

SOCIAL INTELLIGENCE AND STRENGTH BASED APPROACH AMONG CO-ENTREPRENEURS AND COTREPRENEUR

OVHARHE ORUGBA HARRY (PhD) & DIRI AUGUSTA GILBERT (PhD)

College of Health Science and Technology, UPTH

Port Harcourt, Rivers State

Abstract

The study investigate the Social Intelligence and Strength based approach among co-entrepreneurs and cotrepreneur in Communities, Bayelsa. State. Five community clusters were selected using non-proportionate stratified random sampling methods. The descriptive survey was employed. From the dossier population of 1000 persons, the Taro Yamane formula was used to orchestrate the study sample size of 286 co-entrepreneurs approximately. The findings reviewed that social awareness and social faculty constitute factors boost credibility in the strength based approach ain the community. In conclusion, the predictors correlates the criterion variable in the long term. It could be recommended that co-entrepreneurs should be assertive, emotionally mature, as well as maintain positive connectedness with their spouse. Co-entrepreneurs and cotrepreneur should endeavour to have an in-depth understanding of the personality make up of their spouse. Such understanding will help them (couples) live harmoniously and peacefully. Co-entrepreneurs should embark on programmes that will enhance their social awareness for a satisfactory marriage relationship. More so, co-entrepreneurs should employ effective communication techniques in their marital relationship. Lack of communication can be very destructive in a marriage relationship. Guidance counselors should emphasize more on personality traits of coentrepreneurs and cotrepreneurs during lifestyle counseling sessions.

Keywords: Poverty, Hunger, Social Awareness, Strength Based Approach, Social Facility, Strength Based Approach

Introduction

Co-entrepreneurs in communities have been struggling for survival from socio-economic challenges among each other. Researchers in the field of social works has raised social proof to

introduces social intelligence and strength-based approaches to mitigate issues arising from storm in marital struggles to survive from poverty, hunger, resource constraints and basic fundamental needs in the community (Ovharhe, 2025).

Ovharhe (2025) further argued that strength-based approaches seek to link the strengths and priorities of all partners. Social intelligence and strength-based approach seeks to link synergy of all communities to achieve targeted goals of survival. The social intelligence being represented by the social awareness and social faculty are combined concept that will be to groom in the communities' social mission to come to light by polishing the unlocked potential of young people to be converted to input resource to transformable resources in the future (Rahmanti & Subandi, 2024; Ovharhe, 2024).

Social faculty and social awareness should be used to solve the community they need to develop the strength-based model that will serve for long-term by recognizing citizens' own priorities, talents, skills, and passions. The strength-based model is to employ the best social intelligence strategies to link the priorities and resources of a community with the capacities and interests of the young people towards meaningful sustainable growth and development. This will be transformed to value creation, value capture and wealth creation to gain respects married couple individual which always transform the society even to the point of creation for those citizens of the community (Goleman, 2006). This mutual engagement, respect, and commitment yield reciprocal benefits to everyone involved.

When a person knows what makes other people tick, he or she is displaying social intelligence. They're aware of the motives and feelings of themselves and others, and how to fit into different social situations. They can feel comfortable and say the right thing whether they're in the boardroom or the janitorial room, in a school setting or at a construction site. Social intelligence involves two general components: social awareness and social faculty (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Social awareness entails what we sense about others while, social faculty focused on what we do with our awareness (Weis & Heinz, 2023).

Social intelligence is a person's ability to cultivate and maintain interpersonal relationships and respond appropriately in social settings and situations. A person's ability to react and respond appropriately to a comment, emotion, or situation is just one example of social intelligence.

Social intelligence, by definition, is a person's ability to have interpersonal relationships and understand those relationships. This is done by observing other people and reacting appropriately

to their thoughts, feelings, and behaviors. Social intelligence goes beyond intellect and into a much more abstract field of interpretation of experiences.

Social intelligence involves being situationally aware of what is going on in interactions around an individual, whether the mood is high or low or an individual is not interacting well with others (Black, 2023). It also helps individuals build friendships and lasting relationships through proper social interaction in which one interprets facial expressions, body language, and the general mood of the people they are interacting with. Social intelligence also requires an individual to be self-aware of what they are feeling, the impression they are giving to others, and how to express themselves appropriately. Without the ability to express oneself appropriately, an individual's interactions may not be as fulfilling as they have the potential to be. One's social intelligence can be measured by taking an IQ test designed specifically to measure how well one interacts with others. The average social IQ ranges from 85-115 but is lower for individuals who have difficulty with social interactions.

Social Intelligence examples can be itemized as illustrated below: Boyatzis, Carducci, Nave, Con and Stough (2020).viz;

- Knowing when to talk or listen
- Perceiving what to say
- Recognizing what to do in specific situations
- Awareness of the timing of words or jokes
- Understand when to react appropriately

There are four aspects of social intelligence, and they are listed below. Black (2023);

