SOCIAL INTELLIGENCE- MEANING, RELATION AND IMPORTANCE

PRANJAL NAGAR
Research Scholar, JNU, JAIPUR
Email Id- nagarpranjal2013@gmail.com

ABSTRACT:-
The original definition of social intelligence by Edward Thorndike in 1920 is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". The concept of Social-Emotional learning is very close to Emotional Intelligence and Social Intelligence. Social and Emotional Intelligence are key tool for teachers to remove the educational problems related to self and society. It is recommended that Upcoming National Policy of Education should include some teacher training programmes in order to enhance teachers’ social intelligence not only for classroom discipline but also to understand the problems related to students society and their family.

INTRODUCTION:-
The recent ‘National Curriculum Framework’ (NCF,2000 as well as NCF,2005 ) for School Education by NCERT, apart from broad based general education to all learners, emphasizes very much not only on acquisition of basic life skills but also on development of high standards of IQ, Emotional Intelligence Quotient (EQ) and Social Intelligence Quotient (SQ). The NCF (2000) also stresses the need for assessment of EQ and SQ in addition to IQ. It is the responsibility of the educators in this climate of ‘No Child Left Behind’ (NCLB), to bring children academically forward, socially and emotionally. Emotional Intelligence (EI) or Social-Emotional learning (SEL) can enhance academic achievement (Elias & Arnold, 2006). Social emotional learning restores and reaffirms the value of teachers as the models for students in setting social responsibilities. The concept of Social-Emotional learning is very close to Emotional Intelligence and Social Intelligence. Social and Emotional Intelligence are key tool for teachers to remove the educational problems related to self and society.
CONCEPTUAL BACKGROUND OF INTELLIGENCE:-

Intelligence is one of the main characteristics feature by which we can differentiate the peoples. Intelligence has been attended by various psychologists and educationist from many years ago. Human intelligence has long been the subject of controversy among psychologists and non psychologists alike (Cianciolo & Sternberg, 2004). One of the most frequently debated issues is that of multiple intelligences; specifically, whether intelligence is best conceptualized as a single factor (as measured by IQ) or an interrelated set of multiple intelligences. Of those who support the latter position, Howard Gardner (1983) may be the most well-known. His theory of multiple intelligences posits a variety of human ability sets, each representing key domains of human experience, from language to music. Given Gardner’s (1983) supplementary proposition of criteria for intelligence (including a set of interrelated mental abilities as opposed to behavioral tendencies), additional intelligences have since been suggested (Gardner, 1999). Some have received greater consideration than others, particularly those pertaining to the moral, existential, and spiritual domains of existence. Wiggles Worth (2004) also introduced four types of intelligence including physical, cognitive, emotional, and spiritual intelligences.

CONCEPT OF SOCIAL INTELLIGENCE:-

Daniel Goleman explores an emerging new science with startling implications for our interpersonal world. Its most fundamental discovery: we are designed for sociability, constantly engaged in a “neural ballet” that connects us brain to brain with those around us.

- Is there a way to raise our children to be happy?
- What is the basis of a nourishing marriage?
- How can business leaders and teachers inspire the best in those they lead and teach?
- How can groups divided by prejudice and hatred come to live together in peace?

The answers to these questions may not be as elusive as we once thought. And Goleman delivers his most heartening news with powerful conviction: we humans have a built-in bias toward empathy, cooperation, and altruism—provided we develop the social intelligence to nurture these capacities in ourselves and others. Social Intelligence is the capacity to effectively negotiate complex social relationships and environments. Psychologis believes that it is social intelligence, rather than quantitative intelligence, that defines humans. The original definition by Edward Thorndike in 1920 is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". It is equivalent to interpersonal intelligence, one of the types of intelligence.
identified in Howard Gardner’s Theory of Multiple Intelligences, and closely related to theory of mind.

**KEY ELEMENTS OF SOCIAL INTELLIGENCE:-**

1. **Word Fluency and Conversational Skills.** You can easily spot someone with lots of SI at a party or social gathering because he or she knows how to “work the room.” The highly socially intelligent person can carry on conversations with a wide variety of people, and is tactful and appropriate in what is said. Combined, these represent what are called “social expressiveness skills.”

2. **Knowledge related to Society.** Socially intelligent individuals learn how to play various social roles. They are also well versed in the informal rules and culture of particular society that govern social interaction. In other words, they know how to play the game of social interaction. As a result, they come off as socially sophisticated and wise.

3. **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.

4. **Understanding What Makes Other People Tick.** 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.

5. **Role Playing and Social Self-Efficacy.** The socially intelligent person knows how to play different social roles – allowing him or her to feel comfortable with all types of people. As a result, the SI individual feels socially self-confident and effective – what psychologists call “social self-efficacy.”

6. **Impression Class Management Skills.** Persons or teachers with Social Intelligence are concerned with the impression they are making on others. They engage in what I call the Dangerous Art of Impression Management which is a delicate balance between managing and controlling the image you portray to others and being reasonably “authentic” and letting others see the true self. This is perhaps the most complex element of social intelligence.

