IMPACT OF SOCIAL INTELLIGENCE ON LEARNED HELPLESSNESS

Gunjan Anand
Assistant professor, IBMR IPS Academy
Mob. No. 9039177224
Email: gunjan0029@gmail.com

INTRODUCTION

A. Social Intelligence

Social Intelligence (SI) often referred as "people's skill" is the individual's ability with which we get along with others and get them cooperate us. Social intelligent people have awareness of surroundings with an understanding of the thing which governs them i.e. social dynamics. This all helps the individual achieve his objectives while dealing others easily. These traits also have self insight and handling of one's own perceptions and reaction patterns. Karl Albrecht in reference of interpersonal skills classified the behaviour towards others in a range between "toxic" effect and "nourishing" effect. People with toxic behaviour makes others feel devalued, angry, frustrated, guilty or otherwise inadequate. In contrast people having nourishing behaviour make other people feel valued, respected, affirmed, encouraged or competent. If an individual shows a continued pattern of toxic behaviour it means that the person is having a low level of social intelligence – he/she is having inability to connect with people and influence them effectively. Whereas a continued pattern of nourishing behaviour make a person much more effective in dealing with others. Social intelligence ensures that in complex social relationships and environments one can navigate effectively. Nicholas Humphrey psychologist and professor at the London School of Economics professor and psychologist, , believes that "what makes humans what they are is social intelligence or the richness of our qualitative life, rather than our quantitative intelligence social scientist", and Ross Honeywill believes, "social intelligence is in whole a measure of self and social awareness, further evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. This doesn't means that a person with a high social intelligence quotient (SQ) is not good or bad than someone with a low SQ, its just that they have different attitudes, hopes, interests and desires."

As said by Edward Thorndike(1920), Social Intelligence is the ability to understand and manage men and women, boys and girls, to act wisely in human relations". Howard Gardner identified it as one of the types of intelligences in Theory of multiple intelligences and considered it is equivalent to interpersonal intelligence, identified in 's, and closely related to theory of mind. Few authors have restricted the definition to deal only social cognition or social marketing intelligence that is with knowledge of social situations As said by Sean Foleno, person's competence to comprehend his or her environment optimally and react appropriately for socially successful conduct is social intelligence.

B. Learned helplessness

A situation of human or animal where they have learned to behave helplessly even in the presence of opportunities is called helplessness. Learned helplessness theory reflects that clinical depression and related mental illnesses which occurs when one perceives that he/she don't have any control over the results of the situations. People who are less sensitive and ineffective in judging the consequences of their behaviour can be called as the individuals who have acquired leaned helplessness.

Theory of learned helplessness began at the University of Pennsylvania in 1967 as a foundational experiments of the American psychologist Martin Seligman's , as an extension of his interest in depression. Seligman and colleagues quite by accident discovered that the conditioning of dogs led to results that opposed the   then leading psychological theory, the predictions of B.F. Skinner's behaviourism.

For the learned helplessness experiment, an animal is repeatedly hurt by a stimulus which it cannot escape. Eventually what is observed that the animal stops trying to avoid the pain and accepts the situation as it is. Finally, when opportunities to escape are presented, this learned helplessness prevents any action.

For the study of social intelligence we have eight dimensions which are Patience, Confidence, Sensitivity, tactfulness, recognition of social environment, sense of humour and memory. Current study is an effort to understand the impact of social intelligence dimensions on learned helplessness. It's an initiative to find that if a person is socially intelligent or active does it effects learned helplessness if the same individual.

REVIEW OF LITERATURE

The origin of psychometric view of social intelligence initiated by E.L. Thorndike's (1920) classified intelligence into three facets, concerned with the ability to understand and manage ideas known as abstract intelligence, concrete objects known as mechanical intelligence, and people social intelligence. Thorndike's classic formulation: "The ability to understand and manage men and women, boys and girls is meant social intelligence -- to act wisely in human relations".

Moss and Hunt (1927) similarly defined social intelligence as the individual's ability to get pally with others. Vernon (1933), provided one of the most wide-ranging definition of social intelligence as the person's " in general the ability to get along with people, ease in society or social technique, awareness about social matters, susceptibility to stimuli given by other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers".

By contrast, Wechsler (1939, 1958) gave less attention to the concept. Wechsler did acknowledge that in the WAIS the Picture Arrangement subtest might be used as a measure of social intelligence, because it assesses the individual's ability to understand and interpret social situations (also see Rapaport, Gill, & Shafer, 1968; Campbell & McCord, 1996). In his

view, however, what we called social intelligence is just a sort of general intelligence applied to social situations".

According to S. F. Maier and M. E. Seligman(1976), helplessness is described as a failure to avoid punishment or to acquire rewards even though they are in the agent's control. The cause and consequences of helplessness have been studied extensively in the animal using the learned helplessness paradigm.

B. Overmier and M. Seligman(1967) generated helplessness in healthy animals by exposure to inescapable electric shocks. Helplessness is then calculated by the continuous failure to escape escapable shocks in a novel environment. The phenomenon was first tried on dogs in the context of testing the two-factor learning theory using the shuttle-box escape task.

