

Study of Teacher's Social Intelligence in Relation to Gender, Location and Marital Status

Abstract

The aim of the study was to find out the social intelligence of college teachers both male and female in Udhampur district of Jammu and Kashmir state. Purposive Sampling Technique was used to compose a sample of 100 college teachers. The sample is collected by social intelligence scale given by N.K.Chadda and Usha Ganeshan. It consists of 66 items and scoring is done with the help of manual. Mean, Standard Deviation and t value were calculated for the analysis of data. The result revealed that there are significant differences between social intelligence of male and female teachers, urban and rural teachers and married and unmarried teachers.

Keywords: Social Intelligence, College Teachers, Gender, Marital Status and Location.

Introduction

Human beings are differentiated on the basis of intelligence. Intelligence is one of the main characteristics feature by which we can differentiate the peoples, reason well, make relationship etc. Howard Gardner (1983) may be the most well-known psychologist who finds the theory of multiple intelligences posits a variety of human ability sets, from language to music. Gardner's (1983) also gave intelligence (including a set of interrelated mental abilities as opposed to behavioural tendencies. Social Intelligence is the capacity to effectively negotiate complex social relationships and environments. Psychologist believes that it is social intelligence that defines humans. Social intelligence is term originally coined by American psychologist Edward Thorndike in 1920, and defined as the ability of a person to understand others and act accordingly in human interactions. Today, the term has evolved to encompass the ability to navigate complex social relationships, and it often equated to Howard Gardner's interpersonal intelligence, of his identified multiple intelligences. Since social intelligence quotient (SQ) is an abstract quality, measuring it is often a process akin to determining one's intelligence quotient (IQ). People with lower levels of SQ are characterized as having lower social skills, and should largely avoid careers such as customer service. However, some scientists believe that social intelligence levels depend upon regular social contact from young ages, allowing the individual to develop a better sense of others and their psychological needs. (Gupta,R. 2003).

Although the term emotional intelligence (EI) is a more recently developed term, Newsome, et al., provide some background on its historical development. In 1920, Thorndike proposed the term social intelligence. He suggested that intelligence could be broadly categorized in the following three ways:

Mechanical Intelligence

Mechanical intelligence provides a measure of a person's ability to manipulate objects and things.

Abstract Intelligence

Abstract intelligence measures one's ability to conceive of ideas and relationships.

Social Intelligence

Social intelligence measures a person's ability to understand and manage people.

Social intelligence is the ability to understand and to act wisely in human relations". The concept of Social-Emotional learning is very close to Emotional Intelligence and Social Intelligence. Social and Emotional Intelligence are key tool for teachers to remove the educational problems related to self and society. It is recommended that Upcoming National

Chandra Shekhar

Senior Assistant Professor,
Deptt.of Psychology,
University of Jammu,
Jammu-Tawi,
J & K

Priya Choudhary

Student,
Deptt.of Psychology,
IGNOU,
Jammu

Policy of Education should include some teacher training programmes in order to enhance teachers' social intelligence not only for classroom discipline but also to understand the problems related to students society and their family. It is very important to understand how a teacher makes a good and effective relationship and learning environment to promote classroom discipline and limit or reduce disruptive behaviour of learners. The human capacity to understand what is happening in the world and responding to that in a personally and socially effective manner. This study is mainly focused on the social intelligence among the college teachers. (Damral, B.D. 2003).

