# EFFECTIVENESS OF A PROGRAMME FOR ENHANCING SOCIAL INTELLIGENCE IN STUDENTS OF CLASS XI

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**Abstract:**   Over the years, it has been observed that many exceptionally intelligent people struggle a lot while maintaining a social life. We live in a society and come in contact with people with different thoughts and personalities every day. While meeting these people with different social and psychological characteristics, we experience different social situations. If we don't know how to handle these social situations, we will tend to avoid those people who make us feel uncomfortable. 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 social skill for managing personal life, interpersonal relationships and achieving success in all the walks of life. The present study was conducted to know the effectiveness of a pogramme for enhancing Social Intelligence in students class XI. For this purpose Experimental method was used. 68 students in experimental group and 68 in controlled group of class XI of Valsad district were selected, for the sample by adopting stratified random sampling technique. The data was collected by using Social Intelligence Scale (SIS) constructed and validated by researcher. The data was analyzed by using 't' test. The findings of the study indicated that the effectiveness of the Social Intelligence Enhancement Programme was perceived in the students of the experimental group of both the areas rural and urban. It was concluded that if the social intelligence of the students is to be enhanced then such kind of programme can included in syllabus. Social Intelligence can be buttressed. This endeavor of elevating the SI will enable creation of society where mutual respect prevails and the resulting amiable environment will soar our nation to higher glories.

**Key Words:- Social Intelligence, Education, classroom activities**

## 1.0     Introduction

There has been a strong belief in our society since times immemorial that success of an individual in every walk of life is incumbent upon the individual's level of intelligence which can be gauged in multifarious forms such as an individual's alumnus status, academic achievements and impressive passing out grades. However amidst this clamor for academic excellence we side track the fact that it is equally important for an individual to handle the difficult imponderable situations arising in the life with equanimity failing which he would symphonize the famous Gujarati proverb "Bhanyo Pan Ganyo Nahi" (Studied but not learned). There is no gainsaying the fact that the success in real life requires qualities beyond a sharp mind. In fact we can safely surmise that in today's world order where inter dependability is the mantra for success, intelligence, no matter how impressive, will fail to yield the desired results if it is not judiciously dovetailed with self knowledge and willingness to work with others. Here comes the role of a hitherto recondite term "social intelligence". It is nothing but interpersonal intelligence and in today's era intelligence competence needs to be more sharpened as the social environment becomes more complex with time. Hence it is imperative that we measure social intelligence and inculcate it in an individual at a young age. Keeping in mind the above mentioned aspects, the researcher has taken up the research by developing a Social Intelligence Enhancement Programme and would make an effort to ascertain the effectiveness of the programme. The present research was intended to fathom the changes taking place in students' Social Intelligence development.

## 2.0     IMPORTANCE OF THE RESEARCH

Researcher has empirically observed the various problems related to student's learning, holistic development, interpersonal skills, and behavior during regular school visits. The researcher deduced that many students, despite possessing a high IQ and scoring high marks failed to succeed in life both professionally and personally. This failure can be attributed to changing social lifestyles of todays millennial. Everyone appears to be integrated on social media websites but, one cares truly little to converse with an individual sitting at arms distance. Since all the content

that engages an individual and supports their preconceived notions is easily available to them at their disposal, the need for understanding another man's plight has been consigned to neglect. This behavior fosters a void in human to human engagement and makes the ecosystem susceptible to disagreements and conflicts. Parents and elders of the house are seen constantly yearning for attention from their children, whilst guardians at school bewail about the student's subversive attitudes. Another malady that is gaining roots amongst students is the tendency to resort to Suicide at the drop of a hat. The chief reason behind this entire morass is the lack of communication and societal fear of un-acceptance. The students hail from disparate environments. They need to build strong and supportive relationships through mutual understanding and cooperation and to realize this they should be socially competent. It is an accepted fact that socially intelligent students have enhanced social problem- solving abilities. Therefore, it can be deduced that if the students get proper training to enhance social intelligence it will help them to stand in a good stead and prove beneficial to society.

The researcher had the onerous task of figuring out the problem and explaining the social perspective and ramifications to the students. To achieve this the researcher analyzed kindred articles penned by various scholarships like **Karl Albrecht**'s article on Social Intelligence and his book; Social Intelligence- The New Science of Success, along with the works of **Daniel Goleman** in Social Intelligence- The New Science of Human relation. A thorough dissection of these books helped the researcher comprehend the perplexing dynamics of social intelligence. The events involved in these books, and the theory of social intelligence provided a cogent understanding of how to behave in different social situations. This in a way seemed to be the solution to the problem that the researcher was seeking constantly and by this led to emanation of the subject. Social intelligence is inherent in everyone because man is a social animal and is brought up in a social and interdependent eco system. Thus, the subject was selected by the researcher to ascertain the feasibility of enhancing the social intelligence. In early **1990**s, researcher **Zaccaro** and his associate found by their study that socially intelligent individuals are aware of the social situation, including the problems and needs of others (social perceptiveness). They are also able to adapt their behavior appropriately to different social situations. Around that time, researchers **Kosmitzki and John in 1993**s described

a socially intelligent person as the one who embraces these traits: 1) Understands people's thoughts, feelings and intentions well, 2) Possesses good interpersonal skills, 3) Has extensive knowledge of the rules and norms in human relations, 4) Is adept at understanding the perspective of other people, and 5) Is amenable in social situations. **Meijs, Cillessen, Scholte, Segers & Spijkerman (2008)** concluded by their study that some social skill training may not only improve the position of adolescent in the peer group but also mitigates the problems that results from being rejected. Also, **Rani and Shaili (2017)** concluded by their study that social intelligence and adjustment share a positive co relation. So, researcher found the importance to enhance Social Intelligence in this current era and decided to pursue this subject.

Education should inculcate noble human values through various activities along with the normal curriculum. The present curriculum does not have adequate scope for developing such qualities. It is only cognition oriented. Therefore, the social conduct of children is often not to the liking of family members and neighborhood etc. Today, teaching social intelligence is indispensable because it is the best resource to build and maintain a good work culture and to protect jobs in an era of increasing automation. Students need the tools to develop social intelligence beginning in the first levels of education so that they can acquire it through their school years and master it in their adult lives. Understanding the social perspective begins at the school going age and at this time if the student is exposed to conducive social environment, this can go a long way to enhance the social intelligence of the students.

## 3.0    OBJECTIVES OF THE RESEARCH

The objectives of the present research were been as follow:
1) To research the Social Intelligence on class XI students.
2) To develop Social Intelligence Enhance Programme (SIEP) and validate it.
3) To research the effectiveness of SIEP on SI of class XI.

## 4.0    HYPOTHESIS OF THE RESEARCH

Considering the set objectives and practical implementation of the experiment, the present research was had following hypothesis:

**H01.** There will be no significant difference in the mean scores of the students of experimental group and controlled group on pre - test.

**H02.** There will be no significant difference in the mean scores of the students of experimental group and controlled group on post - test.

## 5.0 DEVELOPMENT OF SOCIAL INTELLIGENCE ENHANCEMENT PROGRAMME

To develop this programme following procedure was followed.

- Construction of Social Intelligence Enhancement Programme at primary level

- Validation of Social Intelligence Enhancement Programme through experts.

- Piloting of Social Intelligence Enhancement Programme.

- Construction of final form Social Intelligence Enhancement Programme.

This was developed meticulously and carefully to make students understand Social Intelligence in its correct perspective. It consisted of a total number of 101 activities in 4200 minutes (70 hours). In the presented program ERAC method namely E-Experience, R-Reflection, A-Application and C-Consolidation were used and it was validated by experts and a sample testing in the classroom.

The program includes activities like video clips, stories, games, events, group discussions, group work, interviews, and craft work. All activities of the Program are tailored to the social perspective that arrangement of activities in sequence of starting with student's self to with his or her parents, siblings, grandparents, elders, friends, teachers, relatives, neighbours, strangers, the elderly, celebrities and the community that how to deal? And also it covers a wide range of issues, how to behave in such occasions or events in society or everyday life, how to respond or be involved in social events, how to understand others' feelings, compassionate, compassionate behaviour, how to interact. And the whole program had been formulated, starting with the self to arranging a series of inter-social interactions with the known person to the stranger. The programme included print, audio-visual and multimedia materials.

## 6.0     IMPLEIMENTATION OF SOCIAL INTELLIGENCE ENHANCEMENT PROGRAMME

The research was conducted under two major parts. First was development of the programme and second was its implementation. The implementation was conducted from 16 July 2019 to 31st August 2019 on experimental groups of both areas rural and urban. The execution of whole programme consumed 70 hours. The package was implemented by researcher herself. The experimental group consisted of boys and girls student. There were eight major components included in the programme. This was followed by discussion questions based on the activity. Then again, another activity for application of the component was given and finally by consolidation the students came to the conclusion of the component. The programme contained 101 activities in total.

## 7.0     METHODOLGY

**Research Model**- Experimental model was used in the present study.

**Participants**- Stratified random sampling technique was implemented in the present study. The sample was consisted 68 students of experimental group and 68 students of controlled group, total 136 class XI students of two Higher Secondary schools, Bhaginisamaj Multipurpose Highschool, Udvada (rural area) and DCO Highschool, Pardi (urban area) of Valsad District of Gujarat State.

**Measures-** Social intelligence scale (SIS) constructed and validate by researcher was used to assess the social intelligence of Class XI students. The scale has eight dimensions namely: Situational Awareness (or social awareness), Observation of human behavior, Divergent expression abilities, Understanding people's thoughts, feelings and intentions, Adaption in social situations, Being warm and caring, Effective Listening Skills, and Understanding what makes other people ready for interaction The respondents were instructed to tick mark one out of the five choices as per applicability of the response to them. The total social intelligence score was determined by summing up the scores of all the dimensions.

**Statistics used-** Mean, Standard Deviation, and 't'- test were used to analyze the data.

## 8.0    RESULT AND DISCUSSION

| No. | Group | Value | Mean | SD | t / F ratio |
|---|---|---|---|---|---|
| 1 | Experimental (Rural) | Post-test | 151.64 | 10.75 | 3.43* |
| 2 | Controlled (Rural) | | 143.12 | 9.93 | |
| 3 | Experimental (Urban) | Post-test | 157.43 | 15.77 | 2.60* |
| 4 | Controlled (Urban) | | 149.11 | 10.45 | |
| 5 | Experimental (Rural) | Pre-test | 141.64 | 9.87 | 3.94* |
| 6 | | Post-test | 151.64 | 10.75 | |
| 7 | Experimental (Urban) | Pre-test | 139.89 | 11.33 | 5.35* |
| 8 | | Post-test | 157.43 | 15.77 | |

*Significant at 0.01 level.

It is clear by above mentioned table no.1, that the mean of experimental group was higher than controlled group in both areas rural and urban. Therefore, it can be concluded that both control and experimental groups in rural and urban areas were not equal. The effectiveness of the Social Intelligence Enhancement Programme was seen in the students of the experimental group of both the areas rural and urban. And also the mean of the post test value was higher than pre test value in both the areas. So, the social intelligence enhancement programme was considered effective in both rural area as well as urban area.

## 9.0    CONCLUSION

The present research was conducted to study the effectiveness of a programme to enhance Social Intelligence in students of class XI and by the findings researcher concluded that Social Intelligence can be buttressed. This endeavor of elevating the SI will enable creation of society where mutual respect prevails and the resulting amiable environment will soar our nation to higher glories.

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