

Social Intelligence Among Selected Adolescents

Ramya, R
(12PHD010)

Thesis submitted to
Avinashilingam institute for Home Science and Higher Education for
Women, Coimbatore - 641 043.

In Partial Fulfilment of the Requirements for the
Degree of Master of Science in Human Development

March, 2014

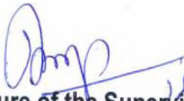
Social Intelligence Among Selected Adolescents

Ramya,R
(12PHD010)

Thesis submitted to
Avinashilingam Institute for Home Science and Higher Education for Women,
Coimbatore – 641 043.

In Partial Fulfilment of the Requirements for the
Degree of Master of Science in Human Development

March, 2014


Signature of the Supervisor
27.3.14


Signature of the Head of the Department
27.3.14

ACKNOWLEDGEMENT

The investigator raises her heart in a humble prayer of thanks giving to the **ALMIGHTY GOD** for His manifold mercies which enabled her to successfully complete this research study. The investigator records her sincere thanks to **Dr. Thiru.T.S.K Meenakshisundaram M.A., M.phil., Ph.D.** Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for providing the infrastructural facilities for the conduct of the study.

The investigator wishes to express her profound gratitude to **Hon.Col. Dr. (Tmt) Sheela Ramachandran, M.Sc., P.G.Dip., Ph.D.**, Vice chancellor, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for being a constant source of guidance during the course of the study.

The investigator extends her sincere thanks to **Dr. (Tmt) Gowri Ramakrishnan, M.Sc., M.Phil., Ph.D.**, Registrar, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for extending all possible help for the smooth conduct of the study.

The investigator expresses her respectful regards and sincere thanks to **Dr. (Tmt) U.K.Lakshmi, M.Sc., Dip.Ed., M.Phil., Ph.D.**, Dean, Faculty of Home Science and Professor and Head of the Department of Home Science Food Science and Nutrition, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for rendering all help needed for the successful completion of the study.

The investigator feels extremely privileged to have worked under the able guidance of her esteemed guide **Dr. (Tmt) S.Jaya, M.Sc., M.Ed., M.Phil., Ph.D.**, Professor and Head of the Department of Human Development, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for her effective guidance, untiring enthusiasm, meticulous efforts, abiding interest, useful suggestions, innovative ideas and motivation for the successful execution of the study.

The present study would not have been proceeded on even kneel but for the enthusiasm, co-operation, love, support, constant encouragement, blessings showered, constant prayer, help rendered and moral support by the investigator's family. To them she owes her sincere thanks and gratitude.

CONTENTS

CHAPTER NO.	TITLE	PAGE NO.
	LIST OF TABLES	
	LIST OF FIGURES	
	LIST OF APPENDICES	
I	INTRODUCTION	1
II	REVIEW OF LITERATURE	7
	A. Development of social behaviour of different stages	7
	B. Theories of social intelligence	17
	C. Development of social intelligence	24
	D. Developing social intelligence among adolescents	29
	E. Studies related to social intelligence	32
III	METHODOLOGY	38
	A. Selection of the area	38
	B. Selection of the sample	38
	C. Selection of the tool	39
	D. Conduct of the study	40
	E. Analysis and interpretation of data	40
IV	RESULTS AND DISCUSSION	41
	A. Background information of the selected adolescents	42
	B. Social intelligence of adolescents	44
	C. Social skills of adolescents	52
	D. Adolescent performance on social intelligence	62
	E. Development of socially intelligent leaders	63
	F. Adolescent social judgement	65
V	SUMMARY AND CONCLUSION	66
	BIBLIOGRAPHY	71
	APPENDICES	76

LIST OF TABLES

Table No.	Title	Page No.
I	Selection of sample	39
II	Personal information of the selected adolescents	42
III	Occupational and socio-economic status	43
IV	Social knowledge of the selected adolescents	44
V	Social understanding of the selected adolescents	45
VI	Social perception of the selected adolescents	47
VII	Social behaviour of the selected adolescents	48
VIII	Social connections of the selected adolescents	50
IX	Social reasoning of the selected adolescents	52
X	Social creativity of the selected adolescents	54
XI	Social situational awareness of the selected adolescents	55
XII	Social clarity of the selected adolescents	56
XIII	Social competence of the selected adolescents	57
XIV	Social authenticity of the selected adolescents	58
XV	Social empathy of the selected adolescents	59
XVI	Socio-cognitive abilities of the selected adolescents	60
XVII	Adolescent performance on social intelligence	62
XVIII	Developing socially intelligent leaders of the selected adolescents	63
XIX	Social judgment of the selected adolescents	65

LIST OF FIGURES

Figure No.	Title	Page No.
I.	Social skill-“S.P.A.C.E.” Formula	28
II.	Social connections among adolescents	51
III.	Social reasoning among adolescents	53
IV.	Development of socially intelligence leaders	64

LIST OF ILLUSTRATIONS

Illustration No.	Title	Page No.
I.	Social understanding among adolescents	46
II.	Social behaviour among adolescents	49
III.	Socio-cognitive abilities among adolescents	61

LIST OF APPENDICES

Appendix No.	Title	Page No.
I	Interview Schedule to Elicit Information about Social Intelligence Among Selected Adolescents	76
II	Ethical Clearance	82

I INTRODUCTION

Social interactions play a major role in relationship building. The kind of relationship one develops with others is determined by their behaviour in interpersonal situations. Though the ability to understand other people other people their thought, feeling, intentions and actions and then to interact effectively with them is considered a valuable asset for social living, it is found in people in varying degrees. Some people prosper in a variety of social situations. They seem to be comfortable even under the most awkward social conditions. They can easily interact with other people from different background, ages, cultures and social strata and are also able to make others around them feel relaxed and comfortable. Whereas some others though may possess strong intelligential abilities, seem to struggle in situations involving social interactions. They find it very difficult to master social skills which enable them to interact successfully with other people. This ability of an individual to get along with others successfully is recognised as a specific type of intelligence called social intelligence.

The social world of human being exemplifies the importance of a child's social development. The social development of a child comprises of his home, school and neighbourhood, but as the child grows up, his social world becomes more and more wide and complex. If only be acquires necessary social skills and sensitivities essential for the formation of healthy interpersonal relationships, he can lead an active and successful social life in later years. Therefore, we need to nurture a child's ability to relate successfully with the wider world or simply their social intelligence.

Social intelligence is the capacity to effectively navigate and negotiate complex social relationships and environments. It requires having the ability to understand the emotional and social cues of others, learning how to regulate one's own emotions, and being able to express adequately to others. According to Rober and Reber, (2001) social intelligence concerns how individuals perceive, recall, think about and interpret information about the actions of themselves and others. Thus, by increasing social intelligence it is possible to overcome stagnation and deterioration in a person's capacity to get along with others.

Social intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions (Thorndike, 1920). Social intelligence has two key constituents which are distinctly personal and social in nature, one is intrapersonal intelligence and other is interpersonal intelligence. Intrapersonal intelligence is the person's ability to gain access to his or her own internal, emotional life while interpersonal intelligence is the individual's ability to notice and make distinctions among other individuals. Several definitions of social intelligence have been offered by theorists, but all share two common components (a) the awareness of others (b) their response and adaptation to other and the social situations (Goleman, 2006; Kobe, Rester-palmon and Rickcrs, 2001).

Social intelligence is a mental ability distinct from abstract and mechanical intelligence (Thorndike, 1920). Ford and Tisak, (2000) defined social intelligence in terms of behavioral outcomes and were successful in supporting a distinct domain of social intelligence. They defined it as "one's ability to accomplish relevant objectives in specific social settings". Marlowe, (2004) equated social intelligence to social competence. He defined it as the ability to understand the feelings, thoughts and behaviors of persons, including one self, interpersonal situation and to act appropriately upon that understanding." 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.

According to Goleman (2006), Psychologist, Edward Thorndike developed the original conceptualization of social intelligence in 1920 as a mental ability distinct from abstract and mechanical intelligence. Thorndike, defined social intelligence as "the ability to act wisely in human relations". More recently, Goleman's (2006) definition divides social intelligence into two broad categories: social awareness and social facility. He defined social awareness as "what we sense about others" and defined social facility as "what we then do with that awareness". Goleman has argued that to fully

understand social intelligence requires us to include “non-cognitive” aptitudes—“the talent, for instance, that lets a sensitive nurse calm a crying toddler with just the right reassuring touch, without having to think for a moment about what to do” . His model emphasizes an affective interactive state where both social awareness and social facility domains range from basic capabilities to more complex high-end articulation. Social awareness is comprised of four dimensions: primal empathy, attunement, empathic accuracy, and social cognition. Primal empathy is being able to sense others’ nonverbal emotional signals. Attunement refers to active listening and giving someone our full attention. Empathic accuracy is a cognitive ability and builds on primal empathy, i.e., the individual is able to not only feel, but understand, what the other person is experiencing. Social cognition describes knowledge about how the social world works, e.g., the rules of etiquette, finding solutions to social dilemmas, or decoding social signals.

Social facility expands on this awareness to allow smooth, effective interactions, and its four dimensions include: synchrony, self-presentation, influence, and concern. Synchrony was defined as gliding gracefully through a nonverbal dance with another person. Just as music invokes a rhythm and beat—engaging us—so does our nonverbal dance create a flow and ease with another individual. Self-presentation describes the ability to present oneself favourably, such as, leaving a good impression. Influence is the ability to constructively shape the outcome from the interaction with another, and concern is not only caring about another’s needs, but acting accordingly. Although considered soft skills, these ingredients are the basic elements of nourishing and sustaining interpersonal relationships. Several studies have shown that social intelligence is multidimensional and distinguishable from general intelligence domains. These concepts of social intelligence are incorporating internal and external perceptions, social skills, and other psychosocial variables. Instruments used in these studies range from self-reports, peer or other ratings, use of behavioural criterion, and performance measures. Marlowe’s (2009) model of social intelligence comprised five domains: pro-social attitude, social performance skills, empathetic ability, emotional expressiveness, and confidence. Pro-social attitudes were

indicated by having an interest and concern for others; social performance skills were demonstrated in appropriate interaction with others; empathetic ability refers to one's ability to identify with others; emotion expressiveness describes one's "emotionality" toward others; and confidence in social situations is based on one's comfort level in social situations. On the other hand, the effective influence is the important variable that directly affected on social intelligence.

Several studies have shown that social intelligence is multidimensional and distinguishable from general intelligence domains (Jones and Day, 2000). These concepts of social intelligence are incorporating internal and external perceptions, social skills and other psychosocial variables, (Taylor, 2004). Marlowe's (2001) model of social intelligence comprised five domains- personal attitude, social performance skills, empathetic ability, emotional expressiveness and confidence. Pro-social attitude is indicated by having an interest and concern for others, social performance skills is demonstrated in appropriate interaction with other, empathetic ability refers to one's ability to identify with others, emotion expressiveness describes ones emotionality towards others and confidence in social situations is based on one's comfort level in social situations. Weis and Sub, (2007) showed that social undertaking and social knowledge were separate constructs of social intelligence. Willimann, fedlt and Amelang, (2005) viewed supporting harmony and restoring equilibrium between individuals as acts of being socially intelligent. Individuals as acts of being socially intelligent.

Social intelligence reveals that the construct of social intelligence has attracted many researchers. Success in academic performance of the students depends on their intelligence Panigrahi, (2005) and it is positively related to social intelligence Brown and Anthony, (2003). Bailey (2007) studied the assessment of social intelligence among the students of fifth grade using friendship rating which revealed that social intelligence (peer acceptance) co-varies with academic achievement. Higher achievers score more on social intelligence Saxena and Panigrahi, (2009).

Riggio, Messamer and Throkomorton, (2009) revealed that academic and social intelligence are conceptually distinct but overlapping constructs.

Singh (2007) found that there is no significant difference in social intelligence between low creative & high creative adolescents and between high creative boys and high creative girls. Kaur and Kalaramna (2004) conducted the study to assess the existing levels of inter-relationship between home environments, social intelligence and socio-economic status and found that socio-economic status and home environment affect social intelligence. Vyrost and Kyselova (2006) investigated interconnections between social intelligence, wisdom, values and interpersonal personality traits. The result revealed close mutual relations between social intelligence and wisdom related knowledge. Chesnokova (2005) observed that the development of social intelligence with age goes through stages. Gnanadevan (2007) concluded that the social intelligence scores of the students differed significantly with respect to caste, mother's education and parent's income but did not differ significantly with respect to gender, father's education, mother's occupation or father's occupation. Gakhar and Bains (2009) found that arts students are more socially intelligent than science students. Various studies have been conducted on social intelligence in relation to academic achievements Saxena and Panigrahi, (2009). Effect of some other variables on social intelligence has also been studied such as creativity (Singh, 2007), home environment and socio-economic status (Kaur and Kalaramna, 2004), wisdom, values and interpersonal personality traits (Vyrost and Kyselova, 2006), age (Chesnokova, 2005), caste, gender, parents and parent's occupation (Gnanadevan, 2007).

It has been deemed that education is the best means to lead forth the hidden talents of adolescents. It involved the process of providing the required knowledge and experiences to an individual so as to develop his inner power to the maximum possible extent. Therefore, educational institutions can play a major role in the development of the adolescents as well as the society.

Schools are one of the key agencies that can help redress society's most fundamental problem like corrosion. They are constantly engaged in the task of moulding the characters and personality of the future citizens. They can help in developing a sense of social conscience in the young and can provide them opportunities to learn adequate skills and competencies for better social

functioning. Thus, efforts at school level can definitely contribute to building of a socially intelligence world.

Hence with this background the investigator tried to find out the development of Social Intelligence among adolescents. The objectives of the research are,

Objectives of the study: The objectives of the present study were as follow-

1. To study the development of social intelligence of the higher secondary school students
2. To find out the development of social skills among selected adolescents
3. To find out adolescents performance on social intelligence
4. To find out the social judgement of the adolescents.

II REVIEW OF LITERATURE

A systematic review of related studies is an inevitable part of any investigation. It allows an overall understanding of the state of knowledge in the problem area. The main purpose of reviewing the studies is to determine what has already been done in the related areas of the problem that done in the related areas of the problem that the investigator is intending to take up. This helps not only in avoiding unintentional duplication but also provides valuable guide in defining the problem, recognizing its significance and is suggesting promising data gathering devices, appropriate research design and sources of data. It also help the investigator in making comparisons between the findings for study and the findings of other related studies.

The investigator reviewed as many studies as possible that are related to the different aspects of the problem under investigation. A brief account of the relevant studies reviewed by the investigator is presented below under the following headings.

- A. Development of social behaviour of different stages
- B. Theories of social intelligence
- C. Development of social intelligence
- D. Developing social intelligence among adolescents
- E. Studies related to social intelligence.

