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THE SOCIAL RESONANCE OF INTELLIGENCE

Doctoral thesis summary

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INTRODUCTION

Behind its biological and psychological dimensions, nowadays, intelligence is also approached in accordance with the social specific context, as determinant and, also, as environment of manifestation. Intelligence, in all its dimensions, is generally considered as a trump in the optimal solving of the problems people are confronted with in their private and professional life.

The thesis, "The social resonance of intelligence" intends to be a synthetical approach of some reference aspects from this field: accademical intelligence, social and emotional intelligence and some characteristics (empathy, pro-social attitudes) that shape, along with other abilities, people's intellectual behaviour. Because of the interdisciplinary specific nature of our subject, the practical research was realised on the basis of a mix methodology with sociological and, also, psycho-social relevance. Thus, in a first phase of the practical study, in order to realize the descriptive delimitation of the researched facts, we choosed a fundamental sociological method: the sociological investigation based on an anonymous questionnaire. In this context, when designing the working instruments, we considered appropriate a quantitative and qualitative approach, on the same time.

The sociological investigation, designed with the involvement of qualitative and, also, quantitative factors, offered a consistent informational volume (field data). On the basis of this data and their statistical processing, we analysed and interpreted the degree in which social factors are involved in the intelligence conditioning and manifesting, based on the identification its most valued social contents.

The analysis of the results obtained in the first part of the study led to the subsequent approach of our research, aimed to explore the level of emotional intelligence of different categories of students and the impact of emotional intelligence on student's accademical performance. In this context, the issue of quantification of emotional intelligence has been highlighted by giving subjects a test of emotional intelligence.

The research was, also, focused on aspects related to empathy, one of the most important skills of social intelligence. An issue of permanent interest is represented by the functional consequences of empathy, mainly in the formal educational environment; this is

why, in our research we used questionnaires on empathy. In this way, we wanted to know, according to the obtained data, the degree of intergroup empathy (teacher - student) and the degree of intra-group of empathy (teacher's group and student's group).

In the final part of our study, it was necessary to use qualitative verbal methods and techniques and intensive interviews, in order to know and verify previous results. The interview guide we used was intended to determine some relevant aspects regarding the social representation of intelligence and other important issues arising from its impact on individuals.

Our thesis, "The social resonance of intelligence" is divided in three parts and is developed from the theoretical aspects that interfere with theoretical studies regarding intelligence and that correlates in the end of each part with the analysis of the conducted research.

In the first part, we present theoretical approaches and perspectives of some aspects of intelligence within our society. The first chapter is a foray in the classic issues of intelligence, in which specialists' visions are similar, but, also, many times different. Because human intelligence has been and remains a complex phenomenon with diverse approaches and multiple social representations, there have always been disagreements regarding this concept. Thus, we found it necessary to introduce a chapter on the controversial issues related to intelligence and a chapter regarding intelligence and the always changing society.

The second chapter of the first part examines the concept of social intelligence and its influence on cognitive processes. A special chapter is dedicated to addressing social development of intelligence in the approach of the Geneva school.

The first part of the thesis ends with Chapter 3, which includes several ways of perception of social intelligence and the research issues referring to contents of social intelligence. The analysis of data we obtained from the questionnaire that we applied to subjects, has determined the way of perceiving intelligence as a whole, as a result of biological, psychological, socio-cultural factors, the place and the value of intelligence in relation to other given attributes and values.

The chapter 4 contains a theoretical approach linking social intelligence with emotional intelligence. We, also, present the most popular models of emotional intelligence and their development directions. The chapter 5 illustrates some landmarks in the study of emotional intelligence and researches related to various aspects (management, self-

knowledge, performance, social gender, human interaction) involved in our thesis. In the chapter 6, emotional intelligence is approached in the context of formal education, with emphasis on some dimensions of its integration in an educational curriculum. The chapter includes a research in which we have identified the student's emotional intelligence level correlated with academic performance and the value hierarchy of concrete ways in which subjects reacted in the given situations.

The third part of the thesis focuses on presenting empathy - a key skill of social and emotional intelligence - and, also, on the comments that teachers received in terms of intellectual and social attitudes. The chapter 7 provides a description of the concept of empathy from the perspective of various specialists in the field. Empathic behaviour is analyzed in the educational process through a research that aimed to determine the empathical performances of teachers and students within the educational activities they carrying out together. Another chapter presents some social skills integrated in education and tries to shape a portrait of the "ideal" teacher as perceived in several studies. In the final chapter, we sought to obtain an overview of the entire study regarding the social relevance of intelligence, with the help of intensive interviews.

CONCLUSIONS AND OPENINGS

The analysis and interpretation of collected data was focused on the utilization of intelligence, the main existential dimension in which it is involved, the advantages and disadvantages involved in intelligence and self-assessment, in terms of intelligence of the subjects. Confirming the idea of the importance of being seen as an intelligent person, the results of attribute-value hierarchy have shown that students place "intelligence" on the first place (36.9% first choice) at a significant difference from other attributes data values (second ranked, "will" with 20% first choice). According to students' opinions, success in life is decisively determined by the intelligence of each individual. Cumulated values obtained for the variants "largely" and "heavily" revealed this fact (77.2%).

