

A study of social intelligence of B.Ed. student teachers in Namakkal District

¹ Arthi S, ² Dr. Tamilselvi B

¹ Research Scholar, Department of Education, Karpagam University, Coimbatore, Tamilnadu, India

² Research Guide, Associate Professor, Department of Education, Karpagam University, Coimbatore, Tamilnadu, India.

Abstract

Social Intelligence is the ability to understand and manage men and women, boys and girls, to act wisely in human relations. Social intelligence enables a person to build a healthy relation with others. Social Intelligence is very important to lead a successful life. It has become one of the vital skills for the teachers. The B.Ed. student teachers, as the future teachers, should be socially intelligent to handle the present generation of students well. So the present study aimed to find out the social intelligence of B.Ed. student teachers' in relation to the demographic variables viz., gender, locality of residence and medium of instruction. In the present study normative survey method of research was adopted. The sample consisted of 724 B.Ed. student teachers from ten Colleges of Education from Namakkal District selected by random sampling technique. Data were analyzed using mean, standard deviation and 't' test. The major findings of the study revealed that there is significant difference between the B.Ed. student teachers' social intelligence based on their locality of residence, whereas there is no significant difference between the B.Ed. Student teachers' social intelligence based on gender and medium of instruction. It was also found that there is significant difference between Male and Female B.Ed. student teachers in their social intelligence dimension - Patience and significant difference between Rural and Urban B.Ed. student teachers in their social intelligence dimension Memory. But there is no significant difference found between Tamil and English Medium B.Ed. student teachers in their social intelligence dimensions such as Patience, Cooperativeness, Confidence, Sensitivity, Sense of humour, Tactfulness and Memory.

Keywords: Social Intelligence, B.Ed. Student Teachers, Demographic Variables

1. Introduction

"Social intelligence is the ability to understand and manage men and women, boys and girls, to act wisely in human relations. It is the human capacity to understand what is happening in the world and responding to that understanding in a personally and socially effective manner" said by Edward Thorndike (1920). Social intelligence is the ability to get along well with others, and to get them to cooperate with you. Sometimes it is referred to as "people skills". Social intelligence is also colloquially referred as 'common sense' and 'street smart'. In today's world good level of social intelligence is very important to lead a successful life. Teaching is a challenging profession. Besides the subject knowledge, teaching profession demands certain skills and competencies on the part of the teacher. Social intelligence has become one of the vital skills for teaching profession. Human mind and behaviour vary a great deal and teachers have to find ways to connect with their students efficiently and motivate them. The social intelligence level of teachers is essential for a good student-teacher relationship and for improved classroom control. So the future teachers should be socially intelligent in order to handle the present generation of students very carefully. Thus the present study is intended to find the social intelligence among B.Ed. student teachers who are going to be tomorrow's teachers.

2. Review of related studies

Magida (2006) ^[1] agreed that educators' with high levels of social intelligence were able to mould individuals from different age groups to lead a wholesome life (Dincer, 2007) ^[2]. Albrecht (2006) ^[3] considered social intelligence as a

prerequisite for teachers. Mahabir Singh And Rajender Kumar (2013) ^[4] in their study "A Study Of Social Intelligence Of Trainees Of B. Ed. College In Haryana State In Relation To Adjustment" had revealed that there was a significant mean difference in the level of Social Intelligence of male and female B.Ed. trainees and rural and urban B.Ed. trainees. In contradiction to that, Mohit Dixit and Parminder Kaur (2015) ^[5] revealed in their study on "social intelligence and adjustment among pupil teachers in relation to their gender and locality" that there existed no significant mean difference in the level of social intelligence among male and female pupil teachers and also among pupil teachers belonging to rural and urban area. Similarly, Indu Rathee and Neelam Kumari (2014) ^[6] in their study on "Social Intelligence of Perspective Teachers In Relation To Their Gender and Subject Stream" revealed that male and female prospective teachers possessed similar social intelligence.

3. Aim of the study

The study aims to explore the Social Intelligence of B.Ed. student teachers. It also intends to explore if there exists any significant difference between their social intelligence based on the demographic variables viz., gender, locality of residence and medium of instruction.

4. Objectives of the study

The objectives of the present study are as follows.

- To study the variations in the Social Intelligence among B.Ed. student teachers in relation to their gender, locality of residence and medium of study.

- To study the following dimensions of Social Intelligence among B.Ed. student teachers based on gender, locality of residence and medium of study.
- Patience,
- Cooperativeness,
- Confidence,
- Sensitivity,
- Sense of Humour,
- Tactfulness and
- Memory

5. Hypotheses

In the present study null hypotheses are framed.