- Relationship Skills
- Social Awareness
- Social faculty
- Self Regulation

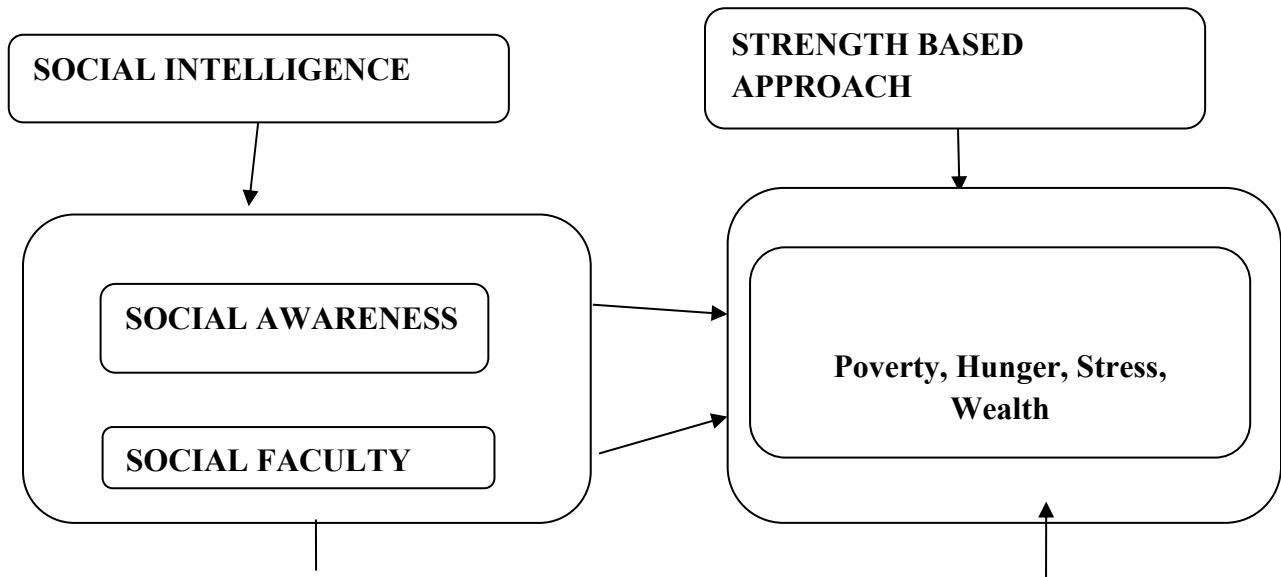
Relationship skills shape our ability to form and maintain relationships with others. Social awareness is a person's ability to empathize with the emotions of others. Self-awareness is how a

person knows what motivates them to act, behave, and feel in certain ways. Self-regulation is a person's ability to think before speaking and acting upon something that they have seen or heard. People with high levels of self-regulation are able to control their impulses (Boyatzis *et al.*, 2020).

The psychometric model is a form of testing intelligence that describes how people answer items in a test or assessment and then explains any potential errors in the test. Essentially, it is a form of checking on the reliability of assessment and test answers. Using the psychometric model, social intelligence is operationalized as abilities that can be measured so that they can be compared with other individuals. Testing skills involve many types of testing. Conversational skills, listening skills, and role-playing skills are all tested, along with knowledge of social motivations and self-impression management (Goleman, 2006).

In the nutshell, social intelligence and strength-based approach are significantly used to bridge the gap.

CONCEPTUAL FRAMEWORK ON SOCIAL INTELLIGENCE AND STRENGTH BASED APPROACH



Source: Thorndike (1920), Pulla (2017); Ovharhe (2024); Rahmanti & Subandi (2024)

Conceptual Review

Concept of Social Intelligence

When people speak about intelligence, they usually mean the “hard” type of skills: problem-solving, verbal skills, use of logic, or cracking numbers. But when it comes to the so-called “soft” skills—such as understanding social roles, reading emotions, comprehending relationships, or effective listening—we rarely see them as part of an intelligence questionnaire.

And while the hard skills are very important, it’s the soft ones that help us maintain friendships, be satisfied at work, or simply find happiness in life. Since these skills, which we also call social intelligence, are so often neglected in schools, despite a huge body of research revealing their undeniable benefits, we’re sharing with you what social intelligence is and how you can reap its benefits.

Social intelligence skills are something anyone can learn. They don’t depend on genes or biology, although some people might be more susceptible to acquiring them than others. The social intelligence theory was first developed by psychologist Edward Thorndike all the way back in 1920.

Today we can say that social intelligence is the ability to read and properly react to social signals, monitor, understand, and manage one’s own emotions, and fit into a variety of social contexts.

Development of Social Intelligence

As adults, most of us develop these skills to some extent. We may have a broad idea of what it means to be socially well-adept, but we differ in our ability to comply with the rules of social life and navigate them (Black, 2023).

The first signs of social intelligence in humans are visible as early as the 6th week of life. At 18 months of age, children can comprehend complex social cues and understand others’ intentions. As we grow older, our social environment becomes more complex and demanding, and it requires a sophisticated set of skills and abilities that for the majority of people don’t simply come naturally—they need to be *taught*.

As adults, we become responsible and capable of acquiring new social skills, and can significantly benefit from doing so.

The Benefits of Developing Social Intelligence

Many people think that social intelligence is something that just “comes to you”. Since it’s not directly associated with profit and financial progress (although it is indirectly), its importance and benefits easily slip from our attention.

Developing social intelligence has many benefits for our social, emotional, and even physical well-being. Let’s briefly review them.

Today’s world is changing so quickly: that what was normal in 2020 might become a matter of nostalgia in 2021. If the COVID-19 pandemic has taught us anything, it’s that knowing facts and having skills is important, but what matters the most for survival and mental sanity is the ability to adapt to new circumstances and maintain a positive attitude when going through challenges.

The more you manage to develop your social intelligence, the more skillful you become at managing complex changing social environments, as well as your emotions.

-Personal Well-Being

Since social intelligence is much about understanding communication on a sub-level, decoding emotional signals, and understanding our own as well as others’ emotions, it gives us tools for achieving greater levels of personal and emotional well-being.

Research published in 2018 discovered that individuals who possess higher levels of social intelligence-related skills are more optimistic, experience more positive affect, and are more satisfied with their overall lives. This leads us to our next point—well-being (Weis & Heinz, 2023).