SIGNIFICANCE OF THE STUDY

Every individual behaviour is the product of his own thought process and the environmental effects on his upbringing. This environmental effect results from the individual being a social animal and the part and parcel of the society. How effectively he is able to interact with his society makes him a complete human being in psychological perspective. Individual's social intelligence decides upto a large extent how is individual behaviour formed. Learned helplessness is one of the most important individual traits which form the individual mental strength. The present study establishes the impact of social intelligence on learned helplessness. The study will also provide suggestions with the help of counselling to reduce learned helplessness, if it is higher in an individual.

A. Objectives:

- To find out the effect of social intelligence on learned helplessness.
- To suggest the measures to reduce the learned helplessness of the youth.

B. Methodology:

Sample: The data has been collected from 300 young respondents, aged 20 to 25. The youngsters were contacted through the colleges. Both the questionnaire were given to the youngsters and were asked to fill it. This number generated statistically significant results and reduced the possibility of sampling errors. The respondents were selected on a convenient sampling basis. Some around 300 copies of scales were distributed in different colleges. After editing and going through the filled scales , 200 copies were used for data analysis .

Test: To measure the social intelligence and learned helplessness scales used are:

N.K. Chadha and Usha Ganesan Social Intelligence scale

(SIS-CG) Hindi/English

It measures social intelligence in eight areas-patience (Calm endurance under stressful situation), cooperativeness(Abilty to interact with others in a pleasant way to be able to view matters from all angles.), confidence level(Firm trust in oneself and ones' chances.), sensitivity(To be actually aware of and responsive to human behaviour), recognition of social environment(Ability to perceive the nature and atmosphere of the existing situation), tactfulness(Delicate perception of the right thing to say or do), sense of humor(Capacity to feel and cause amusement, to be able to see the lighter side of life) , and memory(Ability to remember all relevant issues ; names and faces of people). It is basically meant for college students.

Learned Helplessness Scale:

By Upindher Dhar, Sarvdeep Kohli and Santosh Dhar

C. **Reliability**

In the present scale test, retest and split half techniques were employed to find the reliability coefficients. For finding the split half reliability a sample of 200 (100 males and 100 females) were taken. The following coefficient were obtained:

Split- Half Reliabilty Coefficients

Areas	Rel. Coeff.
Patience	.93
Cooperativeness	.91
Confidence	.89
Senesitivity	.90
Recognition of Social Environment	.95
Tactfulness	.91
Sense of Humor	.90
Memory	.96

In order to determine the retest reliability the previous sample used for split half was administered the scale after a period of 15 days . The following co-efficient were obtained:

Test- retest Reliability Co-efficients

Areas	Rel. Coeff.
Patience	.94
Cooperativeness	.91
Confidence	.90
Senesitivity	.93
Recognition of Social Environment	.95
Tactfulness	.84
Sense of Humor	.92
Memory	.97

D. Validity

The techniques of validity used to validate this scale were (1) Empirical Validity and (2) Cross validation.

To test the empirical validity a sample of 50 individuals was taken. The external criterion used was the "Social Intelligence test" by **F.A.Moss, T. Hunt , K.M.omwaka and L.G.Woodward(1949), George Washington University series.**The present scale and the Social Intelligence test by Moss and Hunt were administered and scored accordingly. The data obtained were subjected to "Pearson product moment Correlation" for testing the validity.

The dimension of recognition of Social Environment , Memory and Sense of humor were common to the present scale and the Social Intelligence Test by Moss and Hunt. The Sense of Humor dimension was similar in both cases the other two dimensions were slightly different in format and manner of administration . Inspite of this the correlation obtained for all tese three dimensions were positive and significant. Further, the remaining dimensions that of patience, confidence, sensitivity, Cooperativeness and tactfulnessindicate significant correlation with the total score of the present scale is highly and significantly correlated with the Social Intelligence test of Moss and Hunt (r=.70<.01). Henceforth the present scale has a validity coefficient of .70.

For the purpose of cross validation a sample of 50 individuals was taken . The data obtained on the first sample and second sample was correlated to test the validity of the scale. The Pearson product moment correlation was obtained. The coefficients obtained are as follows:

Cross Validation-Correlation Between two groups

Dimension	Correlation between two groups
Patience	.82
Cooperativeness	.91
Confidence	.86
Senesitivity	.75
Recognition of Social Environment	.91
Tactfulness	.75
Sense of Humor	.95
Memory	.94

E. Scoring

For Learned Helplessness Scale Reliability and Validity is very high. Scoring is done manually. Each item is checked in terms of "tick mark" against it. 'Right', 'Uncertain', or 'Wrong' are rewarded the scores of three , two and one respectively. The sum of scores of all the fifteen items is Learned Helplessness Score.

RESULT AND DISCUSSION

The results are discussed as per the hypothesis stated and also cover some descriptive information as per the objectives. The table below gives the statistical information about the Social Intelligence of the youngsters.