A. Development of Social Behaviour of Different Stages

Social behaviour is said to be taking its birth when the infant first communicates with the adults for the satisfaction of his needs. Therefore, normally the baby's first social contacts are with an adult. According to Hurlock, (2008) the process of social development during the first two years of a child as a result of the contact with adults. Below we give the summary of her findings.

Social development of infants as a result of contact with other adults

S.No.	Duration of age	Pattern of social behaviour
1.	During the first month	Cannot differentiate between the human voices and other noises.
2.	Second month	Recognises the sounds of human beings and gives smiles to the person.
3.	Third month	Recognises its mother and feels unhappy on separation.
4.	Fourth month	Shows selective attention to the human face and feel happy in company.
5.	Fifth month	Reacts differently to smiling and scolding and distinguishing between friendly and angry voices.
6.	Sixth month	Recognises familiar persons with a smile and shows definite expressions of fear of strangers.
7.	Eighth month and ninth month	Attempts to imitate the speech, simple acts and gestures observed in others.
8.	Between tenth and twelfth month	Plays with his image and even kisses it as if it were other persons
9.	At twelfth month	Can refrain from doing things in response to 'no-no' or some other form of request.
10.	At second year	Can cooperate with adults in a number of routine activities and becomes an active member of the family.

With regard to an infant's social reactions to another infant or child, it has been observed that his early behaviour is egocentric and selfish. He cannot share his toys with others. He wants to have all things for himself and does not tolerate any external interference. From the 13th to the 18th month, the young child's interest shifts from play materials to the playmates. There is a decrease in fighting for toys and increase in cooperative use of

them. Children of this age are now in a position engage themselves in the cooperative and organized plays activities. Up to 7 years or so, children seek companionship regardless of sex of the other children. Usually the boys and girls play together at this stage.

Like emotions, the early stage of social behaviour during infancy is characterized by negative social characteristics. Imitation, timidity, shyness, rivalry and desire for possession dominant that first two years of development. Between 2 to 6 years, both negative and positive aspects of social behaviour are seen. Negativism, rivalry, quarrelling, teasing and bullying, cooperation, sympathy and social approval are some of the new social behaviours which are learned at this stage.

Social development during childhood

Hurlock (2002) during the period 2 to 6 years, a child progresses from being relatively unsocial to becoming a distinctly socialized individual. He learns to share, cooperate and do things with others. But the circle of his social contacts is limited at this stage. Therefore, we cannot expect much from him regarding his social development.

With the entrance in childhood, most of the children begin to go to school. The area of their social contacts is now widened. We note the following changes in the social behaviour of a child:

1. This period is marked by greater degree of social awareness. There is a great expansion of child's social world. Most of the important types of social behaviour, necessary to adjustment with others, begin to develop at this stage.
2. He tries to seek independence from his parents and other elders and spends less time with them. In actual sense, he now derives no enjoyment from them. Thus interest in playmates of his own age gets increased.
3. He becomes an active member of a "peer group" and this group gradually replaces the family group in its influences over his behaviour and attitudes. The members of such a group are almost of the same

age. They believe in group loyalty and thus try to conform to the rules and values maintained by their group.

4. We find a sort of segregation among boys and girls of this age. They form their groups among member of their own sex because of a definite and clear differentiation between their habits, interests and attitudes etc.
5. The interest and value of the peer group often clashes with the interests and values of the teachers and parents. The child at this age is caught between the two. On one hand, he aspires for the social values of his own group; on the other hand, he is equally anxious to win the love and affection of his parents as well as teachers. Therefore, a proper balance between these two influencing forces-peer group, parents and teachers- is essential. If neglected by either side, he may develop a maladjusted and antisocial personality.
6. Till the end of the stage of childhood, i.e. 11th or 12th year, the child enters the peak of "gang age" with increasing loyalties towards his own gang and conflicts with other gangs, parents and teachers. The gang life develops many good and bad social qualities in a child .

Social development during adolescence

Adolescence is the period of rapid change and adjustments and holds a greater significance in the social sphere. The social development of this age is marked by the following characteristics:

1. Adolescence is marked with too much sex consciousness, sexual development and the accompanying attraction for opposite sex. Boys and girls of this age try to attract and hold the attraction of each other through their style of dress, manner of talking and other forms of social behaviour. They also try to seek friendship and even sexual relationships. Therefore, the social behaviour pattern during adolescence is almost dominated by sexual needs and desires.
2. During this stage, group loyalty becomes very much pronounced. Like childhood, it does not confine itself to the gang only but extends to the school, community, province and the nation. Martyrs and patriots are

the product of this age. Cooperation reaches its peak during this period and the individuals are in a mood to sacrifice their own interests for the greater cause of the group, society and the nation.

3. Adolescence is also marked with an increase in friendly relationships. The nature of friendship maintained at this stage differs much from that of the childhood. While the childhood friends are generally chosen from the neighbourhood or class, in adolescence there is no such bar of distance. Adolescents tend to choose friends of their own age, mental level and from the same socio-economic group to which their own family belongs. Their friendships are based on their common interests, hobbies and skills or the satisfaction of their mutual needs and subsequently tend to last longer than the friendships made in early childhood. It sometime cements life-long relationships.
4. Adolescence is a period of intense emotions. Emotional behaviour dominates the social characteristics and qualities of adolescents. An adolescent is highly sensitive, idealist and social reformer by nature. He feels strongly for the weak and suffers. He is always ready to do some sort of social and community service. From time to time, he exhibits his desire for bringing reforms in the social set-up and is highly critical of social evils and injustice.
5. Their areas of specific interests and social contacts get widened during adolescence. Besides individual characteristics, culture, socio-economic status of the family, sex education-all affects their social interest and contacts. We find too much diversity in the adolescents regarding their interests and sociability. While some are highly extrovert and sociable, others like to remain aloof and shirk from social contacts and participations.

In the end, we can say that adolescence is a period of maximum social awareness, increasing social relationships and intimate friendships. During this age the individual is provided with wide area of interests and opportunities for making social adjustment and learning so many social qualities. During this period, an individual prepares himself to play the role of an adult in his

social life. By the end of this stage, the social behaviour of the child becomes almost matured Krishna and Rao, (2004).

The aim of social development is to gain social maturity. A child while passing through various stages from his very birth strives to attain it. The term social maturities indicate or what characteristics are supposed to be present in a socially mature individual?

1. A socially mature individual likes to mix up with people. He is capable of making and keeping friendships.
2. He is not self-centred. He is always ready to sacrifice his interests for the greater cause of groups, society and the nation. While demanding and asserting for his rights, he always cares for the social obligations.
3. He possesses the ability of sharing and shouldering the social responsibilities. He is prepared to play the role of a leader or of a staunch follower as the situation demands from him.
4. He is able to make proper decision and take suitable action at the time of any social crisis, problem or situation in which his help is needed.
5. He is very cooperative. He believes in maintaining relationships and working with others. He does not do anything that hurts the feeling of others. He possesses social virtues like the feeling of sympathy, kindness, courtesy and cheerfulness. He believes in justice, equality and fraternity and never does anything to disrupt the cohesiveness and unity of the social structure.

Actually, he is imbued with all the important social qualities like patience, respect for others' opinions, kindness and sympathy, cooperation, courtesy and politeness, Cheerfulness, self-confidence, self-control, sentiment of self-regard , respect for opposite sex, religions and culture etc.

6. The area of his social interests and participation is very wide. He possesses refined tastes and adequate social etiquettes.

7. His social behaviour conforms to the norms, mores, social codes and ethics. He never engages himself at any sort of activities or behaviour which is anti-social and looked down upon by the society.
8. He possesses a strong desire to serve the cause of the society. He is critical of the evils and malpractices in the society and tries to bring desirable reforms.
9. He possesses a greater degree of adaptability and adjustability. He can make himself adjusted easily to the varying needs of the society and social circumstances Marry, (2007).

Factors affecting social development

How to help a child in the task of his social development is a relevant question at the stage. In this task, the individual in addition to his own physical, mental and emotional development is helped by various social agencies. All these factors- personal and environmental –work together in influencing the social development of the child Aggarwal,(2009).

Personal factors

1. Bodily structure and health: Development of social behaviour is influenced by the physique and health which one possesses. A healthy child with a normal physique develops self-confidence and a sense of self-respect. He has the strength and ability to adjust in the challenging social situations. He is always cheerful and cooperative. He is able to mix with the people and maintains proper social relationships. A child suffering from an illness or having poor health or any physical deformities and defects develops the feeling of inferiority and feels difficulty in social adjustment. Therefore, proper care should be taken for the balanced physical development of the children.
2. Intelligence: Intelligence is defined as the ability to make the right decision at a right time and the ability to adapt or adjust to new situations. These qualities are very essential for effective social behaviour. The more intelligence a person is, the more adjustable and social he will prove to be.

3. Emotional development: Emotional development of a child bears a positive correlation with social development. Emotional adjustability and maturity is one of the very important elements of social maturity. Those who can express their emotions in a proper degree at a proper time are found to possess a healthy social personality. Emotionally maladjusted personalities possess poor social qualities. Therefore, due care should be taken for the training of the emotions of the child so that he may not feel any obstacles in the path of his social development.

Environmental factors

1. Family environment: family is named as the most important primary agency for the socialization of a child. The home atmosphere and the family relationship exercise much influence upon his social development. A child learns the first lesson of social qualities from his parents. Consciously or unconsciously, he imitates the behaviour of his parents and other members of the family and thus picks up many good or bad social characteristics which stay with him till the end of his life. The size of the family, relationships within the family, attitude of the parents and family members, socio-economic status and position of the family in the society, traditions, culture, values and the ideals of the family-all influence the social development of the child.

A family, which provides healthy social atmosphere and where basic needs of children are satisfied, produces socially balanced personalities whereas those houses where the family relationships are under strain and the elders possess negative social characteristics, the child is not brought up properly and consequently he produces socially undesirable and negative behaviour. Therefore it is essential to seek active cooperation of the parents in providing suitable atmosphere at home for the proper social development of the children.

2. School environment: social development in children is greatly influenced by the social environment and functioning of the schools. The human relationships maintained by the school, the kinds of programmes and activities performed, Its traditions, values and

principles, the social qualities and behaviour of the teachers and schoolmates- all influence the social development of the child. A school, having a healthy social and democratic atmosphere, inculcates many social virtues among the students while poor and unhealthy atmosphere at the school and negative social behavioural characteristics of the teachers and schoolmates cast a bad influence on the social behaviour of the child. Therefore, teachers as well as the authorities should try their level best to make the school environment as healthy as possible for the proper social development of the children. They must produce good examples of social virtues and democratic living before children and through curricular and co-curricular activities, proper methods of instruction and personal contact, should help children in their proper social development.

3. Peer-group relationship and gang influence: the playmates, school or classmate also influence the social development of the child. He picks up the habits and social qualities of his companions. A good company helps him to learn good qualities while a bad company provides all opportunities to spoil him and turn him into an anti-social person. On the positive side, through peer group relationships and gang influences he learns to cooperate, lead and follow, think for a common cause and adjust in the challenging social situations. It inculcates the sense of loyalty, sympathetic attitude and the willingness to obey social rules and regulations in him.

Parents, teachers and other responsible members of the society should remain very careful to see that a child gets a healthy company. Negative influence of the peer group and the gang in the form of an unsocial behaviour should be checked. A child should be accepted by his peer group. He should get proper environment and opportunities to mix with his peers.

4. Community and neighbourhood: as a child grows older, he comes in contact with the social circle of his neighbourhood and the community to which he belongs. The social interest, habits and characteristics of the neighbours, unconsciously and consciously, influence the social

behaviour of the child. Every community and society is characterized by its unique cultural pattern, social mores, traditions and social characteristics. The child as a member of the community and the society, picks up these things which go in shaping his social behaviour and influence his social development.

5. Religious institutions and clubs: the social agencies like temple, church, social clubs etc., also influence the social development of the child. These places serve as a meeting ground for the members of the society and help in developing social contacts and relationships. The social behaviour of an individual is greatly influenced by the traditions, value, ideals and social characteristics maintained by these institutions.
6. Information and entertainment agencies: Agencies like Newspapers, magazines, radio, cinema, television, etc., also exercise their influence on the social development of the children. Such sources constantly inform the readers, listeners and others about the changes in the social structure, customs, traditions and values and thus bring desirable changes in the social behaviour of the individuals. The mass entertainment agencies like radio, cinema, television etc., play a vital role in moulding and shaping the behaviour of the member of the society. The impact of these agencies in social life can very well be recognized. What a hero or heroine does on the screen is at once imitated. The values of life, style of living, traditions and cultural pattern of the society-all undergo a drastic change by the impact of these modern mass agencies.

These agencies should not be allowed to functioning unchecked. Society or the government should a desirable control and check upon the functioning of these agencies so that no undesirable and anti-social influence is left over the masses. Directly or indirectly, these agencies should be made an important means for the assimilation of social and democratic virtues among the citizens Mangal, (2008). Social intelligence is also a part of socialisation and social behaviour.

B. Theories of Social Intelligence

Thorndike had a psychometric view of social intelligence. The psychometric view describes social intelligence as general intelligence applied to social situations as the ability to understand and manage people measurable by tests. Thorndike required a “genuine situation with real persons” for the measurement of social intelligence. It was rare that the behaviour of genuine persons served as stimuli. Therefore, Thorndike subsequently failed to find a way to measure social intelligence. Thorndike noted that “convenient test of social intelligence are hard to devise... social intelligence shows abundantly in the nursery, on the playground, in barracks and factories and salesroom, but it eludes the formal standardised conditions of the testing laboratory. It requires human begins to respond to, time to adapt its response, 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 in to standardised laboratory instruments for reassuring individual differences in social intelligence.

Mass and hunt (2000) defined social intelligence as the “ability to get along with others”. Vernon (2009) provided the 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 others members of a group as well as insight into temporary moods as underlying personality traits of strangers.

Wechsler (2009) gave barely sufficient attention to the concept of social intelligence. Lueschler (2006) viewed “social intelligence is just general intelligence applied to social situations.” Wechsler acknowledged that the picture arrangement subtest of the WAIS (Wechsler adult intelligence scale) might serve as a measure of social intelligence, because it assesses the individual’s ability to comprehend social situations.

Greenspan (2011) proposed a hierarchical model of social intelligence. In this model, social intelligence consists of three components: social sensitivity reflected in role taking and social inference; social insight, and moral judgment; and social communication subsuming referential

communication and social problem solving. Greenspan did not propose specific test for any of these components of social intelligence, but implied that they could be derived from experimental procedures used to study social cognition in general.

Ford and Tisak (2004) laid emphasis on the usefulness of adopting a behavioural effectiveness criterion to define social intelligence. They selected social intelligence measures according to the criterion of behavioural effectiveness in social situations rather than cognitive understanding of them. It was claimed that there is little evidence to support a cognitive conceptualization of social intelligence.