-Mental and Physical Well-Being

Scientific research has proven time and time again that people with stronger social connections, and who are more optimistic and positive, tend to suffer less from mental health problems, experience less stress, and consequently have better physical health.

-Economic Success

Finally, one of the most common misconceptions about social intelligence is that it doesn’t have anything to do with economic success. Workplace adaptability, emotional self-regulation, understanding other people’s complex emotions, building fruitful relationships, teamwork, along

with a variety of skills and traits directly associated with productivity can play a crucial role when it comes to success at work.

More and more employers tend to value social intelligence more than they value the regular IQ score. According to Vicky Wallis, head of HR at Santander company, qualities that have to do with social intelligence—such as teamwork, communication, and social skills—are the most valuable asset a person can bring to a new workplace. This may be more important to a number of employers than decision-making, writing, or even taking initiative (Weis & Heinz, 2023).

Signs of Social Intelligence

Here's a short social intelligence checklist, listing some of the crucial skills that this concept encompasses. Those with highly developed social intelligence can analyze complex social situations, predict other people's feelings or reactions, have an intuitive feeling on what to say in certain situations, and are self-confident (Scoot, 2024).

- Active listening: Carefully listening to the interlocutor, following a complex set of signals the other person uses to convey a message.
- Verbal fluency and conversational skills: The ability to carry a conversation with anyone, regardless of their age, culture, or educational level. This also involves remembering details about people. This way, active listening is an important precursor to this skill.
- Understanding social roles and rules: Despite the fact that we all have our natural ways of conduct and reacting, social intelligence means understanding how to channel that, as we also need to understand the norms in specific situations.
- Understanding other people's emotional states: The ability to put ourselves in another person's shoes. To be able to do that, we need to understand social roles and rules, listen carefully to other people, and try to visualize ourselves in their position.
- Role Playing: Besides understanding a variety of social roles, it is also important to be able to undertake different roles. This can be particularly important in the work setting, where you need to be able to play the "mentor" and the "mentee", the superior and the subordinate. You can also be an easy-going friend in one context and a serious business leader in another.

- Self-efficacy and initiative: The ability to motivate yourself for productivity and in interpersonal relationships, as well as in managing and regulating your emotional states and workflow.
- Impression management: This refers to the ability to manage the impression you leave on other people and it's closely related to role playing.

Co-entrepreneurship vs Copreneurship

According to the Webster Dictionary (2025), the prefix “co-” is emarginated from a Latin word meaning together, mutually, and jointly or partner. This is the summation of the term “Co-entrepreneurship” and Copreneurship” in the entrepreneurship world. Marital couples and friendly associate do set up a business venture to promote their socio-economic status in other to protect and boost their income stream, livelihood and wellbeing. This is the perception that emanated the term co-entrepreneurship and copreneurship.

As mention in the studies of Ovharhe (2019-2025) support by Barnett and Barnett; copreneurship is perceived as enterprising couples in entrepreneurship venture who work in the interest of wealth maximization and profit maximization with business share ownership on economic value commitment and protection of their income stream. By the expression of marital couple, it has been stated that this could be a social relationship that is married or unmarried but there exist common interest jointly share all aspects of the business economic value.

On the other hand, Copreneurs are perceived to be common interest that exist in the local setting that mutually bind stakeholders on plight to maximize wealth or maximizing profitability. The mindset of establishing copreneurship is to grab business opportunity that is identified by stakeholders in the communal or local rural settings. In Africa it is called the village or home-base settings that consist of family business venture, childhood counterpart and local entrepreneurs such as businesses in Plantation, Fishery, and lot more.

Smith (2000) noted that the main reason that couples would enter into a copreneur relationship is greater flexibility between family and work and to have a more effective result regarding family and work relations. In furthering my research, as Dr. Sayers suggested, I came across the term co-entrepreneur which is —two or more venturing partners regardless of gender, marital status, or the ownership and work load arrangements among them (Ponthieu & Caudill, 1993). By wanting to expand the definition of copreneurship I have realized that the term I have been describing is co-entrepreneurship. This leads me to wonder if there are differences between co-entrepreneurship

and copreneurs in the workplace and at home. I do feel that if I am doing to research the wedding industry in New Zealand that I will need a wider sample base in order to obtain a large enough population to draw adequate conclusions. It would be interesting to see how co-entrepreneurship and copreneurship are similar or different in the operation of the business and family realm

Strength-Based Approaches

With its foundation in social work, the strength-based approach is a “work practice theory” that focuses on an individual’s self-determination and strength (Rahmanti & Subandi, 2024).

This type of approach builds on clients’ strengths, seeing them as resourceful and resilient when they are in adverse conditions (Baird & Peterson, 2024). It is also centered on getting people to fine-tuned change in them.

Change happens depending on how each person handles their own: Black (2023); Boyatzis *et al* (2020):

- Attitudes about their dignity
- Capacities
- Rights
- Quirks
- Similarities

The strength-based approach is centered on the idea that the client is the actor or agent of change. The approach is highly dependent on how the individual processes their thoughts and emotions. It allows for open communication, encouraging individuals to identify value and assemble their strengths and capacities. The strength-based approach allows a person to see themselves at their best the value they bring by just being themselves. They are encouraged to capitalize on their strengths rather than focus on negative characteristics. The strength-based approach examines not only the individual, but also their environment; for example, how systems are set up or power imbalances between a system or service and the people it is supposed to serve. In addition, the strength-based approach identifies constraints that might be holding back an individual’s growth. These constraints might be social, personal, and/or cultural issues (Rahmanti & Subandi, 2024).

