Social Intelligence of Prospective Teachers in relation to Gender, Education, Marital Status and Family

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Abstract

Social intelligence is a person's ability to understand and manage interpersonal relationships. It is the capacity to know oneself and know others. These skills are also essential for the teachers to interact with the students effectively and for better understanding of the students in the school environment. It is considered as an important social skill of teaching profession. The focus of this paper is to study the social intelligence of prospective teachers in relation to their gender, educational qualification, marital status and family. In this study survey method has been employed and a self-constructed tool on social intelligence is used for data collection. The sample for the study is 180 prospective teachers pursuing Bachelor of Education course in teacher Education institutes of Patna, state of Bihar, India. The findings of the study revealed that there is no significant difference in the social intelligence of prospective teachers on the basis of Gender, Educational qualification and Marital Status. However significant difference was seen in the social intelligence of prospective teachers with respect to the Family type.

1. Introduction

The term 'Life Skills' refers to the skills you need to make the most out of life. Life skills are abilities for adaptive and positive behavior that enable humans to deal effectively with the demands and challenges of life. Everyone needs intelligence in general and social intelligence in particular to survive. Interpersonal skills include the ability to solve problems and make good decisions. These skills also involve the ability to communicate and build relationships with others. We are social beings and rely on each other's cooperation. By understanding ourselves and other people, we can find ways to adjust in the society in a healthy manner. Social Intelligence is a learned skill like learning reading or writing. It is a soft skill that needs to be taught to children by teaching them high-frequency feelings, emotions, behaviors, and patterns of social skills. Social intelligence develops from experience with people and learning from success and failure in social setting. Thus these social skills are an integral part of functioning in society. Displaying good manners, communicating effectively with others, being considerate of the feelings of others and expressing personal needs are all important components of solid social skills. People with strong interpersonal skills tend to build good relationships and can work well with others. According to Birknerova, Frankovský & Zbihlejová, (2013) factors of social intelligence is connected with the personality characteristics of teachers. Thus these skills are considered to be very essential for teachers as teaching requires the careful handling of students and promotion of positive social relationships between the teacher and students. These social competences are also key components of effective classroom management (Gkonou & Mercer, 2017).

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Significance of the Study

Social intelligence helps individuals build relationships and is important to numerous aspects of a person's life. It allows an individual to form friendships and alliances. Teacher's social skills are important to increase well - being and create a positive environment. It is essential for unlocking the skills of effective communication, dialogue, and teamwork to create an optimal and productive work environment. Social Intelligence is considered as an essential social skill for teachers to build a positive relationship with students and also for establishing classroom management. Hence it is vital to study the social intelligence of the prospective teachers who need to develop these skills for present and future classroom interactions.

Statement of the Problem

Social Intelligence plays very important role in student's emotional, social and educational development. It gives the capacity to know oneself and to know others. It is the capacity to communicate and form relationships with empathy. Therefore, the primary purpose of this research paper is to study the social intelligence of prospective teachers.

Operational Definitions

Social Intelligence: Social Intelligence refers to a person's ability to understand and manage interpersonal relationships. Here the term social intelligence means social skills like emotional stabilizer, team builder, performance oriented and social value inculcator.

Prospective Teacher: Prospective teacher is a student teacher who is pursuing Bachelor of Education (B.Ed.) course in a teacher education institute.

Research Objectives

i.   To find the level of social intelligence of prospective teachers.
ii. To find the significant difference in the social intelligence of prospective teachers on the basis of gender.
iii. To find the significant difference in the social intelligence of prospective teachers on the basis of educational qualification.
iv. To find the significant difference in the social intelligence of prospective teachers on the basis of marital status.
v.   To find the significant difference in the social intelligence of prospective teachers on the basis of family type.

Null Hypotheses

i.   There is no significant difference in the social intelligence of prospective teachers with respect to their gender.
ii. There is no significant difference in the social intelligence of prospective teachers with respect to their educational qualification.
iii. There is no significant difference in the social intelligence of prospective teachers with respect to their marital status.
iv. There is no significant difference in the social intelligence of prospective teachers with respect to their family type.