An important sequence of the study instrument aimed to capture the most important associations attributed by students to intelligence, outlined in several significant categories. Thus, intelligence is seen primarily in terms of utility, with a well defined and

determined purpose (27.07%). It is interesting to note that, although intelligence has been given a special importance, it is not a social label in students' opinions (2.98%).

Most students felt that the intelligence changes throughout life (81.9%), primarily through information and knowledge accumulation throughout life (44.1%) and due to biological causes (24.3%). Regarding the main advantages and disadvantages of being smart in today's society, students have given utmost importance to pragmatic advantages (39.58%). Self assessment of intelligence level led to the observation that more than half of the survey participants placed themselves around 7 and 8, which shows a particular concern in the identification and awareness of student's intellectual level.

With an initial overview of the social relevance of intelligence in students' eyes, we have noticed that emotions related to personal and professional life have occupied a special place. Starting from the idea that often the social behavior of individuals cannot be explained only by rationality and accademical intelligence, participants have given a significant importance to emotions in social life. "People are working mainly with the arms ("manual labor") or intellectually ("intellectual work") or with their emotions ("emotion work"). Unlike the manual and intellectual work that are objectified in physical or spiritual products (objects, scientific works, etc..), emotional work is identifiable by its effects on others' emotions" (Chelcea, S., 2008, p. 140).

Referring to current theories and concepts analyzing emotions and their social importance, Prof. Ph.D. Petru Iluț (2009, p. 570) considers that, at a general level, there are two paradigms of reference. The first is the evolutionary paradigm, according to which human emotions are universal and innate. In this case, the explanation of the nature of emotions is in the need for adaptation, by natural selection and cultural factors are, only, meant to influence the manifestation of emotions.

The second paradigm approaches emotions as primarily socio-cultural constructions. Socio-cultural constructivism accepts the pre-requisite of biological premises, but considers that the acquisition of a specific emotional culture is essential for the social development of individuals.

All these reflect the importance of emotional-affective development in any field of activity and in daily life. Along with intellectual qualities, the ability to properly use emotions in our own culture and the ability to empathize with others helps to characterize a smart person.

The importance given to social emotions in any field, but also in everyday life, made possible the next part of our research that aimed to determine the level of emotional intelligence of different categories of students, the establishment of the hierarchy valuing of the content of emotional intelligence and the relationships between emotional intelligence and academic performance. After applying the test and analyzing the results, we found out that the overall level of emotional intelligence of the participating subjects is average (46.7%) or low (52.1%). Academic performance, represented by the average score of the marks that subjects have studied was significantly correlated with emotional intelligence, only for students with very high average (9.50 to 10.00).

The test sequences showed that most students are aware of emotions and personal feelings and understand the causes generating their emotions. High values of emotional intelligence have been obtained from scenarios of knowledge and understanding of others' emotions (81.1%), empathic ability (77.7%) and overcoming obstacles without decreasing self-confidence (63.9%). The other features of emotional intelligence, generated from the students' responses in concrete situations, obtained low and mean values. Average values of emotional intelligence have been obtained for: understanding the causes of negative emotional states (53.3%), attitudes towards ethnic, racial and cultural diversity (48.5%). The lowest scores recorded by students were related to the difficulty of developing an alternative solution to solve a situation (8.7%) and the inability to temporarily relax in moments of anger (9.7%). Although students showed that they are able to know and to recognize their own emotions and feelings, they often use them non-constructively, especially when it comes to personal motivation.

The last part of the research focuses on empathic behavior between the two social groups (teachers and students) involved in the educational process. The analysis results obtained for teachers' empathy towards students demonstrates due to the differences and to the obtained mode (63.4) a good degree of empathy of teachers towards students (87.3%). The research we carried out showed that most teachers participants in our study understand and can transpose in student's psychology when pursuing their teaching; teachers have shown on all dimensions of our study a high degree of empathy.

The analysis of the results obtained for student's empathy leads to a slightly larger difference between what students think "as teachers" and what teachers think when responding in the same situation (mode value 124.8). In the three dimensions we have

studied, we found significant deviations between the responses of the two groups resulting in a lower degree of empathy of students towards teachers (75.04% vs. 87.3%).

Empathy in the group of students is high, on all the investigated dimensions; the answers are similar when each student says his personal opinion and, also, when he considers himself in the place of a colleague. There were obtained, in this case, small differences from 9.9 percent to only 3 percent between answers. Students understand how to think and show their peers, transpose themselves easily in the colleague's place.

In the final part of our research, through intensive interviews, we sought to obtain an overview of the entire study on the social relevance of intelligence. Previous results have been mostly confirmed, both teachers and students think that being smart is a very important attribute-value, even if in today's society, it seems that intelligence is not appreciated anymore.

According to the subjects' responses, people with a high degree of academic and / or emotional intelligence are more likely to succeed in profession and in life. In general, teachers and students value their intelligence through various activities that develop creativity and the curiosity to be informed. They also appreciate learning activities based on empathic behavior and leading to continuous improvement and to a large expression diversity.

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