

PERSONALITY TRAITS OF SENIOR SECONDARY SCHOOL TEACHERS OF KASHMIR IN RELATION TO THEIR SOCIAL INTELLIGENCE

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ABSTRACT

A teacher is responsible for everything which is happening in the classroom. Every behaviour of teacher will have an impression on the behavior of students. The present study conducted a descriptive survey on Personality traits of Senior Secondary School Teachers in relation to their Social intelligence. The sample consist of 100 male and female senior secondary school teachers from Kashmir. The results show that no significant difference found between the personality traits and social intelligence of male and female senior secondary school teachers. It further describes that a positive correlation was found between the personality traits and social intelligence.

Keywords: Personality traits, Social intelligence and Senior Secondary School Teachers.

INTRODUCTION

A teacher is not only a transmitter of knowledge, but also a facilitator of learning and a transmitter of culture and value. It is only the teacher who teaches by modifying the behavior he wishes from his students. According to Dr. Radha Krishnan "*The teacher's place in society is of vital importance, he acts as the pivot for transmission of intellectual traditions and technical skills from generation to generation and keeps the lamp of civilization burning*". The progress and growth of a nation undoubtedly largely relies on the role of education and for this teachers are responsible at all levels of our education systems.

Prof. HumayanKabir also said that The educational system revolves around the teacher. Without good teachers, even the best system is doomed to fail; however, with good teachers, even the system's defects can be overcome to a great extent.

It is generally recognised that the personality of students reflects that of their teachers. Teacher is also surrounded by their environment. Everything that occurs in a teacher's

environment affects both his or her social intelligence and personality. The personal example and strong personality of the teacher are irreplaceable. Their influence, impact, as well as communication cannot be replaced by high-quality textbooks or learning aids, moral standards, or elaborate tests, restrictions, or punishments (Kohoutek, 2002). The importance of a teacher's personality is also emphasised by Kaáni (2004), who took into account the definitions of the areas significant from the perspective of influence of the educational process on a student's personality and emphasised the following:

- personality traits of the student from the perspective of school success;
- formative processes that determine the internalisation of external influences;
- personality of the teacher, their positive, desirable, and unfavourable qualities, which contribute to the formation of the student's personality;
- relationships between the teacher and the student as a basis for educational treatment; and
- personality of the teacher as one of the significant factors.

Social intelligence may be regarded as an essential social competency of the teaching profession and a significant predictor of a teacher's professional success. Social Intelligence is the ability to compromise in order to comprehend and manage people and to participate in adaptive social situations. Survival requires intelligence in general and social intelligence in particular. Teachers must interact with their students effectively and gain a better understanding of their students in the school environment. According to Albrecht (2006), social intelligence is a requirement for teachers. According to him, the educational system and teachers must adhere to the rules and behaviours associated with a high level of social intelligence. Interactions between teachers and students are fostered not only to reduce teachers' stress levels, but also to assist these professionals and students in establishing cooperative social climates. It is an environment in which students and adults can learn, play, construct, and develop quality relationships.

Teacher is a significant element of a society's success, so it is essential to observe personality pattern and social intelligence. Students are greatly influenced by the teacher's personality. Consequently, the investigator wonders if there is a correlation between teacher personality pattern and social intelligence.

REVIEW OF RELATED LITERATURE

Sohini Bhattacharyya and Dr. Sanghamitra Ghosh Gayen (2018) study the relationship on social intelligence and teachers' behavior in classroom. The first objective of the study is to determine the level of social intelligence of secondary school teachers in the North 24 pgs. district based on their gender and age, and the second objective is to determine the relationship between social intelligence and classroom behaviour among secondary school teachers. Two self-created questionnaires were used to collect data, and the t-test and co-relation were employed to analyse the data. In this study, 130 government secondary school teachers were selected at random from the North 24 pgs. district of West Bengal. The study reveals that there is no significant difference between male and female secondary school teachers in the North 24 pgs. district. Second, there is no significant difference between two groups of secondary school teachers regarding their level of social intelligence, and third, there is no significant difference between the social intelligence of secondary school teachers and their classroom conduct.

Kanimozh and Vasimalairaja (2018) examine the Role of Social Intelligence in the Development of Students' Education. Psychologists have developed an interest in understanding, promoting, and utilising individual differences for the societal development and prosperity. The study will serve as a guide for teachers, educationists and practitioners, researchers, and curriculum planners in order to instil coherence and integrity in personality and develop social intelligence in students so that they can acquire basic understanding of themselves, i.e., where they stand in various dimensions of social intelligence, in order to deal with day-to-day situations more effectively and tactfully.

Birknerova (2011) conducted a study on teachers' personality traits and social intelligence. This study examined the relationships between social intelligence and the essential personality traits of teachers. The results of this study, which utilised a sample of 552 teachers, confirmed that social intelligence factors are associated with the personality traits of these teachers. The findings also allowed for the distinction between the responses of male and female educators. Methodologically, the presented research results contributed to the validation of the fundamental parameters of the evolving SIPS methodology for detecting social intelligence as a personality trait.

STATEMENT OF THE PROBLEM

Personality traits of Senior Secondary School Teachers in relation to their Social intelligence.

OBJECTIVES OF THE STUDY:

1. To study the Personality traits of male and female senior secondary school Teachers.
2. To study the social intelligence of male and female senior secondary school Teachers.
3. To find out the relationship between Personality traits and Social intelligence of Senior secondary school Teachers.

HYPOTHESIS OF THE STUDY:

1. There is no significant difference between the Personality traits of male and female senior secondary school Teachers.
2. There is no significant difference between the social intelligence of male and female senior secondary school Teachers..
3. There is no significant relationship between Personality traits and Social intelligence of senior secondary school Teachers.

