Available online at www.scholarsresearchlibrary.com

Scholars Research Library

Annals of Biological Research, 2013, 4 (5):165-168
(http://scholarsresearchlibrary.com/archive.html)

ISSN 0976-1233
CODEN (USA): ABRNBW

Relationship between social intelligence and happiness in Payame Noor University students

Hassan Aminpoor

Instructor of Psychology, Department of Psychology, Payame Noor University, Tehran, Iran

---

ABSTRACT

The purpose of this research was to study the relationship between social intelligence and happiness among male and female university students. 226 students (96 male and 130 female) were selected randomly. Social Intelligence Questionnaire (SIQ) and Oxford Happiness Inventory (OHI) were used to carry out the study. Data analyzed by Pearson correlation coefficient, T test, and ANOVA. The results of the study showed that there is a positive significant relationship between social intelligence and happiness; ANOVA results showed that F value is significant. Thus, it is essential to use post hoc tests. Post hoc test results showed that technical engineering group is higher than basic sciences group in social intelligence.

Key words: social intelligence, happiness, students

INTRODUCTION

Positive psychology is a new branch of psychology that has emerged recently and a new horizon has opened on psychologists and researchers. In this type of psychology, rather than emphasizing the identification and study of mental deficiencies or restoration and treatment, recognize and promote the positive aspects and strengths of human being. Happiness in this area takes place. Happiness and joy are one of the most important human psychological needs that have a major influence in shaping personality and mental health [1].

Based on recent researches, Seligman [2] believes that happiness is beyond enjoyment. Happiness People are healthier and more successful and have a more social commitment. Happy people, overestimated their skills and recall positive events more than negative events, and better decide for life planning. Educational studies show that children learn faster in a positive mood states. Optimism, self-esteem and personality are the personality traits that are correlated with happiness.

Seligman's concept of happiness [3] has three components: positive emotions (life with happy), commitment (the engaged life or good life), and significance (the meaningful life).

Also, Argyle, Martin and Lu [4] believes happiness has three basic and principal components as: positive emotion, satisfaction from life and lack of negative emotions including depression and anxiety, and recent studies of happiness [5 and 6] have tended to look at three sorts of variables: situational variables like marital status, educational achievement, financial status or health status; social variables like satisfaction with social relationships, size of social networks, or behavior in social situations or personality variables notably extraversion and

neuroticism. The joyful environment will affect learning and glorifying of talents among students and will double their energy [6].

There were positive correlations between happiness and self-control, problem solving, reappraisal coping and being responsible. There was a negative correlation between happiness and escape- avoidance. There weren't any significant correlations between happiness and other styles of coping [7].

Second variable is social intelligence. The concept of social intelligence was introduced by Thorndike [8]. However, Thorndike and his colleague were not able to verify existence of such a domain of intelligence through psychometric studies Thorndike [8] , and the concept fell into oblivion. Recently, a renewed interest in social intelligence has emerged, with most authors claiming that there is, indeed, evidence for the existence of this domain [8], while others are critical. Social intelligence has a connotation closely related to notions such as social skills and competence. Emotional intelligence clearly is a partly overlapping concept, and interpersonal intelligence another. We believe social intelligence has a perceptual, a cognitive-analytical, and a behavioral (skills) component. Cleverness in analyzing the social behavior of others is central and, reciprocally, so is the ability to recognize motives and cognitive traps of one's own. Furthermore, the socially intelligent individual is capable of producing adequate behavior for the purpose of achieving desired social goals. As far as goals with respect to conflicts are concerned, these may be hostile, but also aiming at a peaceful resolution of conflicts. Social intelligence should be an asset in conflict situations, whether the individual chooses to be aggressive or peaceful. The choice between these two types of conflict behavior is, for the socially intelligent individual, optional [8].

