




A study on social intelligence among prospective teachers in Ranipet District, Tamil Nadu, India

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<i>Article History:</i>	Abstract 
Received on: 13 Jan 2024 Revised on: 18 Mar 2024 Accepted on: 20 Apr 2024	This study examined social intelligence levels among 296 B.Ed student teachers in Ranipet District. Social intelligence is vital for effective teaching, addressing students' diverse needs. Using a convenience sampling technique, participants were selected from various colleges. The Social Intelligence Scale, constructed and standardized by Dr. Stephen Paul, assesses six factors: observing and patience, confidence, cooperativeness, sensitivity, sense of humor, and recognition of the social environment, across 32 items. The findings reveal an average level of social intelligence among prospective teachers. Significant differences were found in social intelligence levels between male and female teachers, Tamil and English medium teachers, rural and urban teachers, and government and private teachers. However, no significant difference was found between teachers from joint and nuclear families regarding social intelligence.
<i>Keywords:</i> Social intelligence, Prospective Teachers, Social skills	

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INTRODUCTION

Technology has undoubtedly brought numerous positive changes to our world, particularly in the realm of communication. People can now easily connect with family and friends who live far away through mobile phones, email, and social networking platforms. However, this increased reliance on technology has also led to a decrease in face-to-face social interaction and reduced opportunities for physical sociability. The availability of online stimuli often displaces the need for in-person interaction, which can have a significant impact on social development. Even within the same

household, parents and children can struggle to find time to engage and interact with one another, further hindering a child's social growth. It's important to recognize that lacking social skills or social development can negatively impact an individual's mental and physical well-being. In such circumstances, schools can serve as social systems that contribute to the acquisition and development of a child's social skills. Teachers, in particular, play a crucial role in enhancing and fostering social skills in students. Thorndike recognized the significance of interpersonal effectiveness for success, specifically in leadership roles. Social intelligence refers to an individual's ability to comprehend and engage with others effectively. It entails the capacity to adapt and adjust to different social situations, establishing positive relationships with others while meeting the demands of those situations. Social intelligence involves skills such as understanding non-verbal cues, empathizing with others, effectively communicating and expressing oneself, and constructively resolving conflicts. It encompasses the capability to navigate social interactions, build connections, and relate to others with respect and understanding. Having high social intelligence enables individuals to foster positive relationships, create rapport, and collaborate effectively. It allows them to navigate and understand social dynamics, which can be advantageous in various contexts, including personal relationships, the workplace, and leadership roles. By recognizing the importance of social skills and the potential negative impact of reduced face-to-face interaction, schools and teachers can prioritize the development of these skills in students. This will not only contribute to their social well-being but also enhance their overall mental and physical health.

Review of Literature

Gulzhanar Arynova; et al (2023) the study aims to evaluate the effectiveness of utilizing technology and pedagogical support in enhancing the social intelligence of adolescents within a primary school educational setting. The study involved a sample of 40 students from secondary school no. 76 in Almaty. Through the effective application of technological tools and pedagogical support in the teaching process, the researchers found improvements in the social intelligence of adolescents in the school environment.

Hashem, Ebtsam Saad Amin. (2021). revealed that a significant positive correlation between the scores of self-regulation and social intelligence among the study participants. This suggests that as self-regulation increases, so does social intelligence. The findings of the current study indicate that female students in the College of Education at Prince Sattam University in Wadi Al-Dawasir possess a high level of self-regulation and social intelligence.

Junaidim, Febi, et al (2022) this study revealed that folktales could be used as educational materials to help students enhance their social intelligence. It was based on the results of the statistical analysis that showed the value of t-score is -45.633 with a P value of $0.000 < 0.05$, it can be concluded that there is a significant difference in the mean score of the pre-test and post-test. Additionally, it was supported by the results of interviews with several teachers, families, and students.

