

A STUDY OF SOCIAL INTELLIGENCE OF PROSPECTIVE TEACHERS

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Abstract

Teachers are asserts for a nation. They can contribute a lot for the social upliftment of the society. Teachers are made not born. In these days, it is not only the cognitive functioning which is needed, but more important is whether the teachers are socially matured and balanced. So only IQ of the teachers matters but the social intelligence is more important. So the present study is an attempt to study the social intelligence of teacher trainees who are being groomed to be the future nation builders. Further this paper measures the social intelligence of pupil teachers on the basis of gender and type of their teaching subjects. The descriptive method was used for conducting the present study. Sample for the present study consisted of 400 teacher trainees of Barnala and Sangrur districts. The data for social intelligence is collected by using Social Intelligence Scale by Dr. N. Chadha and Usha Ganesan (2004). For data analysis, the means, SDs and SEs were calculated. To compare the groups formed on the basis of gender and type of teaching subjects, t- ratios were calculated.

Introduction

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. Socially intelligent persons make friends easily. They also quickly understand human or social relations. It is shown in our social relations. The Diplomats, salesmen, the ministers, politicians, advocates and teachers must possess this type of intelligence. The socially intelligence persons has the knack off getting along with people.

This intelligence is quite important to be successful in life. Many people though they may have a higher abstract intelligence are miserably failures in life situations on account of the deficiency in this type of intelligence. However, usually abstract and social intelligence go side by side.

Concept of Social Intelligence

Social intelligence has its origin in Thorndike's (1920) theory of Intelligence. He contented "By 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 essentially 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.

Statement of the problem

The present study is entitled as :

The Study of Social Intelligence of Prospective Teachers

Objectives of the study

The objectives of the present study are :-

- To measure the social intelligence of the teachers under training.
- To find out the gender differences in social intelligence of teachers under training.
- To find out the significance of differences in social intelligence among the teacher trainees of humanity and science groups.

Hypotheses

- There would be no significant differences between male and female teachers under training on social intelligence.
- There would be no significant differences in social intelligence between teacher trainees of humanity and science groups

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 **Teachers Under Training**- They are those individuals who are getting training as teachers and who will obtain bachelor degree in education from any recognized teachers training college in Punjab.

Delimitations of the study

- 1 The present study will be delimited to two districts of Punjab i.e. Barnala and Sangrur.
- 2 The present study will be delimited to approx 400 teacher trainees of selected B. Ed. colleges.
- 3 The study will be delimited to teacher trainees from Humanities and Science groups.

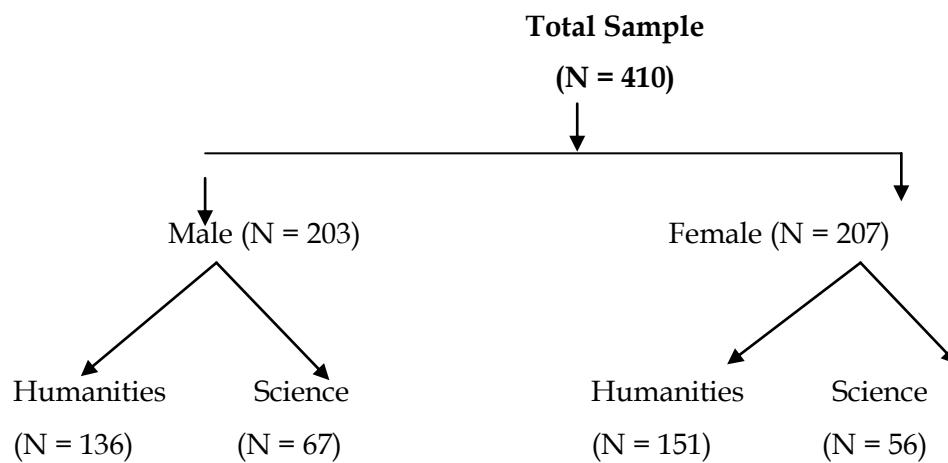
Methodology

Method

The Descriptive survey method was used to conduct the present study.

Sample

The sample of this study constituted 410 teacher trainees of different educational colleges of district Barnala and Sangrur.



Tools Used :-

- Social Intelligence Scale by Dr. N. Chadha and Usha Ganesan (2004)

Data Collection

The investigator personally approached the teacher trainees of educational colleges of the said districts for collecting data and distributed questionnaire among them. This was done by establishing rapport make them feel comfortable. In due time filled up questionnaires were collected by the investigator. Then scoring of each response sheet was done with the help of 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.

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) co-operativeness; (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 student-teachers i.e. male and female teachers as well as student-teachers of humanities and science group were found with the help of t-ratios. These results have been given in the following tables.

Table 1 shows the mean scores differences of eight dimensions of social intelligence of male and female student-teachers.

