**Dimension-wise analysis of social intelligence and suggestions to enhance social skills in adolescents**

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### Abstract

Over the recent years, the growth rate in researches related to emotional and social intelligence has accelerated as these concepts are the dire need of the society today. The primary objective of the research was to assess the social intelligence and its dimensions in adolescents and provide suggestions to enhance the same. As the adolescence stage is referred to be the period of great stress and storm, proper assessment of social intelligence and effective handling of group relationships will enable the adolescents to reduce stress and adjust with the environment smoothly. A sample of 200 students studying at the higher secondary stage were selected by random sampling technique. Descriptive survey method was adopted for the study. The obtained data was analyzed with the help mean. The findings revealed that the students have average social intelligence.

### Keywords:  
Concerned, information technology, communication

### Introduction

Adolescence is a stage of human development that occurs between childhood and adulthood. Although there are varying definitions of adolescence, adolescence is generally viewed as a stage where young people experience rapid growth of their body and mentality to full maturity. Due to fast physical changes and mental development at this stage, students may sometimes experience incompatibility of their mental development with their physical changes or with the social environment and thus suffer from problems arising from inadequate adaptations. These problems may further cause psychological troubles and even induce deviant behaviors. Adolescence is a dangerous period of time where young people experience self-organization and role confusion. For them, stress mainly comes from academic tests, interpersonal relations, relationship problems, life changes, and career exploration. Such stress may usually cause psychological, physical, and behavioral problems.

It is a period of rapid changes in almost all developmental dimensions. Adolescence is an age of emotional upheavals. Period of adolescence has been marked by emotional storm and stress. Social intelligence which is a learned and acquired intelligence should be developed to maximum extent and proper habits and sentiments should be developed in adolescents so that they can understand and feel their own and others' emotions. Goleman (2006) [5], pointed out that socially intelligent children feel more connected to school since they are able to build concrete emotional links with all others at school. It was also revealed that students who feel connected to teachers, to other students and to the school itself do better academically. They are also found to exhibit lower rates of violence, bullying and vandalism, drug use, suicide and dropping out. Social Intelligence has a significant influence on many areas of student development. But, now a days children exhibit a low level of Social Intelligence.

The rapid growth of population and the advancement of Science and technology have made the social structure and social living more complex than ever before. Today's children are not getting ample opportunities for learning necessary competencies for effective social interaction. In a world where relations with society and even family are being shrunked in to a molecular form, where a child's social interaction limits to his parents only. Children who fail to develop appropriate Social Intelligence competencies often continue to experience problems in later life (Plummer, 2008) [10]. Clearly, it is important to help children to enhance their Social Intelligence so that they can negotiate social situations, connect with others and form appropriate friendships in ways that are suitable for their current developmental level and learning abilities.

### Development of Social Intelligence

As early as 1920, Thorndike formulated social intelligence as distinct from other human intelligence, such as abstract and mechanical. He defined social intelligence as “The ability to understand men and women, boys and girls, to act wisely in...
human relation”. It emphasizes three main elements which are: capacity of social towards society; social knowledge and individual's capacity for social adjustments. It can also be regarded as an ability to understand the feelings, thoughts and behavior of individual including one in interpersonal situations and to act appropriately upon that situation. It is composed of a set of problem solving skills that enable the individual to find and resolve interpersonal problems and create useful social products. (Thordikke, E. L. (1920) [14]. Intelligence and its use.) Gardner (1993) included interpersonal and intrapersonal intelligences in his theory of multiple intelligences. According to Gardner, social intelligence, which is one among seven intelligence domains, comprises an individual’s interpersonal and intrapersonal intelligences. Intrapersonal intelligence relates to one’s ability to deal with oneself and to “symbolize complex and highly differentiated sets of feelings” within the self. Interpersonal intelligence relates to one’s ability to deal with others and to “notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations and intentions.”

Wechsler (1958) [16] described social intelligence as "a facility dealing with human beings”.

Dimensions of social intelligence (Dr. N. K. Chadda and Usha Ganeshan, 2005)
Social intelligence can be described as combination of abilities the first is a basic understanding of peoples i.e. a kind of strategic social awareness and second is the skills needed for interacting successfully with them. In other words, the ability to get along with others and to encourage them to co-operate with you social intelligence can be thought of as encompassing:
1. Patience: Calm Endurance under stressful conditions.
2. Co-operativeness: Ability to interact with others in a pleasant way to be able to view matters from all angles.
3. Confidence Level: Firm trust in oneself and ones chances.
4. Sensitivity: To be acutely aware of and responsive to human behavior.
5. Recognition of Social Environment: Ability to perceive the nature and atmosphere of the existing situation.
6. Tactfulness: Delicate perception of the right thing to say or do.
7. Sense of Humour: Capacity to feel and cause amusement; to be able to see the lighter side of life.
8. Memory: Ability to remember all relevant issues; names and faces of people.