Social intelligence describes the exclusively human capacity to effectively navigate and negotiate complex social relationships and environments. Humphrey believes it is social intelligence or the richness of our qualitative life, rather than our quantitative intelligence, that truly makes humans what they are – for example what it's like to be a human being living at the center of the conscious present, surrounded by smells and tastes and feels and the sense of being an extraordinary metaphysical entity with properties which hardly seem to belong to the physical world. Honeywill believes social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. A person with a high social intelligence quotient (SQ) is no better or worse than someone with a low SQ, they just have different attitudes, hopes, interests and desires [9].

Social intelligence is closely related to cognition and emotional intelligence, and can also be seen as a first level in developing systems intelligence. Research psychologists studying social cognition and social neuroscience have discovered many principles which human social intelligence operates.

To address the mentioned issues, current study aimed to determine relationship of social intelligence and happiness in Payame Noor University students.

MATERIALS AND METHODS

2.1. Participants

Through multi-stage cluster sampling, 226 subjects were selected randomly from university students in West Azerbaijan Payame Noor University students. Among the subjects mentioned above, 104 subjects were educated in human sciences, 34 subjects in basic sciences, 86 subjects in technical-engineering (130 female and 96 male).

2.2. Materials

Social Intelligence Questionnaire: this scale consists of 45 items and is used to measure the ability to establish interpersonal relationships.

Questionnaire designed by Aung Tun Thet and consists of 45 items 2 options (True - False). Ang Tun Thet (2008) is reported the reliability of the scale acceptable and desirable.

To the correct items 1, 4, 5, 11, 12, 15, 16, 17, 22, 23, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36, 39, 42, 43 and 45 one score is given.

To the Wrong items 2, 3, 6, 7, 8, 9, 10, 13, 14, 18, 19, 20, 21, 24, 29, 37, 38, 40, 41 and 44 will be given one score. In this scale, minimum score is 0 and maximum is 45.

Oxford Happiness Inventory (OHI). This draft is provided by Argyle and Lu [2] this inventory has 29 items, that subjects respond on the basis of applying each one of items for him/her, and determines his/her response on the basis of a 4 degrees scale from 1 to 4 from validity viewpoint, the validity of Oxford happiness inventory in Noorbala research [22] on 25 students, Cronbach's Alpha 0.93 was obtained which is higher in comparison with other researches. [1, 9, 8] also obtained Alpha 0.90, 0.87, 0.89 and 0.90 respectively [22].

Scale	Items	Reliability
Social intelligence	45	.694
happiness	29	.899

RESULTS

Table 1: descriptive indexes of age of subjects

sex	Mean	Median	Mode	Minimum	Maximum	N	Percent
Female	22.12	21.00	20	18	33	130	57,5
male	22.68	22.00	23	18	36	96	42,5
Total	22,36	22,00	20	18	36	226	100

As can be seen in Table 1, the average age of female subjects is 22.12 and male subjects, average age are 22.68 years. 130 participants are female and 96 male subjects.

Table 2: descriptive index of schooling field

		field				
	Descriptive statistics	Educational sciences	Basic sciences	Technical-engineering	Missing	Total
female	N	49	23	55	3	130
	Percent	38,6	18,1	43,3	2,3	100.0
male	N	55	11	29	1	96
	Percent	57,3	11,5	30,2	1	100.0
Total	N	104	34	84	4	226
	Percent	45.6	14.9	36.8	2.6	100.0

Among female subjects, 49 subjects are studying in Educational sciences, 23 subjects studying in basic sciences, and 55 subjects in technical engineering field. Among male subjects, 55 subjects are studying in Educational sciences, 11 subjects studying in basic sciences, and 29 subjects in technical engineering field (table 2).

Table 3: Pearson correlation coefficient of social intelligence and happiness

Correlation coefficient	happiness	Sig. (2-tailed)	**N**
Social intelligence	0.201**	0.001	226

Correlation coefficient of social intelligence and happiness is .201, and relationship between two variables is significant at level of .01

Table 4: ANOVA results in two variables in different fields

		N	Mean	Std. Deviation	Std. Error	F	Sig.
S. Intelligence	Human sciences	104	25.64	4.642	.455	3.214	
	Basic sciences	34	23.68	4.161	.714		.042
	Technical engineering	84	25.88	4.272	.466		
happiness	Human sciences	104	44.20	13.83704	1.35	.707	
	Basic sciences	34	42.02	13.17133	2.25		.494
	Technical engineering	84	45.28	13.20147	1.44		

As can be seen in table 4, F value is significant for the Social intelligence variable. This means that at least, there are differences between the two groups and it is necessary to use post hoc tests. There is no significant difference in happiness variable.

