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SOCIAL INTELLIGENCE: A NEED OF NEXT GEN EDUCATION

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Abstract

Social intelligence is the human ability of decoding the happenings of the world and responding to it likewise and also the capability to act wisely while maintaining human relations. Over the years, it has been observed that many exceptionally intelligent people struggle a lot while maintaining a social life. We live in a society and come in contact with people with different thoughts and personalities every day. While meeting these people with different social and psychological characteristics, we experience happiness, sorrow, misunderstandings, agreements, quarrels, and other different emotions. If we don't know how to handle these feelings, we will tend to avoid those people who make us feel uncomfortable. That in turn, will make us appear unfriendly to those people, many of whom could be important people in our lives. And for that Social Skills will be helpful to us. Study shows that SI can be measured and developed. This paper focuses on what is social intelligence, why it is necessary for next generation, how it can be measured and then enhance social intelligence.

Key Words:- SI, Social Intelligence, SQ, Education

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Introduction

There has been a strong belief in our society that success of an individual in every walk of life is largely dependent on the individual's level of intelligence which can be expressed by individual's educational success and academic achievements, securing impressive numbers or grades or securing merit position. However it is equally important how bright is an individual outside the classroom where difficult situations arising in the life are to be faced with. Or else he would be branded in Gujarati as "Bhanyo Pan Ganyo Nahi" as one of the famous Gujarati proverb goes. Accomplishments in real life require qualities beyond a sharp mind. Rather, intelligence, no matter how impressive it is, makes hardly any sense if it is not combined with self knowledge and willingness to work well with others. Success in the life requires a great amount of social and emotional intelligence. It is however to be admitted that unfortunately our schools do not teach such vital traits of the life. Social intelligence can be considered equivalent to interpersonal intelligence. Social Intelligence (SI) measured by Social Quotient (SQ) is a measure of social awareness. Social Quotient (SQ) corresponds to an individual's ability to understand and manage people, to tackle the existing situation and to act wisely within the domain of human relations. It is nothing but interpersonal intelligence; intelligence competence needs to be more sharpened as the social environment becomes more complex with time.

Brothers (1990) called circumscribed set of brain regions the social brain. It is the social brain that allows us to interact with other people. **Daniel Goleman** had described about the social brain in his book Social Intelligence- The new science of Human Relationships that Neuroscience has discovered that our brain's design makes it sociable. In this the brain is

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inexorably drawn in to an intimate brain-to-brain link up whenever we engage with another person. That neural bridge allows us to impact the brain of every individual we interact with, just as they do us. Even our most daily routine encounters work as regulators in the brain, emanating emotions in us, both desirable and undesirable. Furthermore, we are connected with someone with strong emotions and our most powerful thought exchanges take place with these people with whom we spend maximum amount of time in our life. Our brains get engaged in an emotional web during these neural linkages. It is believed that our social discussions cum interactions act as modulators, a mechanism which is like interpersonal thermostats that continually reset key aspects of our brain functions as they trigger our emotions.

Keeping in mind the above mentioned aspects, the present paper is intended to be carried out to figure out the changes taking place in students' Social Intelligence.

❖ What is Social Intelligence?

Social intelligence (SI), the capacity to know oneself and to know others, is as inalienable a part of the human condition as is the capacity to know objects or sounds, and it deserves to be investigated no less than these other "less charged" forms.

The original definition by **Edward Thorndike** (1920) is "the ability to understand and manage men and women and boys and girls, to act wisely in human relations".

Social scientist **Ross Honeywell** 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".

According to **Nicholas Humphrey**, Psychologist, "it is social intelligence, rather than quantitative intelligence, that defines who we are as humans".

According to **Sean Foleno**, "social intelligence is a person's competence to optimally understand one's environment and react appropriately for socially successful conduct".

Sometimes referred to simplistically as "people skills," SI includes an awareness of situations and the social dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns.

❖ Vision of Social Intelligence

To prepare students for a fulfilling and productive life in which their skills and attributes are constantly challenged, developed and applied as part of their lifelong learning.

