

A Study on Social Intelligence of Pre-Service Teachers

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Abstract:

Social intelligence acts as a tool in the method of socialisation of the person. It makes a person mature socially. The research study was undertaken to investigate the social intelligence of pre-service teachers. The sample of 100 pre-service teachers (B. Ed Student Teachers) from Shimoga city was selected by adopting Stratified random sampling technique based on the independent variables namely Gender and Stream. Specific objectives formulated were: 1. To assess the level of Social Intelligence among pre-service teachers. 2. To compare the social intelligence among Male and female pre-service teachers. 3. To compare the social intelligence among Arts and Science Stream Pre-Service teachers. Descriptive research methods were used in the study. The data obtained from the survey was analyzed by using Percentage analysis and t-test. Findings of the study were: 1. It was found that majority of teachers that is 64% of pre-service teachers possess average level of Social Intelligence. It is also seen that only 28% possess high level of Social Intelligence and 8% of pre-service teachers possess low level of Social Intelligence. 2. No Significant difference was found between male and female pre-service teachers with respect to their Social Intelligence. 3. No Significant difference was found between Arts and Science Stream pre-service teachers with respect to their Social Intelligence.

Keywords: Social Intelligence, Pre-service teachers, Gender, Stream

Introduction:

The social and economic development of a nation is fundamentally related to the education process in which people learn to create new institutions, use new technologies, cope with their environment and alter their patterns of behaviour. Education improves the capabilities of individuals, capacities of institutions and becomes a method for all the closely interrelated economic, social, cultural, and demographic changes that is defined as national development. Education and schooling can make major contributions to economic productivity of individual, to enhance earnings, and to the complex processes of technology dissemination, reduction of poverty, development of healthy families, gender equity, creation and sharing of values, responsibilities of citizenship and quality of life. Education has its impact on every walk of human life, and also on the occupation of the individual life.

SOCIAL INTELLIGENCE

The authentic definition of social intelligence was formulated by Thorndike. Social Intelligence is equal to interpersonal intelligence, one of the sorts of intelligences recognised in Howard Gardner's theory of Multiple Intelligence and intently related to emotional intelligence. A few authors have constrained the

definition to deal simplest with know-how of social situations, possibly more properly called social cognition.

According to Thorndike, “Social intelligence is the ability to understand and manage men and women, boys and girls, to act wisely in human relation”.

According to **vernon**, “Social Intelligence is the capacity to form concepts and grasp their significance or mental efficiency”.

According to Binet, “Social Intelligence is the ability to judge all, to comprehend well to life well”.

Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people and to motivate and influence the behavior of people. Persons with high social intelligence are usually good in recognizing delicate facial, verbal and behavioral clues in other people that can indicate their emotions and intentions. Social intelligence includes the following abilities:

- The ability to observe and interpret very subtle facial expressions that signal particular emotions or intentions in other people.
- The ability to detect and understand hidden meanings in verbal expressions of other people - such as when people say one thing, but actually mean the opposite.
- The ability to interact with other people verbally and through gestures in such a way that these partners feel comfortable, relaxed and understood.
- The ability to intentionally provoke other people through cynicism, mockery or insults.
- The ability to tell and understand jokes.
- The ability to motivate other people to actions by providing verbal encouragement.
- The ability to incite rage, passions, delight in other people.
- The ability to coordinate one's actions with the behavior of other people.

NEED AND IMPORTANCE OF THE STUDY

Today's children are the builders of the future of nation. Kothari Commission opines that the future citizens of the nation are shaped in its classrooms. It additionally opines that the teachers are the developers of the country. The role of teachers, particularly those of secondary schools in shaping the personality of younger generation, is becoming increasingly important. Whether teacher is viewed as a model, director, supervisor, guide, co-worker or leader, 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.

According to Goleman (1995) our emotions and social skills can be effective in determining success. Goleman (1995) stated, “People who are empathic attend more to the subtle social signals that indicate what others need or want. This makes them better at caring professions like teaching, medicine, sales and management”. Teachers need to possess a basic understanding of students and skills for interacting successfully with them. They need to adjust their pattern of social intelligence as an advanced capacity is essential in teaching and gaining knowledge of manner.