Rapp et al. as in accordance with Smith (2017); Pulla (2017); Jones (2017) suggested six standards for identifying a strengths-based approach. You can use this list when considering if the strength-based approach might be a good fit for your practice.

1. Goal orientation: It is crucial and vital for the client to set goals.
2. Strengths assessment: The client finds and assesses their strengths and inherent resources.
3. Resources from the environment: Connect resources in the client's environment that can be useful or enable them to create links to these resources. The resources could be individuals, associations, institutions, or groups.
4. Different methods are used first for different situations: In solution-focused therapy, clients will determine goals first and then strengths. In strengths-based case management, individuals first determine their strengths using an assessment.
5. The relationship is hope inducing: Hope is encouraged through finding strengths and linking to connections (with other people, communities, or culture).

Every community, individuals and nations are prolific with championship talent with their own strengths, resources, and hopes. It is the social innovators duty to improve upon the choices the social faculty and giant social intelligence makes and encourage informed decisions (Cherniss & Adler, 2000).

Firstly, Strength-based approach focuses on abilities, capabilities and capacities or gifts that are present in the community, not what is absent (Smith, 2017; Sabo & Trudeau, 2020). This idea connotes that social intelligence must focused on issues and challenges that engulf around the environment and resource-constraint mostly which enable social intelligence actors like social intelligence and social faculty to solve problems easily. Frugal innovators in social mission accomplishment (i.e. social intelligence and social faculty) should inculcate abilities, capabilities and capacities of communities in prospective emerging environment to achieve the social mission purpose. The actual purpose is how to mitigate the effect of resource-constraint and environmental munificence to ensure product, process and service are affordable, low cost syndrome, comfortable and quality oriented. Social intelligence are much concerns with the threading potentials in communities when it's comes to social intelligence because you cannot innovate when there are no vacuum of gap, it creates no meanings and waste of material, financial, energetic and timeliness

resources. Innovation, creativity and invention are difference in notion especially in social workers client (Ovharhe, 2024, 2025).

Bohach writes as agreed that every community or society, no matter how there are obstacles and pitfalls that causes them to be deprived or disadvantaged they may feel, it is comprised of unlocked potential citizens with social workers clients opportunities who have an endless supply of unique, positive, and valuable abilities that are their gifts. Using their potentials and talented gifts, a community's citizens can focus on areas of strength (the positive) rather than only focusing on areas of need (the negative) (Erika & Jo, 2024). Social intelligence is the strength of community that overpowered the need of community because of the resource-constraint and environmental munificence. It is at this point that social awareness and social faculty utilized social intelligence skills to transform the community by joint effort with the community counterpart to create the product, process and services out of the potential resources available in the community. This is the expertise spirit of transformation that augment the change and resilience that brighten the landmark and partway of the community to be satisfied with positive emotion and upward spiral.

Secondly, strength-based approaches stress local partnership among communities' social awareness on social intelligence. The social faculty and social intelligence should sustain citizen engagement for social intelligence to be successful. The citizens of any community are in the best position to know the true strengths and capacities of their community's clusters, making them potential experts, because they are the potential beneficiary and not just clients as customers. This creates a paradigm shift that lead to a landmark for unleashing and sustaining community capacity, citizen engagement, and social capital where the social workers client could maximize wealth from the social intelligence process in the short-term and long-term (McCashen, 2016). This might also provides room for customer funded business because the social workers client might have the advantage and opportunities for the citizens to be treated as customer to maximize profitability.

Thirdly, strength-based approaches surface on formal institutional resources as well as individual, associational, and informal strengths and resources (Erika & Jo, 2024). Social intelligence is the ability to generate greater value for customers at the bottom of the pyramid while significantly reducing the use of abundant resources by connecting across traditional sectors and boundaries, communities often discover previously unrecognized interests, talents, skills, and capacities that can be matched with needs or challenges in another part of the community.

Theoretical Review

Theory of Emotional and Social Intelligence (ESI) by Edward Thorndike (1920)

Individuals with social intelligence can sense how other people feel, know intuitively what to say in social situations, and seem self-assured, even in a larger crowd. You might think of these folk as having “people skills,” but what they truly possess is social intelligence.

The theory of social intelligence was first brought to the forefront by American psychologist Edward Thorndike in 1920. He defined it as, “The ability to understand and manage men and women and boys and girls, to act wisely in human relations.” No one is born socially intelligent. Instead, it involves a set of skills that an individual learns over time.

People who are socially intelligent display core traits that help them communicate and connect with others.

- **Effective Listening:** A person who possesses social intelligence doesn’t listen merely to respond but truly pays attention to what a person is saying. The other folks in the conversation walk away feeling like they were understood and that they made a connection.
- **Conversational Skills:** Have you ever seen someone “work the room?” They have conversational skills that enable them to carry on a discussion with practically anybody. They’re tactful, appropriate, humorous and sincere in these conversations, and they remember details about people that allow the dialogue to be more meaningful.²
- **Reputation Management:** Socially intelligent people consider the impression that they make on other people. Considered one of the most complex elements of social intelligence, managing a reputation requires careful balance a person must thoughtfully create an impression on another person while still being authentic.
- **Lack of Arguing:** Someone with social intelligence understands that arguing or proving a point by making another person feel bad isn’t the way to go. They don’t outright reject another person’s ideas, but rather listen to them with an open mind even when it’s not an idea that they personally agree with.

