

Research Article

A Study Of Social Intelligence Among Prospective Teachers Of Punjab

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ABSTRACT

The present study is an attempt to explore the social intelligence among teacher trainees who are being groomed to be future nation builders. Social intelligence of pupil teachers was measured on the basis of their gender and types of teaching subjects. The descriptive survey method was used to conduct the study. The sample of the survey consists of 400 pupil-teachers who had enrolled in B.Ed. co-educational B.Ed colleges in selected districts of Punjab for the session 2018-19. The Social Intelligence Scale by Dr. N. Chadha and Usha Ganesan (2004) was administrated to collect the data. The collected data was analyzed through SPSS software and proper statistical methods like the means, SDs and SEs were calculated. The results demonstrated that the social intelligence of males and females did not significantly differ as t-value was non-significant. The results also show that there were no differences found between prospective teachers of humanities and science groups.

Introduction

The teaching profession in the 21 Century not only requires a rich variety of competences in teaching, but also necessitates a remarkable capacity for adaptability to changes along with changed in surroundings. Training programs for teachers focus on the personal and professional development of teachers. This growth involves acquiring considerable insight into a range of their personal aspects including social intelligence. Teacher's social contribution is essential for the social upliftment of the society. It reflects their own social skills in managing students as well as class management in a successful manner which consequently leads to better student engagement and learning. Social intelligence of a teacher reflects the social, intellectual, and emotional health of the students. Social intelligence is an important personality trait as well as a performance characteristic; it may be regarded as an important aspect of social competence of the teaching profession and a significant predictor of success in teaching profession. The main aim of the present education is the personal holistic as well as social development of the students. The IQ level of the teachers' matters, but the social intelligence is also very important. Social Intelligence is the ability to understand and deal with persons. It is the ability to adapt or adjust with people. It is the capacity to behave effectively in social situations. A person who is socially quickly understands human or social relations. It is shown in our social relations. The socially intelligent person has the knack of getting along with people and would be able to collaborate and work with people s a team worker also.

Social intelligence is closely associated to one's own, personality and individual behavior (Zirkel, 2000). The socially intelligent teachers create the classroom conducive environment through establishing supportive and developing 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). Albrecht (2006) considers social intelligence as a prerequisite for professionally competent teachers. Moderate, linear, positive and meaningful correlation was found between

communication skills and social intelligence levels of pre-service social studies teachers (Uygun & Aribas, 2020).

Concept of Social Intelligence

Social intelligence was identified in Thorndike's (1920) theory of Intelligence where it is defined as; social intelligence is meant the ability to understand and manage men and women, boys and girls to act wisely in human relations. Vernon (1966), provided the most wide-ranging definition of social intelligence" as the person's ability to get along with people in general, social technique or ease in society, knowledge of social matters, susceptibility to stimuli from other members of a group, as well as insight into the temporary moods or underlying personality traits of strangers. Self-awareness (intrapersonal intelligence), empathy and handling relationships (interpersonal intelligence) are essential dimensions of social intelligence. The term social intelligence is referred to the person's ability to understand and manage other people to engage in adaptive social interactions. Social intelligence is just general intelligence applied to social situations. It assesses the individual's ability to comprehend social situations. Thorndike noted that interpersonal effectiveness is of vital importance for success in many fields, particularly leadership. Hence social intelligence is the ability to understand and deal with others persons. It is the ability to adapt or adjust with people and making positive relations with them to cater the needs of the social situations. Hence social intelligence is the capability to enhance relations and deal with other persons.

Statement of the problem

The problem selected for the purpose of the present study reads as under:

The Study of Social Intelligence among Prospective Teachers of Punjab

Objectives of the study

The objectives of the present study are:

- To measure the social intelligence of the prospective teacher
- To find out the significant differences in social intelligence of prospective teacher on the basis of gender.
- To find out the significance of differences in social intelligence among the prospective teacher of humanity and science groups.

Hypotheses

- There would be no significant difference in social intelligence of male and female prospective teachers.
- There would be no significant difference in social intelligence of humanity and science groups prospective teachers.