Uygun, Kamil; Aribas, Bilal Burak (2020) this study aimed to investigate the relationship between social intelligence levels and communication skills among pre-service social studies teachers. The researchers employed the relational screening model, a descriptive survey model, to conduct the study. The study findings revealed that pre-

service social studies teachers possess "high" communication skills, but their social intelligence was rated as "moderate." Furthermore, a moderate, positive, and significant linear correlation was identified between the communication skills and social intelligence levels of the pre-service social studies teachers.

Winter, Renee; McCann, Kimberly (2022). the purpose of this study was to understand how knowledgeable higher education leaders are about the competencies of emotional and social intelligence. The sample consisted of six online faculty leaders from an education business service. The findings showed that promoting the four competencies should be done through modeling effective behaviors and efficient coaching while supporting and encouraging each of the team members.

Yenphech, Chaleomkiet; Intanoo, Kampeeraphab (2022). This research aimed to examine the average level of intercultural sensitivity and social intelligence of EFL internship undergraduate learners. The findings indicate that intercultural sensitivity and social intelligence have some positive effects on EFL internship undergraduate learners' performance. The correlation and distinction can end up being measurably critical in the intercultural sensitivity and social intelligence for social contrasts in temporary internship workplaces.

Objectives of the study

To find out significant differences in the social intelligence of prospective teachers and their gender, medium, locality, type of management, and type of family.

Hypotheses of the study

There is no significant difference in the Social Intelligence of prospective teachers and their gender, medium, Locality, Type of Management, and Type of family

Methodology of the Study

The Ranipet district of Tamil Nadu state is selected for conducting this study. Prospective teachers are chosen by adopting a random sampling method and data are gathered from 296 prospective teachers through a structured questionnaire. Percentage analysis is used to understand the profile of prospective teachers.

Tools used

The following study tools were utilized for the current review

Social intelligence scale

This test consists of 32 items constructed by Dr. Stephen Paul. This tool deals with 6 factors of social intelligence. They are patience, confidence, cooperativeness, and sensitivity, sense of humour and recognition of social environment.

Reliability

In order to establish Reliability, Split half method of correlation was used. Correlation coefficient was found to be 0.625 showing the tool to be highly reliable.

Validity

Validity coefficient was computed from the square root of reliability coefficient which is 0.791 reveals high validity.

Data Analysis Using Statistical Methods

The following statistical methods will be utilized:

Critical Ratio, Mean, Standard Deviation, and Variance Analysis

Differential Analysis:

It is clear that the calculated value (7.043) is greater than the table value (2.58) at 0.01 level. Hence there is a significant difference between the Male and Female Prospective Teachers.

Table 1 Shows the significant difference between the prospective teachers Social Intelligence based on their Gender using mean scores

VARIABLE	Gender	N	MEAN	SD	t - value	L.S
Social Intelligence	Male	151	17.06	7.384	7.043	0.01
	Female	145	10.46	4.356		

Table 2 Shows the significant difference between the prospective teachers Social Intelligence based on their Medium of Instruction using mean scores

VARIABLE	Medium	N	Mean	S.D	't'	Level of significance
Social Intelligence	Tamil	149	94.82	8.004	3.85	Significant
	English	147	98.44	9.112		

Table 3 Shows the significant difference between the prospective teachers Social Intelligence based on their Locality using mean scores

Variable	Group	N	Mean	S.D	't' Value	Level of significance
Social Intelligence	Rural	124	92.71	8.16	6.75	Significant
	Urban	172	99.44	8.14		

Therefore, the above Null Hypothesis is rejected.

Here it is clear that the English medium students are more Social Intelligence than the Tamil medium students.