While some people may seem to develop social intelligence without really trying, others have to work to develop it. Luckily, certain strategies can help a person build social skills. These tactics can help you develop social intelligence:

- **Pay close attention to what (and who) is around you.** Socially intelligent people are observant and pay attention to subtle social cues from those around them. If you think that someone in your life has strong people skills, watch how they interact with others.
- **Work on increasing your emotional intelligence.** Although similar to social intelligence, emotional intelligence is more about how you control your own emotions and how you empathize with others. It requires recognizing when you're experiencing an emotion which will help you recognize that emotion in others and regulating them appropriately. An emotionally intelligent person can recognize and control negative feelings, such as frustration or anger, when in a social setting.
- **Respect cultural differences.** More than that, seek out cultural differences so you can understand them. Although most people learn people skills from their family, friends and the community surrounding them, a socially intelligent person understands that others might have different responses and customs based on their upbringing.
- **Practice active listening.** Develop your social intelligence by working on your communication skills which requires active listening. Don't interrupt. Take time to think about what someone else is saying before you respond. Listen to the inflections in what others say, which can give you clues to what they really mean.
- **Appreciate the important people in your life.** Socially intelligent people have deep relationships with people who are meaningful to them. Pay attention to the emotions of your spouse and children, friends, co-workers, and other peers. If you ignore the closest people in your life, you're missing the cues on how to connect with them.

Social intelligence isn't easy to master if it were, there wouldn't ever be another awkward conversation at a party. However, working toward a strong social intelligence can lead to a richer life or, at least, an easier time making a few new friends.

Study social situations. Pay attention to what people are doing well and the mistakes you want to avoid. Afterward, think about what you want to do differently in the next social situation you enter. Get proactive about improving your skills. And remember, that you're going to mess up sometimes. Learn from your failures as well as your successes.

Asset Mapping

Asset mapping is a capacity-focused way of reimaging the place-making practice around the strengths and gifts that already exist in our communities (Baird & Peterson, 2024). By fixating on a community's problems, the solutions proposed by a traditional *deficit* approach rely on outside resources and experts rather than the deep knowledge and expertise of community leaders and residents. Although an asset-based approach may not fully remove the need for outside resources, but it certainly makes their use more effective.

Needs Assessments Approach

Ovharhe (2025) considering the plight of coentrepreneurs and cotrepreneurs posits that in social intelligence, assessing the customer needs is of major priority. There are, of course, different approaches to assessing the needs of customer in the social intelligence. The identification of problems or needs to mitigate the challenges of resource constraints and environmental munificence is development of framework called "needs assessments" with served as instrumentation tools in providing possible solution as fundamental remedies. However, a growing number of community development leaders in the spirit of social intelligence argue that the focus on "needs" may itself be problematic. Ovharhe (2024, 2025) explored that as an alternative especially in the less developed, developing communities and stakeholders with optimal charisma, potential and trait should be the focused. They further opined that with these charisma, potentials and trait of social intelligence and social intelligence, it could be recommend shifting the focus from identifying dying dreams, hopelessness, frustration, depression and misfortune to identifying resources, hopes, and dreams. Instead of asking, "What problems do you have that we can fix for you," a social intelligence asks, what are your strengths, priorities, untapped resources, and hopes, and how can we build and grab the business opportunities in alliance with stakeholders toward the kind of social mission and community benefits by mitigating constraints, pitfalls, turbulence and environmental munificence beyond assessing the needs of children, youth, women and elderly.

Often when people first hear about strength-based assessments, they find it counterintuitive. After all, we assume that "service" should meet "needs," so you should focus on identifying those needs in the assessment process. However, by focusing on what is present (not missing) in a community young people have the potential to identify constructive service opportunities that can add value to a community, building on latent potential, without merely focusing on what is lacking. In this way the focus of the project is positively defined instead of being characterized by what may be perceived as a community weakness.

This shift changes the power dynamic between those "being served" and those "providing service." Instead of the neighborhood, organization, or community having needs that young people meet through service-learning, both the service-learners and the "recipients" of service offer resources, capacities, hopes, and priorities in a mutually reciprocal partnership.

Methodology

The research design constitutes the blue print for research measurement and analysis of data. It provided glue that holds the research work. This study used descriptive Survey design. Descriptive studies determine and report things the way they are. This method will be used to describe the area of interest by bringing out the facts on the ground as they were. It was also appropriate for the study given the anticipated mass of numerical data to be collected and interpreted. The main advantage of this study design was that it allowed the researcher to be flexible in the data collection exercise, by using both open/closed ended questions hence providing the target group with opportunity to give additional information.

According to Baridam (2001) population comprises of "the entire group of people events or things of interest that the researcher wishes to investigate." The target populations for this study are young couples in five (5) different communities in Bayelsa. This population figure was gotten by the researcher from the cluster adopted in the communities when the researcher visited the cluster. The study was conducted in Bayelsa community, Rivers State where the researcher will take the sample from young co-entrepreneurs pivoted to social intelligences.

S/N	NAMES OF CLUSTER	NUMBER OF STUDENT
1.	Cluster A	200
2.	Cluster B	200
3.	Cluster C	200
4.	Cluster D	200
5.	Cluster E	200
TOTAL		1000

Simple random sampling technique was applied to use distribute the questionnaire randomly to young couples inclined to social intelligences in the 5 clusters under study.

The formula is given as follow:

$$n = \frac{N}{1+N(e)^2}$$

Thus: n = sample size

N = population size

e = level of significance

1 = constant

With the total of 100 and at 95% level of confidence (0.05), it will be determined as follows:

$$n = \frac{1000}{1+1000 (0.05)^2}$$

$$n = \frac{1000}{1+1000 (0.0025)}$$

$$n = \frac{1000}{1+2.5}$$

$$n = \frac{1000}{3.5}$$

$$n = 285.7$$

Sample size = 286 young couples from social intelligences.