It is very important to understand how a teacher make a good and effective impression on learners and learning environment to promote classroom discipline and limit or reduce disruptive behaviour of learners. Psychologists believe that high intelligent quotient (IQ) does not necessarily guarantee success in a person’s life (Goleman 1997). It is not responsible for the differences beyond personality factors and characteristics (Mehrabian 2000). Hence, other forms of “intelligence” were investigated (Goleman 1997). Social intelligence is yet an
effective element in classroom discipline management. Albrecht (2006) claimed, the teachers whose behaviours are associated with high social intelligence, stress the value of collaboration. Similarly, there is a need for educational system which equips the students to state their opinions obviously in order to make themselves understood, and to try to understand the others before they show any reactions to the behaviour. One concept of social intelligence referred to it as the “ability to read non-verbal cues or make accurate social inferences” and “one’s ability to accomplish relevant objectives in specific social settings” (Brown and Anthony 1990: 197; Ford and Tisak 1983). According to Zirkel (2000), social intelligence is closely related to one’s own, personality and individual behaviour. Those with social intelligence are fully aware of themselves and understand their environment. This enables them to control their emotions, make decisions about their goals in life. Her model centered on the term “purposive behavior” which is deliberate action taken after evaluating one’s environment, opportunities and risks and the goals set. In fact this model of social intelligence assists in creating a sense of identity for the individual, emphasizes intrapersonal and interpersonal skills and focuses on thinking and resultant behavior within social contexts. Magida (2006) agreed that educators’ with high levels of social intelligence are able to mould individuals from different age groups to lead a wholesome life (Dincer 2007). Albrecht (2006) considers social intelligence as a prerequisite for teachers. He is of the view that the educational system and teachers should respect the rules and behaviors associated with high social intelligence.

HOW CAN A TEACHER DEVELOP THEIR SOCIAL INTELLIGENCE:-

It takes effort and hard work. Begin by paying more attention to the social world around himself and their students. Work on becoming a better speaker, listener or conversationalist. Networking organizations, or speaking groups, such as Toastmasters, are good at helping develop basic communication skills. Work on becoming a more effective listener, through what is called “active listening” where you reflect back what you believe the speaker said in order to ensure clear understanding. Most importantly, study social situations and your own behaviour. Learn from your social successes and failures.

RELATION OF SOCIAL INTELLIGENCE WITH EMOTIONAL INTELLIGENCE:-

Emotional Intelligence” is defined by Daniel Goleman as the “The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our
relationships.” American psychologists Mayer & Salovey in the 1980s first defined the phase Emotional Intelligence and Daniel Goleman built on their work in the 1990s and in 2002 produced the classic EI framework.

The emotional intelligence quadrant defines the four key competencies that enable a person to perform at their optimum in any given situation.

<table>
<thead>
<tr>
<th>Personal competence</th>
<th>Social competence</th>
</tr>
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<tbody>
<tr>
<td><strong>Self Awareness</strong></td>
<td><strong>Social Awareness</strong></td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>Understanding other people</td>
</tr>
<tr>
<td><strong>Self Management</strong></td>
<td><strong>Relationship Management</strong></td>
</tr>
<tr>
<td>Managing your behaviour</td>
<td>Managing intercommunications</td>
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Source: Goleman, Boyzatis & McKee (2002) Primal Leadership

Emotional Intelligence and Social Intelligence both are interconnected with the competencies like Self-awareness, Self-management, Social-awareness and Relationship management. These competencies enable a teachers to understand their own and students emotion, when they are in the class or when they are interact with parents of the students also. These competencies gives a clear way to understand the students and the society from which they belong.

**EMOTIONAL INTELLIGENCE** Vs. **SOCIAL INTELLIGENCE**:-

The differences between emotional intelligence and social intelligence is that Emotional Intelligence is about Self-Mastery and Social Intelligence is related to your ability to lead and inspire other people through your influence, way of talking, empathize and care. Emotional Intelligence specific to do with the

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Intelligent intersection of the emotions and thoughts like love anger and hate but Social Intelligence is what we’re talking about in general. It is the capacity of human to understand what’s happening in the world and responding to that understanding in a personally and socially effective manner.

CONCLUSION AND SUGGESTIONS:--

It is recommended that Upcoming National Policy of Education should include some teacher training programmes in order to enhance teachers’ social intelligence not only for classroom discipline but also to understand the problems related to students society and their family. Such programmes will assist teachers in developing better strategies for classroom discipline and social management. Teacher education programmes should provide instruction for novice teachers to increase their understanding and knowledge of social intelligence, methods, programmes, or strategies that might be employed to teach and discipline classroom students.

Social intelligence are parallel to emotional intelligence, many of similarities in dimensions, measurement technique, mode of analysis has been found. Both of the studies have similar correlates like sex, locality, educational qualification, personality traits etc. But the social intelligence has its identical impact in interpersonal relations, coping with stress [Annaraja, P. & Joseph, N. (2007)] academic achievement (Varma, M., 2002) and teaching effectiveness (Agarwal, 2003). We can say that there is urgent need of Emotional Intelligence and Social Intelligence in teaching. Emotional Intelligence and Social intelligence has to be established as a significant parameter of pupils development. Emotional Intelligence and Social intelligence has to be connected through regular teaching. Teaching practices and textbook content must be enriched with emotional and social concern. Emotional and Social intelligence must be considered for teacher training in pre-service as well as in service stages.
REFERENCES: