

Why Social Intelligence for Teachers?

^aBrintha C, ^bArun Christopher T, ^cInodh Kumar

^a Ph.D., Research Scholar, Tamil Nadu Open University (TNOU), Chennai, Tamil Nadu, India

^bAssistant Professor, School of Education, Central University of Kashmir, Ganderbal, J & K, India

^cAssistant Professor, School of Education, Tamil Nadu Open University (TNOU), Chennai, Tamil Nadu, India

Abstract

Thorndike was one of the first persons to recognise the concept of social intelligence. Initially Social Intelligence was considered part of interpersonal in Howard's multiple intelligence theory. Social intelligence (SI) has gained lot of relevance in recent times growing into a separate branch of intelligence. Teaching involves shaping of young children through classroom transactions. Socially intelligent teacher can understand and use social situations and provide the best for the child to grow. This thematic article will highlight the definition, factors of social intelligence, and will justify the significance of social intelligence for teachers in organising classroom transactions meaningfully to the child.

KEYWORDS: Social Intelligence, SI for Teachers, SI and Teaching Learning Situations

SOCIAL INTELLIGENCE

Socialization is a much-needed ability for making life better (Maccoby, 1992), and no doubt it starts developing and maturing at this stage in a comprehensive manner (Maccoby, 1992 and Irimia&Gottschling, 2016). This is a stage where children can understand and accept others view point (Piaget) which shapes the social characteristic of the child. Classroom set up is designed keeping in mind socialization factors (Alaswad, 2013). To strengthen this further and make learning joyful and fun, new innovative methodologies like active learning methodology (ALM), activity based learning (ABL), were introduced at the Elementary level. These methodologies strengthen autonomy by placing students' in the path of discoverer (Jerome Bruner). A socially intelligence (SI) of teacher can play a crucial role in attaining the overall objectives of all round development of the individual.

DEFINITION OF SOCIAL INTELLIGENCE

SI was observed by Edward Thorndike who first proposed the concept in 1920. Thorndike observed that interpersonal effectiveness was very important for success in many areas, specifically leadership. The evolutionary perspective challenges psychologists and educationists to think afresh about the position of social intelligence in the categorization of human abilities and recognize that "intelligence" can include non-cognitive abilities. In 1990's social intelligence as a separate branch of intelligence started gaining momentum as research started to find distinction between general intelligence and emotional intelligence.

The original definition of social intelligence was formulated by Thorndike. Social intelligence has gained lot of relevance in recent times. Teaching involves shaping of young children through classroom transactions. Socially intelligent teacher can understand and use social situations and provide the best for the child to grow.

Definitions of Social Intelligence Extracted from the Literature

Cognitive Components	Behavioural Components
<p>Insight into the moods or personality traits of strangers (Vernon, 1933)</p> <p>Judge correctly the feelings, moods, and motivation of individuals (Wedeck, 1947)</p> <p>Ability to judge people with respect to feelings, motives, thoughts, intentions, attitudes, etc. (O’Sullivan et al., 1965)</p> <p>Understand the feelings, thoughts, and behaviors of persons, including oneself (Marlowe, 1986)</p> <p>Judgment in social situations (Moss et al., 1955)</p> <p>Recognition of the mental states behind words and from facial expressions (Moss et al., 1955)</p> <p>Role-taking ability (Feffer, 1959)</p> <p>The ability to interpret social cues (O’Sullivan & Guilford, 1966)</p> <p>The ability to predict what will happen (O’Sullivan & Guilford, 1966)</p> <p>The ability to identify the internal mental states (O’Sullivan & Guilford, 1966)</p> <p>Decoding of social cues (Barnes & Sternberg, 1989; Buck, 1976; Sundberg, 1966)</p> <p>Ability to comprehend observed behaviors in the social context in which they occur (Wong, Day, Maxwell, & Meara, 1995)</p>	<p>Get along with others and ease in society (Vernon, 1933)</p> <p>Ability to get along with others (Moss & Hunt, 1927)</p> <p>The ability to deal with people and the applications of means to manipulate the responses of others (Orlik, 1978)</p> <p>Act appropriately upon an understanding of the feelings, thoughts, and behaviors of persons, including oneself (Marlowe, 1986)</p> <p>The ability to manipulate the responses of others (Weinstein, 1969)</p>
<p>Memory for names and faces (Moss et al., 1955; Sternberg et al., 1981)</p>	<p>Attainment of relevant social goals (Ford, 1982)</p>
<p>Sensitivity for other people’s behavior (Orlik, 1978)</p> <p>The ability to perceive the present mood of other people (Orlik, 1978)</p> <p>The ability to create recognizable categories of behavioral acts (Hendricks et al., 1969)</p>	<p>Ability to speak effectively, to be appropriately responsive to the interviewers questions, to display appropriate nonverbal behaviors (Ford & Tisak, 1983)</p>

