

ROLE OF SOCIAL INTELLIGENCE IN STUDENT'S EDUCATIONAL DEVELOPMENT

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Abstract: The aim of this research is to consider and study the Role of Social Intelligence In Students Educational Development. Education is a powerful instrument for change in the society. When such a responsibility is imposed on the educational institutions, they have to play a positive role for bringing a progressive change in the society. A student enjoys a pivotal position in the educational system that gets influenced and prepares him for the future life. In schools and colleges the best records are made by students who have other qualities in addition to intelligence, like persistence and willingness to go along with established routines. From child classification to higher level students, in all situations where people live and work together, intelligence and academic achievement are constantly under scrutiny and being evaluated. The present study is a humble attempt to assess the role social intelligence for the student's development. Psychologists developed interest in understanding, promoting and utilizing the individual differences for the development and prosperity of the society. The study will be the guideline for the teachers, educationists and practitioners, researchers as well as curriculum planners, in order to imbibe coherence and integrity in personality and develop social intelligence among the students so that the students will be able to acquire basic understanding regarding themselves i.e., where they stand in various dimensions of social intelligence, so that they can tackle with the day to day situations more efficiently and tactfully.

Keywords - Social Intelligence.

I.INTRODUCTION

Social Intelligence plays very important role in student's educational development. It gives 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. Social scientist 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. Psychologist, believes that it is social intelligence, rather than quantitative intelligence, that defines who we are as humans.

II.DEFINITION OF SOCIAL INTELLIGENCE

Social Intelligence (SI) is the ability to get along well with others, and to get them to cooperate with you. A continued pattern of toxic behavior indicates a low level of social intelligence - the inability to connect with people and influence them effectively. Social intelligence is a person's ability to interact well with others, often called people skills or tact. It is a learned ability involving situational awareness, understanding of social dynamics, and a decent amount of self-awareness. There are four contributing aspects of social intelligence defined by researchers:

1. *Communication Skills*

These involve the ability of a person to listen well, understand the words and emotional content of what they hear, speak well with others, express their thoughts and emotions clearly, and use tact when speaking with others.

2. *Social Roles and Rules*

These involve knowing the different, usually unspoken, rules of various types of interactions and situations as well as how to play an appropriate role in a variety of interactions. You wouldn't normally act the same way in a board meeting as you would if you were watching a football game with friends.

3. *Understanding the Motivation of Others*

This involves reading the subtext of a conversation and understanding why a person is saying something or behaving in such a manner. Imagine a person with tears streaming down their face, yet they tell you that everything is fine. While this is an easy situation to read, high social intelligence can help decipher even the most subtle situations.

4. Impression Management

This skill involves understanding the reaction of others to us and behaving in a way to make the impression as our want.

III. IMPORTANCE OF SOCIAL INTELLIGENCE IN STUDENTS ACHIEVEMENT

The process of education is considered so important in our society. It has become an integral part of our lives in the twenty first century with a special focus on life skills. As we are living in a society in which special skills, in particular, social abilities are needed for our life Achievement and to maintain the community. Students have evolved special competencies to allow them to survive and to reproduce. As society becomes more and more complex, its intellectual competence becomes more sophisticated. Their competence is the social intelligence and can be defined as intelligence that lies behind one's group interactions and behaviours. Social Intelligence is of more importance in the present life style due to growing tensions stresses and various complexities. It can be learned, developed and used as an effective life skill for Achievement, managing personal life, interpersonal relationships and achieving success in all the walks of life.

IV. SOCIAL INTELLIGENCE AND PERSONALITY DEVELOPMENT

Theorists disagree on the role social intelligence plays in personality. Some strictly define it as just one form of intelligence, which was outline by Howard Gardner's theory of multiple intelligences, which has been simplified to Karl Albrecht's six dimensions of intelligence, known as A.S.P.E.A.K, where each letter stands for a particular kind of intelligence, including:

- Abstract, or logical reasoning, mathematics, and symbolic information processing
- Social, or interaction with others
- Practical, or problem solving for real-life situations
- Emotional, or self-awareness and ability to control one's emotional and behavioral reactions
- Aesthetic, or an understanding of relationships between objects, design skills, and comprehension of form
- Kinesthetic intelligence, or awareness and skill in moving the body or controlling objects through space

However, other theorists see social interaction as a manifestation of an individual's personality because it employs many cognitive processes integral to personality formation, such as perception, memory, and problem-solving skills. Those ascribing to the cognitive view of personality, the belief that personality is composed of perception, memory, and problem-solving cognitive systems, tend to explain differences in personality as different sets of knowledge and skill seen most clearly when people interact with one another.