Operational definitions of the study

- 1 **Social Intelligence** –Social Intelligence is the ability of person to understand and manage other people. It is the ability to have patience under stressful situations, cooperativeness, confidence level, sensitivity to human behaviour, recognition of social environment, tactfully perceive the right things to say or do, sense of humour and memorize all relevant issues, names and faces of people.
- 2 **Prospective Teachers** – Pupil-teachers who had got enrolled in B.Ed. programme and they were getting teacher education for pursuing B.Ed. degree.

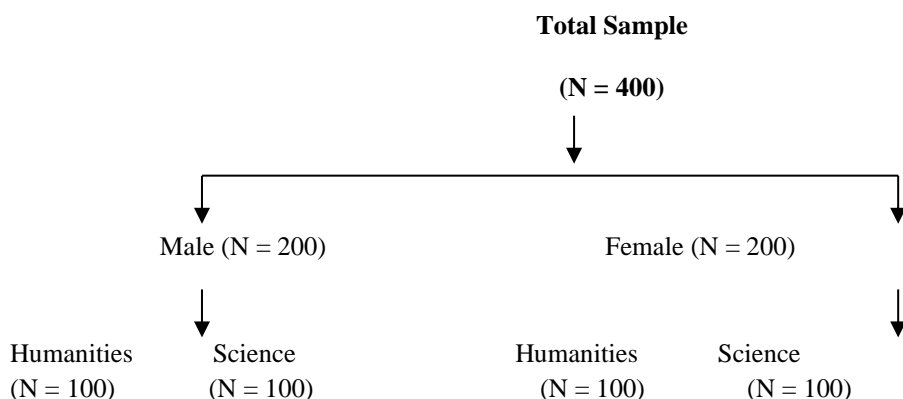
Methodology

Design:

A survey research design was chosen for this study to explore the social intelligence of prospective teachers. The said design can be appropriately referred to as a survey design since it takes into account all the steps involved in a survey of all aspects to be studied.

Sample:

The sample of this study constituted 400 teacher trainees of different educational colleges of district Barnala, Bathinda, Mansa and Sangrur.



Tools Used:

Social intelligence of the teachers under training was measured with the help of Dr. N.K. Chadha's test of social intelligence. This test measures eight dimensions of social intelligence; i.e. (i) patience; (ii) cooperativeness; (iii) confidence; (iv) sensitivity; (v) recognition of social environment; (vi) tactfulness; (vii) sense of humour and (viii) memory. The mean differences of these eight dimensions along with the total social intelligence score in respect of the different categories of teachers i.e., male and female teachers as well as prospective teachers of humanities and science group were found with the help of t-ratios.

Data Collection:

The investigator personally approached the prospective teachers of different colleges of education of the selected districts for collecting data and distributed questionnaire among them. This was done by establishing rapport to make them feel relaxed. In due time filled up questionnaires were collected by the investigator. Then scoring of each response sheet was done with the help of the scoring procedure as given in their respective manual.

Data Analysis and Interpretation:

Hypothesis 1: There would be no significant differences between male and female teachers under training on social intelligence.

An attempt was made to explore the differences on various dimensions of social intelligence between the prospective teachers of humanities and science groups. Their mean scores differences are showing through below given table no. 1.

Table 1

Means, SDs and t-ratios of various dimensions of social intelligence for male and female teachers under training

	Social Intelligence	Males (N = 200)			Females (N = 200)			Dm	SEdm	t-ratios	Significance Level
		M	SD	SE	M	SD	SE				
I	Patience	21.37	2.52	0.18	21.52	2.44	0.16	0.18	0.25	0.60	NS
II	Co-operativeness	25.35	3.26	0.23	26.10	2.63	0.19	0.83	0.28	2.68**	P<.01

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III	Confidence	21.36	2.59	0.18	21.74	2.48	0.16	0.39	0.26	1.46	NS
IV	Sensitivity	20.64	3.18	0.23	20.35	2.36	0.17	0.31	0.27	1.07	NS
V	Recognition of Social Environment	2.29	0.97	0.07	1.95	0.72	0.16	0.33	0.08	4.25	P < .01
VI	Tactfulness	3.27	1.17	0.09	3.19	1.17	0.09	0.02	0.12	0.66	NS
VII	Sense of humour	4.39	1.92	0.14	3.95	1.62	0.10	0.45	0.18	2.45	P<.05
VIII	Memory	9.42	1.92	0.14	9.12	1.81	0.13	0.31	0.19	4.35	P<.01
Total		108.09	9.05	0.63	107.91	8.16	0.58	0.47	0.86	0.21	NS

