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### An Analytical Study of Social Intelligence

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#### Abstract

As Aristotle has rightly said that man is a social animal. Social connectivity is must for any human being to develop oneself and to form healthy social relationships in a society. The social intelligence of teachers plays an important role in dealing with students, parents, and other member of society and pre service teachers will consequently join the schools and they will be directly responsible for social development of the children studying there. The aim of present study is to compare the social intelligence of pupil teachers (B.Ed students). The method used in the present study was descriptive survey method. Sample of the study included B.Ed students of different B.Ed colleges affiliated to Kumaun University Nainital. Mean, SD, t-test were employed to statistically analyze the data. The findings of the study indicate that in some dimensions of social intelligence pupil teachers differ statistically like in patience dimension as it is found that female pupil teachers are more patient than male pupil teachers. In the dimension named cooperativeness male pupil teachers' score was statistically higher than females. Female pupil teachers were found more able to recognize a social situation than males and, on the dimension, named humour it was shown that male pupil teachers were more humorous than females. Whereas in other dimensions of social intelligence they do not differ statistically namely; sensitivity, confidence, tactfulness and memory and total social intelligence on the basis of gender.

**Keywords:** Social Intelligence, Pupil Teachers, Dimensions of Social Intelligence, Kumaun University

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## **Introduction**

Man is a social being. His dependency on others is inevitable. It would be difficult for him to satisfy even his basic needs like food, shelter and clothing in isolation. This interdependence of human beings, in turn necessitates the development and maintenance of healthy inter personal relationships. Maintaining good relationship with others thus becomes crucial for successful societal functioning. It is very important for an individual to develop healthy social relations as he or she has to live in a society. One must be able to adjust himself or herself according to rules and regulations of a society. Society plays an important role in any person's life as it helps to shape a person's character and it also disciplines a person. Social interactions therefore are vital in any person's life as it is necessary for social development of the person. In this perspective social intelligence is key factor for any person.

The idea that Social Intelligence is different from other intellectual process, such as academic skills was first presented by Thorndike in 1920. He depicted human intelligence as consisting of 3 facets: Abstract, Mechanical and Social Intelligence. Thorndike (1920) defined Social Intelligence as "the ability to understand others and act wisely in human relations" (p. 281). Cantor and Kihlstrom (1987) defined social intelligence as explicitly oriented to solve the difficulties of social scenarios and to specifically manage the life challenges, present situations or individual works which a person has chosen for himself or which the society has enforced it upon him from extraneously. Goleman (1995) and Jones and Day (1997) consider Social Intelligence as the key element in what makes people succeed in life. Buzan (2002) has stated that Social Intelligence is vital if we are to get on in life and enjoy ourselves.

Several definitions of social intelligence have been offered by theorists, but all share two common components (a) the awareness of others (b) their response and adaptation to other and the social situations (German, 2006; Kobe, Rester-palmon and Rickcrs, 2001). Social intelligence is a mental ability different from abstract and mechanical intelligence (Thorndike, 1920). Ford and Tisak (1983) defined social intelligence as behavioral outcomes and they were also successful in establishing a specific domain of social intelligence. They defined it as "one's ability to accomplish relevant objectives in specific social settings". Marlowe (1986) equated social intelligence to social competence. He defined it as the ability to understand the emotions, thinking and behaviors of people and oneself, interpersonal situation and to act appropriately upon that understanding.

Albrecht (2006) considers social intelligence important for teachers. He thinks that the entire system of education and teachers teaching there should acknowledge the rules and behaviours related with social intelligence.

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Teachers have a fundamental role in the reconstruction and transformation of society as well as the transmission of knowledge, skills and experiences from one generation to another. Teacher can work miracles which can be the raw material into a new finished product. Traditional classrooms in teacher education institutes do not allow the dealings of multifaceted social activities. During the period of micro teaching and simulation teaching the pre service teachers who act as students of the imaginary classroom as well as observer do not quote the weak points of their peers by remaining in discipline and giving positive remarks about their teaching so that they can also get the same from others. So this was a big drawback for skill development of teacher trainees.