2. Research Method

Method Used
Descriptive survey method has been used for the present study.

Population
The population of the study is prospective teachers pursuing Bachelor of Education (B.Ed.) course in different teacher Education institutes of Patna town**.**

Sample

The sample for the present study consists of 180 prospective teachers of Patna town.

Research Tool

A self constructed and validated Social Intelligence Scale (SIS) consisting of 30 items with options 'Yes', 'Undecided' and 'No' has been used in this study

Statistical Techniques

Percentage analysis, Mean, standard Deviation and t-test were used.

3. Result and Discussion

Table 1 : Level of Social Intelligence of Prospective Teachers

Social Intelligence	Low	Moderate	High
Number	25	126	29
Percentage	14%	70%	16%

It is inferred from table 1 that out of 180 prospective teachers, 14% of prospective teachers have low level of social intelligence, whereas 70% of prospective teachers have moderate level of social intelligence and only 16% of prospective teachers have high level of social intelligence.

Null Hypothesis 1: There is no significant difference in the social intelligence of prospective teachers with respect to their gender.

Table 2 : Social Intelligence of Prospective Teachers on the basis of Gender

Gender	Mean	SD	N	t-ratio	Remarks
Male	74.80	8.3	87		
Female	74.37	6.4	93	0.384	NS*

NS* = Not Significant   (At 0.05 level of significance, the table value of t is 1.96)

It is inferred from the above table 2 that the calculated value of 't' is 0.384 which is less than the table value of 't' (1.96) at 0.05 level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in social intelligence of prospective teachers with respect to their gender.

Null Hypothesis 2: There is no significant difference in their social intelligence among prospective teachers with respect to educational qualification.

Table 3

Social Intelligence of Prospective Teachers on the Basis of Educational Qualification

Educational qualification	Mean	SD	N	t-ratio	Remarks
Graduate	74.23	7.42	139		NS*
Post graduate	75.78	7.26	41	1.195	

NS* = Not Significant   (At 0.05% level of significance, the table value of t is 1.96)

It is inferred from the table 3 that the calculated value of 't' is 1.195 which is less than the table value of 't' (1.96) at 0.05% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in social intelligence of prospective teachers with respect to their educational qualification.

Null Hypothesis 3: There is no significant difference in social intelligence of prospective teachers with respect to marital status.

Table 4
Social Intelligence of Prospective Teachers with respect to Marital Status

Marital status	Mean	SD	N	t-ratio	Remarks
Unmarried	74.78	7.52	157	1.068	NS*
Married	73.21	6.40	23		

NS* - Not Significant (At 0.05% level of significance, the table value of t is 1.96)

It is inferred from the table 4 that the calculated value of 't' is 1.068 which is less than the table value of 't' (1.96) at 0.05% level of significance. Hence the null hypothesis is accepted. It means there is no significant difference in social intelligence of prospective teachers with respect to their marital status.

Null Hypothesis 4: There is no significant difference in their social intelligence of prospective teachers with respect to family type.

Table 5
Social Intelligence of Prospective Teachers with respect to Type of Family

Family	Mean	SD	N	t-ratio	Remarks
Nuclear	73.34	8.32	95	2.02	S**
Joint	75.70	7.36	85		

S** - Significant (At 0.05% level of significance, the table value of t is 1.96)

It is inferred from the table 5 that the calculated value of 't' is 2.02 which is more than the table value of 't' (1.96) at 0.05% level of significance. Hence the null hypothesis is rejected. It means there is significant difference in social intelligence of prospective teachers with respect to their family type.

4. Conclusion

Thus from above result and data analysis it is found that there is no significant difference in the social intelligence of prospective teachers on the basis of gender, education qualification and marital status. However significant difference was seen with respect to the type of family of the prospective teachers. The social intelligence of prospective teachers coming from joint family is found to be better than those coming from nuclear family.

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