- Ho 1: There is no significant difference between male and female B.Ed. student teachers in their Social Intelligence.
- Ho 2: There is no significant difference between rural and urban B.Ed. student teachers in their Social Intelligence.
- Ho 3: There is no significant difference between Tamil and English medium B.Ed. student teachers in their Social Intelligence.
- Ho 4: There is no significant difference between male and female B.Ed. student teachers in their social intelligence dimensions viz., Patience, Cooperativeness, Confidence, Sensitivity, Sense of Humour, Tactfulness and Memory.
- Ho 5: There is no significant difference between Rural and Urban B.Ed. student teachers in their social intelligence dimensions viz., Patience, Cooperativeness, Confidence, Sensitivity, Sense of Humour, Tactfulness and Memory.
- Ho 6: There is no significant difference between Tamil and English Medium B.Ed. student teachers in their social intelligence dimensions viz., Patience, Cooperativeness, Confidence, Sensitivity, Sense of Humour, Tactfulness and Memory.

6. Materials and methods

6.1. Method

In the present study Normative Survey method of research is adopted.

6.2. Sample of the study

The population of the present study is the Student Teachers studying B.Ed. degree programme in Colleges of Education affiliated to Tamil Nadu Teacher Education University (TNTEU), Chennai. A part of the population is called a sample. The sample of the present study consists of 724 B.Ed.

student-teachers studying in the College of Education from Namakkal District selected by random sampling technique. Among them 284 are male and 440 are female.

6.3 variables of the study

The variables of the present study are categorized into two groups as dependent variable and demographic variables. Social intelligence is the dependent variable while gender, locality of residence and medium of instruction are the demographic variables.

6.4. Tool used in the study

The investigator has adopted the Social Intelligence Scale which was originally developed and standardised by Dr. N.K.Chadha and Usha Ganesan (1986) and it was modified with the help of the experts and standardised after Pilot study. The reliability and validity of the modified tool are found out. The tool consists of 21 statements. These 21 statements were divided into seven dimensions with three statements under each. The dimensions are Patience, Cooperativeness, Confidence, Sensitivity, Sense of Humour, Tactfulness and Memory.

6.5. Pilot study

Before going for the final study a pilot study was done involving 150 B.Ed. student teachers from three different Colleges of Education of Namakkal District. Among them 58 were male and 92 were female. The tool was validated by establishing reliability and validity. The reliability of the tool was established as 0.71 using test retest method and the validity was established through content validity and face validity.

6.6. Final Study

In the final study, the modified and standardized Social Intelligence Scale was administered to a sample of 724 B.Ed. student teachers studying in ten different Colleges of Education in Namakkal District of Tamilnadu. The collected questionnaires were properly scored and later on various statistical techniques were carried out to get the results. The statistical techniques used in the present study are frequency, mean, standard deviation and ‘t’ test.

7. Findings and Inferences

Ho 1: There is no significant difference between male and female B.Ed. student teachers in their Social Intelligence.

Table 1: Showing the significance of difference in the mean score of b.ed. Student teachers’ social intelligence with regard to their gender

Social Intelligence	Gender	N	Mean	SD	t	Remarks @ 5% level of Sig
Total Social Intelligence	Male	284	38.39	3.253	0.171	NS
	Female	440	38.43	3.237		

The data analysis exhibited in the above table for the total score of social intelligence revealed that there is no significant difference in the Social Intelligence of male and female B.Ed. student teachers, as the calculated ‘t’ value 0.171 is less than

the table value 1.96 at 5 % level of significance. Hence the null hypothesis is accepted.

Ho 2: There is no significant difference between rural and urban B.Ed. student teachers in their Social Intelligence.

Table 2: Showing the significance of difference in the mean score of b.ed. Student teachers’ social intelligence with regard to their locality of residence

Social Intelligence	Locality of Residence	N	Mean	SD	t	Remarks @ 5% level of Sig
Total Social Intelligence	Rural	577	38.28	3.198	2.123	S
	Urban	147	38.92	3.371		

From the above table it is understood that there is a significant difference in the social intelligence of urban and rural B.Ed. student teachers as the calculated ‘t’ value 2.123 is greater than the table value 1.96 at 5% level of significance. Hence

the null hypothesis is rejected.

Ho 3: There is no significant difference between Tamil and English medium B.Ed. student teachers in their Social Intelligence.

