

## **Social Intelligence: A View**

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### **ABSTRACT**

*In this article, we describe review of related literature on Social Intelligence at the University of Karnataka State Women`s University. Sine effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helps full suggestions for significant investigations.*

### **INTRODUCTION**

Any worthwhile research study in any field of knowledge requires an adequate familiarity with the work which has already been done in the same area. A summary of the writings of recognized authorities and previous research provides evidence that the research is familiar with the what is already known and what is still unknown and untested. Sine effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helps full suggestions for significant investigations

**Bailey, John A.(1968)** Social Intelligence, Achievement, and the Elementary-School Child. According to this study assesses the social intelligence component using the Friendship Rating Scale. In a selected 5th grade class, peer acceptance was found to covey with academic achievement at the same magnitude that such achievement related with measured intelligence. Self ratings were not as efficient as peer ratings in the prediction of academic success.

**Somoza (1990)** According this studied the relationship between Social Intelligence and amiability and the correlation between two constructs and general intelligence. The findings supported the independence of Social intelligence, general intelligence

**Lee, Wong, Day, Maxwell and Thorpe (2000)** According to this study to assess whether the crystallized and fluid distinction commonly discussed in the academic intelligence literature was applicable to the domain of Social Intelligence. Results showed convergent and discriminated validities for the 4 trait constructs: social knowledge (hypothesized to reflect crystallized social intelligence) social inference (hypothesized to reflect fluid social intelligence), crystallized academic and fluid academic intelligences. The study revealed that the crystallized and fluid distinction might be applicable in the Social Intelligence domain also.

**Kobe, Reiter-Palmon and Rickers (2001)** According to this studied examine the power of both emotional and Social Intelligence to account for variance in self-reported guidance experiences. Results indicated that together Social Intelligence and emotional intelligence accounted for difference in leadership experiences. Though emotional intelligence was found to explanation for difference in leadership, it did not add exceptional difference ahead of Social Intelligence. Thus the result recommended that Social Intelligence played a main role in leadership.

**Frankovsky, Stefko, and Baumgartner (2006)** This study was employed behavioral – situational approach to examine Social Intelligence. The finding of this study discovered two factors: socially negative solution and socially positive solution.

**Stone (2006)** This study the moral dimensions of human Social Intelligence. It was argued that when the abstract cognitive abilities for recursion and meta representation, which are uniquely human, interact with the older social abilities human beings are able to read abstractly about others' mental states and how to affect them. The study concluded that it is these abstract cognitive capacities that give people the ability to be both cruel and compassionate, but it is the ability for empathy that keeps them moral.

**Makovska and Kentos (2006)** This study was intelligence and Social Intelligence in children. The study showed important relations between measurements of intelligence and Social Intelligence mainly in the social understanding capacity

**Parales-Quenza (2006)** In this study on astuteness, trust and Social Intelligence considered good judgment as a functional state of Social Intelligence opposed and related to trust at the same time. In the study, irregularity was introduced as an different concept to study the daily planned behavior of normal people in their natural environments.

**Vyrost and Kyselova (2006)** This study was the interconnections between Social Intelligence, wisdom, values and interpersonal personality traits among university students. The findings indicated secure common relations between Social Intelligence and understanding-related knowledge. A advanced level of awareness-related information was originate to be related with first choice of such principles as kindness, universalism and traditional values. Findings were showed that there was correlation between Interpersonal personality behavior like domination and extraversion and measures of Social Intelligence.

**Weis and Süß (2007)** This study was Related to the Existence of Social Intelligence as a different construct conducted a study that conceptualized Social Intelligence as a show construct based on Thorndike's idea of Social Intelligence as a mental ability distinct from abstract and mechanical intelligence (1920). The study provide evidence for the multidimensionality of the Social Intelligence construct and demonstrated the discriminate ability of Social Intelligence from academic intelligence

**Crowne (2007)** examined 3 forms of intelligence: Social Intelligence, emotional intelligence and cultural intelligence. The study revealed that cultural intelligence and emotional intelligence are distinct but related constructs as well as subsets of Social Intelligence.

**Ascalon, Schleicher and Born (2008)** This study developed a situational judgment test to assess Cross Cultural Social Intelligence (CCSI). The four phases of the development and justification of the CCSI assess were increasing the scenarios and the reaction alternatives, the satisfied investigation, and establishing build strength. The findings from the content investigation and build justification provided take for the use of the CCSI in cross-cultural situations. The CCSI has not yet been validated in a belief-related way. Findings suggested that the possible uses for the CCSI in organizations include selection and promotion of expatriates and other employees in cross-cultural contexts and many types of teaching and progress initiatives.

**Weiss (2008)** This study was developed a test series of Social Intelligence the Social Intelligence Test Magdeburg, SIM. The test growth was based on the presentation model of Weiss and Süß (2005) and the connected taxonomic considerations. The test design cross classified three operative ability domains and four material related content domains. All tasks were relied on genuine task material that was sampled in natural settings involving real persons. It was found that most of the tasks showed sufficient reliability coefficients.