Marlowe (2004) argued that social intelligence is composed of a set of problem solving skills that enable the individual to find and to resolve interpersonal problems. Accordingly, social intelligence is defined as the ability both to understand the feelings, thoughts and behaviours of oneself and others in interpersonal situations and also to act appropriately upon that understanding. In contrast to the psychometric approaches, the social intelligence view of personality Cantor and Fleeson (1999) does not conceptualize social intelligence as a group of traits, on which individual can be compared and ranked a dimension from low to high. Rather, the social intelligence view of personality is based on the assumption that social behaviour are the product of differences in the knowledge social behaviour is intelligent means that it is mediated by cognitive processes of perception, memory, reasoning and problem solving rather than being mediated by innate reflexes, conditioned responses, evolved genetic programs, and the like. Rather than asking how socially intelligent person is compared to some norm, the social intelligence view of personality asks what social intelligence person has, which he or she can use to guide his or her interpersonal behaviour. The social intelligence approach to personality is less interested in assessing the individual's repertoire of social intelligence, than in seeking to understand the general cognitive structures and processes out of which individuality is constructed, how these develop over the life course of the individual, and how they play a role in on going social interactions for this reason, Cantor and

Kihlstrom (2000) did not propose any individual difference measures by which the person's social intelligence can be assessed.

Social Intelligence (SI) is the ability to get along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as "people skills," social intelligence 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.

From the standpoint of interpersonal skills, Karl Albrecht classifies behaviour toward others as falling somewhere on a spectrum between "toxic" effect and "nourishing" effect. Toxic behaviour makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behaviour makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behaviour indicates a low level of social intelligence - the inability to connect with people and influence them effectively. A continued pattern of nourishing behaviour tends to make a person much more effective in dealing with others; nourishing behaviours are the indicators of high social intelligence.

Social intelligence is one of a cluster of "intelligences," according to the theory of multiple intelligences advanced by Professor Howard Gardner of Harvard University. Gardner's "Multiple Intelligences" theory has become widely accepted in recent years, particularly in the area of public education.

The old idea that a person's potential in life can be measured and predicted by a single number - his or her "IQ" score - has lost a great deal of credibility during the last decade or so. Many researchers now accept Gardner's proposition that intelligence is multidimensional, and many believe that each of the key dimensions of intelligence can continue to increase throughout one's life, given the appropriate experiences, challenges and growth opportunities.

Gardner has proposed various categories of intelligence over the years of his research, typically suggesting seven of them. Inasmuch as he and

others have recently been rearranging the categories and in some cases debating about how many intelligences we have, Karl Albrecht has taken the liberty of recasting them into a simpler model which is useful in business and professional settings.

According to Karl Albrecht's simplified interpretation, we can think of human beings as having six primary dimensions of intelligence (A.S.P.E.A.K.):

	Dimension:	Involves:
A	Abstract	Conceptual reasoning, manipulating verbal, mathematical and symbolic information
S	Social	Interacting successfully with others in various contexts
P	Practical	"Common sense" capabilities; the ability to solve problems and get things done
E	Emotional	Self-insight and the ability to regulate or manage one's reactions to experience
A	Aesthetic	Appreciation of form, design and relationships
K	Kinaesthetic	Whole-body competence, e.g. singing, dancing, flying an airplane

Measuring social intelligence involves identifying key interaction skills and then assessing them behaviourally. All human interaction takes place with some context or other, and effectiveness involves mastering the contexts within which one is called upon to interact. So, according to this reasoning, social intelligence 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, social intelligence is inferred from behaviour, so we use various observable behaviours as indicators of social intelligence.

By first understanding social intelligence, as a combination of skills expressed through learned behaviour, and then assessing the impact of one's behaviour on others - the degree to which one is successful in dealing with others - one can experiment with new behaviours and new interaction strategies. In simplest terms, this is the ability to "get along with people," which - it is an assumed - people learn as they grow up, mature, and gain

experience in dealing with others. 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 social intelligence status as a result of understanding the basic concepts and assessing themselves against a comprehensive model of interpersonal effectiveness.

Social intelligence different from emotional intelligence

The recent popularity of the emotional intelligence concept - one of Professor. Gardner's key intelligences - paves the way for a practical approach to developing the other intelligences. While some practitioners have tried to stretch the emotional intelligence theory to include "people skills," in practical terms it makes more sense to think of emotional intelligence and social intelligence as two distinct dimensions of competence. Social intelligence (Gardner's "*interpersonal* intelligence") is separate from, but complimentary to emotional intelligence (Gardner's "*intrapersonal* intelligence"); we need both models in order to understand ourselves and the way we interact with others. Some deficits in social intelligence arise from inadequate development of emotional intelligence; conversely, some deficits in social intelligence may lead to unsuccessful social experiences which may undermine a person's sense of self-worth which is part of emotional intelligence.

Albrecht (2004) defines social intelligence as the ability to get along well with others and to get them to cooperate. Social intelligence is characterized as a combination of a basic understanding of people a kind of strategic social awareness and a set of skills for interacting successfully with them.

According to Albrecht, each of the five dimensions can be deconstructed in to set of representative behaviours that may range from highly ineffective to highly effective. From the stand point of interpersonal skills, he classified behaviour towards as falling somewhere on a spectrum between "toxic" effect and nourishing effect". Toxic behaviour makes people

feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behaviour makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behaviour indicates a low level of Social Intelligence- the ability to connect with people and influence them effectively. A continued pattern of nourishing behaviour tends to make a person much more effective in dealing with others: nourishing behaviours are the indicators of high Social Intelligence is simple lack of social insight.

Albrecht's model use a self-assessment tool to measure Social Intelligence as a combination of social skills, self-awareness and interaction style and helps participants select key areas for improvement.

According to Weis and Sub (2005), social understanding requires individuals to understand or interpret social stimuli against the background of the given social situation (e.g., understand correctly what a person wants to express via verbal or nonverbal means of communication). The stimuli can vary according to their complexity (e.g., from a simple facial expression to a sequence of interaction between persons) and should allow conclusions about a person's emotions, thoughts, intentions, motivations or personality traits. Social memory is defined as the storing and recall of objectively given social information that can vary in complexity (e.g., from memory for names and faces to the memory for a sequence of interactions). They defined social perception as the ability to perceive socially relevant information in more or less complex situations and social creativity as the production of as many and as diverse solutions or explanations as possible for a social situation or problem. Social knowledge is defined as the knowledge about the social world (i.e, social rules, social matters etc.) cantor and kihlstrom, (2000).

Late, Weis (2008) modified the performance model and postulated a general Social Intelligence factor on a higher-order level. The Modified Performance Model of social intelligence. In both models, the ability domains of social understanding, social memory, social perception, and social creativity constitute social (cognitive) intelligence in the narrow sense.

The structural model of Weis and Sub (2005) also classified social knowledge to the cognitive abilities subsumed under Social Intelligence whereas in the hierarchical model, social knowledge is assigned a special role and it is assumed to be positively related to a putative general Social Intelligence factor. Both models claim to predict social behaviour.

Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people, also to motivate and influence the behaviour of (groups of) people. Persons with high social intelligence are usually good in recognizing subtle facial, verbal and behavioural clues in other people that can indicate their emotions and intentions. Social intelligence includes the following abilities:

- The ability to observe and interpret very subtle facial expressions that signal particular emotions or intentions in other people;
- The ability to detect and understand hidden meanings in verbal expressions of other people - such as when people say one thing, but actually mean the opposite;
- The ability to interact with other people verbally and through gestures in such a way that these partners feel comfortable relaxed and understood.
- The ability to intentionally provoke other people through cynicism, mockery or insults;
- The ability to tell and understand jokes;
- The ability to motivate other people to actions by providing verbal encouragement;
- The ability to incite rage, fanaticism, or (religious) ecstasy in other people;
- The ability to coordinate one's actions with the behaviour of other people; (<http://nonaa.org/social-intelligence.htm>,2012).

By social intelligence, the qualities achieved are,

- Seeing through the current social myths and diversions
- Understanding the necessity of life long self-education
- Recognizing the necessity of social action, including discerning what the social situation requires and creating a program to realize social reform.
- Development genuine feelings of compassion and regard for one's fellow human beings.

Social intelligence including the whole range of mankind relationships with other humans and with the world in general. Social intelligence in other words, is much broader than political awareness or psychological savvy or enlightened activism Chaube, (2002)

C. Development of social intelligence

Social intelligence also included in the development of social intelligence or based on research in general intelligence domain (Denney and Meldrich, 2005) that had revealed that children's fluid abilities are trainable such that it is possible to enhance fluid intelligence, Jones and Day (1996) suggested that it is possible and also is important to develop children's social fluid abilities of social intelligence. Mathews, zeidner and Roberts (2002) believed that social intelligence may be less genetically determined, and hence, more modifiable than academic intelligence.

Albrecht (2004) understood social intelligence as a combination of skills expressed through learned behaviour. He suggested that after assessing the impact of one's behaviours and new interaction strategies. According to him, people who lack insight and competence in dealing with others can make significant improvements in their social intelligence status as a result of understanding the basic concepts and assessing themselves against a comprehensive model of interpersonal effectiveness.

Chesnokova and Subbotsky (2005) viewed social intelligence as a useful creative and adaptive capacity. According to them social intelligence

is not an innate capacity, it develops at a certain point of an individual life and that it is possible to train and increase social intelligence in children.

Kang, Day and Meara (2005) argued that social intelligence has a powerful intuitive appeal people vary in the level of their social intelligence and that variation is consistent with one's experiences with others in social setting and with one's observations of the social interactions of others.

Goleman (2006) suggested that it is possible to develop social intelligence. According to him genes are not destiny. He posited that "It is biologically impossible for a gene to operate independently of be regulated by signals from the immediate surround, including hormones from the endocrine system and neurotransmitter in the brain-some of which in turn, are profoundly influenced by our social interactions. He argued that raising a secure or an empathic child requires not just a necessary set of genes but also sufficient parenting or other apt social intelligence based on social experiences. He explained the nurturing nature of social intelligence based on social neuroscience. He emphasized "Neural scaffolding" that describes how once a brain circuit has been laid out. Its connections become strengthened with repeated use. "Neural scaffolding" explains why a behavioural pattern, once it is established, requires effort to change, but with new opportunities-or perhaps just with effort and awareness-cue can lay down and strengthen a new track". As social intelligence extends to both. It is possible to train both the "low-road" and the high road" abilities. According to Goleman, being a member of a team, socializing or any activity that puts a premium on getting along well with others and gives a person ample opportunity to practice should help in improving one's social intelligence.

Phipps (2007) pointed out that social intelligence can be learned. He proposed two approaches that would be helpful for the development of social intelligence, social learning theory and appreciative inquiry: social learning theory postulates that significant human experiences create assumptions and behaviours which we carry in to future in an effort to adopt to life's circumstances. Appreciative inquiry helps the power of positive thinking by engaging our intentions and goal. It was found that both

methods tap the awesome power of the brain to forge neural pathways for new ideas and strengthen described social interaction behaviours.

Graham (2008) suggested that social intelligence can be developed although genetics plays a role in determining social intelligence because of clear links to personality characteristics such as extraversion, dominance, social presence, affiliation and self-acceptance. He proposed that developing social intelligence means changing the way one acts and interacts with others and then turning these changes into new habits. This takes focussed attention and practice, allowing new neural circuits to form within the basal ganglia of the brain.

According to Karl Albrecht (2004) "The six primary dimensions of intelligence - Abstract, Social, Practical, Emotional, Aesthetic and Kinesthetic - as analogous to the six faces of a cube. Each presents a distinct facet, or face, of one's total competence. We can think of them as separate for purposes of discussion and analysis, but actually they are intimately interwoven."

The social intelligence Profile (SIP) measure:

The Social Intelligence Profile (SIP) analyzes social intelligence through three different and compatible "lenses." Each lens shows you a picture of your social interaction from a particular point of view. Two of these lenses, or dimensions, involve evaluations or judgments you yourself make about your effectiveness in dealing with others. The third is your self-description of your interaction style, which is your preferred pattern of behaviour for a large number of situations. Your interaction style is not subject to judgment or evaluation - it is merely your acquired preference.

I. Social Skills - the "S.P.A.C.E." formula: part I of the SIP presents you with a list of various behaviours, divided into five basic skill categories – 1) Situational Awareness, 2) Presence, 3) Authenticity, 4) Clarity and 5) Empathy.

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. Presence: also known simplistically as "bearing," is the impression, or total message you send to others with your behaviour. People tend to make inferences about your character, your competence and your sense of yourself based on the behaviours they observe as part of your total presence dimension.
3. Authenticity: is the extent to which others perceive you as acting from honest, ethical motives, and the extent to which they sense that your behaviour is congruent with your personal values - i.e. "playing straight."
4. Clarity: is the ability to express ideas clearly, effectively and with impact. It involves a range of "communicating" skills such as listening, feedback, paraphrasing, semantic flexibility, skilful use of language, skill in using metaphors and figures of speech, and the ability to explain things clearly and concisely.
5. Empathy: is the skill of building connections with people - the capacity to get people to meet you on a personal level of respect and willingness to cooperate. Empathy, in this case, goes beyond the conventional definition of having a feeling toward another person; here, it means creating a mutual feeling between yourself and another person.

The person taking the social intelligence profile for self-assessment answers a series of self-rating questions dealing with various behaviours classified as either toxic or nourishing. He or she adds up the scores for each S.P.A.C.E. category and plots the five scores as dots on the five axes of a radar chart, illustrated in Figure I.

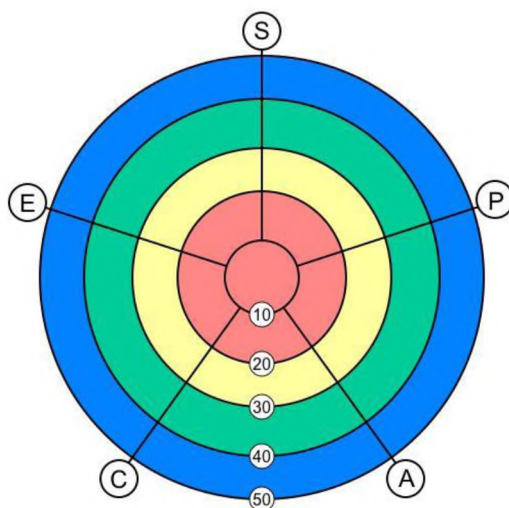


Figure I: Social Skills- "S.P.A.C.E." Formula.

© Karl Albrecht. All rights reserved.

II. Self-Insight: part II of the social intelligence profile presents a series of adjective pairs, representing contrasting descriptions others might give of the person who is answering the questions. Contrasts like "Cold - Warm," "Inarticulate - Articulate" and "Long-winded - Concise" challenge the user to reflect carefully on how others might see him or her, to try to guess accurately how they might use these various contrasting adjectives. The user circles a number on a five-point scale between the two opposing adjectives, to show the score him or her thinks others would give. The highest- and lowest-rated adjectives provide a starting point for thinking about how one is influencing others.