The results of the study indicate that mean scores differences were not evinced between male and female prospective teacher on many dimensions of social intelligence as t-values were found non-significant. Only in case of second dimension (co-operativeness), fifth dimension (Recognition of social environment), seventh (sense of humour) and eighth (memory) were of social intelligence, the differences were observed between male and female prospective teachers. The female teachers were better on co-operativeness than the males; whereas males seemed to be higher in recognition of social environment, sense of humour and memory aspects of social intelligence as compared to females. But in the total social intelligence; males and females did not significantly differ as t-value was non-significant.

Hypothesis 2: There would be no significant differences in social intelligence between teacher trainees of humanity and science groups.

An attempt was made here to study the differences on various dimensions of social intelligence between the teachers under training opting for humanities and science groups. Their mean scores differences have been presented below in Table 2.

Table 2

Means, SDs and t-ratios of scores of various dimensions of social intelligence for humanities and science groups teachers under training

	Social Intelligence	Humanities (N = 200)			Sciences (N = 200)			Dm	SEdm	t-ratios	Significance Level
		M	SD	SE	M	SD	SE				
I	Patience	21.61	2.33	0.16	21.24	2.61	0.18	0.37	0.25	1.54	NS
II	Co-operativeness	25.14	2.85	0.20	25.21	3.15	0.22	0.07	0.30	0.24	NS
III	Confidence	21.26	2.40	0.17	21.02	2.61	0.18	0.23	0.25	0.96	NS
IV	Sensitivity	20.21	2.66	0.19	20.62	2.94	0.21	0.42	0.28	1.51	NS

V	Recognition of Social Environment	1.10	0.81	0.06	1.12	0.87	0.06	0.02	0.08	0.29	NS
VI	Tactfulness	4.17	1.29	0.09	4.37	1.04	0.07	0.20	0.12	1.67	NS
VII	Sense of humour	4.00	2.04	0.15	4.34	1.39	0.09	0.34	0.18	1.94	NS
VIII	Memory	9.46	1.43	0.14	9.51	1.88	0.11	0.25	0.19	0.63	NS
Total		106.95	7.80	0.55	107.43	9.17	0.66	0.56	0.85	0.56	NS

The results indicate that significant differences were not found on all dimensions, as t-ratios were non-significant. This shows that there were no differences found between prospective teachers of humanities and science groups. So, the hypothesis that there would be no significant differences in social intelligence between teacher trainees of humanities and science groups was accepted. Sivanandam (2017) found no significant differences in social intelligence on the basis of type of subject.

Conclusions:

The social intelligence of males and females did not significantly differ. But when we analyzed all the dimensions of social intelligence, there is difference in the mean scores of males and female, in case of cooperativeness female were higher than male whereas males seemed to be higher in recognition of social environment, sense of humour and memory aspects of social intelligence than the female teachers. A very important aspect of social intelligence is cooperation because we as a society function with cooperation for mutual benefit. In this study the mean score of women in cooperation is higher than that of their male counterparts. Whereas male mean scores were higher in recognition of social environment, sense of humour and memory aspects of social intelligence than the female teachers and all these three components of social intelligence are very important. Several studies (Ackerman, P. L., Beier, M. E., & Boyle, M. O. (2002); Conway, A. R. A., Kane, M. J., & Engle, R. W. (2003), have reported strong relationship between working memory and intelligence (all types) thus there is a need to further study and put into practice the need to develop these aspects of social intelligence in male and female teachers respectively so that the social intelligence aspect of their professional persona is strengthened. All this could be a part of ongoing professional development.

The results indicate that significant differences were not found on all dimensions, as t-ratios were non-significant. This shows that there were no differences found between teacher trainees of humanities and science groups. So, the hypothesis that there would be no significant differences in social intelligence between prospective teachers of humanities and science groups was accepted. Hence the results of the study could not reject the null hypothesis of no-differences on social intelligence for humanities and science group teachers under training.

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