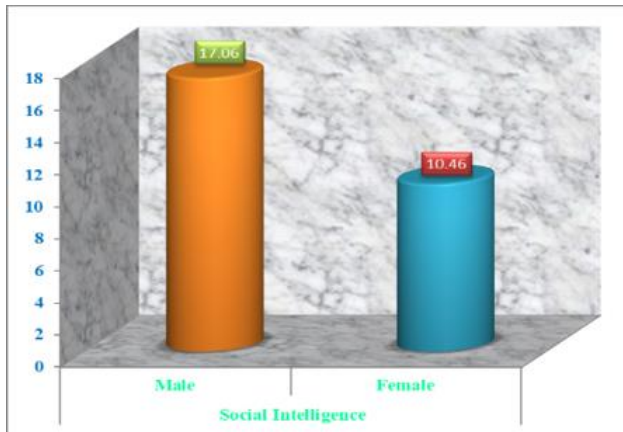


Figure 1 Shows the significant difference between the prospective teachers Social Intelligence based on their Gender using mean scores

From the above table, it is inferred that the calculated t-value (3.85) is greater than the table value (2.58) at 0.01 levels. This implies that the relationship among variables under study is significant at 0.01 levels. Hence the null hypothesis is rejected.

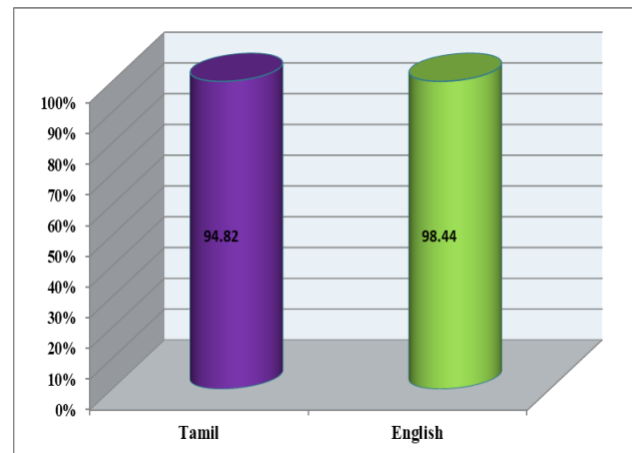


Figure 2 Shows the significant difference between the prospective teachers Social Intelligence based on their Medium of Instruction using mean scores

From the above table, it is inferred that the calculated t-value (6.75) is greater than the table value (2.58) at 0.01 levels. This implies that the relationship among variables under study is significant at 0.01 levels. Hence the null hypothesis is rejected.

Here it is clear that the urban Prospective Teachers are more Social Intelligence than the Prospective Teachers from rural areas.

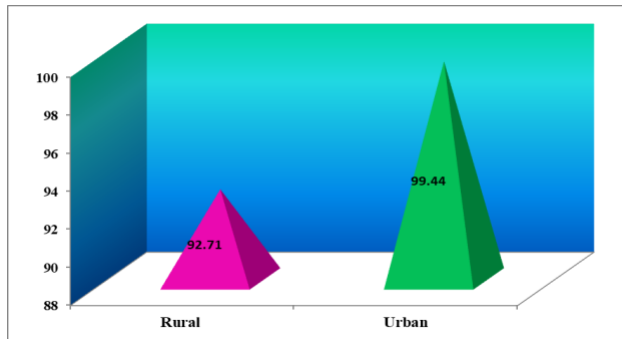


Figure 3 Shows the significant difference between the prospective teachers Social Intelligence based on their Locality using mean scores

From the above table, it is inferred that the calculated t-value (4.064) is greater than the table value (2.58) at 0.01 levels. This implies that the relationship among variables under study is significant at 0.01 levels. Hence the null hypothesis is rejected.

Here it is clear that the students of Private College are more Social Intelligence than the Government college students.

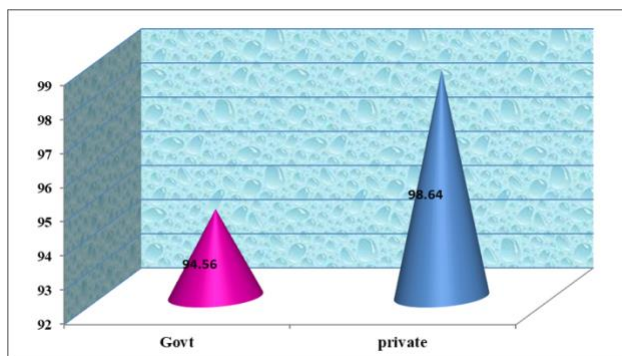


Figure 4 Shows the significant difference between the prospective teachers Social Intelligence based on their Type of Management using mean scores

From the above table, it is inferred that the calculated t-value (0.276) is less than the table value (1.97) at 0.05 levels. This implies that the relationship among variables under study is

not significant at 0.05 level of significance. Hence the null hypothesis is accepted.