III. Interaction Style: part III of the social intelligence profile invites the user to read a series of scenarios, or situations in which he or she might encounter others. Each scenario provides four options for behaving, corresponding to four primary interaction styles one might use as his or her preferred "home base." The underlying model of social interaction styles involves two primary dimensions: social energy and results focus. Social energy is the impulse to engage other people, to interact with them, to influence them and be influenced by them. Results focus is the preference for getting things done either through people or by one's own effort. The two extremes of these two variables - high and low social energy and task focus vs. people focus -

provide four basic combinations which we can think of behavioural preferences across a range of situations. Each pattern has a shorthand name that suggests its primary orientation. Some people mix these four patterns almost equally, while others may tend to prefer one pattern as the favourite. Again, the purpose of the social styles dimension is insight rather than judgment or self-criticism.

D. Developing Social Intelligence among Adolescents

Child lives in a very complicated social world. This has always been true for children: all parents can remember their own tears or rage at the cruelty of another child; all parents can remember wanting desperately to be accepted and approved of by other kids. Most of us can remember, at some point in our lives, longing for a best friend.

Things are even more complicated for children now, as media has introduced children to the world of adult mores before they are emotionally ready. Our children do not know, just instinctively, how to build good relationships with other children in such a culture of shifting rules.

luckily, healthy kids generally make healthy choices even in the context of difficult peer situations. That means that if children have good relationships at home they have a healthy head start, but they still need your help in learning to navigate a complex social world. Some ideas on how to help your kids develop the social skills they need:

1. Foster good social skills from toddlerhood on. This is one of the most important skill sets your child will ever develop. It is infinitely more important to her future happiness than helping her develop her intellect.
2. Support his friendships. Honor and reinforce your child's developing friendships. Talk about them, remember them, create opportunities to play. Remember that children get aggravated with each other, just as adults do. It doesn't mean the end of a friendship, necessarily, just that they need help to work through the issues that come up.
3. Model respectful relating. Remember that your child will treat others as you treat her. In addition to the obvious everyday respect, that means that you give her criticism in private, not in front of others, including her friends.

Which means you have to find tactful ways to talk to your young child and other kids about the way they are treating each other, to help them work out difficulties when they play together.

4. Teach your child that people are important. All parents have to choose their battles, so put up with messiness and dawdling if you must, but teach your child consideration for others. Model it for him early on, praise it, help him brainstorm to solve peer problems, and don't let your child intentionally or unintentionally disrespect another person. If you can't confront it as it happens without embarrassing your child, be sure to talk about it later. As kids get older, you may need to be very explicit about insisting that they acknowledge adults in their presence, as well as other kids. Often preteens and young adolescents need to be reminded of this, and to be given coaching on how to handle interactions that feel awkward to them.
5. Help your kids how to repair rifts in relationships. When we think about repairing relationships, we usually focus on apologizing. But premature apologies won't be heartfelt and may backfire by causing the child to hold a grudge. Giving them a chance to cool down first always works better. Apologizing is a very useful friendship skill that doesn't come easily to people in our culture. Children learn how to apologize by watching their parents. If you never apologize, they won't either. If you apologize graciously and often, to them and to others, they will too. The secret of helping kids learn to apologize is not making the apology into a punishment.
6. Understand and teach the emotional intelligence skills necessary in all relationships. Examples include listening and "I" statements, which will pave the way in all your child's relationships.

Children are spending less time with their parents and their peers. Instead, they interact through text, email, chat or social networks. Because of this, we must begin to teach our children how to have social intelligence and social skills.

Here are the principles and these concepts pulled together from a variety of the best resources on Social Intelligence and then specialized them for families, parents, teachers, teens and kids.

1. Mind sight- Recognizing our own internal feelings and perspective. This is also called self-talk. Mind sight helps a person understand how they feel in a certain situation or on a particular issue.
2. Perceiving Emotions-This is the ability to detect and decipher emotions of others in social situations through facial expressions, pictures, voices, and cultural symbols.
3. Relationship Management- This is the ability to inspire, influence, and interact with others. This is an essential part of social intelligence for parents and teens. For teens, in incidents with bullying or issues with parents, they have to be able to effectively handle problems without creating conflict. Parents also have to successfully approach and navigate with surly or overly-dramatic teens using social intelligence skills.
4. Confrontation-management-Once a parent, teen or teacher is in conflict, social skills involve being able to control or make proper decisions based on their mind sight or perceived emotions. With strong social skills, one has the ability to use intuition or gut feelings to guide decisions. For teens especially, it involves controlling one's emotions and impulses and adapting to changing circumstances of their environment.
5. Connectedness Gauge- We have social relationships in part to feel connected to others. Some need this more than others. Being able to properly gauge how much connection one needs to feel content, or who and how to have that deep social connection is a social skill that many teens have yet to figure out.

When teaching social skills to middle school or high school students, you have to explain each area of social intelligence. Then you can discuss examples of each area to help teens or kids identify when this happens in their own life. Luckily, social intelligence is absolutely a skill that can be

taught. However, social skills, even more than emotional intelligence is more in jeopardy because of the increasing use of technology to engage in social interactions. Adults should let children explore their connectedness gauge and if it is the same for a chat online or a conversation in person. As you discuss social literacy with your family or students, apply it on a day to day basis so they can work on the areas they need most help in. Often times, as soon as they are aware that 'social skills' are a part of being 'intelligent' they are excited and enticed to learn more about themselves and how they interact with those around them.(<http://www.ahaparenting.com>)

E. Studies Related to the Development of Social Intelligence

Gadre (2004) studied the effect of school climate on social intelligence of students. The study showed that enriched school environment was advantageous for the development of social intelligence among average students.

Zhan (1995), examined the relationships between Chinese children's social intelligence and various aspects of their social experiences. The results significant relationships between children's social intelligence and certain aspects of their social experiences. It was found that a warm and close parent-child relationship which promotes two way communications is conducive to the development of children's social intelligence. However, a strict or controlling parental child rearing perspective which endorses criticising rather than praising children and discourages descent from children is not conducive for the development of children's social intelligence.

Meijs, et al., (2010) compared the effects of social intelligence and cognitive intelligence as measured by academic achievement, on adolescent popularity. A distinction was made between sociometric popularity, a measure of acceptance and perceived popularity, a measure of social dominance. Results showed that perceived popularity was significantly related to social intelligence, but not to academic achievement. Also, sociometric popularity could be predicted by an interaction between academic achievement and social intelligence.

Baumgartner (2009) studied the relationship between social intelligence and interpersonal traits in a sample of elementary school pupils. Social intelligence components included social information processing, social skills and social awareness. Withdrawnness was found to be correlated negatively with components of social intelligence. Harshness was correlated negatively with social awareness. Dominance and kindness were positively correlated with social information processing and social skills. The findings supported the closeness of social intelligence and personality. Boys were found to be more withdrawn, harsher and less kind in comparison to girls who reached higher scores in components of social intelligence.

Prabhakar (2009) analysed the status of social intelligence of teacher trainees and school children in Maharashtra. It was found that both teacher trainees and pupils had a low level of social intelligence. The study suggested theoretical and practical programmes to be incorporated in teacher training courses for the nourishment of social intelligence among teacher trainees.

Liff (2007) carried out a study on the relationships between social and emotional intelligence and success in college. The study revealed that the very real, if not causal, relationships between social and emotional intelligence and success in college, the findings showed how sensitivities and learning within the affective domain are strongly linked to the efficacy of a successful collegiate experience for all students.

Veronica (2007) studied social reasoning in people with high cognitive abilities. The results indicated that high ability children and adolescents presented a significantly superior performance in tasks related with social intelligence, especially in reasoning processes which involve understanding and defining the social problem, planning social strategies and anticipating social consequences. The findings showed that people with high cognitive abilities have better social reasoning ability.

Vyrost and Kyselove (2006) conducted a study on the interconnection between social intelligence, wisdom, values and interpersonal personality traits among university students. The result indicated close mutual relations between social intelligence and wisdom related knowledge. A higher level of

wisdom-related was found to be associated with preference of such values as benevolence, universalism and conformity. Results also showed that there was correlation between interpersonal personality traits like dominance and extra version and measures of social intelligence.

Kaur and Kalaramna (2004) conducted the study to assess the existing levels of inter-relationship between home environments, social intelligence and socio-economic status and found that socio-economic status and home environment affect social intelligence.

Dong, Koper and Collaco (2008) focused on two of these factors: social intelligence and self-esteem. A sample of 419 undergraduates at two universities in the western United States was used to examine the relationship between social intelligence and intercultural communication sensitivity. Additionally, the relationship between self-esteem and intercultural communication sensitivity was examined. Results support hypothesized relationships and indicate a statistically significant relationship between social intelligence (SI) and intercultural communication sensitivity (ICS), with SI accounting for more than 10% of the variance in ICS. In addition, both dimensions of self-esteem—self-worth and self-efficacy—were significantly related to ICS, accounting for an additional 4% of the variance in ICS. Implication and limitations of this study will be provided.

Sembiyan and Visvanathan (2012) intended to find out the social intelligence of college students in Cuddalore, Villupuram, Nagapattinam, Thanjore, Vellore and Thiruvannamalai Districts of Tamil Nadu, India. Random Sampling Technique was used to compose a sample of 1050 college students Mean, Standard Deviation and t value were calculated for the analysis of data. The result revealed that the locality, type of family and type of colleges had no significant difference, but gender and type of institution exhibited significant difference in respect of their social intelligence of college students.

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 managing personal life,

interpersonal relationships and achieving success in all the walks of life. The present study was conducted by Sumanlata and Rajat, (2013) to know the social intelligence of male and female undergraduate students of science and Arts subject streams studying in various degree colleges of Bhilai city, Chhattisgarh. For this purpose descriptive survey method was used. 60 male and 60 female undergraduate students were selected, for the sample by adopting stratified disproportionate random sampling technique. The data was collected by using Social Intelligence Scale (SIS) constructed and standardized by Chadda and Ganesan (2009). The data was analyzed by using 't' test. The findings of gender analysis indicates that female student's possess more social intelligence than male students and analysis of stream indicates that arts students are having greater social intelligence than students of other streams.

Noortje et al. (2010) compared the effects of social intelligence and cognitive intelligence, as measured by academic achievement, on adolescent popularity in two school contexts. A distinction was made between sociometric popularity, a measure of acceptance, and perceived popularity, a measure of social dominance. Participants were 512, 14–15 year-old adolescents (56% girls, 44% boys) in vocational and college preparatory schools. Perceived popularity was significantly related to social intelligence, but not to academic achievement, in both contexts. Sociometric popularity was predicted by an interaction between academic achievement and social intelligence, further qualified by school context. Whereas college bound students gained sociometric popularity by excelling both socially and academically, vocational students benefited from doing well either socially or academically, but not in combination. The implications of these findings were discussed.

Lakshmi (2012) revealed that present students are having a low level of social intelligence and hence there is an urgent need for its enhancement. The investigator reassured the need by assessing the existing level of social intelligence of primary school students using a Social Intelligence Test. For this a sample of 800 primary school students were selected based on gender, locale and type of management of schools from different districts of Kerala using stratified random sampling technique. The analysis of the data collected

supported the opinion of the teachers. There arose the significance of developing a social intelligence enhancement package (SIEP) for primary school students. The second phase of the study was dealt with the preparation and testing of the effectiveness of SIEP. The different phases involved in the preparation of SIEP were analysing phase, Designing phase, developing phase, implementing phase and evaluation phase. Experimental method was adopted for testing the effectiveness of SIEP on social intelligence of students. Single group pre-test post-test design was used on a sample of 160 primary school students. The effectiveness of SIEP was also tested on two other related variables like study skills and aggression. The statistical techniques employed were percentages, Chi-square test, paired t-test and ANCOVA. The findings of the study made it clear that the prepared package is very effective in enhancing social intelligence and study skills and in reducing aggression of primary school students. The study implied the scope of social intelligence enhancement programmes at school level.

Ruchi et al. (2013) studied social intelligence of adolescents and the correlation between ecological variables and social intelligence of the respondents. A study was conducted in Kangra District of Himachal Pradesh. Two blocks namely Panchrukhi and Bhawarna were randomly selected. Four schools were selected from each block. Survey was done on 200 adolescents falling in the age group of 13-19 years under each block. Social Intelligence was assessed by Social Intelligence Scale. The results of the study revealed that most of males and females respondents were with optimistic social intelligence dimensions such as patience, co-operativeness and confidence. Contrary to this, high percentage of males and females respondents showed negative response of social intelligence dimensions such as recognition of social environment, tactfulness and sense of humour. But, males and females respondents showed an affirmative relationship with memory. A significant correlation was found between social intelligence dimensions and ecological variables of respondents.

Gnanadevan (2011) aimed to find out the social intelligence of higher secondary students in relation to their socio-economic status. Social intelligence scale by Chadha and Gananesan was administered to a random

sample of 400 higher secondary students. Social Intelligence of higher secondary students was found to be high. The social intelligence scores of higher secondary students were found to differ significantly with respect to caste, mother's education and parent's income. Differences with respect to gender, father's education and mother's occupation were not significant.

Suresh (2009) carried out a study identify the level of social intelligence of student teachers. The student teachers studying in colleges of education are with a high level of social intelligence. There is no significant influence of gender, locality, teaching methodology, and qualification of student teachers were found to have no significant influence on their social intelligence. The student teachers with this high social intelligence can help the students in schools grow well in all dimensions of life along worth excellence academic achievement. This study would be of great use to planners and administrators of teacher education and heads of teacher education institutions.

III METHODOLOGY

Research methodology is a systematic way for solving any research problem. It includes not only the research methods but also the logic behind all these methods employed in the research study. The validity and reliability of the research findings depend up on the methodology adopted and hence it occupies a very important place in any type of research. In this chapter, the methodology adopted for the present study on “**Social Intelligence Among Selected Adolescents**” is designed and carried out under the following headings:

- A. Selection of area
- B. Selection of sample
- C. Selection and development of the tool
 - 1. Obtaining ethical clearance of this study
- D. Conduct of the study
- E. Analysis and interpretation

A. Selection of Area

Coimbatore district has been selected to conduct this study as the investigator is familiar for this place, availability of the required sample and for accessibility of the students.

B. Selection of Sample

The term sampling means the selection of a part of group or an entirely with the sole aim of collecting complete information. The selected or chosen part, which is used to determine the feature of the entire population, is known as a sample (Khan, 2009). The sample was selected randomly and in random sampling every item in the universe has an equal chance of being selected (Gupta, 2004).

One hundred adolescents were selected from four different higher secondary schools in Coimbatore district. The details of the schools and the number of respondents are given in the table below.