**Lovejoy (2008)** this study was conducted to determine the relationship between gender and levels of Social Intelligence among Indiana school superintendents. The study of the data collected exposed that female and male superintendents in Indiana did not explain major differences on the on the whole level of Social Intelligence. There were no gender differences in the levels of social information processing, social skills and social awareness. The superintendents who earned their degree earlier than 1990 showed considerably high levels of Social Intelligence when compared to individuals who earned their degree after 1990.

**Wessel et al. (2008)** this study was the relationship between Emotional-Social Intelligence and each of leadership, caring and ethical judgement surrounded by college students. Findings established positive relationship between Emotional Social Intelligence and leadership and recommended that Emotional Social Intelligence possibly an important build in considerate. Emotional Social Intelligence was establishing not to be related to ethical judgment intelligence among university students in a suitable and consistent technique.

**Juchniewicz (2008)** this study was investigated the influence of Social Intelligence on effective music teaching. Results showed that “exemplary” or effective teachers scored higher than “challenged” or ineffective teachers on the Social Intelligence measure. Effective communication skills, including both categories of Effective Instructional Communication and Effective Non- Instructional Communication were the most frequently cited attributes for “exemplary teachers”

**Wessel, Jean and et. al., (2008)** this study was described and compared the emotional-social intelligence (ESI) of students in nursing, physical therapy and health science programs. 40 and to determine the relationship between ESI and each of leadership, caring and moral judgment. Subjects were 154 students from nursing, physical therapy and bachelor of health science (BHSc) programs in a Canadian university and a physical therapy program in an American college. Data were collected by means of self-report measures of ESI, leadership, caring, and moral judgment. The measures included the Bar-On Emotional Quotient Inventory Short (EQ-i:S), the Self-Assessment Leadership Inventory (SALI), the Caring Ability Inventory (CAI), the Caring Dimensions Inventory – 35 (CDI-35) [for nursing only] and the Defining Issues Test (DIT-2) [for physical therapy and BHSc only]. One-way analyses of variance 9ANOVA0 revealed no differences between groups for the EQ-i:S, SALI, or DIT-2. There were significant differences for the Courage subscale of the CAI between students in the American physical therapy program and in the Canadian nursing program ( $p=.025$ ). Pearson correlation coefficients were significant for EQ-i:S and each of SALI ( $r=.53$ ), CAI-Knowledge ( $r=.59$ ) and CAI-Courage ( $r=.60$ ). The EQiS scores were not related to the CDI ( $r=.15$ ) or the DIT-2 ( $r=.06$ ). The results of this study confirmed the positive relationship between ESI and leadership and suggested that ESI may be an important construct in caring. There were no major differences between students in different health science programs, and ESI was not related to moral judgment.

**Dogan and Cetin (2009)** this study was investigated the reliability and validity of the Turkish version of the Tromsø Social Intelligence Scale (TSIS) developed by Silvera, Martinussen, and Dahl (2001). build validity and principle related validity and reliability were assessed. Cause examination yielded 3 issue solutions as the innovative TSIS. In general findings of the study showed that this scale is able sufficient to assess Social Intelligence among university students in a valid and reliable way.

**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. Interpersonal traits included 4 characteristics - withdrawnness, harshness, kindness and dominance. Withdrawnness was found to correlate 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 closeness of Social

Intelligence and personality. Boys were found more withdrawn, harsher and less kind in comparison to girls who reached higher scores in components of Social Intelligence

**Hooda, Sharma and Yadava (2009)** examined the relationship between positive psychological health and Social Intelligence. The results revealed significant positive association between the two components (satisfaction with life and happiness) of positive psychological health and six factors (cooperativeness, confidence, sensitivity, tactfulness, sense of humour and memory) of Social Intelligence. Since various factors of Social Intelligence significantly predict different components of positive psychological health, the study recommended further researches for designing possible interventions to enhance Social Intelligence among people.

**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 low level of Social Intelligence. The study suggested theoretical and practical programmes to be incorporated in the teacher training course for the nourishment of Social Intelligence among teacher trainees.

**Khudaverdyan (2009)** carried out a study that explored the relationship between Emotional Social Intelligence and academic outcomes of at risk secondary school students. A significant relationship was found between Emotional Social Intelligence and passing examination. The study showed that Emotional Social Intelligence may serve as a predictor of academic outcomes.

**Minikutty (2009)** This study found that there is a significant positive relationship between Social Intelligence and teacher competency of student teachers. It was suggested that teacher education courses should include necessary provisions for the enhancement of Social Intelligence of teacher trainees.

**Suresh (2009)** carried out a study to identify the level of Social Intelligence of student teachers of Guntur district in Andhra Pradesh. It was found that student teachers were having high level of Social Intelligence. Gender, locality, teaching methodology and qualification of student teachers were found to have no significant influence on their Social Intelligence.

