INTELLIGENCE

Common Intelligence (I), Emotional Intelligence (E.I) and Social Intelligence (S.I)

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[ ABSTRACT: Brain power to acquire knowledge is defined as Common Intelligence. But brain functions in diverse mental abilities. Social Intelligence and Emotional Intelligence are equally important to act, react and interact making progress of a human being. The article explains, analyses and compares these three types of Intelligence.]

 Human beings have hundreds of mental abilities and the broad term is Intelligence. Common Intelligence (I) is the brain power to acquire knowledge using memory and performing actions, but it lacks in ability to explain the overall outcomes. There are other sorts of Intelligence to act emotionally and socially. Emotional Intelligence (E.I) is the richness of our Qualitative life to perceive, to analyze and to regulate emotions truly making human beings what they are. Social Intelligence (S.I) relates to compatibility on social interactions. Whether the so- called Intelligent Quotient (I.Q.) defines one’s intensity of Intelligence is still controversial.

Any way I.Q. is to be considered as the mental ability of one in comparison with the mental abilities of others of same age. I.Q. predicts the academic and financial success of a person. But mere I.Q. cannot frame a person completely in all respects. A person needs E.I.to realize, analyze and manage one’s emotion, i.e., Personal Intelligence ‘I’ and other’s emotion i.e., Inter Personal Intelligence. In fact, total effect of I, E.I. ad S.I. account for the total success of a human being.

Common Intelligence has several factors explained in several sections as

1. Fluid Intelligence is the ability for reasoning, forming concepts and solving problems subject to unfamiliar and new procedures.
2. Crystallized Intelligence enables reasoning based on previous knowledge
3. Quantitative Reasoning guides quantitative concepts relating symbols.
4. Ability to read and write.
5. Short term Memory relates to prompt apprehension on instant alertness.
6. Auditory Procession analyses discrimination of space and sound even in distorted condition.
7. Visual Processing is the analysis based on visual patterns.
8. Processing Speed performs automatic cognitive tasks even under pressure.
9. Decision/Reaction/Time/Speed relates to reciprocate in nanoseconds.

I.Q Tests are conducted on basis of questionnaires with respect to the above categories. I.Q. = $ \frac{mental age}{actual age}$ x 100

 A 10 yrs. old child having mental ability of 5 yrs. old has I.Q.= $\frac{5}{10}$ x 100 = 50

The same rule is not applicable for an adult. A child cannot compete in I.Q. with an adult. Brain function of a child develops and is nourished in growing period and attains a stability reaching adulthood. I.Q. reaches at its peak at the age of 25 yrs./26 yrs.

To calculate I.Q. of a person. simple unitary method based on ratio is not applicable but statistical procedure is followed with a chosen S.D. (Standard Deviation), the mean is taken as 100. A person having I.Q. 100 means that 50% of the population have lower I.Q. and 50% have higher I.Q. with respect to any person.
 Normal average child or person has I.Q. 100. The following tables will clarify the idea of I.Q. regarding World Population.

 Table. A. Population Range of I.Q

 50 % 90 to 100

 70 % 85 to 115

 95 % 70 to 130

 99.5 % 60 to 140

 Table B. Persons Range of I.Q.

 Above Average 115 to 124

 Gifted 125 to 134

 Intellectuals 135 to 144

 Genius 145 to 154

 Nobel Laureate 155 to 164

 Highly Genius 165 to 180

 1 % of the world population has I.Q. > 135

 Bertrand Russell had estimated his own I.Q. as 180.

 Einstein had I.Q. as 160.

 The following chart is showing the global statistics of mentally retarded persons.

 Range of I.Q. Intensity of retardation

 50 to 70 Mild retardation (85 %)

 35 to 50 Moderate retardation (10 %)

 20 to 35 Severe retardation (4 %)

 < 20 Profound retardation (1 %)

 Malnutrition lowers I.Q., specially deficiency of Iodine in children. The I.Q. level in third world could be raised with proper nutrition and eradication of diseases. People with higher I.Q. show generally lower adult morbidity and mortality. Researchers showed a 15 % lower I.Q. accounts for one-fifth less chance to average longevity of 76 yrs.

E.I. has four distinct categories.

a. Perception of emotions involving non- verbal signals like facial expressions and body language.

b. Ability reasoning using emotion i.e., to promote thinking and cognitive activity.

c. Ability to understand emotions i.e., to identify the exact root of emotion following attitude, temperament and delivery of language.

d. Managing emotions is the key part to control oneself and regulate other’s emotion to deal with conflicts and adverse or favorable situations.

Earliest roots of E.I. were traced in Darwin’s Work on emotional behavior for survival and adaptation. Prof. Steve Mithen of Early History (London School of Economics) suggested of two key periods of brain expansion of Primates. Around 2 million yrs. ago brain size of Primates started to expand from 450 c.c. and reached 1000 c.c. by 1.8 million yrs. ago. This was the first step.

 But brain tissues are most expensive metabolically and so there must be some adequate reasons for co-evolution of brain size. The main reason was that the primates started to live in large groups showing diversity in attitudes of the individual, mutual relationship and emotional involvement. Larger group activities demanded larger brain size.

 The second increment in brain size happened between 6,000,000 yrs. to 2,000,000 yrs. ago and ultimate brain size 1300 c.c. is directly related to evolution of language (between 4000 yrs. and 5000 yrs. ago) which is the basic communication of social beings. The complex socialization in the Politics, Romance, Quarrels, Collaboration, Reciprocity etc. are the driving forces to develop Social Intelligence.

In 1920, firstly E. L. Thorndike used the term S.I, to describe the skill of interaction understanding and controlling others. In 1940 David Wechsler explained the influence of other’s skill rather than common Intelligence to explain behavioral attitude. The term E.I. appeared in Leaner (1966). In 1983 the theory of Multiple Intelligence was introduced by Howard Gardener. Study of E.I. developed from 1985 owing to Doctoral thesis of Wayne Payne. In 1989 Greenspan put forward E.I. Model followed by Salovey and Mayer (1990) and Daniel Galeman (1995). Distinction between E.I. and ability and application of E.I. was explained in 2000.

Different Models to explain E.I. and S.I. and Testing Instruments for E.Q. and S.Q. were developed later. Psychologist Nicholus Humphrey explained S.I. on qualitative life rather than our quantitative intelligence. S.I. is an aggregate measure of self and social awareness to manage complex social changes.

 Quotient of S.I. or S.Q. is also a statistical abstraction like both I.Q. and E.Q., having standard score with mean of 100. But unlike I.Q. test S.Q. test has no fixed model. It depends on the information procession skills related to individual and circumstances. S.Q. with 140 or higher is considered to have high social competence. But a person with higher S.Q. is not at all a better person of lower S.Q., only they differ in social temperament and attitude.

Tests on E.Q. reveal also the intensity of mental disorder and is used to diagnose autism spectrum, schizophrenia, and other mental blockages and complications. Autistic Children show evidences of very high I.Q. with precise perception and keen observation. They are devoid of E.I. and totally incapable to exhibit normal human behavior. Question of S.Q. is irrelevant to them as first comes E.I and then S.I.

E.Q. can be raised by practicing meditation and S.Q. can be increased with more study on social interactions. But there is no way to increase one’s I.Q. level. High I.Q. is responsible for academic success. Though over all I.Q, helps a person only 4 % throughout the life, where as E.Q. and S.Q are more helpful to shine in career, yet minimum I.Q. level of 100 is mandatory for root of success. In fact, perfect combination of I.Q., E.Q. and S.Q. can reach a person to peak of excellence.

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