Table 3: Showing the significance of difference in the mean score of b.ed. Student teachers’ social intelligence with regard to their medium of instruction

Social Intelligence	Medium of Instruction	N	Mean	SD	t	Remarks @ 5% level of Sig
Total Social Intelligence	Tamil	479	38.36	3.227	0.650	NS
	English	245	38.52	3.273		

The data analysis presented in the above table revealed that there is no significant difference in the social intelligence of Tamil and English medium B.Ed. student teachers, as the calculated ‘t’ value 0.65 is less than the table value 1.96 at 5 % level of significance. Hence the null hypothesis is accepted.

Ho 4: There is no significant difference between male and female B.Ed. student teachers in their social intelligence dimensions viz., Patience, Cooperativeness, Confidence, Sensitivity, Sense of Humour, Tactfulness and Memory.

Table 4: Showing the significance of difference in the mean score of b.ed. Student teachers’ social intelligence dimensions with regard to their gender

Social Intelligence Dimensions	Gender	N	Mean	SD	T	Remarks @ 5% level of Sig
Patience	Male	284	7.36	1.328	1.965	S
	Female	440	7.52	1.388		
Cooperativeness	Male	284	5.98	1.295	0.714	NS
	Female	440	5.91	1.314		
Confidence	Male	284	7.21	1.317	0.692	NS
	Female	440	7.14	1.378		
Sensitivity	Male	284	6.43	1.257	0.582	NS
	Female	440	6.48	1.259		
Sense of humour	Male	284	4.45	0.898	0.560	NS
	Female	440	4.41	0.849		
Tactfulness	Male	284	4.34	0.788	0.160	NS
	Female	440	4.35	0.804		
Memory	Male	284	2.62	0.625	0.188	NS
	Female	440	2.61	0.699		

Significant difference is found between male and female B.Ed. student teachers in their Patience where the calculated ‘t’ value 1.965 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected in this case. Whereas, there is no significant difference between male and female B.Ed. student teachers in their Cooperativeness (t = 0.714), Confidence (t= 0.692), Sensitivity (t = 0.582), Sense of Humour (t = 0.560), Tactfulness (t = 0.160) and Memory (t =

0.188) as the calculated ‘t’ value is less than the table value 1.96 at 5 % level of significance. Hence the null hypothesis is accepted in all these cases.

Ho 5: There is no significant difference between Rural and Urban B.Ed. student teachers in their social intelligence dimensions viz., Patience, Cooperativeness, Confidence, Sensitivity, Sense of Humour, Tactfulness and Memory.

Table 5: Showing the significance of difference in the mean score of b.ed. Student teachers’ social intelligence dimensions with regard to their locality of residence

Social Intelligence Dimensions	Locality of Residence	N	Mean	SD	T	Remarks @ 5% level of Sig
Patience	Rural	577	7.45	1.390	0.229	NS
	Urban	147	7.48	1.273		
Cooperativeness	Rural	577	5.92	1.278	0.844	NS
	Urban	147	6.02	1.412		
Confidence	Rural	577	7.18	1.343	0.557	NS
	Urban	147	7.11	1.400		
Sensitivity	Rural	577	6.42	1.243	1.646	NS
	Urban	147	6.61	1.306		
Sense of humour	Rural	577	4.40	0.880	1.818	NS
	Urban	147	4.54	0.813		
Tactfulness	Rural	577	4.32	0.795	1.443	NS
	Urban	147	4.43	0.802		
Memory	Rural	577	2.59	0.684	2.105	S
	Urban	147	2.72	0.606		

The above table also revealed that there is no significant difference between Rural and Urban B.Ed. student teachers in their Social Intelligence Dimensions such as Patience $t = 0.229$, Cooperativeness $t = 0.844$, Confidence $t = 0.557$, Sensitivity $t = 1.646$, Sense of humor $t = 1.818$ and Tactfulness $t = 1.443$ as the calculated 't' value is less than the table value 1.96 at 5 % level of significance. Hence the null hypothesis is accepted.

But there is a significant difference between urban and rural

B.Ed. student teachers in their social intelligence dimension - Memory, as the calculated 't' value 2.105 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

Ho 6: There is no significant difference between Tamil and English Medium B.Ed. student teachers in their social intelligence dimensions viz., Patience, Cooperativeness, Confidence, Sensitivity, Sense of Humour, Tactfulness and Memory.