Social awareness of teacher in addition to his/her self awareness achieving his goal. Being social intelligent enables the teachers to understand students better contributes. Hence in the present study is a modest venture in this direction.

Objectives of the Study:

1. To assess the level of Social Intelligence among pre-service teachers.

2. To compare the social intelligence among Male and female pre-service teachers.
3. To compare the social intelligence among Arts and Science Stream Pre-Service teachers.

Hypothesis of the Study:

1. There is no significant difference between male and female pre-service teachers with respect to their social intelligence.
2. There is no significant difference between Arts and Science Stream pre-service teachers with respect to their social intelligence.

Variables of the study:**Main Variable:**

Social Intelligence

Background variable:

Gender: Male and female Pre-service teachers.

Stream: Arts and Science

Operational Definitions of the Key Terms:**Social Intelligence:**

Social intelligence refers to the ability of an individual to comprehend, analyze and manage people, get along with them, be susceptible to social stimuli and have insight into the emotion and Personality trends of people in social conditions.

Social intelligence is measured on the following seven dimensions in the study:

- **Patience** – refers to the characteristics of an individual being even-tempered, perseverant under demanding situations.
- **Co-operativeness** – refers to the degree to which an individual is flexible while interacting with others and willing to act in conjunction with others.
- **Confidence level** – refers to the level of having certainty and belief in one's potential.
- **Sensitivity** – refers to the ability to understand the physical and emotional needs of others and respond in a responsive manner.
- **Recognition of Social Environment** – refers to ability of an individual to comprehend social situations involving human feelings, attitude and beliefs.
- **Tactfulness** – refers to the ability of individual to say and act the right way and right time.
- **Memory** – refers to the potential of an individual to remember, recall and recognize people with their names and past experience with them.

Method of the Study:

The study is a descriptive survey. The present study was taken up to investigate the Social intelligence of Pre-Service teachers and to find whether there is any difference in social intelligence among pre-service teachers with respect to gender and stream.

Sample of the study:

The study was conducted on a sample of 100 Pre-Service teachers of Shimoga city. The selection of teachers was done on the basis of stratified random sampling method.

Tools used for collection of the Data:

The following are the details of the tools used in the present study:

Social intelligence scale (SIS) developed by Chaddha N. K. and Ganeshan Usha is also used for this study. In this social intelligence scale there are 66 items related to 8 components (Patience, Recognition of Social Environment, Confidence, Sensitivity, Sense of Humour, Cooperation, Tactfulness and Memory). In this scale there are multiple choice questions, Yes, No type questions and questions of recognition. The six components (Patience, Recognition of Social Environment, Confidence, Sensitivity, Sense of Humor and Cooperativeness) are constructed using the multiple choice technique. In the tactfulness of component responses are elicited in terms of Yes or No. Within the tactfulness of element responses are elicited in phrases of Yes or No. in the last component that of memory a set of pictures is presented for recognition. In this way this scale is contain 66 items. Split-half reliability was computed for the tool and is to be 0.78.

Procedure for data Collection:

The researcher personally administered the Teacher's Social Intelligence Scale. The pre- service teachers were informed about purpose of this research study. They were instructed to fill in the tool and necessary clarifications were given. Sufficient time was given to the student teachers to respond the tool. The obtained data with respect to different back ground variables were tabulated and subjected to statistical analysis employing statistical techniques.

Statistical techniques used for data collection:

The obtained data was analyzed using Percentage Analysis and 't' test.

Analysis of the statistics and interpretation of the Results:

The analysis of data interpretation and discussion of the results are presented below:

The assessment of statistics interpretation and discussion of the consequences are supplied underneath.

Objective 1: To assess the level of perception of Pre-service teachers towards Artificial Intelligence.

In pursuance of the objective 1 of the study the analysis is presented in table No 1.

Table No. 1: Table showing the percentage of the Pre- Service teachers with respect to their different levels of Social Intelligence.