Need and Significance of Research
Goleman (2006) [6], pointed out that socially intelligent children feel more connected to school since they are able to build concrete emotional links with all others at school. It was also revealed that students who feel connected to teachers, to other students and to the school itself do better academically. They are also found to exhibit lower rates of violence, bullying and vandalism, drug use, suicide and dropping out. Social Intelligence has a significant influence on many areas of student development. But, now a days children exhibit a low level of Social Intelligence.

The rapid growth of population and the advancement of Science and technology have made the social structure and social living more complex than ever before. Today's children are not getting ample opportunities for learning necessary competencies for effective social interaction. In a world where relations with society and even family are being shrunken in to a molecular form, a child's social interaction limits to his parents only. Children who fail to develop appropriate Social Intelligence competencies often continue to experience problems in later life (Plummer, 2008) [10].

The present study will be also helpful for the teachers, parents and psychologists to properly guide and channelize the energy of adolescents to make them physically, mentally and emotionally healthy, so that they can adjust themselves in the society and may develop their potentialities to the maximum for the benefit of the nation.

Junior college students or+2 stage students belong to the adolescent period which is a period of stress storm. Social intelligence will help them exclusively in the harmonious adjustment with the surroundings.

Social intelligence is needed due to the following reasons
• To enhance interpersonal skills.
• To improve decision making ability.
• To strengthen nourishing behavior.
• To think consciously regarding their career.
• For sound mental health enhancing the social functioning.
• For fulfillment of self-esteem needs.
• To react to social situation of daily life.
• To deal effectively with the environment.
• To improve leadership qualities.
• To adjust their thinking pattern according to the new environment.
• To influence others effectively.
• To improve confidence level.
• To enhance social sensitivity.
• To develop sense of humor.
• To enhance the stress management level.

Review of Related Literature
Lowman and Leeman (1988) [6], employing a number of performance measures, obtained evidence for 3 dimensions of Social Intelligence: social needs and interests, social knowledge, and social ability. The study also showed that the correlations of all 3 dimensions with grade point average, a proxy for academic intelligence were either null or negative. Riggio, Messamer and Throckmorton (1991) [11] conducted a study that explored the relations among multidimensional measures of Social Intelligence and assessments of academic intelligence. The findings of the study indicated that social and academic intelligence are conceptually distinct but there is a considerable measurement of overlap between these constructs. Stone (2006) [12] studied about the moral dimensions of human Social Intelligence. It was argued that when the abstract cognitive abilities for recursion and meta-representation, which are uniquely human, interact with the older social abilities (Empathy, Inter subjectivity) human beings are able to read abstractly about others' mental states and how to affect them.

The study concluded that it is these abstract cognitive capacities that give people the ability to be both cruel and compassionate, but it is the ability for empathy that keeps them moral.
Objectives of the study
1. To assess the level of social intelligence in the adolescents of Aurangabad city.
2. To assess the level of patience in the adolescents of Aurangabad city.
3. To assess the level of Cooperativeness in the adolescents of Aurangabad city.
4. To assess the level of Confidence in the adolescents of Aurangabad city.
5. To assess the level of Sensitivity in the adolescents of Aurangabad city.
6. To assess the level of Recognition of Social Environment in the adolescents of Aurangabad city.
7. To assess the level of Tactfulness in the adolescents of Aurangabad city.
8. To assess the level of sense of humor in the adolescents of Aurangabad city.
9. To assess the level of memory in the adolescents of Aurangabad city.

Hypothesises
1. The social intelligence in the adolescents of Aurangabad city is high.
2. The patience level in the adolescents of Aurangabad city is high.
3. The Cooperativeness in the adolescents of Aurangabad city is high.
4. The Confidence Level in the adolescents of Aurangabad city is high.
5. The Sensitivity level in the adolescents of Aurangabad city is high.
6. The Recognition of Social Environment level in the adolescents of Aurangabad city is high.
7. The Tactfulness in the adolescents of Aurangabad city is high.
8. The Sense of humour in the adolescents of Aurangabad city is high.
9. The memory in the adolescents of Aurangabad city is high.

Methodology
Descriptive survey was used for conducting the research study.

Sample and Sampling Technique
A sample of 200 students studying at higher secondary stage (English medium science stream students) of Aurangabad city were selected through random sampling technique.

Tools Used
Scale (SIS) constructed and standardized by Dr. N.K. Chadda and Usha Ganeshan (2009) was used to assess the social intelligence. The scale has eight dimensions namely: Patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humor and Memory.