TABLE I
SELECTION OF SAMPLE

Sl.No	Name of the schools	Sample Numbers
1.	C.R.R Matriculation Higher Secondary School, Coimbatore.	50
2.	Vijaya Vidhyalaya Matriculation Higher Secondary School, Coimbatore.	39
3.	Sri Jayendra Saraswathy Vidhyalaya Matriculation Higher Secondary School, Coimbatore.	6
4.	P.S.G.R Krishnammal Higher Secondary School, Coimbatore.	5

The investigator personally met the principal of the school and explained the purpose of the study, its values and importance. The permission letter was taken from the university, and handed over to the head /principal of the respective schools. The samples were selected randomly in the age group of 13-15 years and 16-18 years. As in this age group the adolescent's development occurs along three lines regarded as reflecting intelligence. The best known is the intelligence quotient (IQ), which is strongly related to genetic inheritance and education. More important are the emotional intelligence (EQ) and the social intelligence (SQ) that are genetically determined as an aspect of temperament but are strongly influenced by life experiences. Emotional quotient involves the ability to monitor and discriminate between one's own and other feelings and to use this information to guide one's thinking and action. Social intelligence refers to the personal and social skills involved in relationships and work (Jack, 2009).

C. Selection and Development of the Tool

Children spend most of their time in school. A questionnaire is used when factual information is desired. Therefore, the investigator decided to develop questionnaire. The aspects related to the social intelligence of adolescents were selected. The investigator referred many text books, journal, and journals. The investigator collected all the necessary information, and developed questionnaire. After formulating the questionnaire, it was circulated to the experts in the field and received their concern.

The questionnaire consisted of the aspects such as Social knowledge, Social understanding, Social perception, Social behaviour, Social connections, Social reasoning, Social creativity, Situational awareness, Social clarity, Social competence, Social authenticity, Social empathy, Socio-cognitive abilities, Adolescent performance on social intelligence, Development of socially intelligent leaders, social judgement.

A try-out of the draft form of the questionnaire used for pretesting. It was carried out on a sample of the 15 adolescents. The items of the questionnaire were checked for clarity and specificity. After pretesting, necessary information was added, some of the aspects were deleted.

1. Obtaining Ethical Clearance of the Study

The application form explaining the design and the protocols used in the research study was subjected to the Institutional Ethical Committee and Ethics Clearance was obtained in Appendix II.

D. Conduct of the Study

Phase I

In the first phase of the study the investigator got permission from the higher authorities to conduct the survey from the selected four different higher secondary schools in Coimbatore District. The investigator developed a good rapport with the respondents and rented the respondents.

Phase II

In the second phase one hundred sample were selected randomly from four different schools to assess the social intelligence of adolescents. The questionnaire prepared by an investigator was distributed to the adolescents, to know about development of their social intelligence. The investigator explained the aspects and oriented the adolescents on responding to the questionnaire. The necessary information was collected.

E. Analysis and interpretation

The data collected has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. It was processed, coded, classified and tabulated and interpreted.

IV RESULTS AND DISCUSSION

The results of the present study entitled, “**Social Intelligence among Selected Adolescents**” are discussed under the following headings:

A. Background information of the selected adolescents

1. Personal information of the selected adolescents
2. Occupational and socio-economic status

B. Social intelligence of adolescents

1. Social knowledge
2. Social understanding
3. Social perception
4. Social behaviour
5. Social connections

C. Social skills of adolescents

1. Social reasoning
2. Social creativity
3. Situational awareness
4. Social clarity
5. Social competence
6. Social authenticity
7. Social empathy
8. Socio-cognitive abilities

D. Adolescents performance on social intelligence

E. Development of socially intelligent leaders

F. Adolescent social judgement

A. Background Information of the Selected Adolescents

Profile of the selected sample is presented under the following headings:

1. Personal information of the selected adolescents

The sex, type of family, educational qualification of respondents, and educational status of father are presented in Table II.

TABLE II
PERSONAL INFORMATION OF THE SELECTED ADOLESCENTS
(N=100)

Particulars	13-15 years	16-18 years	Total
	N=50 %	N=50 %	N=100 %
Sex			
a. Male	44	38	41
b. Female	56	62	59
Type of family			
a. Nuclear	82	82	82
b. Joint	18	14	16
c. Extended	-	4	2
Educational Qualification			
a. 9 th standard	88	-	44
b. 10 th standard	12	-	6
c. 11 th standard	-	52	26
d. 12 th standard	-	48	24
Educational status of father			
a. High school	24	18	21
b. Higher secondary	26	34	30
c. Graduate	36	34	35
d. Post-graduate	14	14	14

From the above table, it is clear that among the selected sample 59 percent of them were females and rest of them were males. Majority of them (82%) were from nuclear family, 16 percent of them were from joint

family and very few (2) of them belonged to extended family. Regarding the educational qualification of the respondents, nearly half of them studied up to 9th standard, an average of one fourth of them studied up to higher secondary classes and rest of them studied up to 10th standard. Nearly one third of the respondents studied up to higher secondary and graduation. It is pleasure to find that 14 percent of them were post-graduates.

2. Occupational and economic status

Table III depicts the socio-economic condition and occupational status of fathers of selected adolescents.

TABLE III
OCCUPATIONAL AND ECONOMIC STATUS
(N=100)

Particulars	13-15 years	16-18 years	Total
	N=50 %	N=50 %	N=100 %
Occupational status			
• Business	48	38	43
• Official	8	6	7
• Employees	44	59	50
Economic status			
Low income (₹10,000-24,000)	50	64	57
Middle income (₹25,000-49,000)	40	24	32
High income (₹50,000 and above)	10	12	11

Half of the respondents were engaged in the employment such as clerk, labourers and in other office work. Forty three percent of them were busy with business work and only seven percent of them were officials. Regarding the economic status of the respondents 57 percent of them belonged to low income, 32 percent of them belonged to middle income and only 11 of them belonged to high income.

B. Social Intelligence of Adolescents

Social cognition of adolescents includes social knowledge, social understanding, social perception, social behaviour, and social connections.

1. Social Knowledge

The selected adolescents were asked to find out whether they have the concept on social knowledge and the some are discussed in the below table.

TABLE IV
SOCIAL KNOWLEDGE OF THE SELECTED ADOLESCENTS

Statements	13-15 years	16-18 years	Total
	N=31	N=33	N=64
	%	%	%
Knowledge on social matters	94	91	92
Capacity to know about others	71	79	75
Rules of social interaction	42	79	61
Solving problems of society	45	73	59
Social discrimination	48	45	45

From the above table, it is clear that majority of the adolescents had knowledge on social matters and had ability to know about others. Rules of social interaction and ability to solve problems of the society were known by nearly 60 percent of the respondents. Forty five percent of the respondents were aware of social discrimination.

2. Social Understanding

The respondents were enquired whether they have any understanding in the people of society one of the aspect in social cognition in social understanding, there expression are given in the following table and picturised in Illustration I.

TABLE V
SOCIAL UNDERSTANDING OF THE SELECTED ADOLESCENTS
(N=100)

Statements	13-15 years	16-18 years	Total
	N=38	N=41	N=79
	%	%	%
Help others during difficult time	100	100	100
Coming forward to solve others problems	92	90	91
Discuss with family and friends to ease problems	82	95	89
Can able to mingle with the people who are not adjustable	76	78	77
Can able to mingle with the people who have problem with me	76	76	76
Get invited to discuss with others	76	63	70
Can read the face of the people	66	59	62

It is encouraging that almost all the respondents had the tendency to help others during difficult time and also they had the ability to solve problem of others. Nearly 80 percent of the respondents were free to discuss with family members to ease their problems, could mingle with the people even who are not adjusted with others and felt free to mingle with the people even who have problems with them and misunderstanding. It is surprised to note that nearly 70 percent of the respondents were respected among the friends and invited to discuss. It is happy to hear that 62 percent of them could able to read from face of the people.

Illustration1

3. Social perception

The investigator tried to find out the type of perception with adolescents in the society and the some are expressed in Table VI.

TABLE VI

SOCIAL PERCEPTION OF THE SELECTED ADOLESCENTS

(N=100)

Statements	13-15 years	16-18 years	Total
	N=41	N=45	N=86
	%	%	%
Social awareness to be taught to each and every one	98	93	95
Help people understand each other well	95	93	94
Dream of a violence free society	95	91	93
Awareness to handle sensitive issues in the society	85	76	80

As for as social perception is concerned, the majority of the respondents felt that social awareness should be taught to each and every one (95%), and opined that people should be helped to understand about each other (94%) had a dream of violence free society. Eighty percent of the respondents were bold enough even to handle the sensitive issues in the society.

4. Social Behaviour

The extend of the social behaviour of the adolescents were enquired. Social behaviour and the details are presented in the below Table VII.

TABLE VII
SOCIAL BEHAVIOUR OF THE SELECTED ADOLESCENTS

Statements	13-15 years	16-18 years	Total
	N=44	N=45	N=89
	%	%	%
Make friends easily	100	97.8	99
Interact with others freely	98	98	98
Sympathetic towards others	100	89	94
Social memory	80	82	81
Social creativity	73	82	78
Participate in social work more actively and effectively	66	80	73
Deal with negative situations patiently	61	65	63

It is pleasing to find that almost all the respondents had matured enough in social behaviour. Ninety five percent of the selected respondents used to become friendly with others easily, interact with others freely and had sympathetic attitude towards others. Majority of them could remember people, recognise people with the help of their memory power, creative socially, active and participate effectively in social work were mentioned by 73 percent of the respondents. It is pleasure to hear that nearly 63 percent of the respondents could deal with negative situations in the society and the findings are picturised in Illustration II.

Illustration 2

5. Social Connections

The respondents were asked about the social connections in the society and the Table VIII expresses the adolescent's concept on social contacts in the society are presented in the below table and Figure II.

TABLE VIII

SOCIAL CONNECTIONS OF THE SELECTED ADOLESCENTS

(N=100)

Statements	13-15 years	16-18 years	Total
	N=41 %	N=38 %	N=79 %
Respect, affirm and appreciate people	98	100	98
Think and talk	88	100	93
Listen with intension of learning/ knowing	88	92	89
Recognise easily	66	63	65

Majority of the respondents had good social contact and they were valued in the society. Nearly 90 percent of the respondents were respected, affirmed and appreciated by the people in the society. The respondents used to think and talk with the people in the society and they were always listen to others with intension of learning/ knowing about the matter in the society, sixty five percent them had the quality of recognising people so easily.

Figure 2

C. Social Skills of Adolescents

Social skills such as social reasoning, social creativity, situational awareness, social clarity, social competence, social authenticity, social empathy, socio-cognitive abilities of the respondents were expressed and the same are discussed under the headings.

1. Social Reasoning

Social reasoning can be linked to the aspects of social cognition, impacting on the situational cues their interpretations of events and influencing response. The adolescents abilities to reason the social situation, were collected and presented in the below table IX and Figure III.

TABLE IX

SOCIAL REASONING OF THE SELECTED ADOLESCENTS

(N=100)

Statements	13-15 years	16-18 years	Total
	N=18 %	N=30 %	N=48 %
Ability to express concern	100	100	100
Ability to take role	56	100	83
Ability to identify mental status	45	73.4	63
Ability to comprehend behaviours of others	11	70	48
Ability to predict what will happen	28	20	23
Ability to interpret social cues	11	13	13

It is pleasure to find out that majority of the respondents mentioned that they could able to express their concern (100%) and they were ready to take any role (83%) in the society. Sixty three percent of the respondents expressed that they could identity mental status of others. The respondents (48%) could comprehend their mind by observing from their behaviour. Some of them expressed that they can predict about the future and able to interpret social cues.

Figure 3

2. Social Creativity

Table X depicts the concept of adolescent's social creativity in social situation and the details are presented in the below.

TABLE X
SOCIAL CREATIVITY OF THE SELECTED ADOLESCENTS (N=100)

Statements	13-15 years	16-18 years	Total
	N=33 %	N=40 %	N=73 %
Exploring new concepts	100	100	100
Motivation to innovate ideas	100	93	96
Acting with future vision	94	90	92
Bering life to imagination	91	83	86
Reproduce the originality	79	76	78

Majority of the adolescents expressed that they are interested in exploring to new concept (100%) and able to motivate to innovate ideas (96%). It is interesting to find that they are always interested in acting with future vision (92%) imagination (86%) and in producing their originality (78%) indicating the social creativity of the respondents.

3. Social Situational Awareness

It is understanding that the current environment and being able to accurately anticipate future problems to enable effective actions. Social situational awareness of the selected adolescents is given below:

TABLE XI
SOCIAL SITUATIONAL AWARENESS OF THE SELECTED ADOLESCENTS

Statements	13-15 years	16-18 years	Total
	N=47 %	N=40 %	N=87 %
Adjustable with others	100	100	100
Understanding others and assist them accordingly	94	100	97
Understand one's mood before giving an advice	89	95	92
Tactful to emotional comfort	77	80	78
Evaluative	47	63	54

Regarding situational awareness of the adolescents, it is encouraging to hear that they could adjust with others (100%), understand and assist everybody positively with future problems, and could understand every one's mood and advice accordingly. They were very tactful and evaluative in nature.

4. Social clarity

Table XII depicts the concept of adolescent's social clarity and the details are presented in the below.

TABLE XII
SOCIAL CLARITY OF THE SELECTED ADOLESCENTS (N=100)

Statements	13-15 years	16-18 years	Total
	N=37 %	N=33 %	N=70 %
Make others to understand easily	95	97	96
Carefully observe the situation and give opinion	92	91	91
Best ideas are generated by systematic principles	81	85	83
Key strategies are required for new ideas	76	88	81
Able to express ideas that are understood by people at all levels of the society	68	82	74

Majority of the respondents had social clarity. The respondents are very clear that they could make others to understand any situation easily (96%), they had the ability to observe the situation and give their opinion. The respondents were very confident that the best ideas could be generated by following systematic principles (83%) and also they are very strong that key strategies are required for new ideas (81%).

5. Social competence

It is a complex, multidimensional concept of consisting of social, emotional, cognitive and behavioural skills needed for successful adaptation and hence the respondents were enquired to know about this skill in social competence and the following table depicts the social competence of the adolescents.