Table 5: Tukey HSD post hoc test for multiple comparisons

Tukey HSD					
Dependent Variable	(I) field	(J) field	Mean Difference (I-J)	Std. Error	Sig.
S. Intelligence	H. Sciences	B. Sciences	1.968	0.876	0.066
		Tech. Engineering	-0.237	0.650	0.930
	B. Sciences	H. Sciences	-1.968	0.876	0.066
		Tech. Engineering	-2.204*	0.901	0.040
	Tech. Engineering	H. Sciences	0.237	0.650	0.930
		B. Sciences	2.204*	0.901	0.040

The difference between basic sciences and technical engineering fields is significant at level .05; this difference is favor of technical engineering. Social intelligence of basic sciences' subject is below than technical engineering group.

DISCUSSION

The present study was conducted by the aim of investigate the relationship between social intelligence and happiness in university students. The research findings showed that there is a positive significant relationship between social intelligence and happiness. This means that increase of social intelligence lead to increase of happiness. Also, results showed that social intelligence is higher in technical engineering students than basic sciences students.

These results with published findings about social intelligence and happiness are consistent [10, 11, and 12].

Kaukiainen et al. found that [10] indirect aggression correlated positively and significantly with social intelligence in every age group studied. Physical and verbal forms of aggression had almost zero correlation to social intelligence.

Hamplet et al. [11] showed that there is a negative correlation between Dimensions of social anxiety as postulated by and facets of SI (social understanding, social memory, and social perception.

Also, Kosmitzki, and John [12] stated that the most central components of social intelligence: (1) include cognitive aspects (e.g. understanding others, knowing social rules) as well as behavioral aspects (dealing with people, social adaptability), (2) load together on a distinct factor in peer ratings.

Extraversion is primarily a measure of sociability, and social relationships are a self-evident source of happiness.

REFERENCES

[1] A Carr. Positive psychology*: The science of happiness and human strengths*. USA: Brunner- Rutledge, **2004**
[2] MEP Seligman, A Steen, N Parks , C Peterson. Positive Psychology, *American Psychologist*, **2006**.774-788.
[3] MEP Seligman *American Psychologist*,**2005**, 133, 2, 410-421.
[4] M Argyle, M Martin, L Lu. Testing for stress and happiness: The role of social and cognitive factors. In C. D. Spielberger, **1995**.
[5] L Alimoradi, S Aubi, Sh Yousefi. *Procedia - Social and Behavioral Sciences*, **2011**, 00
Sciences, **2011**, *00 , 000–* [6] N Pishvaa , M Ghalehbanb, A Moradic, L Hoseini. *Procedia - Social and Behavioral 000*
[6] M Al-Yasin. *Journal of Tarbiat*, **2001**, 1, 9.
[7] S Rajabimoghaddama, A F Bidjari. *Procedia - Social and Behavioral Sciences*, **2011**, 00, 000–000
[8] K Björkqvist, K Österman, A Kaukiainen. *Aggression and Violent Behavior*, **2000**, 5, 2, March–191–200
[9] Wikipedia. En.wikipedia.org/wiki/ social intelligence, **2012**
[10] A Kaukiainen, K Björkqvist, K Lagerspetz, K Österman, C Salmivalli , S Rothberg, A Ahlbom. *Aggressive Behavior*, **1999**, 25, 2, 81-89
[11] S Hampel, S Weis, W Hiller, M Witthöft. *Journal of Anxiety Disorders*, **2011**, *25, 4, 545-553*
[12] C Kosmitzki, O P John. *Personality and Individual Differences*, **1993**, *15, 1, 11-23*
[12] P Hills, M Argyle. *Personality and Individual Differences*, **2001**, *30, 4, 595-608*