest and split half techniques to find the reliability coefficients. The techniques of validity used for validation of the scale were empirical validity and cross validation. The validity of SIS Scale is of English-Hindi Correlation -0.912 significant at 0.1 level (2-tailed). The scale contains a total of 66 questions with choice responses under each and the participants had to pick up which seem to be the most likely way by which he or she would respond and give a tick mark to one of the 3 responses (a, b, c). The scale measures different dimensions such as patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humor and memory. The minimum score is 36 and maximum score 138 (36-70 indicate low social intelligence, 71-104 indicate average social intelligence and 105-138 indicate high social intelligence).

Locus of Control (LOC-Scale) Scale developed by Rotter (1966) is a forced choice instrument with reliability 0.88 using split-half method and 0.85 using test-retest. Validity of the test was established. The scale consists of 29 pairs of statements, 23 of which are scored. There are 6 filter items (item no. 1,8,14,19,24,27) which are not scored. Thus, the maximum possible score is 23 and minimum being 0. In scoring, only external alternatives are enclosed. Higher scores indicate external locus of control and lower scores indicate internal locus of control. If the score ranges from 10-14, the participant falls in the middle range, i.e. flexible.

Consent forms to participate in the current study were distributed to the target population. Willing participants were given Locus of Control Scale (LOC-SCALE) questionnaire developed by Julian B Rotter, which measure level of the degree of locus of control of the college students. Students who were found to have flexible locus of control were taken as the sample of study. On this sample, Social Intelligence Scale (SIS) questionnaires by Chadda and Ganesh were administered. The scores were interpreted and results were compared.

## III. Results

**Objective:** To find the level of Social intelligence and locus of control among College students

**Table 1: Descriptive statistics of the sample variable**

Variable	Mean	SD	N	Interpretation
locus of control	11.61	1.508	120	Flexible Locus of control
Social intelligence	101.27	9.862	120	Average social intelligence

\*primary source

Table 1 shows the mean, standard deviation of the sample. N denotes the total number of college students under study which is 120. Mean and standard deviation for the flexible locus of control of 120 students was found to be 11.61 and 1.508 respectively. Similarly, for social intelligence it was found to be 101.27 and 9.862 respectively. The mean values of social intelligence shows that the sample had average social intelligence

**Table 2: Social intelligence variation among college students (both boys and girls):**

Category	Frequency	Percentage
Low social intelligence	0	0
Average social intelligence	76	63.33
High social intelligence	44	36.67

Table 2 shows the social intelligence variation among college students (both boys and girls). Among 120 students with flexible locus of control, 63.33 % were found to have average social intelligence and 36.67 % to have high social intelligence.

**Objective:** To find relationship between Social intelligence and Flexible locus of control of college students

**H0 1:** There will be no significant relationship between Social intelligence and Flexible locus of control of College students

**Table 3: Correlation between Social intelligence and Flexible locus of control**

		Social intelligence
Flexible locus of control	Pearson correlation	0.105
	Sig.(2-tailed)	0.252

Table 3 shows the correlation between Social intelligence and Flexible locus of control of college students as  $r=0.105$ . From the above table it can be understood that the correlation between Social intelligence and Flexible locus of control of college students is  $r=0.105$ . This proves that there is no significant relationship between social intelligence and flexible locus of control college students. Hence, null hypothesis can be accepted.

**H0 2:** There will be no significant difference in Social intelligence of boys and girls

**Table4: t-test result comparing social intelligence and Flexible Locus of control score between boys and girls**

		N	Mean	SD	t	Df	Significance
Boys	Social Intelligence	60	98.47	9.240	*3.23	118	0.002
Girls		60	104.07	9.739			
Boys		60	11.47	1.455	1.029	118	0.305
	flexible locus of control			1.558			
Girls		60	11.75				