Descriptive statistics is used in analyzing and understanding treatment of numerical data which does not involve in generalization. For inferential statistics, which generalizes, predicts and/or estimates about specific data, Likely Hood Ratio technique which studies the effect or association one variable have on another will be used, utilizing the Statistical Package for Social Sciences (IBMSPSS) computer software, version 25 to test the research hypothesis at 0.05 level of significance.

Testing of Hypothesis

The hypotheses stated in chapter one of these studies was tested statistically in this section using Chi-square data analysis technique. The result of the statistical testing will be used to accept or reject the null hypothesis formulated at 0.05 level of significance.

Rejection Rule:

P-value approach: Reject H_0 if $p\text{-value} \leq \alpha$

Accept H_0 if $p\text{-value} \geq \alpha$

H₀₁ There is no significant relationship between social awareness and strength based approach.

Social Awareness * Strength Based Approach Cross tabulation

		Strength Based Approach		Total
Social Significance	Intelligence	Credible	Credible	
Count		201	50	251
% within AC		80.1%	19.9%	100.0%
Count		1	12	13
% within AC		7.7%	92.3%	100.0%
Total		202	62	264
% within AC		76.5%	23.5%	100.0%

From the table above, there is 251(95.1%) and 13(4.9%) significance amongst social intelligence in community while there is 202(76.5%) /62(23.5%) of significance. This shows that there is a great significance among the variables.

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	36.042 ^a	1	.000		
Continuity Correction	32.126	1	.000		
Likelihood Ratio	30.099	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	35.905	1	.000		
N of Valid Cases	264				

a. 1 cells (25.0%) have expected count less than 5. The minimum expected count is 3.05.

b. Computed only for a 2x2 table

From the table above, the p-value is 0.000. This is less than 0.05 which is the value for acceptability; therefore the null hypotheses will be rejected while the alternate will be accepted. This shows that there is a significant correlation among the variable.

H₀₂ There is no significant relationship between social facility and strength based approach.

Social faculty * strength based approach Cross tabulation

		Strength based approach			Total
		significance	Significance		
Social faculty	Moderate social faculty	Count	199	41	240
		% within BC	82.9%	17.1%	100.0%
Total	Moderate social faculty	Count	3	21	24
		% within BC	12.5%	87.5%	100.0%
		Count	202	62	264
		% within BC	76.5%	23.5%	100.0%

From the table above, there is 202(76.5%) of social intelligences in community 62(23.5%) of significance while there is high social faculty 240(90.9%) and 24(9.1%) of low social faculty amongst student from social intelligence in community. This is to portray that there should be adopted of the alternate hypotheses.

Chi-Square Tests

	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	60.205 ^a	1	.000		
Continuity Correction	56.350	1	.000		
Likelihood Ratio	50.253	1	.000		
Fisher's Exact Test				.000	.000

Linear-by-Linear Association	59.977	1	.000		
N of Valid Cases	264				

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.64.

b. Computed only for a 2x2 table

From the table above, the p-value is 0.000. This is less than 0.05 which is the value for acceptability; therefore the null hypotheses will be rejected while the alternate will be accepted. This shows that there is a significant association between social faculty and strength based approach in community.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following conclusions were drawn:

1. Coentrepreneurship satisfaction can be predicted from the knowledge of social intelligence by 33.8%.
2. Cotreprenuer satisfaction can be predicted from the knowledge of personality traits by 40.9%

Recommendations

The following recommendations were made based on the findings of the study:

1. The study revealed that social intelligence components (social awareness and social facility) taken together significantly predict marital satisfaction among couples. Therefore, it is recommended that co-entrepreneurs should be assertive, emotionally mature, as well as maintain positive connectedness with their spouse.
2. Since personality traits (extraversion, agreeableness, openness to experience, conscientiousness and neuroticism) taken together significantly predict marital satisfaction among couples, it is recommended that co-entrepreneurs should endeavour to have an indepth understanding of the personality make up of their spouse. Such understanding will help them (couples) live harmoniously and peacefully.

3. In this study, it was found that a significant positive relationship exists between social awareness and marital satisfaction. It is recommended that co-entrepreneurs should embark on programmes that will enhance their social awareness for a satisfactory marriage relationship.

Contribution to Scholarship

1. Cotrepreneur satisfaction is significant on social intelligence
2. Coentrepreneurship is significant on strength base approach

REFERENCES

Boyatzis, R.E., Carducci, B.J., Nave, C.S., & Con K K Stough, C. K. K. (2020). Social Intelligence. *Journal of Psychiatric*, DOI: 10.1002/9781119547174.ch251

Black, A. E. (2023). Emotional and social intelligence competencies of incident team commanders fighting wildfires. *The Journal of Applied Behavioral Science*, 3(2), 43-59

Boyatzis, R.E. (2022). Organizational psychology on the way to 2065: a challenge to scholars *Frontiers in Psychology*. 2(2), 345-375

Boyatzis, R. E., Rochford, K., & Jack, A. I. (2014). Antagonistic neural networks underlying differentiated leadership roles. *Frontiers in Human Neuroscience*,

Boyatzis, R.E., Stubbs, L., and Taylor, S. (2002), "Learning cognitive and emotional intelligence competencies through graduate management education," *Academy of Management Journal on Learning and Education*, Vol. 1 No. 2, pp. 150-162.

Cantor, N., & Kihlstrom, J.F. (1987). Personality and social intelligence. Englewood Cliffs, N.J.: Prentice-Hall.

Boyatzis, R. E. 2009. A behavioral approach to emotional Intelligence. *Journal of Management Development*, 28(9): 749-770.

Cherniss, C., & Adler, M. (2000). Promoting Emotional Intelligence in Organizations: Make Training in Emotional Intelligence Effective, American Society of Training and Development, Washington D.C.