METHODOLOGY:

There are various research methods but the nature of this investigation led to the use of descriptive SURVEY METHOD. The survey method is concerned with the present and attempts to determine the status of the phenomenon under investigation. According to Webster Collegiate Dictionary, Survey is, "A critical inspection, often official to provide, exact information often a study of an area with respect to a certain condition or its prevalence."

The word "Survey" indicates gathering of data regarding current conditions and descriptive survey are the survey frequently made for the purpose of ascertaining various aspects which exist at present. In a descriptive survey, we are concerned with conditions or relationship that exist, practices that prevail, influences that are being felt and trends that are developing. "Present investigation is done with the help of Descriptive Questionnaire Survey."

SAMPLE:

The sample for the present study consisted 100 senior secondary school teachers from Kashmir and selected by using Descriptive Survey Method.

TOOLS :

1. **Personality Traits:** 16 Personality Factor Questionnaire by R. B. Cattell. This personality test contains 164 statements about yourself; for each, indicate its accuracy on a scale from (1) disagree to (5) agree. It will take the average person approximately ten minutes to complete.

2. **Social intelligence:**— The Tromsø Social Intelligence Scale by Silvera, Martinussen and Dahl (2001). This questionnaire contains 21 items representing a dispositional approach to detecting and measuring social intelligence. Each of the 21 items is evaluated on a 7-point scale, where 1 means "extremely poorly describes me" and 7 means "extremely well describes me."

RESULTS AND INTERPRETATION

HYPOTHESIS:1 There is no significant difference between the Personality traits of male and female senior secondary school Teachers.

To test the hypothesis that there is no significant relationship between the Personality traits of male and female Senior secondary school Teachers, the t-value was computed between the scores of male and female Senior secondary school Teachers as per the details given below:

Table-1 t-value for Personality traits among male and female of Senior secondary school Teachers

GROUP	N	MEAN	Difference in means	SD	t-value	Interpretation
MALE	100	228.4	10	19.7	0.91	Insignificant at 0.05 and 0.01 level
FEMALE	100	238.4		31.9	df=58	

From the above table 1, mean scores of MALE and FEMALE of Senior secondary school Teachers are 228.4 and 238.4 with SD 19.7 and 31.9 respectively.

It is depicted from table 1, that the calculated t-value between male and female Senior secondary school Teachers is 0.91. The t-value in order to be insignificant at 0.05 level of significance and 0.01 level of significance should be 2.00 and 2.66 respectively. Since obtained t-value is less than the tabulated values. So, it is concluded that there is no significant difference between Personality traits of male and female of Senior secondary school Teachers.

Hence Hypothesis 1; “There is no significant difference between Personality traits of male and female of Senior secondary school Teachers.” is accepted.

HYPOTHESIS:2 There is no significant difference between social intelligence of male and female of Senior secondary school Teachers.

To test the hypothesis that there is no significant difference between the social intelligence of male and female of Senior secondary school Teachers, the t-value was computed between the scores of male and female of Senior secondary school Teachers as per the details given below:

Table-2 t-values for social intelligence of MALE and FEMALE of Senior secondary school Teachers

GROUPS	N	MEAN	Difference in mean	SD	t-value	Interpretation
MALE	100	100.8	0.4	5.04	0.15	Insignificant at 0.05 and 0.01 level.
FEMALE	100	100.4		21.04	df=58	

From the above table 2, mean scores of male and female Senior secondary school Teachers are 100.8 and 100.4 with SD 5.04 and 21.04 respectively.

It is depicted from table 2, that the calculated t-value between male and female Senior secondary school Teachers is 0.15. The t-value in order to be insignificant at 0.05 level of significance and 0.01 level of significance should be 2.00 and 2.66 respectively. Since obtained t-value is less than the tabulated values. So, it is concluded that there is no significant difference between social intelligence of male and female of Senior secondary school Teachers.

Hence Hypothesis 2; “There is no significant difference between social intelligence of male and female of Senior secondary school Teachers.” is accepted.

HYPOTHESIS:3 THERE IS NO SIGNIFICANT RELATIONSHIP BETWEEN PERSONALITY TRAITSAND SOCIAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL TEACHERS.

To test the hypothesis that there is no significant relationship between Personality traitsand social intelligence of Senior secondary school Teachers, the Karl Pearson Coefficient of correlation was computed.

Table-3Correlation between Personality traitsandsocial intelligence of male and female of Senior secondary school Teachers

Variables	N	MEAN	SD	r	INTERPRETATION
PERSONALITY TRAITS	100	466.86	51.68	0.28	Positive correlation
SOCIAL INTELLIGENCE	100	201.2	26.08		

From the above table 3, mean scores of Personality traitsof Senior secondary school Teachers is 466.86 and mean scores of Social intelligence of Senior secondary school Teachers is 201.2. Standard Deviation of Personality traitsis 51.68 and standard deviation of Social intelligence is 26.08.

It is depicted from table 3, that the calculated correlation between Personality traitsand social intelligence is 0.28. So, it is concluded that there is positive correlation between Personality traitsand social intelligence of Senior secondary school Teachers.

Hence Hypothesis 3; “There is positive correlation between Personality traitsand Social intelligence of Senior secondary school Teachers”.

IMPLICATIONS OF THE STUDY

The findings of this study may be beneficial for educational psychologists, counselors, school psychologists, teachers, parents, administrators and policy makers to keep these findings under consideration while taking some steps or planning ahead. These findings can help

teachers to develop some strategies in order to encourage and facilitate the intelligence of students. It can help administrators to develop some plans for devising a stress free and healthy environment so that students can develop a healthy personality. Furthermore, the Government should specify some funds in order to boost up the intellectual level of individuals in different settings. This would improve our understanding of individual differences in both personality and intelligence.

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