Unlike IQ, which is congenital, social competence can be improved in each stage. The pre service teachers must learn team-work, ability to orientate themselves in social situations, knowledge of social norms by training i.e. they must learn from practice and repetition. Thus teacher educators must indulge them in active work of seminars or presentations, using some innovative form. Such work will facilitate the pupil teachers' learning, the way of maintaining discipline in the classroom, managing student behavior, developing positive attitude towards supervisors, good relations with co-workers. It will also enhance the intrinsic motivation. The pre service teachers with social intelligence will manage to understand their own selves, their qualities and deficiencies, expressing their thinking and understanding another people's thoughts and feelings, especially students studying there during real teaching practice. It makes them confident for their successful future and also makes them able to establish cooperation, creativeness and satisfactory relationships between other teachers teaching there and him. Therefore, well-developed social intelligence is must for a teacher to become successful in his work.

The present study is based on pre service teachers. The social intelligence of teachers plays an important role in dealing with students, parents, and other member of society. Even though studies have revealed the importance of nourishing relationships, today's world is witnessing social corrosion. Individuals often fail to develop healthy connections with their fellowmen. For social reforms, teacher must be an active part of society and s/he should be capable to interact with society and must be in position to solve the day-to-day life problems because society development is the responsibility of school and teacher is a powerful tool to implement all those ideas framed by the educational system. For social reforms, teacher must be an active part of society and s/he should be capable to interact with society and must be in position to solve the day-to-day life problems because society development is the responsibility of school and teacher is a powerful tool to implement all those ideas framed by the educational system. Therefore the researcher felt the need of assessing the above discussed variables in B.Ed students, who will be the future teachers and nation builder and

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being teachers there will be major responsibilities on their shoulders to form a society with good and responsible citizens in the country.

Trivedi (2020) conducted a study on emotional intelligence and social intelligence among student teachers. There was no significant difference was found on the scores of social intelligence between female and male student teachers but there was a significant difference between rural and urban area. The urban student teachers possess more social intelligence than student teachers of rural area. As far as emotional intelligence was concerned it was found a significant difference on the basis of gender and area. Emotional intelligence of male student teachers was higher than female student teachers and urban student teachers were found more emotionally intelligent than the rural student teachers. It was also revealed from the study a positive correlation between emotional and social intelligence of student teachers.

Dhingra & Tiakala (2016) in his study of Social Intelligence of Higher School Students in Nagaland found out that in some dimensions of social intelligence there was a significant difference on the basis of gender and in some dimensions no such difference exists. There was significant difference in dimensions namely; cooperativeness, confidence and sensitivity of male and female students. There was found no significant difference on the basis of income and number of siblings on the dimensions of social intelligence.

Sharma, 2015 conducted a study on “Social Intelligence, Personality and Teaching Interest of Pre service Teachers of Haryana” in 2015. She has taken a sample of 900 students on the basis of gender, locality and subject stream using tools SIS of N.K. Chaddha & Usha Ganesan, Dimensional Personality Inventory by Dr. Mahesh Bhargava and Kakkar Interest in Teaching Scale by Dr. S. B. Kakkar in the Haryana state. In conclusions it was found that there was a significant difference between male and female pre service teachers on the dimensions of Patience, Cooperativeness and Memory while there was no significant difference in the social intelligence of male and female pre service teachers towards remaining dimensions. On the basis of subject stream again it was found that science stream students were slightly better in some dimensions of social intelligence scale than arts stream students.

Scott (2015) explored on the topic of Social Intelligence of Undergraduates Enrolled in Traditional vs. Distance Higher Education Learning Programs. This study was aimed at to compare social intelligence of distant undergraduates with traditional undergraduates at different ranks. In the study Bandura’s social learning theory and Goleman’s theory of social intelligence was used as theoretical background. Two-way ANOVA was applied to

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statistically test the data. The results of the study showed that there was no statistically significant difference between distance and traditional undergraduates on social intelligence. Furthermore, it was revealed from the study that there was a significant difference in the level of social intelligence among undergraduate class ranks but it was also found that there was no significant difference between learning environments of social intelligence.

Birknerová & Frankovský, (2013) conducted a study named “Social Intelligence in the Context of Personality Traits of Teachers”. In this study a sample of 552 elementary school teachers of Slovakia was taken and out of which 455 were women and 97 were men. The results showed that social intelligence factors are connected with personality traits of selected teachers. From the research it was established that Neuroticism lowers the level of social intelligence especially in the factors of social skills and social perceptiveness. It was also found that social intelligence correlates positively with extroversion, openness, conscientiousness and agreeableness. There was also found difference in the viewpoint of both gender in relation to cognitive processing and emotional release. These two forms of behaviour were more preferred by the male teachers.