Table 1

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

	Social Intelligence	Males (N = 203)			Females (N = 207)			dm	SEd m	t-ratios	Significance Level
		M	SD	SE	M	SD	SE				
I	Patience	20.39	2.430	0.171	20.58	2.426	0.169	0.19	0.24	0.79	NS
II	Co-operativeness	26.41	3.253	0.228	27.28	2.580	0.179	0.87	0.29	3.001**	P<.01
III	Confidence	20.32	2.597	0.182	20.80	2.473	0.172	0.48	0.25	1.917	NS
IV	Sensitivity	21.65	3.209	0.225	21.33	2.377	0.165	0.32	0.279	1.147	NS
V	Recognition of Social Environment	1.31	0.967	0.068	0.90	7.704	0.049	0.41	0.682	0.601	NS
VI	Tactfulness	4.24	1.163	0.820	4.26	1.189	0.083	0.02	0.117	0.171	NS
VII	Sense of humour	4.43	1.877	0.132	3.89	1.648	0.115	0.54	0.175	3.085**	P<.01
VIII	Memory	9.82	1.607	0.113	9.14	1.830	0.127	0.68	0.170	4.00**	P<.01
Total		108.58	9.155	0.643	108.18	8.185	0.569	0.40	0.859	0.466	NS

** Significant at 0.01 level

As the above table shows that significant differences were not found on many dimensions of social intelligence between male and female student-teachers in case of the first, third, fourth, fifth and sixth dimensions; as t-values were not statistically significant. But in case of the second dimension (co-operativeness); seventh dimension (sense of humour) and eighth (memory) where the differences were significant as t-values were calculated to be 3.001, 3.085 and 4.00 respectively which are all significant at 0.01 level. In case of the second i.e. co-operativeness, females got higher mean score ($M = 27.28$) than the males ($M = 26.41$); but in case of the seventh and eighth dimensions; males seemed to have higher mean scores ($M = 4.43$ & 9.82) than the females ($M = 3.89$ & 9.14) respectively. But in the total social intelligence; males and females did not differ significantly as t-value was non-significant ($t = 0.466$).

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 4.10.

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 = 287)			Sciences (N = 123)			dm	SED m	t-ratios	Significance Level
		M	SD	SE	M	SD	SE				
I	Patience	20.57	2.388	0.141	20.29	2.515	0.227	0.28	0.267	1.048	NS
II	Co-operativeness	26.87	3.046	0.180	26.80	2.763	0.249	0.07	0.307	0.288	NS
III	Confidence	20.74	2.476	0.146	20.15	2.658	0.240	0.59	0.281	2.10*	P<.05
IV	Sensitivity	21.57	2.757	0.163	21.29	2.966	0.267	0.28	0.313	0.895	NS
V	Recognition of Social Environment	1.06	0.824	0.049	1.20	0.958	0.286	0.14	0.099	1.414	NS
VI	Tactfulness	4.19	1.197	0.071	4.39	1.114	0.100	0.20	0.123	1.631	NS
VII	Sense of humour	3.99	1.912	0.113	4.55	1.368	0.123	0.60	0.167	3.353*	P<0.1*
VII I	Memory	9.35	1.864	0.110	9.78	1.429	0.129	0.43	0.172	2.536*	P<.05
Total		108.34	8.489	0.501	108.47	9.114	0.822	0.13	0.963	0.135	NS

* Significant at 0.05 level

** Significant at 0.01 level

As the above table shows that only in three dimensions of social intelligence; the differences were found to be significant between the student-teachers of humanities and science groups i.e. third one (confidence); seventh one (sense of humour) and eighth one (memory) where the t-values of 2.1 (P < .05); 3.353 (P < .01) and 2.536 (t = .05) were found to be significant and the humanities teachers-trainees (M = 20.74) were better in the third dimension; whereas the science student-teachers got higher mean scores (M = 4.55 and 9.78) as compared to their counterparts (M = 3.99 & 9.35). In all other dimensions; the mean differences scores were not found to be significant as all the t-values in these cases were non-significant statistically.

Conclusion

The results of the study indicate that mean scores differences were not evinced between male and female student-teachers on many dimensions of social intelligence as t-values were non-significant. Only in case of second dimension (co-operativeness), seventh (sense of humour) and eighth (memory) where differences were observed between male and female student-teachers. The female teachers were better on co-operativeness than the males; whereas males seemed to be higher in sense of humour and memory dimensions of social intelligence as compared to females.

Comparison between the student-teachers with humanities and science group as teaching subjects was also made on their mean scores differences of eight dimensions of social intelligence. For this purpose, means, SDs and SEs of the scores of all dimensions of social intelligence were found out for the humanities would be teachers as well as science student-teachers. t-ratios were found to see if significant differences existed. The results indicate that significant differences were not available on many dimensions, as t-ratios were almost non-

significant. Only in case of the third, seventh and eight dimensions which are related with confidence, sense of humour and memory dimension, that the differences were significant. Humanities group teachers were better on the confidence dimension; whereas science group teachers were better on sense of humour and memory dimensions as compared to their counterparts.

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