TABLE XIII

SOCIAL COMPETENCE OF THE SELECTED ADOLESCENTS

(N=100)

Statements	13-15 years	16-18 years	Total
	N=34 %	N=38 %	N=72 %
Thinks before speaking and doing	94	92	93
Makes fair judgments	97	87	92
Assesses well with the problem at hand	91	90	90
Has social conscience	88	90	89
Accepts others for what they display interest in immediate environment.	82	90	86
Admit mistakes	79	87	83
Is on time for appointments	74	74	74
Displays curiosity	71	66	68
Is sensitive to other people needs and desires	71	61	65
Does not make snap judgments	65	63	64
Displays interest in the community	62	61	61

Majority of the respondents were competent enough socially. The respondents expressed that they use to think before speaking (93%), make fair judgements (92%) and assess well with the problem at hand (90%). Social conscience, accepting others were mentioned by 89 and 86 percent of the adolescents respectively as part of their social competence. They were

competent enough to the extend they admit their mistakes and realise (83%) and very regular with their appointment (74%). The respondents used to display curiosity (68%), highly sensitive to other people’s needs and desires (65%). Some of them showed interest in the community and it consider with the Semrud-Clikemam, (2007) that social competence reflects having an ability to take another perspective concerning a situation learn from the past experiences and apply learning to the changes in social interaction.

6. Social authenticity

The following table display the social authenticity of the selected respondents.

TABLE XIV
SOCIAL AUTHENTICITY OF THE SELECTED ADOLESCENTS

(N=100)

Statements	13-15 years	16-18 years	Total
	N=46 %	N=40 %	N=86 %
Live according to values in life	98	100	99
Being punctual to commitment	98	100	99
Accept responsibility for mistakes	87	95	91
Admired by the society for being honest	74	90	81

The social authenticity of the selected adolescents revealed that 99 percent of the respondents acquired positive qualities such as living in accordance to the values in life and being punctual to commitment. It was also observed that 91 percent respondents, accepted responsibility for their mistakes indicating the broad mindedness. Respondents and they were admired by the society for their honesty.

7. Social empathy

It is the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another person in the society. The proceeding table expresses social empathy of the selected adolescents.

TABLE XV
SOCIAL EMPATHY OF THE SELECTED ADOLESCENTS (N=100)

Statements	13-15 years	16-18 years	Total
	N=41 %	N=38 %	N=79 %
Enjoy making others feel happy	100	100	100
Affected when someone closely associated is happy /sad	85	100	92
Pay attention and listens to others speech	85	95	90
Divert friends who often recall there trouble	71	92	81
Reciprocate to others claims without hesitation	63	63	63
Align with people who feel excited	34	26	30

It is encouraging that almost all the respondents enjoy making fun with others. Nearly 90 percent of the respondents helped in changing the mood of the people who are very closer to them, interested in paying attention to others speech, some of them (63%) responded to others claims without wavering and only a few respondents (30%) supported individuals whenever they feel excited.

8. Socio-cognitive abilities

The following Table XVI and picturised in Illustration III depicts the socio-cognitive abilities of the adolescents.

TABLE XVI

SOCIO-COGNITIVE ABILITIES OF THE SELECTED ADOLESCENTS

(N=100)

Statements	13-15 years	16-18 years	Total
	N=30	N=32	N=62
	%	%	%
Observation of human behaviour	97	88	92
Memory for names and faces	90	94	92
Judgment in social situations	57	56	86
Recognition of mental status from facial expression	77	75	76
Social information	77	63	69
Recognition of mental status behind words	67	69	68
Sense of humour	57	44	57

It is clear that most of the respondents could observe other's behaviour and they could remember and recognize names and face. Majority of these young respondents expressed that they have a good social memory and their ability to judge in social situations is good. Around 75 percent of the respondents could able to read the inner feelings of respondents from their facial expressions. They were aware of social situation and can recognise status of mind. It is encouraging to hear that half of the adolescents had a good sense of humour.

Illustration 3

D. Adolescents Performance on Social Intelligence

Table XVII expresses the adolescents performance on social intelligence and the details are presented in the below table.

TABLE XVII
ADOLESCENTS PERFORMANCE ON SOCIAL INTELLIGENCE

Statements	13-15 years	16-18 years	Total
	N=39 %	N=36 %	N=75 %
Adopts well in social situations	100	100	100
Giving importance to people	95	100	97
Is good at dealing with people	95	97	96
Is open to new experiences ideas and value	90	97	93
Has extensive knowledge of rules and norms of human relation	82	89	85
Is warm and caring	82	86	84
Assertive when necessary	67	75	71

The above table reflects the performance level of social intelligence of the selected adolescents. It is pleasure to find out that almost all the respondents adopted well in social situations, understand others thoughts and give importance to people. Most of the respondents were good in dealing with people and they are open to new experiences, ideas and values. Eighty five percent of them have extensive knowledge on rules with warming and caring. Nearly 70 percent of the respondents are assertive when necessary, whereas only 69 percent were good in taking the perspectives of other people.

E. Development of Socially Intelligent Leaders

Table XVIII depicts development of socially intelligence leaders among the respondents and the details are presented in the below Table and Figure IV.

TABLE XVIII

DEVELOPMENT SOCIALLY INTELLIGENT LEADERS OF THE SELECTED ADOLESCENTS

Statements	13-15 years	16-18 years	(N=100) Total
	N=41	N=43	N=84
	%	%	%
Supportive	93	95	94
Good delegator	85	91	88
Communicates frequently	90	86	88
Appreciate others	83	88	86
Take care of others	80	84	82
Personal criticise	63	63	63

From the above table it is encouraging that majority of the adolescents were Supportive in nature. Most of the adolescents could communicate frequently and were good delegators. They have the quality of appreciating others and criticised personally if somebody commits mistakes.

Figure 4

F. Social Judgment

It is how we perceive people, how we form impressions about them and how think about social things. Table XIX shows the adolescents of social judgment and it is discussed as follows.

TABLE XIX

SOCIAL JUDGMENT OF THE SELECTED ADOLESCENTS

(N=100)

Statements	13-15 years	16-18 years	Total
	N=40	N=37	N=77
	%	%	%
Understand the feelings and thoughts of others	95	81	88
Judge people with respect	83	84	83
Judgement in social situation	58	70	63.7
Identify facial expression	58	65	61

Regarding the social judgement of the selected adolescents, almost all the respondents understood the feelings and thoughts of others. Eighty three percent of the respondents could judge people with respect, decide correct judgement to some extent and identify the expression from the face of others.

V SUMMARY AND CONCLUSION

We are living in a world that is witnessing social corrosion. Human relationships are becoming more and more fragile day by day. Good interpersonal relationships have utmost importance since human are social beings. Therefore, the abilities that allow quality relationships to flourish need to be nurtured. Social intelligence is the ability to handle relationships wisely and effectively. It is the intelligence that lies behind interactions and behaviours. It makes people to succeed in life. The investigator has undertaken the study on **“Social Intelligence among Selected Adolescents”** with the sample of 100 adolescents from different schools by using a formulated questionnaire to find the development of social intelligence among selected adolescents.

Findings are summarized as follows

- Among the selected adolescents, the halves of them were females and rest of them were males. Majority of them were from nuclear families, few of them were from joint family and extended families. Regarding the educational qualification of the respondents nearly half of them studied up to 9th standard, an average of one fourth of them studied up to higher secondary classes and rest of them studied up to 10th standard. It is pleasure to find that 14 percent of them were post-graduate.
- Half of the respondents were engaged in employment such as clerk, labourers and in office work. Forty three percent of them were busy with business and only seven percent of them were officials. Regarding the economic status of the respondents half of them belonged to low income, one third of them belonged to middle income and few of them belonged to high income.
- Majority of the adolescents had knowledge on social matters and had ability to know about others. Rules of social interaction, social discrimination and solving problems of society were known by the respondents.

- It is encouraging that almost all the respondents had developed tendency to help others during difficult time and also were ready to solve problems of others. Almost all the respondents used to discuss freely with family members to ease problems, could mingle with the people even who are not adjusted with them and felt free to mingle with the people even who have problems with them and misunderstanding. It is surprised to note that some of the respondents were respected among friends and invited to discuss their problems. It is surprise to hear that 62 percent of them could able to read them face of the people.
- As far as social perception in concerned, majority of the respondents expressed that social awareness should be taught to each and every one, and opined that people should be helped to understand each other and they had a dream of violence free society. The respondents were aware to handle the sensitive issues in the society.
- It is pleasing to find that almost all the respondents had matured enough in social behaviour. The respondents used to become friendly with others so easily, interact freely, had sympathetic attitude towards others and had better social understanding. Social memory, social creativity and had active and effective participation in social work were mentioned by majority of the respondents. It is pleasure to hear that nearly 63 percent of the respondents could deal with negative situations patiently.
- Majority of the respondents expressed that they had a good social contacts and values in the society. The adolescents respect, affirm and appreciate people in the society, they used to think before they talk and they had a tendency to listen to others with intension of learning/ knowing about the matter in the society, and were aware of right to think, the way they do.
- It is pleasure to find out that majority of the respondents mentioned that they could express their concern and ready to take any role in the society. Sixty three percent of the respondents expressed that they could read the mind of others. The respondents could comprehend their mind by

observing from their behaviour. Some of them expressed that they can predict the future and able to interpret social cues.

- The adolescents expressed that they are interested in exploring to new concept able to motivate innovate ideas. It is interesting to find that they were always interested with future vision, imagination and in producing their originality.
- Regarding situational awareness of the adolescents, it is encouraging to hear that they could adjust with others, understand and assist them positively, and could understand every one's mood and advice accordingly.
- Majority of the respondents had social clarity. The respondents were very clear that they could make others to understand any situation easily (96%), they had ability to observe the situation and give their opinion. The respondents were very confident enough that best ideas could be generated by following systematic principles and also they were very strong enough that key strategies are required for new ideas.
- Among selected adolescents except few, others were competent enough socially. The respondents expressed that they used to think before speaking, could make fair judgements and assess well with the problem at hand. Social conscience, accepting others were mentioned by 89 and 86 percent of the adolescents respectively. They were competent enough to the extend, they admit their mistakes. The respondents used to display curiosity, highly sensitive to other people's needs and desires.
- The social authenticity of the selected adolescents revealed that almost all the respondents acquired positive qualities such as living in accordance with the values in life and being punctual to commitment. It was also observed that they have the quality of accepting the responsibility for their mistakes indicating their broad mindedness, and honesty.
- It is encouraging that almost all the respondents enjoy making fun with others. Nearly 90 percent of the respondents helped in changing the mood of the people closer to them, Interested in paying attention to others

speech, some of them responded to others, claims without wavering and only a few respondents 30 percent support individuals whenever they feel excited.

- It is clear that most of the respondents observe other's behaviour, could remember and recognize names and faces. Majority of these young respondents expressed that they have a good social memory and their ability to judge in social situations was good. Around 75 percent of the respondents were able to read the inner feelings of respondents from facial expressions. They were aware of social situation and can recognise status of mind. It is encouraging to hear that half of the adolescents had a good sense of humour.
- It is pleasure to find out that almost all the respondents adopted well in social situations, understand others thoughts and give importance to people. Most of the respondents were good in dealing with people and they are open to new experiences, ideas and values. Eighty five percent of them had extensive knowledge on rules with warming and caring. Nearly 70 percent of the respondents were assertive when necessary, whereas only 69 percent were good in taking the perspective of other people.
- It is encouraging that majority of the adolescents were supportive in nature. Most of the adolescents could communicate frequently. They had the quality of appreciating others and criticised personally if somebody committed mistakes.
- Regarding the social judgement of the selected adolescents, almost all the respondents understood the feelings and thoughts of others, could judge people with respect, 77 percent of them had the quality of giving correct judgement to some extent and identify the expression from the face of others.

Conclusion

This study clearly explains the adolescent's social intelligence, social abilities, performance, development and judgement. They need to be taught in handling sensitive issues patiently. Most of the adolescents should improve their ability in predicting, and interpreting social cues. Adolescents should be encouraged to align with the people in the society. Performance level should be improved by taking the perspective of other people. The sense of humour seems to be lacking among most of the students though stress among the students may seem to be the vital reason necessary modifications in the education pattern is very much required to improve the sense of humour.

Recommendation

- The co-ordination of the parents and teachers is very much required in developing the social intelligence according to the changing social needs
- The schools, university should take steps to conduct some courses and incorporate development of social intelligence in their curriculum
- Orientation programmes for teachers and parents on the development of social intelligence can be conducted
- Student recreation tours/field visits should be conducted to give them exposure and to mingle with everyone at least once in every quarter to keep the young minds active and energetic.

BIBLIOGRAPHY

- Albrecht, K. (2005). *Social Intelligence: The New Science of Success*. San Fransisco: Pfeiffer.
- Aggarwal, J.C. (2009). *Essential of Educational Psychology*, VIKAS Publishing House, 2nd Edition, Pp.115-136.
- Baumgartner, F. (2009). *Social Intelligence in Relation with Interpersonal Traits*, *Ceskoslovenka Psychologie*, 53, Pp.172-183.
- Cantor, N., and Fleeson, W. (1999). *Social Intelligence and Intelligent goal pursuit; A Cognitive Slice of Motivation*. In W.D. Spaulding (Ed.), *Integrative Views of Motivation, Cognition, and Emotion*. Vol, 41. Pp.137-168.
- Cantor, N., and Kihlstrom, J.F. (2000). *Personality and Social Intelligence*, Englewood Cliffs, N.J: Prentice-Hall Pp.125-180
- Chaube, S.P. (2002). *Psychology of Adolescents in India*, Concept, Publishing Company, New Delhi, Pp.97-102.
- Chesnokova, O. and Subbostsky, E. (2005). *Cunning and Social Intelligence in Children: If you're so clever why aren't you cunning*, Retrieved from <http://www.lancs.ac.uk/staff/chesnoko/cunning.pdf>.
- Christopher Earler, P. and Soon Ang. (2003). *Cultural Intelligences: Individual Interactions Across Cataloging- in- Publication Data, USA*, Pp. 59-64.
- Denney, N., and Meldrich, S. (2005). *Training Effects on Raven's Progressive Matrices in Young, Middle-aged and Elderly Adults*. *Psychology and Aging*, 5, Pp.144-145.
- Dong Qingwen, J. Koper Randall, M. Collaço Christine. (2008). *Social Intelligence, Self-esteem, and Intercultural Communication Sensitivity*, *Intercultural Communication Studies*, Pp.162
- Ford, M.E. and Tisak, M.S. (2004). *A Further Search for Social Intelligence*. *Journal of Educational Psychology*, 75(2), Pp.196-206.