Pre-Service teachers	Level of Social Intelligence (in %)			Total
	High	Average	low	
Frequency	28	64	8	100
Percentage	28	64	8	100

The table No.1 reveal that majority of teachers that is 64% of pre-service teachers possess average level of Social Intelligence. It is also seen that only 28% possess high level of Social Intelligence and 8% of

pre-service teachers possess low level of Social Intelligence.

Ho. 1: There is no significant difference between male and female pre-service teachers with respect to their social intelligence.

Table No. 2: Summary table of ‘t’ test of Social Intelligence of male and female Pre-Service Teachers.

Gender	N	Mean	Standard Deviation	t- value	df	Significant level
Male	16	171.48	34.04	0.162	98	N S at 0.05 level
female	84	171.39	33.23			

The table 2 shows that obtained ‘t’ value 0.162 is less than the tabled ‘t’ value of 1.98 at 0.05 level of significance for degrees of freedom 98. Therefore null hypothesis is accepted and it is concluded that there is no significant difference between male and female pre-service teachers with respect to their Social Intelligence.

Ho. 2: There is no significant difference between Arts and Science Stream pre-service teachers with respect to their social intelligence.

Table No. 4: Summary table of ‘t’ test of Social Intelligence of pre-service teachers of different Streams.

Streams	N	Mean	Standard Deviation	Standard Error of mean	t- value	df	Significant level
Arts	45	182.48	26.20	3.65	0.92	98	N S
Science	55	179.17	34.84	4.84			

The table 3 shows that the obtained ‘t’ value of 0.92 is less than the table value of 1.98 at 0.05 level of significance for df 98. Hence the null hypothesis is accepted and It is inferred that there is no significant deference between Arts and Science Stream Pre-service teachers with respect to their Social Intelligence.

Findings of the Study:

1. It was found that majority of teachers that is 64% of pre-service teachers possess average level of Social Intelligence. It is also seen that only 28% possess high level of Social Intelligence and 8% of pre-service teachers possess low level of Social Intelligence.
2. No Significant difference was found between male and female pre-service teachers with respect to their Social Intelligence.
3. No Significant difference was found between Arts and Science Stream pre-service teachers with respect to their Social Intelligence.

Educational Implications:

1. B. Ed Student teachers need to deal with students of adolescent age which is the period when children under gone rapid physical, social and emotional development this needs the teacher to

support adolescent age children to deal with their problems with social and emotional adjustment. Hence the teachers themselves possess and exhibit high social and emotional skills. These needs the teachers to be highly social intelligence. Teacher education needs to discuss and explain the need for good communication and social skill in the classroom situation. Teacher educator should focus on listening social skills like accepting differences, being patient, taking responsibilities for his/her behaviour, communicating clearly, complementing and encouraging others, listening, actively, resolving conflicts, recognition of social environment and others feelings etc. They need to teach these to students trainees who need to practice it.

2. Teacher training programs need to organize simulated social skill training, team teaching and interaction analysis training. Simulated social skill training encourages certain behavior in an artificial situation. Pupil teacher has to play several roles as a teacher, as a student and as a manager. Pupil teacher has to play several roles as a teacher, as a student and as a supervisor. Pre service training in team teaching where two or more teachers possessing complementary teaching skills cooperatively plan and implement the instruction for a single group of students using flexible scheduling and grouping techniques to meet the particular instruction should be provided. Interaction analysis technique for analyzing and observing the classroom behavior should be practiced in teacher training institutions to provide the structure, component and flow of behavior of classroom activities. Feedback device like training where a leaderless group of trainees numbering 285 eight to twelve, discuss their own problems of teaching without any agenda and suggest some solutions on basis of their experiences should be organized.

Conclusion:

social intelligence has been utilized in different fields, Individual ability has been given more importance depending upon his coordinating, working ability in his social intelligence reflects upon his/her inter personal relationship in different environment. The behaviour of people is due to the face to face relationship, empathy, individuals, comprehension, social exquisites, to influence others nature and handling problems. In the field of education, social intelligence is utilized for understanding the students and to maintaining good relationship with students, administrators and community which would contribute to perform his functions effectively.

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