Ebrahimpoor et al. (2013) done a study on relationship between social intelligence and organizational performance (case study: Ardabil regional water company’s managers). In the study there was a sample of 164 people which includes managers, assistants and experts of regional water companies in Ardabil prominence. Tool used in the study was Tromso questionnaire. In the study it was established that social skills, social information processing, social awareness and social desirability of improving performance of organization had the most important in social information processing. On the other hand, it was found that social awareness and social skills played a secondary role in improving performance.

Al-Makahleh & Ziadat (2012) explored the social intelligence and personal characteristics of talented secondary school students in King Abdullah II schools for excellence Jordan. The study was aimed to identify relationship between social intelligence and behavioral characteristics of talented students from the perspective of their teachers. The sample included 200 female and male students of Jordan. In the study social Intelligence scale, behavioral attitude test & verbal attitude test were applied to collect data. Survey method was applied in the study. The study indicated that there was no significant difference was found on both social intelligence and behavioral characteristic scale on the basis of gender.

Furthermore, the results showed that the interaction with other dimensions is the only one which had a significant effect on the explanation of each of the behavioral characteristics of talented students’ variables of creativity, leadership, learning, and the total score.

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A thorough study of the topic has been done by the researcher and it was found that not many studies have been under taken in the field of social intelligence in perspective teachers. It is must to have social intelligence in a teacher. As teachers are national builder and they are directly responsible for nation building. So, it is found necessary to have research on this topic by the researcher.

The present study aims to compare the social intelligence of female and male pupil teachers. **Hypotheses:** There is no significant difference between mean scores of different dimensions of social intelligence of female and male pupil teachers.

#### **Method and Procedures**

In the present study descriptive survey method was employed. The population of the present study included B.Ed students of different colleges of Kumaun region affiliated to Kumaun University Nainital. Kumaun region of Uttarakhand district is locale for the study.

Stratified random sampling was used in the study to collect data. In the sample, total 412 B.Ed students were included out of which 281 were female pupil teachers and 131 were male pupil teachers.

The tool for present study Social Intelligence Scale developed by N.K. Chadha and Usha Ganesan was employed. Reliability of the tool was established by test-retest method. It was administrated on 75 male & 75 females.

**Table 1**

*Test- Retest Reliability Coefficient of the tool*

Serial No.	Areas	Coefficient of Co-relations
A	Patience	.94
B	Co-operativeness	.91
C	Confidence	.90
D	Sensitivity	.93
E	Recognition of Social Environment	.95
F	Tactfulness	.84
G	Sense of Humour	.92
H	Memory	.97

All results were significant at 0.01 level of confidence.

**Validity:** Two techniques were used to validate the scale a) Empirical validity and b) Cross Validation. To test the empirical validity a sample of 50 people was taken. For it external criteria was the 'Social Intelligence Test' by F.A Moss, T. Hunt, K.T Omwake and

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L.G. Woodward (1949), George Washington University Series. The present scale and the Social Intelligence Test by Moss and Hunt were administered and scored accordingly. For testing the validity of obtained data Pearson Product Moment Correlation was employed.

The dimension of Recognition of Social Environment, Memory and Sense of Humour were equal to the present scale and the Social Intelligence Test by Moss and Hunt. The result in dimension of Sense of Humour was similar in both scales and the other two dimensions were little different in format and administration process. Regardless of this the gained correlation was for all the three dimensions were positive and significant. Further, the remaining dimensions viz. Patience, Confidence, Sensitivity, Cooperativeness and Tactfulness reflect significant correlation with the total score of the Social Intelligence Test by Moss & Hunt. The total score of the present scale was highly & significantly correlated with the Social Intelligence Test by Moss & Hunt. ( $r = .70 < .01$ ). Therefore, the present scale has a validity coefficient of 0.70.

A sample of 50 individuals was taken for Cross Validation of the test. To test the cross validity of the scale the data obtained on the first sample and second sample was correlated. The Pearson Product Moment correlation was used for this purpose. The results were as follows:

**Table 2**

*Cross Validation – Correlation between Two Groups*

Serial No.	Dimension	Correlation between two Groups
A	Patience	.82
B	Co-operativeness	.91
C	Confidence	.86
D	Sensitivity	.75
E	Recognition of Social Environment	.91
F	Tactfulness	.75
G	Sense of Humour	.95
H	Memory	.94

The tool included eight dimensions of social intelligence namely; patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour and memory. A brief description of the tool is given below: -

- **Patience:** Calm endurance under stressful situations.
- **Cooperativeness:** Ability of interaction with others in a delightful way and to be able to consider issues from all perspectives.