Here it is clear that the nuclear family and joint family students do not differ in Social Intelligence.

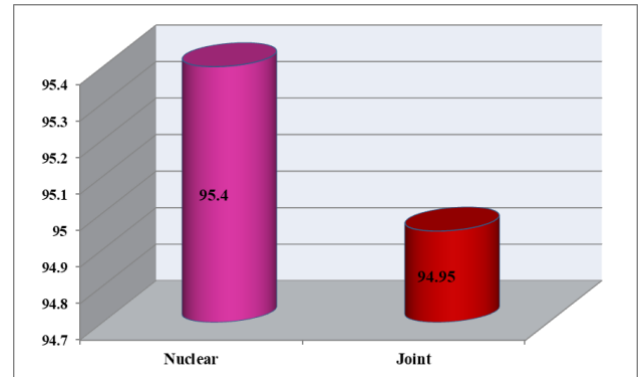


Figure 5 Shows the significant difference between the prospective teachers Social Intelligence based on their Type of family using mean scores

Major findings

1. It is found that there exists significant difference between Male and Female teachers with respect to social intelligence.
2. It is found that there exists significant difference between the Tamil and English medium Prospective Teachers with respect to Social Intelligence.
3. It is found that there exists significant difference between the Rural and Urban Prospective Teachers with respect to Social Intelligence.
4. It is found that there exists significant difference between the Prospective Teachers with respect to Social Intelligence based on their Type of Management.
5. There is no significant difference between the Joint and Nuclear family Prospective Teachers with respect to Social Intelligence.

Table 4 Shows the significant difference between the prospective teachers Social Intelligence based on their Type of Management using mean scores

Variable	Type of Management	N	Mean	S.D	't'	Level of significance
Social Intelligence	Government	147	94.56	7.91	4.064	Significant
	Private	149	98.64	9.14		

Table 5 Shows the significant difference between the prospective teachers Social Intelligence based on their Type of family using mean scores

Variable	Type of school	N	Mean	S.D	't'	Level of significance
Social Intelligence	Nuclear	175	95.40	9.13	0.276	Not significance
	Joint	121	94.95	7.52		

Educational implications

1. The importance of social intelligence in education cannot be overstated. It plays a crucial role in creating a positive and inclusive learning environment, and it significantly impacts the effectiveness of teachers.
2. Teachers with high social intelligence possess the ability to understand and connect with their students on a deeper level. By effectively managing classroom dynamics, resolving conflicts, and building strong relationships, these teachers can foster a positive learning atmosphere that engages students and promotes their overall well-being.
3. Social intelligence equips teachers with valuable skills such as empathy, adaptability, and effective communication.
4. It is essential for teacher education programs to incorporate social intelligence training into their curricula, ensuring that future educators are well-prepared to meet the social and emotional needs of their students and contribute to the overall improvement of the quality of education.

Conclusion

To become a good and effective teacher, a student teacher must not only be book clever, but also socially intelligent. A socially aware teacher will be able to address the diverse needs of students, making teaching and learning more effective and meaningful. Social intelligence is acquired via experience. So, the prospective teachers who will become teachers must take the required steps to increase their social intelligence by paying greater attention to their surroundings and developing their speaking and listening skills.

Ethical Approval

No ethical approval was necessary for this study.

Author Contribution

All authors made substantial contributions to the conception, design, acquisition, analysis, or interpretation of data for the work. They were involved in drafting the manuscript or revising it critically for important intellectual content. All authors gave final approval of the version to be published and agreed to be accountable for all aspects of the work, ensuring its accuracy and integrity.

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