Confucius (1979, originally 5th century BCE). *Confucius: The Analects*, translated with an introduction by D.C. Lau. Penguin Books: London.

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The Impact of Enhancing Young couples' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, (82:1), pp. 405–432.

Gardner, H. (1983), *Frames of mind: The theory of multiple intelligences*. Basic Books, NY. Goleman, D. (2006), *Social Intelligence*, Bantam Books, NY.

Goleman, D. (2006), *Social Intelligence*, Bantam Books, NY. Further Readings Aristotle, Politics, Published November 15th 2000 by Dover Publications (first published -352)

Goleman, D., & McKee, A. (2014). Resonant Leadership, with McKee. His MOOC, Inspiring Leadership through Emotional Intelligence has now enrolled over 500,000 worldwide.

Gottman, J. M., Murray, J. D., Swanson, C. C., Tyson, R., & Swanson, K. R. (2002). *The mathematics of marriage: Dynamic non-linear models*. Cambridge, MA: MIT Press.

Jack, A. I., Dawson, A. J., Begany, K. L., Leckie, R. L., Barry, K. P., Ciccia, A. H., & Snyder, A.Z. (2013). fMRI reveals reciprocal inhibition between social and physical cognitivedomains. *Neuroimage*, 66, 385-401.

Kihlstrom, J. F., & Cantor, N. (2023). Social intelligence. In R. J. Sternberg & S. B. Kaufman (Eds.), *The Cambridge handbook of intelligence* (pp. 564–581). Cambridge University Press. <https://doi.org/10.1017/CBO9780511977244.029>

Kosmitzki, C., & Oliver, P. (2021). The implicit use of explicit conceptions of social intelligence. *personality and individual differences*, 15 (1), 11-23. [https://doi.org/10.1016/0191-8869\(93\)90037-4](https://doi.org/10.1016/0191-8869(93)90037-4)

Morin, A. (2023). How to Increase Your Social Intelligence. *Self Development*, 3(3), 45-64

Koch, D. M. (2022). "Social intelligence, problem construction, and leadership: The trait approach revisited" (1997). Student Work. 267. <https://digitalcommons.unomaha.edu/studentwork/267>

Kahneman, D. (2011). Thinking, fast and slow. New York: Macmillan. McClelland, D.C. (1951), Personality, William Sloane Associates, NY. McClelland, D.C. (1973), "Testing for competence rather than intelligence", American Psychologist, Vol. 28 No. 1, pp. 1-40.

Ovharhe, O. H. (2022a). Sustainable development goals: Multicollinearity between therapeutic entrepreneurship and rehabilitation therapy among African nations. *International Journal of Small Business and Entrepreneurship Research*, 10(3), 1-59. DOI: <https://doi.org/10.37745/ijbsber.2013/vol10n3157>

Ovharhe, O. H., Woko, E. B., & Ezeocha, V. U. (2021). Remote working: Entrepreneurial risk and entrepreneurial survival in the micro firms in Niger-Delta, Nigeria (COVID-19 Pandemic Prospects). *International Journal of Small Business and Entrepreneurship Research*, 9(4), 11-28. DOI: <https://doi.org/10.37745/ijbsber.2013/vol9n11-28>

Ovharhe, O. H., & Chukwuemeka, S. P. (2023). Sustainable Development Goals: Therapeutic Entrepreneurship and Mental Health Conditions. *British Journal of Multidisciplinary and Advanced Studies*, 4(1), 81-119. <https://doi.org/10.37745/bjmas.2022.0107>

Ovharhe, O. H., & Igbokwe, E. L. (2021). Analytical intervention of remote working correlates on risk culture and entrepreneurial adaptability in South-South Geopolitical Zone, Nigeria: Covid-19 Perspective. *Journal of Education and Practice, IISTE*, 12(3), 34-44, DOI: 10.7176/JEP/12-34-05

Ovharhe, O. H., & Okolo, B. S. (2022). Sustainable development goals: Lean entrepreneurship and Green entrepreneurship. *International Journal of Research and Scientific Innovation*, 9(10), 59-71. ISSN: 2321-2705

Ovharhe, O. H., Ahunanya, V., & Woko, E. B. (2022). Consignment inventory system and entrepreneurial survival in Lagos State. *International Journal of Social Science & Management Research*, 8(5), 29-42. DOI: 10.56201/ijssmr.v8.no5.2022.pg29.42

Ovharhe, O. H., Chibuike, C. U., & Abada, A. M. (2023). Lean Accounting And Lean Entrepreneurship. *American Journal of Social Development and Entrepreneurship*, 2(2) 1-8, DOI: <https://doi.org/10.54536/ajsde.v2i2.1578>

Ovharhe, O. H., Okolo, B. S., Woko, E. B., & Igbokwe, L. (2022). Light entrepreneurship and customer funded business model. *International Journal of Social Sciences and Management Research*, 8(5), 87-106. DOI: 10.56201/ijssmr.v8.no5.2022.pg87.106

Ovharhe, O. H., Woko, E. B., & Ogolo, T. M. (2021). Competitive risk strategy and entrepreneurial satisfaction among fast moving consuming goods in Nigeria during covid-19 pandemic using confirmatory factor analysis. *International Journal of Multidisciplinary Research and Growth Evaluation*, 2(6), 267-272. <https://doi.org/10.54660/anfo.2021.3.1.14>

Ovharhe, O. H., & Abada, A. M. (2023). IFRS adoptions on entrepreneurship entry and entrepreneurship exit: The Nigeria experience from 2006-2017. 2(2), *American Journal of Social Development and Entrepreneurship*. DOI: <https://doi.org/10.54536/ajsde.v2i2>