Results
Table 1: Table Showing the Standardized Norms for Interpretation of Social Intelligence

<table>
<thead>
<tr>
<th>S. No</th>
<th>Percentile</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Below P25</td>
<td>Below 86</td>
<td>Low</td>
</tr>
<tr>
<td>2.</td>
<td>P25-P75</td>
<td>86-115</td>
<td>Average</td>
</tr>
<tr>
<td>3.</td>
<td>Above P75</td>
<td>Above 115</td>
<td>High</td>
</tr>
</tbody>
</table>

Table 2: Table showing the mean scores and of Social intelligence and its Interpretation

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Category</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social intelligence</td>
<td>Overall (Males and Females)</td>
<td>106.13</td>
<td>Average</td>
</tr>
</tbody>
</table>

Table 3: Table showing the mean scores of Dimensions of social intelligence and its Interpretation

<table>
<thead>
<tr>
<th>S. No</th>
<th>Dimension</th>
<th>Mean</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Patience</td>
<td>17.73</td>
<td>Low</td>
</tr>
<tr>
<td>2.</td>
<td>Cooperativeness</td>
<td>25.00</td>
<td>Average</td>
</tr>
<tr>
<td>3.</td>
<td>Confidence Level</td>
<td>17.50</td>
<td>Low</td>
</tr>
<tr>
<td>4.</td>
<td>Sensitivity</td>
<td>19.03</td>
<td>High</td>
</tr>
<tr>
<td>5.</td>
<td>Recognition of Social Environment</td>
<td>2.16</td>
<td>Average</td>
</tr>
<tr>
<td>6.</td>
<td>Tactfulness</td>
<td>6.06</td>
<td>Average</td>
</tr>
<tr>
<td>7.</td>
<td>Sense of Humour</td>
<td>6.40</td>
<td>High</td>
</tr>
<tr>
<td>8.</td>
<td>Memory</td>
<td>12.23</td>
<td>High</td>
</tr>
</tbody>
</table>

From the Table No.2, we can observe that the social intelligence in the adolescent students studying in the higher secondary level of Aurangabad city is average. From the Table No.3s it can be seen that, Out of the eight dimensions it is found that the level of sensitivity, sense of humour and Memory is high; Cooperativeness, Recognition of Social Environment & Tactfulness is average and the scores obtained for Patience & Confidence Level falls under the category of low level in the adolescents students studying in the higher secondary level of Aurangabad city.

Conclusions and Discussions
1. The mean value obtained for social intelligence is 106.13 (Table 2) which when compared with the standard norm (Table No.1) of the scale is interpreted as average social intelligence which proves one of the characteristics of adolescence that group relationship and social sensitiveness is intense and has a great impact during the adolescence period.
2. The mean value obtained for the first dimension of social intelligence that is patience is 17.73 (Table No.3) which when compared with the standard norm table (dimension-wise) of the scale is interpreted as low. It is the area which needs attention and can be developed with empathy, respect for others and self-regulation.
3. The mean value obtained for the second dimension of social intelligence that is Cooperativeness is 25.00 (Table No.3) which when compared with the standard norm table (dimension-wise) of the scale is interpreted as average.
4. The mean value obtained for the third dimension of social intelligence that is Confidence Level is 17.50 (Table No.3) which when compared with the standard norm table (dimension-wise) of the scale is interpreted as low. Self-confidence can be developed when the adolescent students have a firm belief in their potentials and capabilities of doing something.
5. The mean value obtained for the fourth dimension of social intelligence that is Sensitivity is 19.03 (Table No.3) which when compared with the standard norm table (dimension-wise) of the scale is interpreted as high.
6. The mean value obtained for the fifth dimension of social intelligence that is Recognition of Social Environment is 2.16 (Table No.3) which when compared with the standard norm table (dimension-wise) of the scale is interpreted as average. This result supports the research finding by Chiodo, J. J., & Chang, L. (2000) who examined that successful behavior management does not rely merely on knowledge for behavioral change. It also calls for realizing the environmental setting of behavior.
7. The mean value obtained for the sixth dimension of social intelligence that is Tactfulness is 6.06 (Table No.3) which when compared with the standard norm table (dimension-wise) of the scale is interpreted as average. This can be enhanced by developing rational and logical thinking.
8. The mean value obtained for the seventh dimension of social intelligence that is Sense of Humour is 6.40 (Table No.3) which when compared with the standard norm table (dimension-wise) of the scale is interpreted as high.
9. The mean value obtained for the eighth dimension of social intelligence that is memory is 12.23 (Table No.3) which when compared with the standard norm table (dimension-wise) of the scale is interpreted as high.

Suggestions
What leads to quality social relationships among adolescents?
1. Positive relationships between parents and teens, supportive and warm parenting, and low levels of family discord lead to stronger relationships in teens’ lives.
2. Mentoring programs appear to be useful in promoting social relationships (i.e., with parents, mentors, or peers).
3. Education and social skills training programs can increase the quality of the adolescent’s relationships by addressing the aspect of the relationship that is the most problematic (i.e., conflict resolution).

What factors help adolescents to develop good social skills?
1. Warm and responsive parenting is the most consistent factor found to predict good social skills among adolescents. In addition, having siblings can provide an opportunity for teens to develop social skills.
2. Peer acceptance was found to lead to the development of many social skills, but it is possible that having good social skills could lead to these friendships.
3. Programs targeting such specific skills as conflict resolution, self-control, behavior regulation, and self-confidence that an adolescent may lack, have been found to be helpful in experimental studies.

References
7. Lakshmi S. Developing a package for enhancing social intelligence of students at primary level, Mahatma Gandhi University, 2014.