Statistics

		Patie nce	Coop erativ eness	Confid ence	Sensti vity	Recognition of social Environment	Tactful ness	Sense of humor	Memory	Social Intelligenc e	Learned Helplessness
N	Valid	100	100	100	100	100	100	100	100	100	100
	Missing	0	0	0	0	0	0	0	0	0	0
	Mean	21.4	29.5	21.67	22.53	2.54	5.99	5.99	12.05	121.57	35.14
	Median	21	29.5	22	23	3	6	6	12	122	35
	Mode	21	30	21	23	3	6	6	12	123	36
	Std. Deviation	1.83	2.12	1.12	1.159	0.501	0.41427	0.36223	0.5389	3.07894	2.09868
	Variance	3.36	4.51	1.254	1.343	0.251	0.172	0.131	0.29	9.48	4.404

Each hypothesis is stated and then a table is showing the values and the values are interpreted after it.

	Learned Helplessness		
	T Value	**Sig Level**	**Result**
Patience	0.81	.04	Rejected
Cooperativeness	.380	.631	Accepted
Confidence	-.751	.357	Accepted
Sensitivity	.085	.260	Accepted
Recognition of Environment	-.913	.860	Accepted
Tactfulness	.043	.095	Accepted
Sense of humor	.608	-.562	Accepted
Memory	.099	.46	Accepted

H09 There is no significant effect of Social intelligence on Learned Helplessness

Group Statistics

	Social Intelligence	N	Mean	Std. Deviation	Std. Error Mean
Learned Helplessnesss	>= 122.00	54	35.2222	2.08015	.28307
	< 122.00	46	35.0435	2.13912	.31540

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learned Helplessness	Equal variances assumed	.473	.493	.423	98	.673	.17874	.42284	-.66037	1.01786
	Equal variances not assumed			.422	94.586	.674	.17874	.42380	-.66265	1.02014

The p value in above table shows the hypotheses is accepted.

In the applied test only for one dimension i.e. patience the hypothesis got rejected. Rest all the hypotheses were accepted, which shows that patient have an impact on learned helplessness. So the result shows that the traits like cooperativeness, confidence, sensitivity, recognition of environment, sense of humour, tactfulness and memory do not have any impact on persons leaned helplessness. Presence or absence of the above written dimensions do not affect persons learned helplessness. And overall impact of social intelligence on learned helplessness was also not found. It implies that it doesn't make any difference whether an individual is socially active or not it won't affect his/her learned helplessness. Even an individual who is good at handling individuals and can manage emotions well can be spare from being learned helplessness.

CONCLUSION

The statistics show that the hypotheses in the case of first dimension that is patience is accepted rest in all other dimensions hypothesis accepted. Hence my study shows that there is no significant effect of social intelligence on learned helplessness.

A. Delimitations:

- Time available for carrying out the research work was limited.
- The researcher had to restrict the study to only two variables.
- The researcher had to depend on his own financial resources for completing the work.
- The geographical area was also restricted to one city i.e. Indore.
- As the data was collected using scales, the youngsters may not be able to understand the questions properly and so the results may be distorted.

B. Suggestions for further work:

In the view of the experience of the present work, the following suggestions for further exploration are as under:

- More research projects need to be taken up to cover a large number of variables to understand the relationship between them.

- The same study can be conducted on children of different age groups.

- Large sample of employees may facilitate in validating the findings.

- The study can be replicated elsewhere in a different geographical area for further generalization.

- Specific effect can be studied for every type of parenting style as discussed in literature.

- Researches can be conducted to know the different variables which effect psychological well being of children.

REFERENCES

- Albrecht karl, Social Intelligence The New Science of Success, Business Book Review,(2006), Volume 23, Number 1.

- Overmier and M. Seligman, "Effects of inescapable shock upon subsequent escape and avoidance responding.," J COMP PHYSIOL PSYCH, vol. 63, pp. 28–33, 1967.

- Gardner, H. (1993). *Multiple intelligences: The theory in practice.* New York: Basic Books.

- Humphrey, N. (1976). The social functions of intellect. In P.P.G. Bateson & R.A. Hinde (Eds.), *Growing points in ethology*, pp. 303-317. Cambridge, U.K.: Cambridge University Press.

- Moss, F.A., & Hunt, T. (1927). Are you socially intelligent? *Scientific American*, **137**, 108-110.

- Rapaport, D., Gill, M.M., & Schafer, R. (1968). *Diagnostic psychological testing.* Rev. ed. New York: International Universities Press.

- S. F. Maier and M. E. Seligman, "Learned helplessness: Theory and evidence.," J EXP PSYCHOL GEN, vol. 105, pp. 3–46, 1976.

- Seligman, M.E.P.; Maier, S.F. (1967). "Failure to escape traumatic shock". *Journal of Experimental Psychology* **74**: 1–9. doi:10.1037/h0024514. PMID 6032570.

- Thorndike, E.L. (1920). Intelligence and its use. *Harper's Magazine*, **140**, 227-235.

- Vernon, P.E. (1933). Some characteristics of the good judge of personality. *Journal of Social Psychology*, **4**, 42-57.

- Wechsler, D. (1958). *The measurement and appraisal of adult intelligence*, 4th ed. Baltimore: Williams & Wilkins.