The ability to imagine many possible outcomes of a setting (Hendricks et al., 1969)	
Knowledge of social matters (Vernon, 1933)	Effectiveness in heterosexual interaction (Wong et al., 1995)
The capacity to know oneself and to know others (Gardner, 1983)	Social problem solving (Cantor & Harlowe, 1994)
Individuals fund of knowledge about the social world (Cantor & Kihlstrom, 1987)	
Social problem solving (Cantor & Harlowe, 1994) Knowledge of rules of social interaction (Orlik, 1978) Knowing the rules of etiquette (Wong et al., 1995)	

(Prof. Dr. Heinz-Martin Süß (2008). Theory and Measurement of Social Intelligence as a Cognitive Performance Construct” Dissertation table 4.1 page no.28.)

Based on the analysis of definitions and literature, social intelligence can be classified with the following factors viz., patience, cooperation, confidence level, sensitivity, tactfulness and recognition of social environment.

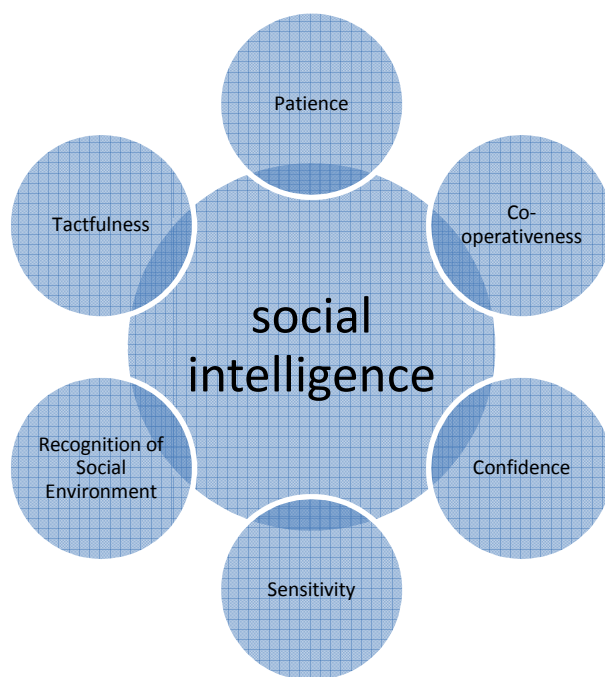


Figure 1 - Depicting the dimensions of social intelligence

SOCIAL INTELLIGENCE FOR TEACHERS

Intelligence helps a person to adjust to environment and learn from previous experiences (Vostroknutov et al., 2018). Dave reported significant positive correlation between intelligence and teaching success (Joseph, 2013). There is a chance of teachers with high intelligence score of being more effective and competent in the teaching-learning process (Blazar & Kraft, 2017). The social intelligence of teachers indicates their mental ability (Prathima & Kulsum, 2013) to understand the intentions,

emotions, actions and motives of their students, and colleagues, to influence and motivate their behavior (Ghahfarokhi et al., 2017 and Knez&Nordhall, 2017). Teachers with high social intelligence would be good in recognizing delicate verbal, facial, and behavioral clues in students (Brackett & Katulak, 2006), and use them to construct meaningful classroom transactions. As teachers need to recognize students' needs and find a balance between needs of students and objectives of curriculum, social intelligence come handy for teachers'.