\*significant at .05

Independent sample t test was used to interpret the result. Mean value of social intelligence for boys and girls were found to be 98.47 and 104.07 respectively. Standard deviation denoted by SD, of boys is 9.240 and that of girls is 9.739. 1.193 and 1.257 are the standard error mean of boys and girls respectively. t value of the sample is 3.23 with degrees of freedom(df)118 and p value being 0.002. This difference is considered to be statistically significant at 0.05 levels. Since there is significant difference in the mean of both boys and girls, the assumption which states the social intelligence level of boys and girls to be same is rejected. As the assumption is proved wrong, it can be concluded that there is difference in social intelligence of boys and girls, with girls having higher social intelligence. Mean value of flexible locus of control for male and girls are found to be 11.47 and 11.75 respectively. Standard deviation denoted by SD, of boys is 1.455 and that of girls is 1.558. 0.188 and 0.201 are the standard error mean of boys and girls respectively. t value of the sample is 1.029 with degrees of freedom(df)118 and p value being 0.305. This difference is not considered to be statistically significant at 0.05 levels. Since there is no significant difference in the mean of both boys and girls, the assumption which states the flexible locus of control level of boys and girls to be same is accepted. Thus null hypothesis is accepted.

### Conclusion

- It was found that majority of the students had average social intelligence.
- There exists no relationship between social intelligence and flexible locus of control of college students
- Study showed that both boys and girls have same flexible locus of control thus proving that gender play no role in one's flexible locus of control.
- Gender play a role in social intelligence and it was found that girls were more socially intelligent when compared to boys

### Limitations

Study was restricted to a particular geographical area, subject specializations of participants were different, age of participants were different, sample consisted of people from different cultures

### Implications& Scope for further research

- The result of the study provides further scope for research on finding what might be the other factors affecting one's social intelligence and flexible locus of control. Social intelligence is vital for a person to lead a happy and contented life with the people around, be it friends, family, colleagues and so on. A person's flexible locus of control is also necessary to keep check on his or her control over the events happening in one's life. In the present scenario, youth as well as children are facing many social difficulties in life. The inability of the student to manage the peer pressure, romantic relations, cultural differences and

so on are giving rise to many psycho-somatic problems such as drug abuse, anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of one's own control over his or her social life is now acquiring importance.

- The results can be practically used to develop social skills and flexible locus of control of the sample. The study also implores upon the need for training students to have a flexible locus of control. Given reduced parental guidance, these complexities present a new set of challenges for young people in order to make the most of their social world. The student life is therefore a crucial time for the development of social intelligence. While many sophisticated (Jennifer, 2016) social skills may emerge and be refined through practice with peers, it could be that additional opportunities within schools or extracurricular activities could help teenagers to reach the full potential of their social skill set. Such opportunities could even have a beneficial impact on wellbeing and social confidence into adulthood.
- The study helped to find the prevalence of flexible locus of control among college students. It also helps to know the level of social intelligence among college students. Individuals having social peer pressure are desperate to be liked and accepted by others, particularly in close peer groups. They are likely to be insecure about themselves and their abilities and, as such, they are likely to copy others in order to seek approval, such as taking up smoking or drinking. Social online users may enjoy spending time online, sometimes surfing the net but also spends time in chat rooms with other people. He or she finds it far easier to interact and to be he/she away from the need to make an effort with social niceties. He or she can say and do what they like without anyone ever finding out it was them. All these factors might be the reason why majority of the sample were found to have average social intelligence with only a very few falling under highly socially intelligent category. One important point that I noted in my research study was that students who are high in academic achievement may not always be socially intelligent. This can be supported by the studies showing that there is only a mild positive relationship between social intelligence and academic achievement (N DhanaBaggiyam, 2017)
- The study implies that the boys under study are more prone to having less social skills compared to girls and therefore we should train the boys more on developing their social intelligence. Unlike the boys who take advantage of the freedom given to them indulging in all sorts of drinking, smoking and other peer activities, girls of the sample were brought up in a way at home such that they have many rules governing their lives regarding curfews, expressing of emotions etc making them stronger in managing social situations right from a younger age. It is said that adversities and more problems make you efficient in self control. Girls are more prone to being victim of dangers like sexual abuse and therefore they are more mentally prepared to effectively use their social skills forelocking such experiences. These might be the reasons why girls of the sample were found to have higher social intelligence.

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