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- **Confidence Level:** strong faith in oneself and in situations given.
- **Sensitivity:** To be acutely aware of human behaviour and responsive to it.
- **Recognition of Social Environment:** ability to sense the nature and atmosphere of the present social situation.
- **Tactfulness:** to perceive carefully the right thing to say or not to say.
- **Sense of Humour:** the ability to feel fun and to be its cause. It means to see the happy side of life.
- **Memory:** the capacity to recall all important matters; personalities and names of persons.

In the present study data was collected from B.Ed students of Kumaun University Nainital Uttarakhand using the tool of Social Intelligence Scale. For data collection proper instructions were given to the participants and after data collection it was statistically analyzed by using SPSS software.

### **Results & Discussions**

Following results were found after analyzing the data statistically-

**Table 3**

*Showing Mean, Sd., standard error of mean and t- ratio on the basis of gender*

Dimensions of social intelligence	Gender	N	MEAN	SD	SEM	t -value	Remark
Patience	Female	281	21.64	3.32	0.24	6.73	Significant
	Male	131	19.72	2.24	0.19		
Co operativeness	Female	281	25.22	2.41	0.20	5.08	Significant
	Male	131	27.14	3.32	0.37		
Confidence	Female	281	22.07	1.94	0.11	0.16	Not significant
	Male	131	21.94	2.16	0.18		
Sensitivity	Female	281	21.80	2.25	0.13	0.062	Not significant
	Male	131	22.01	2.26	0.25		
Recognition of social environment	Female	281	1.52	0.63	0.70	2.57	Significant
	Male	131	1.29	0.58	0.77		
Tactfulness	Female	281	4.65	1.24	0.07	0.86	Not significant
	Male	131	4.76	1.30	0.11		
Humour	Female	281	3.52	1.54	0.95	3.82	Significant
	Male	130	4.34	1.80	0.15		

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Memory	Female	281	10.29	1.92	0.11	0.49	Not significant
	Male	131	10.23	3.09	0.27		
Total	Female	281	113.73	8.60	0.51	0.82	Not significant
	Male	131	112.95	9.47	0.82		

The table 1 shows mean, SD, SED and t-value of female and male students in different dimensions of Social Intelligence Scale. It is shown in the table no. 3 that there is significant difference in some dimensions of social intelligence like patience, cooperativeness, recognition of social environment and humour and in other dimensions there found no significant difference between female and male pupil teachers.

Social intelligence of female pupil teacher in Patience dimensions is 21.64; which is greater than the mean score of male pupil teachers which is 19.72. SD values of female and male teachers are 3.32 & 2.24 and SEM values are 0.24 & 0.19 respectively. The mean values of pupil teachers of both genders differ significantly as it is more than the table value of t-test which is 1.96 at 0.05 level of confidence. The mean value of female pupil teachers is higher than mean value of male teachers which means female pupil teachers are more patient than male pupil teachers. Same result also has been found by Jain, Saxena, Rajat (2013) & Sharma (2015) whereas a study conducted by Dhingra & Tiakla (2016) shows contradictory results where there was no significant difference found between female and male higher secondary school students in Patience dimension of social intelligence.

In cooperativeness dimension of social intelligence, it was found that the mean score of female pupil teacher is 25.22 and it is less than the mean score of male pupil teachers which is 27.14. Similarly, the SD and SEM values are 2.42 & 0.20 and 3.32 & 0.37 for female and male pupil teachers respectively. The t-value for given dimension is 5.08 which is significant at 0.01 & 0.05 level of confidence. It means that the null hypothesis that there is no significant difference between female and male pupil teachers in this dimension is rejected and we can confidently accept the research hypothesis.

According to the result of analysis of data for recognition of social dimension it is evident that the mean score of female pupil teachers is higher than the male pupil teachers. It means the females are more able to recognize a social situation that is ability to perceive the nature and atmosphere of the existing situation (Chadha & Ganesan, 2018).

In the dimension of humour of social intelligence it was found that the mean score of male B.Ed students is higher than the females. It means that the null hypothesis that there is no significant difference between female and male B.Ed students is rejected and research hypothesis for the same is accepted. The result of this dimension denotes that male students are more humours than female students.