Table 6: Showing the significance of difference in the mean score of b.ed. Student teachers’ social intelligence dimensions with regard to their medium of instruction

Social Intelligence Dimensions	Medium of Study	N	Mean	SD	T	Remarks @ 5% level of Sig
Patience	Tamil	479	7.41	1.408	1.341	NS
	English	245	7.56	1.278		
Cooperativeness	Tamil	479	6.00	1.308	1.874	NS
	English	245	5.81	1.295		
Confidence	Tamil	479	7.16	1.368	0.158	NS
	English	245	7.18	1.330		
Sensitivity	Tamil	479	6.44	1.244	0.706	NS
	English	245	6.51	1.286		
Sense of humour	Tamil	479	4.41	0.882	0.823	NS
	English	245	4.47	0.842		
Tactfulness	Tamil	479	4.32	0.800	1.157	NS
	English	245	4.39	0.790		
Memory	Tamil	479	2.62	0.665	0.031	NS
	English	245	2.62	0.683		

It is also understood from the above table that there is no significant difference between Tamil and English Medium B.Ed. student teachers in their Social Intelligence Dimensions such as Patience $t = 1.341$, Cooperativeness $t = 1.874$,

Confidence $t = 0.158$, Sensitivity $t = 0.706$, Sense of humour $t = 0.823$, Tactfulness $t = 1.157$ and Memory $t = 0.031$ as the calculated 't' value is less than the table value 1.96 at 5 % level of significance. Hence the null hypothesis is accepted.

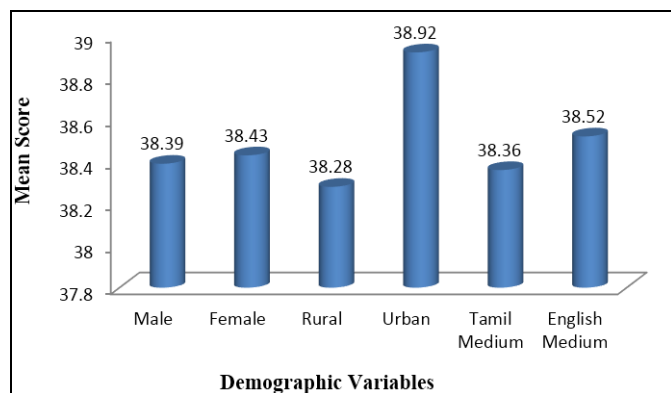


Fig 1: Showing the mean score of social intelligence of b.ed. Student teachers based on demographic variables

8. Findings

The major findings of the present study are

1. There is no significant difference in the social intelligence of B.Ed. student teachers based on gender.
2. There is significant difference in the social intelligence of B.Ed. student teachers based on locality of residence.
3. There is no significant difference in the social intelligence of B.Ed. student teachers based on medium of instruction.
4. Male and female B.Ed. student teachers differ significantly in their Social Intelligence Dimension Patience.
5. Male and female B.Ed. student teachers do not differ significantly in their Social Intelligence Dimensions such as Cooperativeness, Confidence, Sensitivity, Sense of Humour, Tactfulness and Memory.
6. Rural and Urban B.Ed. student teachers differ significantly in their Social Intelligence Domain Memory.
7. Rural and Urban B.Ed. student teachers do not differ significantly in their Social Intelligence Dimensions such as Patience, Cooperativeness, Confidence, Sensitivity, Sense of humour and Tactfulness.
8. Tamil and English Medium B.Ed. student teachers do not differ significantly in their Social Intelligence Dimensions such as Patience, Cooperativeness, Confidence, Sensitivity, Sense of humour, Tactfulness and Memory.

9. Result & Discussion

The present study revealed that Male and female B.Ed. student teachers do not differ significantly in their Social Intelligence. This is supported by the findings of Mohit Dixit and Parminder Kaur (2015) ^[4] in their study on “social intelligence and adjustment among pupil teachers in relation to their gender and locality” which revealed that there exists no significant mean difference in the level of social intelligence among male and female pupil teachers. Whereas the findings of Mahabir Singh And Rajender Kumar (2013) [5] in their study “A Study of social intelligence of trainees of B. Ed. College in Haryana state in relation to adjustment” revealed that there is a significant mean difference in the level of Social Intelligence of male and female B.Ed. trainees.

But in the case of locality, the present study revealed that there is a significant difference between Rural and Urban B.Ed. student teachers’ Social Intelligence and its Dimension Memory. This is in contradiction to the findings of Mohit Dixit and Parminder Kaur (2015) ^[5]. Their study concluded that there exists no significant mean difference in the level of

social intelligence among pupil teachers belonging to rural and urban area.

10. Conclusion

For a student teacher to become a successful and efficient teacher, being book smart is not enough, but should also be social smarts. A socially intelligent teacher will be able to deal with the varied needs of learners and make teaching learning more effective and meaningful. Social intelligence is learned by experience. So the B.Ed. student teachers, who are going to be future teachers, must take necessary initiatives to improve their social intelligence by paying more attention to their world around and by improving their speaking and listening skill more.

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