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❖ Purpose of enhancing Social Intelligence

Human beings are inherently social. Developing competencies in this domain enhance a person's ability to succeed in school as well as positively influence mental health, success in work, and the ability to be a citizen in a democracy. The purpose of enhancing social intelligence is to prepare students to meet the challenges of living.

- About themselves.
- About healthy relationships and pro-social behavior.
- Social development.
- Emotional development.
- Resilience.
- To see beauty, have awe, experience transcendence, and appreciate some sense of "truths."

❖ Why necessary to enhance Social Intelligence for next generation?

- Accomplishments in real life require qualities beyond a sharp mind. Rather, intelligence, no matter how impressive it is, makes hardly any sense if it is not combined with self knowledge and willingness to work well with others.
- Just learning academics is not enough, and young people in their communities suffering from a lack of needed learning, and society suffering as well.
- The negative social influence affecting the children.
- Increased competitiveness in many aspects of a child's social life, such as sports, out-of-school activities, and of course, school.
- Violence in many forms, from the physical to the psychological and emotional.
- Our current society in which social problems seem to be getting worse; in which those considered successful are too often greedy, corrupt, and brutal; in which families and communities seem increasingly dysfunctional.

❖ Social Intelligence : The Psychometric View

The psychometric view of social intelligence has its origins in E.L. Thorndike's (1920) division of intelligence into three facets, pertaining to the ability to understand and manage ideas (abstract intelligence), concrete objects (mechanical intelligence), and people (social intelligence). In his classic formulation: "By social intelligence is meant the ability to understand and manage men and women, boys and girls -- to act wisely in human relations".

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Similarly, Moss and Hunt (1927) defined social intelligence as the "ability to get along with others". Vernon (1933), provided the most wide-ranging definition of social intelligence as the person's "ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers".

By contrast, Wechsler (1939, 1958) gave scant attention to the concept. Wechsler did acknowledge that the Picture Arrangement subtest of the WAIS might serve as a measure of social intelligence, because it assesses the individual's ability to comprehend social situations. In his view, however, "social intelligence is just general intelligence applied to social situations" (1958). This dismissal is repeated in Matarazzo's (1972) fifth edition of Wechsler's monograph, in which "social intelligence" dropped out as an index term.

Defining social intelligence seems easy enough, especially by analogy to abstract intelligence. When it came to measuring social intelligence, however, E.L. Thorndike (1920) noted somewhat ruefully that "convenient tests of social intelligence are hard to devise.... Social intelligence shows itself abundantly in the nursery, on the playground, in barracks and factories and salesroom, but it eludes the formal standardized conditions of the testing laboratory. It requires human beings to respond to, time to adapt its responses, and face, voice, gesture, and mien as tools". Nevertheless, true to the goals of the psychometric tradition, the abstract definitions of social intelligence were quickly translated into standardized laboratory instruments for measuring individual differences in social intelligence.

❖ **The important components of Social Intelligence have mainly been:**

1. **Situational Awareness** (or social awareness) is your ability to observe and understand the context of a situation you may find yourself in, and to understand the ways in which the situation dominates or shapes the behaviour of the people in it.
2. **Observation of human behavior:** Human has complex behavior. And to be in the society it's necessary to know the people. And in that observe the people and behave with them accordingly is must. It means the observations of the human behavior enforce another's behavior.
3. **Divergent expression abilities:**

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- 1.) Divergent production of behavioral classes: ability to create recognizable categories of behavioral acts
 - 2.) Divergent production of behavioral relations: ability to perform an act which has a bearing on what another person is doing
 - 3.) Divergent production of behavioral systems: ability to maintain a sequence of interactions with another person
 - 4.) Divergent production of behavioral transformations: ability to alter an expression or sequence of expressions
 - 5.) Divergent production of behavioral implications: ability to predict many possible outcomes of a setting
4. **Understanding people's thoughts, feelings and intentions :** Great people watchers, individuals high in social intelligence attune themselves to what others are saying, and how they are behaving, in order to try to "read" what the other person is thinking or feeling.
 5. **Adaption in social situations:** Adaptation is essential in order to survive and move ahead in the world. The ability to adapt to people, situations and surroundings affords people a greater opportunity to get what they want and what they need. Without the ability to adapt, people may find themselves stuck in situations far longer than is necessarily and unable to reach their goals.
 6. **Being warm and caring:** In society people live with the help of one another and everyone of the society needs someone to take care and to help for the quality of life. To being warm and caring also grows the person as a human being.
 7. **Effective Listening Skills.** Socially intelligent persons are great listeners. As a result, others come away from an interaction with an SI person feeling as if they had a good "connection" with him or her.
 8. **Understanding what makes other people ready for interaction:** Great people watchers, individuals high in social intelligence attune themselves to what others are saying, and how they are behaving, in order to try to "read" what the other person is thinking or feeling. Understanding emotions is part of Emotional Intelligence, and Social Intelligence and Emotional Intelligence are correlated – people who are especially skilled are high on both.