Review of Literature

Various studies are conducted on the social intelligence. Some of the studies are discussed here. According to Koul (2009) research can never be undertaken in isolation of work that has already been done on the problems related to a study proposed by researchers. Thorndike (1920) Social intelligence is the person's ability to understand and manage other people and to engage in adaptive social interactions studies Intelligence in its three facets, pertaining to understand & manage ideas (abstract intelligence), concrete objects (mechanical intelligence) and people (social intelligence). Guilford (1968) suggested that social intelligence carries the implication that there are 30 abilities involved in social intelligence as specified by structure of intellect (Social Intelligence) theory, six abilities for dealing with different products of information within each of the five operation categories. Ganeswara, K.(1995). Effectiveness of Primary and Secondary level school teachers with different Potentials. Willmann, Fedt and Amelang (1997) viewed supporting harmony and restoring equilibrium between individuals as acts of being socially intelligent. Social Intelligence of Undergraduate Students in relation to their gender and subject stream. Chadha and M.S.Usha Ganesan (1986) have conducted "A study on social intelligence as related to mental health. This study reveals that there is a significant correlation between measure of mental health and social intelligence. Marlowe (1986) equated social intelligence to social competence. He defined it as the ability to understand the feelings, thoughts and behaviours of persons, including one self, interpersonal situation and to act appropriately upon that understanding." One concept of social intelligence referred to it as the "ability to read non-verbal cues or make accurate social inferences" and "one's ability to accomplish relevant objectives in specific social settings" (Brown and Anthony 1990) The concepts of social intelligence are incorporating internal & external perceptions, social skills and other psychosocial variables, (Taylor, 1990). Ganeswara, K.(1995). Debendra Nath Dash and Narayan Prashad Behera (2004). Teacher effectiveness in relation to their emotional Intelligence, and found significant results. Kaur and Kalamna (2004) conducted the study to assess the existing levels of inter-relationship between home environments, social intelligence and socio-economic status and found that socio-economic status and home environment affect social

intelligence. Chesnokova (2005) observed that the development of social intelligence with age goes through stages. Vyroost and Kyselova (2006) investigated interconnections between social intelligence, wisdom, values and interpersonal personality traits. The result revealed close mutual relations between social intelligence and wisdom related knowledge. Albrecht (2006) claimed, the teachers whose behaviours are associated with high social intelligence, stress the value of collaboration. Similarly, there is a need for educational system which equips the students to state their opinions obviously in order to make them understood, and to try to understand the others before they show any reactions to the behaviour. Weis and Sub(2007) showed that social undertaking and social knowledge were separate constructs of social intelligence Singh, S. (2007) Emotional intelligence, social intelligence, adjustment and personality differentials of adolescents with high & low creativity Gakhar, S.C. and Bains, (2009) A study of social intelligence and achievement motivation of students of arts and science stream and found significant results in science and arts students. Sumanlata Saxena (2013) examined social intelligence of undergraduate students of science and arts streams. Students from arts stream were found to possess higher social intelligence than those from science stream. Sembayan R and Visvanathan G (2012) in his study investigated the influence of certain background variables on social intelligence of college students. Male and female students exhibited significant difference in their social intelligence. Soleiman Yahyazadeh (2012) investigated social intelligence in relation to job satisfaction of secondary school teachers. Significant relationship was found between social intelligence and job satisfaction. Gupta, Monika (2013) Social intelligence and teacher effectiveness. *Baskaran, P. (2015)* social intelligence in relation to scholastic achievement of B. Ed. student teachers.

Rationale of The Study

Today's children are the builders of the future of a nation. Kothari Commission opines that the future citizens of the nation are shaped in its classrooms. It also opines that the teachers are the builders of the nation. The role of teachers, particularly in college is to shape the personality of younger generation, is becoming increasingly important. Teacher is viewed as a model, director, supervisor, guide, co-worker or leader. Thus the teacher has a crucial role in moulding the behaviour of pupils. Any invention or technological advancement, cannot replace a teacher if he/she is effective. It is empirically evident that these effective teachers have a direct influence in developing the overall personality of a child. Thus the social intelligence of the teacher leads to know about the social horizon, the way of relation of the teacher so, the aim of present study is to find the social intelligence of the college teachers. (Walia, J.S. 2010).

Objectives of the Study

1. To Study the social intelligence of college teachers in relation to their gender.

2. To Study the social intelligence of college teachers in relation to their subject streams.
3. To Study the social intelligence of college teachers in relation to their marital status

Hypotheses

There is no significant difference between male and female college teachers in respect of their social intelligence

There is no significant difference between urban and rural area college teachers in respect of their social intelligence.

There is no significant difference between married and unmarried College teachers in respect of their social intelligence.

Research Methodology

Descriptive method is used to find the result. The study was descriptive in nature and the college teachers of District Jammu formed the population of the study. Sample was selected through purposive sampling technique.

