

Assessing Social Intelligence Dimensionally and Suggesting Measures to Enhance Social Skills in Adolescents of Aurangabad City

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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 of mean. The findings revealed that the students have average social intelligence.

Key Words: Social Intelligence, childhood and adulthood, Aurangabad city.

1. 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.

Goleman (2006), 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, nowadays children exhibit a low level of Social Intelligence.

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

The dimensions of social intelligence:-

SI can be described as combination of abilities the first is a basic understanding of people 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 one's 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. (cited from Manual for social intelligence by Dr .N. K. Chadda and Usha Ganeshan 13-5-2005)

2. Need and Significance of Research :

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.

3. Objectives of the study

1. To assess the level of social intelligence in the adolescents of Aurangabad city.
2. To assess the level of social intelligence in the adolescents with respect to patience, co-cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humor and memory.

3.1 Hypotheses

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 Co-operativeness 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.

4. MATERIALS:

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 humour and Memory.

5. METHOD:

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 faculty) of Aurangabad city were selected through random sampling technique.

6. ANALYSIS:

Results

Table 1: Showing the Standardized Norms For Interpretation of Social Intelligence:

Sr. No	Percentile	Score	Level
1.	Below P ₂₅	Below 86	Low
2.	P ₂₅ -P ₇₅	86-115	Average
3.	Above P ₇₅	Above 115	High

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

Sr. no	Variable	Mean	Interpretation
1.	Social intelligence	106.13	Average

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

Sr. no	Dimension	Mean	Interpretation
1.	Patience	17.73	Low
2.	Cooperativeness	25.00	Average
3.	Confidence Level	17.50	Low
4.	Sensitivity	19.03	High
5.	Recognition of Social Environment	2.16	Average
6.	Tactfulness	6.06	Average
7.	Sense of Humour	6.40	High
8.	Memory	12.23	High

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.3 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.

7. DISCUSSION of the FINDINGS:

- 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.
- 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.
- The mean value obtained for the second dimension of social intelligence that is Co-operativeness is 25.00 (Table No.3) which when compared with the standard norm table (dimension-wise) of the scale is interpreted as average.

- 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 adolescents students have a firm belief in their potentials and capabilities of doing something.
- 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.
- 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.
- 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.
- 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.
- 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.

8. RECOMMENDATIONS:

What factors help adolescents to develop good social skills?

- 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.
- 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.
- 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.
- Programs that focus on intimacy skills and pro-social behaviors need further evaluation.

9. CONCLUSION:

Social intelligence initiates and maintains positive relationships with friend, colleague, family members or significant other. It involves the utilization of proper non-verbal skills such as body movement and placement, proper facial expression and timing. It also necessitates proper verbal skills such as voice, tone, volume, pitch as well as appropriate verbal strategies such as being responsive, assertive, empathetic or genius.

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