- Gadre,S.(2004). Effect of School Climate on Social Intelligence, IFE Psychologies, 12(1), Pp.103-111.
- Gerald Mattews, Moshe Zeidner, Richard .D. Roberts. (2004). Emotional Intelligence : Science and Myth, Library of Congress Cataloging-in-Publication Data, USA, Pp. 551-572
- Gnanadevan, R. (2011). Social Intelligence of Higher Secondary Students In Relation to their socioeconomic status, International Journal of Community Guidance and Research, 24(3), Pp.340-346.
- Goleman, D. (2006). Social Intelligence: The New Science of Human Relationships, New York: Bantam Books, P-84.
- Graham, W. (2008). Development Social Intelligence, Retrieved from <http://minorquestionsoflife.Blogspot.com/2008/12/thorndika-in-20-divided-intelligence.html>.
- Greenspan, S. (2011). Handbook of Mental Deficiency, Psychological Theory and Research. Hillsdale, NJ: Erlbaum.
- Gupta, S.P. (2004). Statistical Methods, Sultan Chand and Sons Publishers, New Delhi, Pp.207-209.
- Hurlock, E.B. (2008). Developmental Psychology-A Life –Span Approach, The McGraw –Hill Companies, Fifth edition, New York, Pp. 79-98.
- Hurlock, E.B. (2008). Developmental Psychology-A Life –Span Approach, The McGraw –Hill Companies, New York, Pp. 163-167.
- Jack, C. Westman. (2009), Breaking the Adolescents Parent Cycle: Valuing Fatherhood and Motherhood, British Library Cataloguing in Publication, United Kingdom, Pp.125
- Johnes Cotterell, Day, J.D. (2000). Social Networks and Social Influences in Adolescence, British Library Cataloguing in Publication Data, United Kingdom, Pp.22.

- John Kihlstrom and Nancy Cantor, in R.J. Sternberg. (2004). *Social Intelligence, Handbook of Intelligence*, Cambridge, United Kingdom: Cambridge University Press. 2nd (Edition), Pp. 359–379.
- Kang, S., Day, J.D., and Meara, N.M. (2005). *Social Intelligence and Emotional Intelligence: Starting a Conversation about their Similarities and Differences*. In R. Schulze and R.D.Roberts. (Edition), *Emotional Intelligence: An International Handbook* Pp.91-105.
- Krishna, V.V. and Digumarti Bhaskara Rao. (2004). *School Psychology*, Discovery Publishing House, New Delhi, Pp. 1-20
- Lekshmi. S. (2012). *Developing a Package for Enhancing Social Intelligence of Students at Primary Level*, Online Theses Library of MG University, Kottayam, Pp.4.
- Liff, S.B. (2007). *Social and Emotional Intelligence: Applications for Developmental Education*. *International Journal of Developmental Educators*, 26, Pp.28-34.
- Mangal, S.K. (2007). *Essential of Educational Psychology*, Publishing Asoke K. Ghosh, New Delhi, Pp. 113-119.
- Marlowe, H.A. (2009). *Social Intelligence: Evidence for Multidimensionality and Construct Independence*. *International Journal of Educational Psychology*, 78(1), Pp. 52-58.
- Matthews, G., Zeidner, M. and Roberts, R.D. (2002). *Emotional Intelligence: Science and Myth*. Cambridge, M.A: MIT Press.
- Meijs, N., Cillessen, A., Scholte, R., Segers, E. and Spijkerman, R. (2010). *Academic Achievement, Adolescent Popularity and Social Intelligence*. *Journal of Youth and Adolescence*, 39(1), Pp.62-72.
- Moss, F.A., and Hunt, T. (2000). *Are you socially intelligent?* *Scientific American*, U.S, 137, Pp. 108-110.
- Meijs, N., Antonius H.N. Cillessen, Ron H.J. Scholte, Eliane Segers, and Renske Spijkerman. (2010). *Social Intelligence and Academic*

Achievement as Predictors of Adolescent Popularity, *Journal Youth Adolescence*, Pp.62–72.

- Phipps, C.J. (2007). *Social Intelligence Styles*. Retrieved from <http://www.innovativehumandynamics.com>.
- Prabhakar, P.S. (2009). *Status of Social Intelligence of Teacher Trainees and Pupils*, St. Lgnatius College of Education, Tirunelveli, Pp.31.
- Robert, J. Sternbenberg (2000). *Hand Book of Intelligence*, Cambridge University Press, New York, Pp. 359-374.
- Thakur, R., Sharma, S. and Pathania, R. (2013). *Social Intelligence of Adolescents: A Study of Himachal Pradesh, India*, Pp.161-166
- Sembian, R. and Visvanathan, G. (2012). *A Study On Social Intelligence Of College Students*, Department of Education, Annamalai University, Tamil Nadu, India, *International Journal of Current Research*, Vol. 4, Issue, 01, Pp.231-232.
- Semrud-clikemam, M. (2007). *Social competence in children*, New York, Springer Science –Business Media.
- SumanlataSaxena, and Rajat Kumar Jain. (2013). *Social Intelligence of Undergraduate Students In Relation To Their Gender and Subject Stream*, *International Journal of Research & Method in Education*, Volume 1, Issue 1, PP.1-4
- Suresh, K. (2009). *Social Intelligence of Students Teachers*, Discovery Publishing House, New Delhi, Pp.1
- Thorndike, E.L. (1920). *Intelligence and its Uses*, *Harper's Magazine* 140:Pp.227–235.
- Thorndike, R.L. (1937). *An Evaluation of the Attempts to Measure Social Intelligence*, *Psychological Bulletin*, Pp. 275-276.
- Vernon, P.E. (2009). *Some Characteristics of the Good Judge of Personality*. *Journal of Social Psychology*, 4, Pp.42-57.

- Veronica, I. (2007). Social intelligence: Contributions from a Study on Children and Adolescents with High Cognitive Abilities. *PsyKhe*. 16(2), Pp.7-28.
- Wechsler, D. (2009). *The measurement and appraisal of adult intelligence*, Ed.4th, Baltimore: Williams and Wilkins.
- Weis, S. (2008). *Theory and Measurement of Social Intelligence as a Cognitive Performance Construct* (Doctoral Dissertation, University of Magdeburg). Retrieved from [http:// diglib.unimagdeburg.de/ Dissertationen/2008/susweis](http://diglib.unimagdeburg.de/Dissertationen/2008/susweis). Pdf.
- Weis, S., and Sub, H.M. (2005). Social Intelligence: A Review and Critical Discussion of Measurement Concepts. In R.Schulze and R.D.Roberts (Eds.), *An International Handbook of Emotional Intelligence*, Pp.203-230.
- Zhan, G.Q. (1995). Understanding Interpersonal Problem Situations and Aspects of Social Experiences: An Investigation of Development of Chinese Children's Social Intelligence, 7, Pp.38-45.

WEBSITES

<http://nonaa.org/social-intelligence.htm>,2012

<http://www.socialintelligencelab.com>, 2012.

<https://www.karlalbrecht.com/siprofile/siprofiletheory.htm>, 2004.

<http://www.innovativeehumandynamics.com>

<http://www.ahaparenting.com/parenting-tools/raise-great-kids/socially-intelligent>.

d. Social understanding:

i. Do you have a good understanding about the society?

Yes No

ii. If yes, tick in the following to know your understanding about the society:

Sl. No	Statements	Yes	No
1.	Help others during difficult time		
2.	Coming forward to solve others problems		
3.	Discuss with family and friends to ease problems		
4.	Can able to mingle with the people who are not adjustable		
5.	Can able to mingle with the people who have problem with me		
6.	Get invited to discuss with others		
7.	Can read the face of the people		

e. Social perception

i. Do you have awareness on social perception?

Yes No

ii. If yes, tick in the following to know your awareness on social perception:

Sl. No	Statements	Yes	No
1.	Social awareness to be taught to each and every one		
2.	Help people understand each other well.		
3.	Dream of a violence free society		
4.	Awareness to handle sensitive issues in the society		

f. Social behaviour

i. Do you have a pleasant social behavior?

Yes No

ii. If yes , tick in the following what type of pleasant behavior you have :

Sl. No	Statements	Yes	No
1.	Make friends easily		
2.	Interact with others freely		
3.	Sympathetic towards others		
4.	Social memory		
5.	Social creativity		
6.	Participate in social work more actively and effectively		
7.	Deal with negative situations patiently		

g. Social Connections

i. Do you have good contacts in the society?
Yes No

ii. If yes, tick against good contacts:

Sl. No	Statements	Yes	No
1.	Respect, affirm and appreciate people		
2.	Think and talk		
3.	Listen with intension of learning/knowing		
4.	Recognise easily		

h. Social Reasoning:

i. Can you able to reason the social situation?
Yes No

ii. If yes, tick your ability to reason:

Sl. No	Statements	Yes	No
1.	Ability to express concern		
2.	Ability to take role		
3.	Ability to identify mental status		
4.	Ability to comprehend behaviours of others		
5.	Ability to predict what will happen		
6.	Ability to interpret social cues		

i. Social creativity :

i. Do you have a good knowledge in social creativity?
Yes No

ii. If yes , what is your concept on social creativity:

Sl. No	Statements	Yes	No
1.	Exploring new concepts		
2.	Motivation to innovate ideas		
3.	Acting with future vision		
4.	Bering life to imagination		
5.	Reproduce the originality		

j. Situational awareness

i. Can you act according to the situation?
Yes No

ii. If yes, tick in the following how do you accommodate yourself with a situation:

Sl. No	Statements	Yes	No
1.	Adjustable with others		
2.	Understanding others and assist them accordingly		
3.	Understand one's mood before giving an advice		
4.	Tactful to emotional comfort		
5.	Evaluative		

k. Social Clarity

i. Can you express your ideas clearly?

Yes No

ii. If yes, tick in the following what are the ideas you can express:

Sl. No	Statements	Yes	No
1.	Make others to understand easily		
2.	Carefully observe the situation and give opinion		
3.	Best ideas are generated by systematic principles		
4.	Key strategies are required for new ideas		
5.	Able to express ideas that are understood by people at all levels of the society		

l. Social Competence

i. Are you competent enough socially?

Yes No

ii. If yes, how do you prove your competent:

S.NO	Statement	Yes	No
1.	Thinks before speaking and doing		
2.	Makes fair judgments		
3.	Assesses well with the problem at hand		
4.	Has social conscience		
5.	Accepts others for what they display interest in immediate environment		
6.	Admit mistakes		
7.	Is on time for appointments		
8.	Displays curiosity		
9.	Is sensitive to other people needs and desires		
10.	Does not make snap judgments		
11.	Displays interest in the community		

m. Social Authenticity :

i. Are you truthful to yourself and others?

Yes No

ii. If yes, tick in the following to know your truthfulness:

Sl. No	Statements	Yes	No
1.	Live according to values in life		
2.	Being punctual to commitment		
3.	Accept responsibility for mistakes		
4.	Admired by the society for being honest		

n. Social Empathy

i. Do you have a social empathy?

Yes No

ii. If yes, how do you empathize with others :

Sl. No	Statements	Yes	No
1.	Enjoy making others feel happy		
2.	Affected when someone closely associated is happy /sad.		
3.	Pay attention and listens to others speech.		
4.	Divert friends who often recall there trouble.		
5.	Reciprocate to others claims without hesitation.		
6.	Align with people who feel excited.		

o. Socio – cognitive abilities

i. Do you have socio- cognitive abilities?

Yes No

ii. If yes, what are the socio-cognitive abilities do you have :

Sl. No	Statements	Yes	No
1.	Observation of human behaviour		
2.	Memory for names and faces		
3.	Judgment in social situations		
4.	Recognition of mental status from facial expression		
5.	Social information		
6.	Recognition of mental status behind words		
7.	Sense of humour		

p. Adolescent Performance On Social Intelligence

i. Are you capable to performing intelligently in the society?

Yes No

ii. If yes, tick in the following to know your intelligence:

SI.No	Statements	Yes	No
1.	Adopts well in social situations		
2.	Giving importance to people		
3.	Is good at dealing with people		
4.	Is open to new experiences ideas and value		
5.	Has extensive knowledge of rules and norms of human relation		
6.	Is warm and caring		
7.	Assertive when necessary		

q. Developing socially intelligent leaders

i. Do you aspire for socially intelligent leader?

Yes No

ii. If yes, do you have the following qualities :

SI. No	Statements	Yes	No
1.	Supportive		
2.	Good delegator		
3.	Communicates frequently		
4.	Appreciate others		
5.	Take care of others		
6.	Personal criticize		

r. Social judgment

i. Can you able to judge every situation and the person's feeling?

Yes No

ii. If yes, what kind of judgment is yours:

SI. No	Statements	Yes	No
1.	Understand the feelings and thoughts of others		
2.	Judge people with respect		
3.	Judgement in social situation		
4.	Identify facial expression		

APPENDIX II

ETHICAL CLEARANCE

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women

University

(Estd. u/s 3 of UGC Act 1956)

Chairman

Dr. S. Ramalingam
Principal, PSG Institute
of Medical Sciences
& Research, Coimbatore

Member Secretary

Dr. P. R. Padma
Professor, Department of
Biochemistry, Biotechnology and
Bioinformatics

Members

Dr. P. Santhanakrishnan
Mr. C. G. Kumar (Legal Expert)
Dr. S. Premakumari
Dr. A. Saraswathy
Mrs. S. Radha Devi
Dr. N.S. Rohini
Mrs. Judith Justin
Dr. S. Kowsalya
Dr. Subhashini K. Sripathi

2nd January 2014

To
Ms. R. Ramya,
Department of Human Development,
Avinashilingam Institute for Home Science and
Higher Education for Women,
Coimbatore – 641 043

Dear Madam,

Ref : Your proposal AUW.IHEC. 2013:117 entitled “Social intelligence among selected adolescents” submitted for approval of the IHEC on 6th December 2013

The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal AUW.IHEC. 2013:117 entitled “Social intelligence among selected adolescents” submitted by you. The Approval number for the same is AUW/IHEC-13-14/XMT-55.