**Unterborn (2011)** this study based assess of Social Intelligence using a situational judgment test format. Scores on the presentation based Social Intelligence were compared to individuality character and general mental capacity to give proof of build validity. The measure's measure related validity was established by using ratings of socially efficient behaviors and show in narrative social situations. Findings show that Social Intelligence is independent from, but interrelated to general mental capacity.

**Jeloudar Soleiman Yahyazadeh and et al., (2011)**this studied that there were significant differences between teachers' age groups and their social intelligence. Additional a

major relationship was noted connecting teachers' social intelligence and the six strategies of classroom discipline strategies.

**Beheshtifar, Malikeh and Fateme Roasaei (2012)** this studied that Interest in social intelligence has known a renaissance under the general term of social effectiveness constructs. The abilities of emotional intelligence are the base for the structure of human relation, communication ability, and sensitivity to errors which are described as social intelligence. Social intelligence defines in conditions of behavioral outcomes as one's capacity to complete related objectives in definite social settings. It possibly regarded as an in general build for accepting how successfully people manage social relationships. A key aspect of social intelligence development is knowledge to be as clear and present as probable. as well, management as a social method that is the capacity of an individual to manipulate, motivate, and allow others to give toward the success and achievement of the association. Some rising leadership theories involve that social intelligence is added important for leaders. Since cognitive and behavioral usefulness and flexibility are important characteristics of capable leaders. Persons who are socially intelligent show to experiences. Also aspects of social intelligence have been found to be related with improved social problem-solving capacity, qualified leadership, and helpful interpersonal experience. Social intelligence can provide as a basis for, and help make possible in the leadership efficiency and achievement. It is recommended to measure a administrator's social intelligence and help him or her develop a preparation for civilizing it.

**Meyer, Katrina A.; Jones, Stephanie J. (Jun 2012)** (*Journal of Asynchronous Learning Networks*, v16 n4 p99-111 Jun 2012) Do Students Experience "Social Intelligence," Laughter, and Other Emotions Online? Are online activities devoid of emotion and social intelligence? Graduate students in online and blended programs at Texas Tech University and the University of Memphis were surveyed about how often they laughed, felt other emotions, and expressed social intelligence. Laughter, chuckling, and smiling occurred "sometimes" as did other emotions (e.g., anticipation, interest, surprise). The capacities comprising social intelligence were also experienced "sometimes" but more frequently in online classes than in non-class-related online activities. The students were mostly likely to present themselves effectively and care about others and least likely to sense others' emotions. In a comparison of social intelligence capacities in the online course and other non-course-related but online activities (e.g., surfing and gaming), a paired t-test confirmed that the means were different ( $p$  less than 0.05) and perhaps documented greater occurrence of social intelligence in the online course setting.

**Chadee, Doren; Raman, Revti (2012)** Social Intelligence and Top Management Team: An Exploratory Study of External Knowledge Acquisition for Strategic Change in Global IT Service Providers in India Kong This study focuses on the processes by which firms, particularly knowledge intensive firms, can augment their overall knowledge stock by tapping into external sources of knowledge. It is argued that Top Management Teams' (TMTs') social intelligence is a critical learning capability in acquiring external knowledge that leads to strategic change. Social intelligence involves social awareness, social understanding and social skills. The study draws from the experience of 11 of the largest Information Technology Service Providers

(ITSPs) in India and based on in-depth interviews. The findings show that TMTs' learning capability in the context of social intelligence to interact with external stakeholders is important to ITSPs in facilitating external knowledge acquisition and allowing new knowledge emerge within and across networks. The findings provide significant insights into ITSPs emerging in other developing countries.

**Eric Kong(2014)** A qualitative analysis of social intelligence in nonprofit organizations: external knowledge acquisition for human capital development, organizational learning and innovation Nonprofit organizations (NPOs) are in crisis due to the introduction of new public management. Social intelligence represents organizational members' tacit knowledge, abilities and skills to sense and understand the needs of external stakeholders, and constantly interact appropriately with the stakeholders for the benefits of their firm. Using 20 qualitative semi-structured in-depth interviews across nine Australian NPOs as the central instrument, this paper argues that social intelligence acts as a catalyst to external knowledge acquisition, which can have a dynamic influence on human capital development and organizational learning for innovation in NPOs. The analysis also reveals that half of the participants' understandings of social intelligence are different to those commonly contained in the literature.

## **Conclusion**

The related studies given above revealed that there is a significant relationship between the Social Intelligence and the factors of socio-economic status, favorable environment, behaviour management, social climates and so on. Further, the above studies proved the influence of the Social Intelligence with various factors of personal variables and social variables. The above studies also revealed that there is a significant effect of Social Intelligence on individual's skills, behavioural change, Educational qualification and so on.

## **REFFERNCEES**

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