Tool

Social Intelligence scale is used in collection of the data which is given by Chadha N.K. and Usha Ganesan (1986).It consists of 66 items and scoring is done with the help of manual. These items were then tested for social desirability with the help of five experts. The items are rated on a 9 points scale ranging from extremely desirable, through neutral to extremely undesirable. There are no negative items in the scale.

Sample of the Study

In this present study, teachers were taken as sample. The purposive sampling technique has been used in the selection of the sample.

Data collection

Data was collected from Udhampur district of college teachers. Sample of 100 teachers are taken from both male and female teachers which are from urban and rural areas. Marital status of the teachers is also taken into consideration.

Results and Discussion

The present study has been conducted to study the social intelligence of the male & female based on their location and marital status. (t-test) was used to calculate the differences (if any) between two groups i.e., between male and female college teachers and rural and urban college teachers and married and unmarried college teachers. All the calculations were done online.

Table-1

“t” Ratio for the Significance of Difference in Means of Males And Females College Teachers on Social Intelligence

Gender	N	Mean	SD	t-value	Significance
Male	50	108.35	8.12	2.83**	At .01 and 0.05
Female	50	111.66	9.03		

Table-1 indicates that there is significant difference between means of male and female intelligence. Females are more socially intelligent than males. Also, females have more patience and sensitivity, better cooperativeness and recognition of social environment than their counterparts. At the same time confidence level, tactfulness, sense of humour and memory are the dimensions in which

males and females do not have any significant difference. Sumanlata Saxena (2013) examined social intelligence of undergraduate students of science and arts streams. Students from arts stream were found to possess higher social intelligence than those from science stream. Sembayan R and Visvanathan G (2012) in his study investigated the influence of certain background variables on social intelligence of college student’s .Male and female students exhibited significant difference in their social intelligence.

Table-2

“t” Ratio for the Significance of Difference in Means of Rural And Urban College Teachers on Social Intelligence

Gender	N	Mean	SD	t-value	Significance
Rural	50	107.06	7.82	0.531	At 0.01
Urban	50	109.67	8.57		

The table-2 indicates that there is significant difference in the social intelligence of urban and rural college teachers.(t=0.531) and it is inferred that the rural students have more level of social intelligence than the urban students. Weis and Sub (2007) showed that social undertaking and social knowledge were separate constructs of social intelligence

Table-3

“t” Ratio for The Significance of Difference In Means of Married and Unmarried College Teachers on Social Intelligence

Gender	N	Mean	SD	t-value	Significance
Married	50	106.09	6.32	6.50	At 0.01 and 0.05
Unmarried	50	108.03	7.23		

The testing of the hypothesis based on the analysis of data indicates that there is a significant difference in the social intelligence of married and unmarried (t=6.50) and it is inferred that the married teachers have more level of social intelligence than the unmarried teachers. Albrecht (2006) claimed, the teachers whose behaviours are associated with high social intelligence, stress the value of collaboration. Similarly, there is a need for educational system which equips the students to state their opinions obviously in order to make them understood, and to try to understand the others before they show any reactions to the behaviour. Kaur and Kalaramna (2004) conducted the study to assess the existing levels of inter-relationship between home environments, social intelligence and socio-economic status and found that socio-economic status and home environment affect social intelligence.

Conclusion

It is recommended that Upcoming National Policy of Education should include some teacher training programmes in order to enhance teachers’ social intelligence not only for classroom discipline but also to understand the problems related to students society and their family . Such programmes will assist teachers in developing better strategies for classroom discipline and social management. Teacher education programmes should provide instruction for novice teachers to increase their understanding and knowledge of social intelligence, methods, programmes, or strategies that might be employed to teach and discipline classroom students. Social intelligence is parallel to emotional intelligence.

Suggestions

A few suggestions can be given for those who are interested to pursue the research in relation to the present study.

A similar study can be undertaken in other districts since it has been confined to Udhampur districts of state (Jammu and Kashmir) only.

The same type of work can be done on the other colleges of the various states of India.

So, it is serious concern to find the social intelligence of the teachers and training programme should be given to enhance the teacher social intelligence.

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