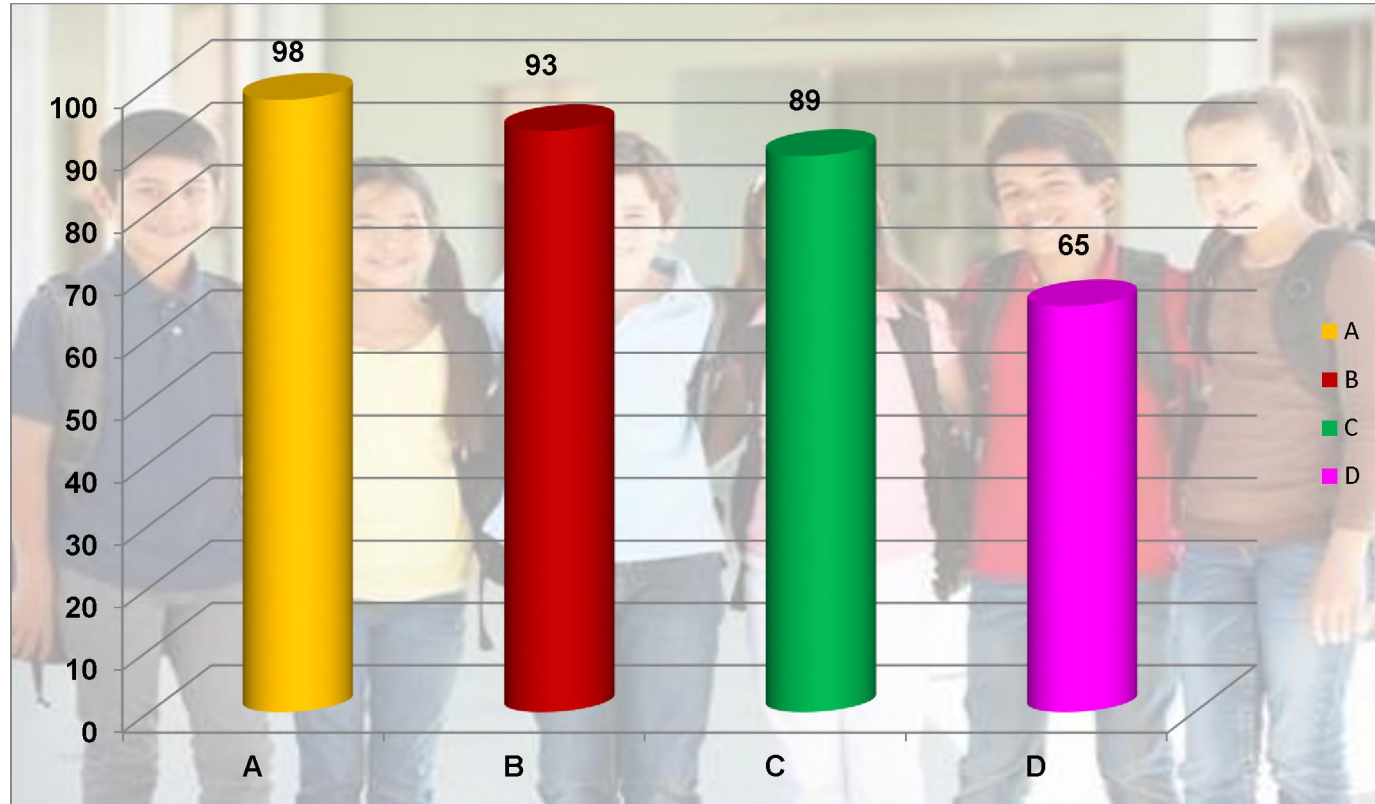
We wish you all the best in your research endeavours.

Regards,

P.R.P.
2/1/14

Dr.P.R.Padma
Member Secretary

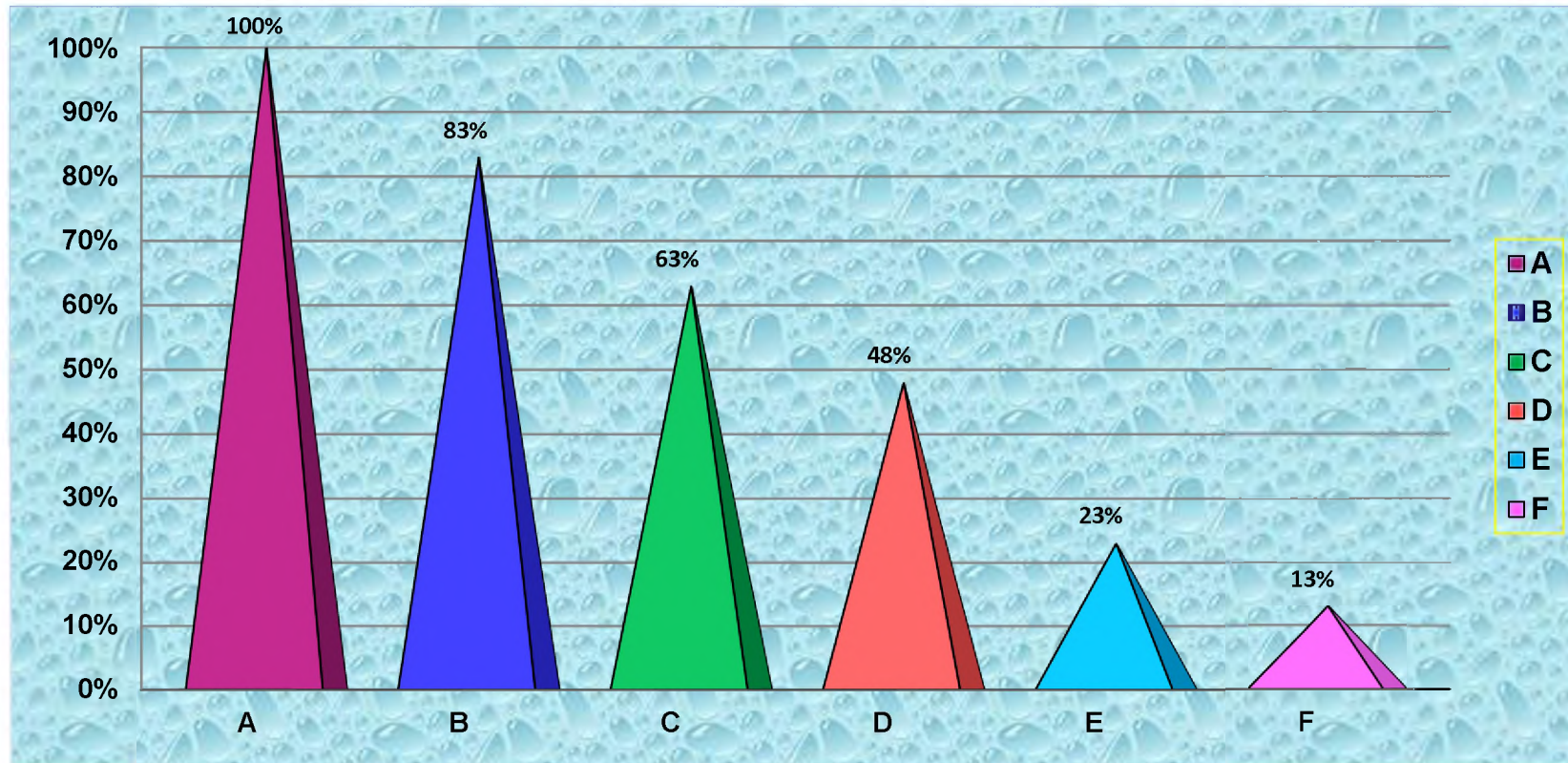




A. Respect, affirm and appreciate people	B. Think and talk
C. Intensional listening	D. Recognise easily

SOCIAL CONNECTIONS AMONG ADOLESCENTS

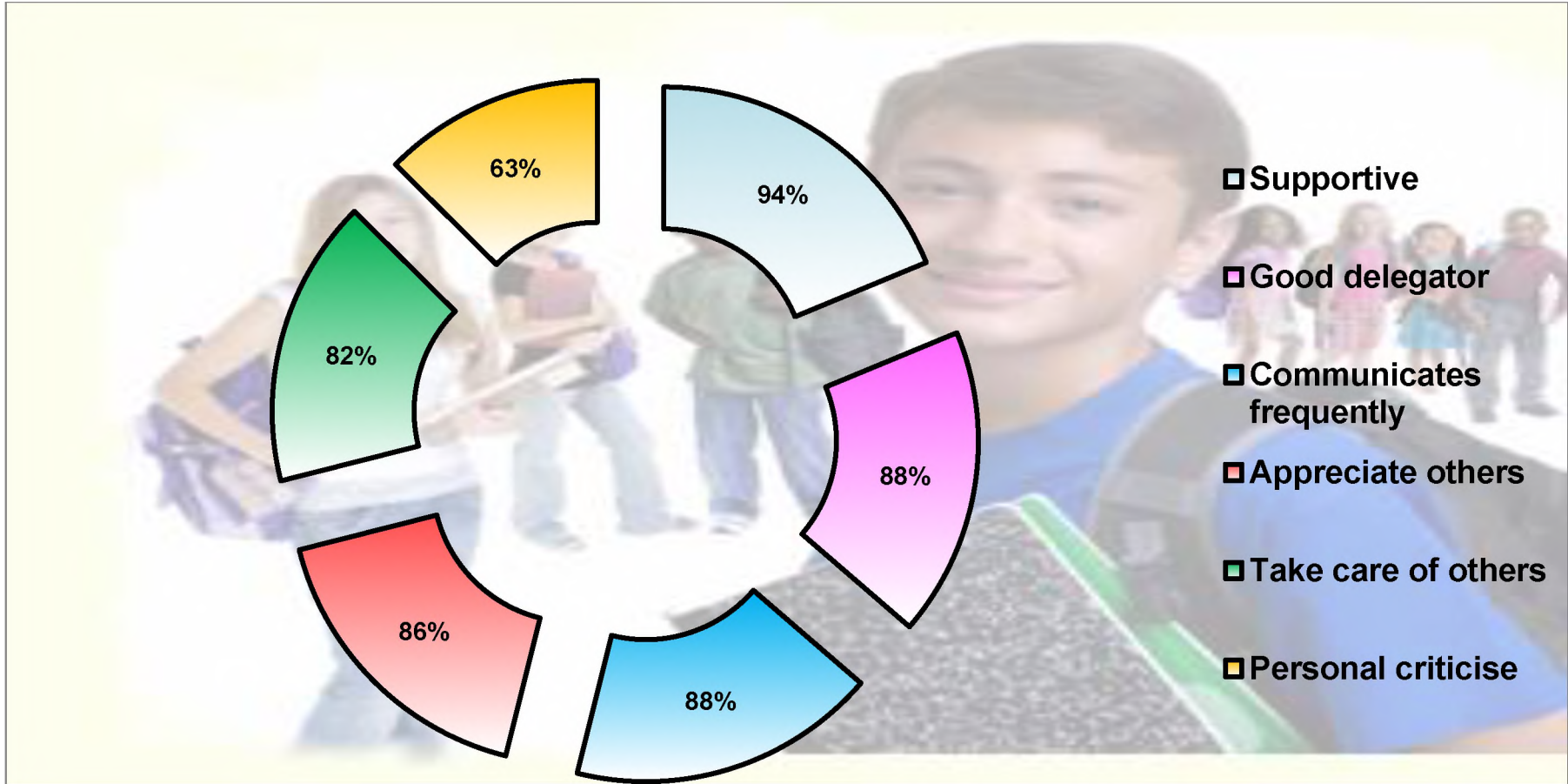
FIGURE II



A. Ability to express concern	B. Ability to take role
C. Identify mental status	D. Comprehend behaviours of others
E. Predict what will happen	F. Interpret social cues

SOCIAL REASONING AMONG ADOLESCENTS

FIGURE III



DEVELOPMENT OF SOCIALLY INTELLIGE LEADERS

FIGURE IV

SOCIAL UNDERSTANDING AMONG ADOLESCENTS



Solve others problems (91%)



Help others (100%)



Discuss with family and friends (89%)



Able to read the face of people (62%)



Mingle with people (76%)



Mingle with people who are not adjustable (77%)



Discuss with others (70%)

ILLUSTRATION I

SOCIAL BEHAVIOUR AMONG ADOLESCENTS



Make friends easily (99 %)



Interact with others freely (98%)



Feel sympathy (94%)



Social memory (81%)



Participate in social work (73%)



Social creativity (78%)



Deal negative situations patiently (63)

ILLUSTRATION II

SOCIO COGNITIVE ABILITIES AMONG ADOLESCENTS

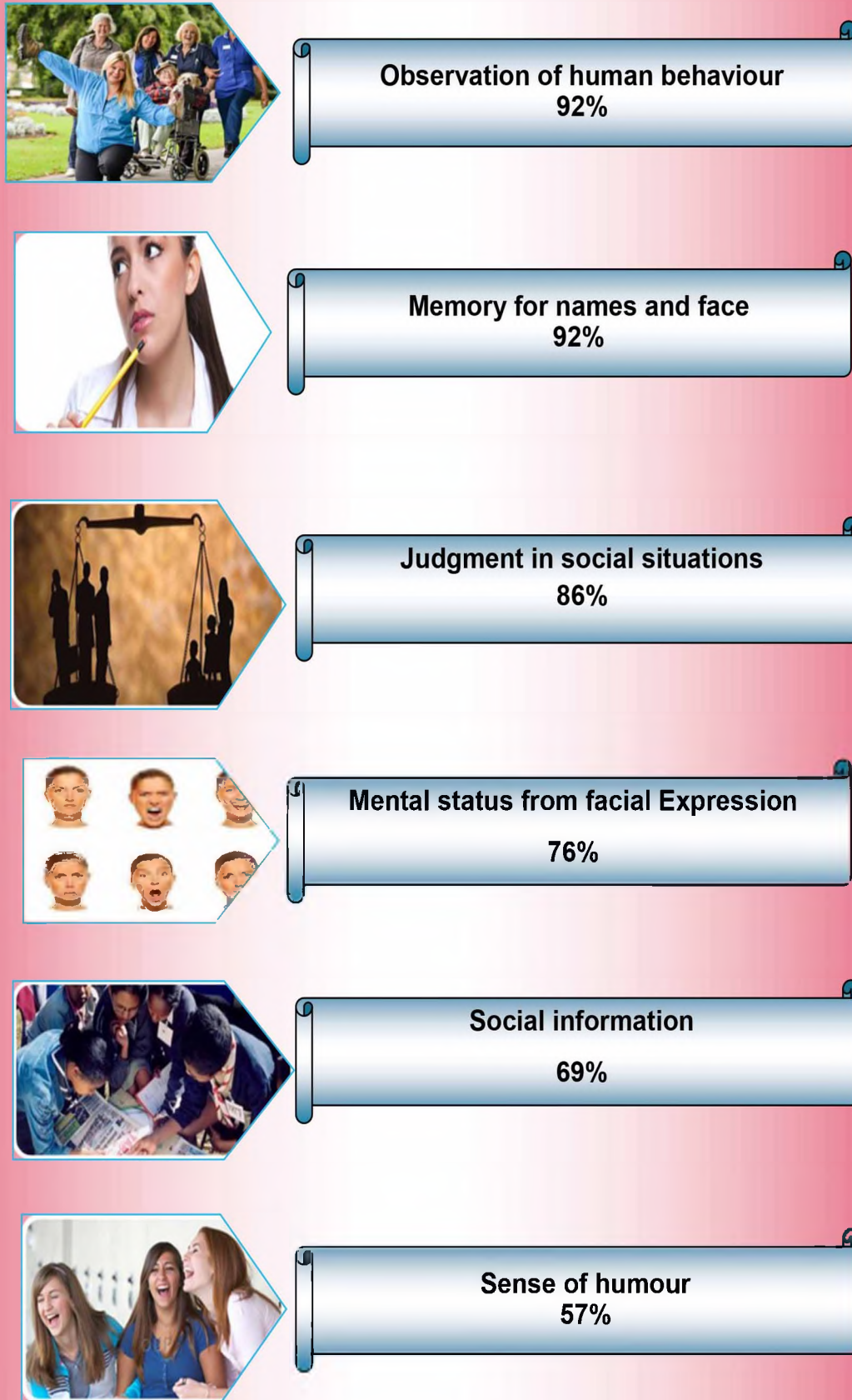


ILLUSTRATION III