The social intelligence of teachers depicts abilities listed below:

- Ability to interact with students, fellow teachers and administrators through verbal communication and gestures in a manner that makes them feel relaxed, stress-free and understood (Bambaeroo&Shokrpour, 2017).
- Ability to find and comprehend hidden meanings in expressions of students, fellow teachers, and administrators (Classroom Assessment and the National Science Education Standards" at NAP.edu, (2001).
- Ability of teacher to deliberate through coordination, collaboration, and motivate students, using social skills, social knowledge, social memory and social cognition for learning.
- Ability to stimulate, initiate new and novel activities by exploiting group dynamics to the betterment of teaching learning transactions.
- Ability to provoke passions and delight in students, fellow teachers, and administrators (Anand, 2016).
- Ability to build constructive classroom without compromising on discipline.

INFLUENCE OF SOCIAL INTELLIGENCE ON TEACHER'S BEHAVIOUR

Behavior management is a set of interactions employed to assist teachers to influence the students' behavior and teach them to act positively (Soleiman, 2011). These interactions are developed not only to reduce teacher's stress but to help these professional people and the students to establish social climates of cooperation, a setting in which children and adults can learn together, play together, and build quality relationship (Danforth& Boyle, 2007). Scholars believe that high intelligent quotient (IQ) does not necessarily guarantee success in a person's life (Goleman, 1997). It is not responsible for the differences beyond personality factors and characteristics (Mehrabian, 2000). Hence, other forms of "intelligence" were investigated (Goleman, 1997). Social intelligent teachers generally exhibit greater amount of patience, exhibit higher confidence in collaborative work, strong interpersonal relations, better social knowledge and systems, stronger social memory. So they are better prepared to understand the social dynamics of classroom. Hence they equips students to state their opinions obviously in order to make themselves understood, and to try to understand others before they show any reactions to the behavior. One concept of social intelligence referred to it as the "ability to read nonverbal cues or make accurate social inferences" and "one's ability to accomplish relevant objectives in specific social settings" (Brown & Anthony, 1990, p. 197; Ford & Tisak, 1983). Zirkel (2000) believed that social intelligence is closely related to one's own, personality and individual behavior. Those with social intelligence are fully aware of them and understand their environment. This enables them to control their emotions, make decisions about their goals in life. The "purposive behavior model of social intelligence" which deliberates action taken after evaluating one's environment, opportunities and risks and the goals set, assists in creating a sense of identity for the individual, emphasizes intrapersonal and interpersonal skills and

focuses on thinking and resultant behavior within social contexts. The teachers who are socially intelligent, organize the classroom through establishing supportive and encouraging relationships with their students, developing the lessons which are based on the students' strong points and abilities, creating and applying behavioral guidelines in the ways which enhance intrinsic motivation (Marzano, Marzano, & Pickering, 2003). Social intelligence of teacher has an impact on aggressive behavior in schools. Sameer Babu (2007) stated in India, social intelligence among secondary school students is of average. This is partly because teachers are not having sufficient social skills to handle school related issues. Magida (2006) agreed that educators' with high levels of social intelligence are able to mould individuals from different age groups to lead a wholesome life (Dincer, 2007). Hence social intelligence will help the teacher to be free and gives wider scope for teaching using collaboration and cooperation methods. It helps the teacher to be dynamic both inside and outside the classroom. This study is taken up keeping Magida (2006) view and to find the level of influence it can contribute to effective teaching in middle schools of Kanchipuram.