## **Conclusion**

from the analysis of the data it was found that the female pupil teachers were more patient than the male pupil teachers. The reason behind this can be that females are taught from the very beginning of their life to be satisfied in every situation of life and they are expected to behave patiently and to obey others. Whereas with male the things are very different and they are seen as rebellious and headstrong who can object things if they not like them. It is also a well-known fact in Indian society that male is most dominant gender and they can be impatient but it is not the same with female. Therefore, the first sub hypothesis of the study is rejected in the patience dimension of social intelligence that there is no significant difference between female and male pupil teachers.

From further analysis of the data, it was found in the cooperative dimension that male pupil teachers were more cooperative than female pupil teachers. The reason behind this may be that the males are more willing to help others and they make a better compliance than the females. This is because females are more dedicated to their family and they are often reluctant to help others because of lack of sources and courage. Sometimes they might think that their family will not allow them to take such decision and they will be questioned for doing so. That's why this difference may be shown in the results. Similar results are also found in the studies of Dhingra & Tiakla (2016) where boys were found more cooperative and helpful to others whereas girls were less cooperative.

In the dimension named confidence of social intelligence, it was revealed from analysis that both female and male pupil teachers are equally confident. The reason behind this might be that pupil teachers of both genders are nowadays exposed to different type of tasks in a classroom. Other reason can be that in today's society both genders are given equal responsibilities and opportunities. So, both female and male teachers are equal in performing tasks.

The study of Sharma, (2015) and Jain, Saxena, & Rajat (2013) also revealed the same results where both the genders were found confident equally.

The null hypothesis on confidence was accepted as there was found no significant difference between both the genders in this dimension of social intelligence. In the next dimension that is sensitivity it was exposed from the study that both female and male teachers are equally sensitive to situations. This could be possible because nowadays both girls and boys are being given equal kind of upbringing. Both are taught to be sensitive about the people and situations.

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According to the result of analysis of data for the dimension of recognition of social environment; it is evident that the mean score of female pupil teachers is higher than the male pupil teachers. It means the females are more able to recognize a social situation that is ability to perceive the nature and atmosphere of the existing situation (Chadha & Ganesan, 2018). This may be due to the fact that girls are more able to perceive a situation deeply and more attentively. Females are more aware about the ongoing and can understand the hidden feelings in a social situation.

The next dimension is tactfulness of social intelligence and it is evident from analysis that both female and male teachers are equally able to tackle situations. The reason behind this can be that in the modern times both female and male are equally taking responsibilities and now a days both are doing equal kind of work. Both male and female face new and same kind of challenges and difficulties in different situations. This leads them to get experiences of different works and different situations. So they become able to tackle any kind of situation.

In dimension named humour it was exposed that male pupil teachers are more humorous than female pupil teachers. The reason behind this can be that boys are more free to express their say on a thing humorously than girls. Females do more thinking than boys on any topic. So they keep thinking whereas boys are able to just express their thoughts in a funny way. Females generally are more concerned that what others will say if we comment humorously. On the other hand boys do not worry about such things.

In the dimension named memory it was revealed from the analysis that both female and male pupil teachers are equally able to memorize things. Both are able to recall the famous personalities' names as given in the tool. The reason of it may be that in modern times all are aware about prominent people around them. Technology also plays its role in it. As we know that in today's time mobile is in everyone's hand and through internet people are aware about big personalities and their works in their respective fields.

In the last section of analysis it was found that in total social intelligence there found no significant difference between the scores of female and male pupil teachers. Both are equally social intelligent. It means both can handle a social situation effectively. The reason of it again that in modern times male and female are equal in every field. They are getting same opportunities in every field. Both are getting same upbringing and education. So the theory has developed from the results that both female and male pupil teachers are socially intelligent and they can handle an overall social situation effectively.

From the present study, the group of teacher training programme will be benefited and the results of the study would indicate the dire need of developing social intelligence in

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people teachers of B.Ed programme for better development of future citizens of the country as teaching trainees will consequently join schools for teaching and they will be directly responsible for overall development of the children studying in the schools. The outcomes of the study can assist to understand the nature and quantity of social intelligence in pupil teachers of B.Ed programme in India and if social intelligence found to be less in the pupil teachers, the concerned people can foster the social intelligence and they can introduce some activities in teacher training programme to enhance social intelligence like seminars, group games, group discussions and other group activities in pupil teachers.

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