Ovharhe, O.H. (2022b). Sustainable development goals: Therapeutic entrepreneurship and entrepreneurship Injelititis among West Africa Countries. *World Journal of Entrepreneurial Development Studies (WJEDS)* 7(1), 87-113. DOI: 10.56201/wjeds.v7.no1.2022.pg87.113

Ovharhe, O. H., & Odepeli, S. (2024). Environmental pollution and maternal mortality among female entrepreneurs. *International Journal of Geography and Environmental Management (IJGEM)*, 10(2), 172-197. D.O.I: 10.56201/ijgem.v10.no3.2024.pg172.197

Ovharhe, O. H., & Woko, B. E. (2024a). Environmental pollution and life expectancy among Intreprenuers. *International Journal of Medical Evaluation and Physical Report (IJMEPR)*, 10(2), 9-32. DOI: [10.56201/ijmepr.v8.no3.2024.pg9.32](https://doi.org/10.56201/ijmepr.v8.no3.2024.pg9.32)

Ovharhe, O. H. & Woko, B. E. (2024b). Environmental pollution and infant mortality on entrepreneurial opportunities: A champiopreneurship approach. *International Journal of Geography & Environmental Management (IJGEM)*, 10 (3), 144-171. D.O.I: 10.56201/ijgem.v10.no3.2024.pg144.171

Ovharhe, O. H. & Chibuike, C. U (2024a). Creative Accounting and Creative Entrepreneurship. *Journal of Accounting and Financial Management (JAFM)*, 10(7), 157-174. DOI: <https://doi.org/10.56201/jafm.v10.no5.2024.pg157.174>

Ovharhe, O. H., & Chibuike, C. U. (2024b). Innovation Accounting and Frugal Innovation. *World Journal of Innovation and Modern Technology (WJIMT)*, 8(2), 50-70. DOI: [10.56201/wjimt.v8.no2.2024.pg50.70](https://doi.org/10.56201/wjimt.v8.no2.2024.pg50.70)

Ovharhe, O. H., & Akandu, C. J.(2024). Innovation Accounting and Innovation Entrepreneurship. *World Journal of Innovation and Modern Technology (WJIMT)*. 8(2), 31-49 DOI: [10.56201/wjimt.v8.no2.2024.pg31.49](https://doi.org/10.56201/wjimt.v8.no2.2024.pg31.49)

Ovharhe, O. H., & Abada, A. M. (2024). [Creative Accounting and Entrepreneurship Opportunities](#). Journal of Accounting and Financial Management (JAFM) 10(5) 175-190. DOI: [10.56201/jafm.v10.no5.2024.pg175.190](https://doi.org/10.56201/jafm.v10.no5.2024.pg175.190)

Ovharhe, O. H. (2025b). KSA and Entrepreneurship Growth Strategies. *Management and Human Resource Research Journal*, 14(12), 1-22. Retrieved from <https://cirdjournals.com/index.php/mhrrj/article/view/1387>

Ovharhe, O. H. (2025c). Leveraging Technology Innovation and Creativity in Entrepreneurship Opportunities. *Business Management and Entrepreneurship Academic Journal*, 7(12), 18–35. Retrieved from <https://cirdjournals.com/index.php/bmeaj/article/view/138>

Ovharhe, O. H. (2025d). Entrepreneurship Spirituality and Light Entrepreneurship. *Business Management and Entrepreneurship Academic Journal*, 7(12), 1–17. Retrieved from <https://cirdjournals.com/index.php/bmeaj/article/view/1386>

Ovharhe, O.H. (2024a). *Business intelligence and innovation moderating roles on entrepreneurship and management using chapiopreneurship approach*. In K. Kankaew, P. Nakpathom, A. Chnitphattana, K. Pitchayadejanant, & S. Kunnapapdeelert (Eds.), *Applying business intelligence and innovation to entrepreneurship advances in business strategy and competitive advantage* (p. 171-223). IGI Global.com .<https://doi.org/10.4018/979-8-3693-1846-1.ch009>.

Ovharhe, O. H. (2025a). *Frugal Innovation and Social Entrepreneurship with Social Extrapreneurs and Ultrapreneurs*. In R. Manna., A. Singh., & K, Dixit. (Eds.). (2025). *Frugal Innovation in Entrepreneurship*. IGI Global. <https://doi.org/10.4018/979-8-3693-4050-9>

Petersen, R.B., Lissemore, F., Appleby, B., Aggarwal, N., Boyatzis, R.E., Casadesus, G., Cummings, J., Jack, A., Perry, G., Safar, J., Sajatovic, M., Surewicz, W., Wang, Y., Whitehouse, P. & Lerner, A. (in press). Neurodegeneration to Brain Health: an integrated approach. *Journal of Alzheimer's Disease* Putnam, Robert D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York:

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York.

Rosenthal, R., Hall, J. A., DiMatteo, M. R., Rogers, P. L., & Archer, D. (1979). Sensitivity to non-verbal communication: The PONS test. Baltimore: John Hopkins University Press.

Scoot, D (2024). Promoting Emotional Intelligence in Organizations: Make Training in Emotional Intelligence Effective, American Society of Training and Development, Washington D.C

Thorndike, E.L. (1920). Intelligence and its use. Harper's Magazine, 140, 227-235. Biography: Richard Boyatzis is Distinguished University Professor, Professor in Departments of Organizational Behavior, Psychology, and Cognitive Science at Case Western Reserve University, Adjunct Professor at ESADE.

Weis, S., & Heinz, M. (2023). *An international handbook of emotional intelligence*. Hogrefe