❖ SI can measured

According to Karl Albrecht (2005) measuring SI involves identifying key interaction skills and then assessing them behaviorally. All human interaction takes place with some

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context or other, and effectiveness involves mastering the contexts within which one is called upon to interact. So, according to this reasoning, SI means understanding contexts, knowing how to navigate within and between various contexts, and knowing how to behave in various contexts so as to achieve one's objectives. In other words, SI is inferred from behavior, so we use various observable behaviors as indicators of SI.

Researcher can develop Social Intelligence Scale (SIS) for this study.

❖ SI can Enhance

According to Karl Albrect (2005) by first understanding SI, as a combination of skills expressed through learned behavior, and then assessing the impact of one's behavior on others - the degree to which one is successful in dealing with others - one can experiment with new behaviors and new interaction strategies. Unfortunately, many people do not continue to learn and grow as they age, and many people never acquire the awareness and skills they need to succeed in social, business or professional situations. It is quite clear that adults who lack insight and competence in dealing with others can make significant improvements in their SI status as a result of understanding the basic concepts and assessing themselves against a comprehensive model of interpersonal effectiveness.

So, **Social Intelligence Enhancement Programme(SIEP)** will be helpful for enhancing social intelligence. Here scholar had prepared a SIEP for class XI students

- ❖ **Social Intelligence Programme (SEIP)** : As per Oxford Dictionary, “Programme is a set of related measures or activities with a particular long term aim.” Here scholar had prepare bunch of activities connected to each components.

For example : **Being warm and caring**

Activity :

Bulling is a big problem in not only in our school in our society also. What we learn and develop in this age that will be for whole life.

- **Story telling** : At any age stories are the most attractive tool to convey the message and child to old every person likes to hear, to read a story. So story related to bullying like “*Tara and her friends*”
- **Drama** : Make group of 4-5 students. Ask to write or remember their good or bad incidents, or write on incident they became angry. Give then around 20 minutes for this activity. And then give 10 minutes for play drama on that situation without

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dialogue. When they are playing drama assume that X student is beating someone or heating a bat or something else just statue them. And then ask other students to reflect on this situation and ask them to what he can do rather than beating someone? Then discuss with them that you became hurt or angry on that time it is natural but the condition after that make the situation and relations more complicated. Now ask student to write the some incidents where they did this kind of mistakes and how they can handle it very respectfully. And then ask reflection and evolution question to clear the understanding but for that teacher should prepare her/his self.

- Ask students to describe and label how they might feel in these three different bullying situations:
 1. If they saw someone being bullied
 2. If they were being bullied themselves
 3. If they bullied someone

Explain that bullying can lead to strong feelings, such as anger, frustration, and fear. While it's okay to feel these feelings, it's never okay to react by doing violent things, such as intentionally hurting someone. Say that if we all work together to prevent and stop bullying, no one in our group will ever need to experience these feelings as a result of bullying.

- At last to **consolidate** the topic.
- Also can give **project** based on topic.

❖ CONCLUSION

The present conceptual research paper will help to understand the importance of social intelligence. It will help to understand the uses of activities implemented for the enhancement of social intelligence. The present research will enable to guide the students regarding social intelligence. Student will get information of their social intelligence. The researcher sincerely hopes that the present research will be useful to short out the issues regarding society and develop a human.

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