Influence of Social Intelligence on Classroom Management

Social intelligence is yet an effective element in classroom management. Classroom management refers to control of time and behavior of students as well as of teachers in a classroom setting (Fredrick, Deitz, Bryceland, & Hummel, 2000). Classroom discipline management involves teachers encouraging positive social interactions as well as active management in learning and self-motivation. They shape a positive learning society in which the students are actively engaged in individual learning process and classroom management. A study was taken up to analyze the teachers' social intelligence and their classroom discipline strategies in secondary schools in Selangor State of Malaysia. It revealed social intelligence level of teachers is important for teachers and students communication and for improving classroom discipline strategies (Soleiman, 2011). According to Rahimah and Norani (1997), among the disciplinary problems faced in Malaysian schools are crimes, immoral conduct, untidiness, truancy, disrespect for others and maladjustment with the school environment. It felt effective handling of students is the key for addressing issues of discipline. In the Indian context, culturally teachers are known to tell students not to do things, but rarely say what to be done. Just telling the students to keep quiet doesn't work well with students' psychology. Instead teaching and guiding them to do things will address most of the discipline problems in schools. In term of Teacher Effectiveness - Social Intelligence refers to the quality of a teacher who teaches and communicates knowledge or skills to the learner being successful in producing a projected result (Joseph, 2013 and Dorgu, 2015). Teacher effectiveness is the measure of success of teacher in carrying out institutional and other specified duties demanded by the nature of his/her position (Muijs & Reynolds, 2000; Sengottuvel & Aktharsha, 2015 and Habib, 2017). Teacher effectiveness includes effectiveness in strategies of instruction, student and classroom management; inter personal relations, evaluation and feedback (Sengottuvel & Aktharsha, 2015; Paolini, 2015 and Chhirang & Saini, 2015). Hence, socially intelligent teacher will be better equipped to manage the classrooms of 21st century students.

Influence of Social Intelligence Teaching And Learning Situation

Highly effective teachers can have an enriching effect on the daily lives of children and their lifelong educational and career aspirations (Baylor & Ritchie, 2002). Albrecht (2006) considers social intelligence as a prerequisite for teachers. He is of

the view that the educational system and teachers should respect the rules and behaviors associated with high social intelligence. Soleiman and Aida Suraya (2011) in their study analyzed the social intelligence level of teachers employed in government secondary schools in Malaysia based on selected demographic variables such as age and how they relate to the classroom discipline strategies adopted by teachers. The sample of the study comprises 203 teachers. Results of the study states that the teachers who are socially intelligent, organize the classroom through establishing supportive and encouraging relationships with their students, developing the lessons which are based on the students' strong points and abilities, creating and applying behavioral guidelines in the ways which enhance intrinsic motivation, such as discussion, hinting, recognition and involvement. Albrecht (2006) claimed, the teachers whose behaviors are associated with high social intelligence, stress the value of collaboration.

It is empirically evident that these effective teachers have a direct influence in developing the overall personality of a child (Daniels & Shumow, 2003). Following objectives can be achieved by socially intelligent teacher:

- Effective use various resources to design and construct learning opportunities needed, formatively monitor student progress, adapt instruction and evaluate learning with different evidential source (Oswalt, 2013).
- Highest levels of professional expertise and psychological development are reflective, capable of understanding the beliefs, assumptions, values leading to choices, capable of balancing the and interpersonal learning in the classroom, students' (Collinson, 1996 and Taylor & Wasicsko, 2000).
- Establishing a productive learning environment, effective teachers recapture instructional time that is often lost in administrative activities, discipline and transitions (Goel, 2012).
- Andersen opines, "An effective teacher is one who produces positive outcomes in all three domains of learning, positive student affect, behavioral commitment to the course content and student cognitive learning" (Bhatt, 2015).

CONCLUSION

Active learning methodologies are child-centric which gives ample opportunities for the child to grow to maturity (Mesquita et al., 2015 and Samuel Lakew, 2018). To realize its true objective in the classroom, teachers' needs to possess reasonable amount of social skills and abilities so as to navigate, facilitate effectively classroom interventions. With the limited access to facilities, large number of students in every class and time, social intelligence of teachers will definitely bring out positive classroom climate for the learning in the children (Kizlik, 2008; Morton, 2014 and Gkonou & Mercer, 2017).

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