V. SOCIAL MARKETING INTELLIGENCE:

The original definition by Edward Thorndike in 1920 is "the ability to understand and manage men and women and 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. Some authors have restricted the definition to deal only with knowledge of social situations, perhaps more properly called social cognition or social marketing intelligence, as it pertains to trending socio-psychological advertising and marketing strategies and tactics. Social intelligence is a person's competence to optimally understand one's environment and react appropriately for socially successful conduct. It is important to note the multiple definitions listed above, as there is yet to be a complete consensus on the operational definition of social intelligence.

"Social intelligence shows itself abundantly in the nursery, on the playground, in barracks and factories and salesrooms, but it eludes the formal standardized conditions of the testing laboratory."

Now, almost a century later, "social intelligence" has become ripe for rethinking as neuroscience begins to map the brain areas that regulate interpersonal dynamics. Psychologists argue about which human abilities are social and which are emotional. Small wonder: The two domains intermingle, just as the brain's social real estate overlaps with its emotional centers. The folded social intelligence into the model of emotional intelligence without making much of that fact, as has other theorists in the field. Simply lumping social intelligence within the emotional sort stunts fresh thinking about the human aptitude for relationship, ignoring what transpires as we interact. This myopia leaves the "social" part out of intelligence in great level achievement. The ingredients of social intelligence as,

It can be organized into two broad categories: **Social awareness**, what we sense about others—and **social facility**, what we then do with that awareness.

Social awareness refers to a spectrum that runs from primal empathy (instantaneously sensing another's inner state) to empathic accuracy (understanding her feelings and thoughts) to social cognition ("getting" complicated social situations).

But simply sensing how another feels, or knowing what they think or intend, does not guarantee fruitful interactions.

Social facility builds on social awareness to allow smooth, effective interactions. The spectrum of social facility includes self-presentation, influence, concern, and synchrony (interacting smoothly at the nonverbal level).

Recognition of social environment and sensitivity fosters one's inquisitiveness which in turn accelerates one's skills in life. Co-cooperativeness and confidence level also are positive correlates in one's Life skills. Thus, social intelligence and life skills are inherently related and help in one's social adjustment and Achievement. As teaching is a complex and many sided task which

demands a variety of human traits and ability, the ability to understand, to communicate, to inspire and motivate the students, create patience, enthusiasm, friendliness, good personality, high moral character, intelligence, caring, and sense of humor.

VI. Role of Genetics in Social Intelligence

IQ, is largely what you are born with. **Genetics** play a large part. Social intelligence (SI), on the other hand, is mostly learned. SI develops from experience with people and learning from success and failures in social settings. It is more commonly referred to as “tact,” “common sense,” or “street smarts.”

What are the key elements of social intelligence?

1. **Verbal 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 of Social Roles, Rules, and Scripts.** Socially intelligent individuals learn how to play various social roles. They are also well versed in the informal rules, or “norms,” 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 Management Skills.** Persons with SI 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.

VII. SOCIAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT

In addition to examining the main effects of social intelligence and academic achievement on socio-metric and perceived popularity, the interaction between social intelligence and academic achievement was tested. It is possible that students who are both socially intelligent and highly achieving are the most well-liked or the most popular students in their school. However, it is also possible that whereas social intelligence has a positive effect on perceived popularity, the effect of academic achievement may be neutral or even negative. In this case, the most popular students may be highly socially intelligent but not necessarily doing well in school. To clarify this matter, we also examined the interaction between social intelligence and academic achievement in the prediction of popularity.

Role of Social Context

It can be expected that social intelligence will always have a positive effect on popularity, no matter what the nature of the peer group is. Social intelligence implies adjusting one’s behavior to the norms of the group. No matter what these norms are, the socially intelligent adolescent is always expected to be able to read them accurately and adjust to them. This process is always expected to be beneficial to their status in the group.

In contrast, the effect of academic achievement on peer status is expected to depend on the norms of the group. Academic achievement is expected to lead to higher status only if it is prioritized in the classroom. In peer groups where academic excellence is the norm, such as in classrooms with a high academic orientation, it is expected to lead to popularity. But in classrooms where other skills are prioritized, academic achievement may not lead to popularity or even be predictive of unpopularity. Different types of classrooms may thus have different associations between academic achievement and popularity.

CONCLUSION:

It is difficult to lead a successful life in a society without social intelligence. Social intelligence helps an individual to develop healthy co-existence with other people. Socially intelligent people behave tactfully and prosper in life. Social intelligence is useful in solving the problems of social life and help in tackling various social tasks. Thus social intelligence is an important developmental aspect of education.

It is recommended that Upcoming National Policy of Education should include some teacher training programmes in order to enhance Students' social intelligence not only for classroom discipline but also to understand the problems related to students society and their family . Such programmes will assist students in developing better strategies for classroom discipline and students development.

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