

## Social Intelligence of Prospective Teachers in Relation to their Gender, Stream and Social Category

**Monika Gupta**

Assistant Professor (Education) Vallabh Government Post Graduate College Mandi, (H.P.), India

### Abstract

The study was conducted to assess the social intelligence of prospective teachers. A sample comprised of 400 prospective teachers (200 male, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved as well as 200 female, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved) from the selected colleges of education from H.P. For this purpose data was collected using Social Intelligence Scale by Dr. N. K. Chadha and Usha Ganeshan. For analysis of the obtained data 'Analysis of Variance', (2x2x2) factorial design was used. The results indicated that Prospective teachers do not differ and interact significantly in the Social intelligence with respect to their gender, stream and social category.

**KEYWORDS:** Social Intelligence, Prospective teachers

### INTRODUCTION

Psychologists since long had difficulty in identifying the characteristics of man as a species. Indeed, it has been only recently that they have come to appreciate the great differences that exist among species and to be cautious in generalizing what is known about one species to what is known about another. Man is very distant on the evolutionary scale from any other living creature. Although he belongs to the primates, he did not descend from any living primate. All primates seem to share certain characteristics. Most primates live in groups and spend substantial amounts of time each day in social interaction. These interactions involve playful behaviour and also behaviours that are collectively referred to as grooming behaviours.

Every child develops within a specific social setting. The nature of the specific life space has permanent influence upon his learning experiences and how he feels about them. Each culture and to an extent, each group to which the individual belongs, furnish a set of expectations and relationships which influence the eventual development of social skills, behaviours and attitudes. Social contact is necessary for normal development. The child develops through the stimulation which he receives from other people. Human behaviour is learned in the daily interactions with parents, siblings and eventually significant others. Man's life is, among other things, a constantly unfolding pattern of social learning and change. Man must mature socially and thereby try to achieve richer and more successful social relationships. Social maturity is evidenced by an individual's capacity for making and keeping friends. To be effective in his social relations, a person needs to acquire the social skills that enable him to deal with people tactfully and with understanding. He must be conscious of the interests of others, appreciative of their goals and supportive of their feelings of personal worth. All this applies to most personal relationships, but there are certain occasions in the life of every individual when social maturity expresses itself in other ways. There will be conflicts among people over their goals and moral issues. Then when people take a courageous stand, they will make enemies. Still, in

crucial situations, social maturity is evidenced by poise, courtesy and a well controlled temper. Man belongs to a group of species who have high innate social needs and when these needs are not satisfied trouble may result.

Intelligence is generally guessed from the way a person appears to understand a fact or a group of facts, and the manner in which he responds to those facts. Different ancient thinkers used to consider intelligence as a process of abstraction or a faculty. Its most common expression was noted in the exercise of the individual's reasoning. Man as a rational being was believed to be endowed with intelligence. He could reason out the pros and cons of a given situation, and would be held responsible for his behaviour in relation to that situation. Lower animals meet their various problems of living through instinctive activities. But man can use his reasoning and the quality of his reasoning indicates his intelligence. If the conclusions drawn by him happen to be wrong, it could express not only a defect of reasoning but also points to a lack of intelligence. From this point of view intelligence is eminently analytic and discursive. It is interested in distinctions; it is keen to note differences and is alert to judge objects and events as similar or different, as fit or unfit.

It is always some activity that is judged as intelligent behaviour or otherwise. Intelligent behaviour is divided into two categories- theoretical and practical, abstract and concrete. **Thorndike (1920)** had pointed out that there is an aspect of personality that can be called "social intelligence", distinct from "concrete" and "abstract" intelligences. Social intelligence or social tact can be seen in the behaviour of political leaders, businessmen and religious reformers etc. Social intelligence is found in successful social adjustments; and hence it is also a kind of practical intelligence in the field of social relations.

In many human activities all the three aspects of intelligence- abstract, concrete and social are found. The building of a house, the working of a factory or the process of social uplift movement, each of these has aspects theoretical, practical as well as social. Architect of a house assumes the ideas and purposes of the owners, the theoretical information about the qualities of materials, the suitability of designs for the given climate and the conformity to the social forms of living and approved standards of beauty in that locality. However, it is also to be admitted that in some activities one or other of these three aspects is more pre-dominant. And it is simple as well as convenient to describe those activities by reference to the pre-dominant aspect. It is in this sense alone, that we have some justification in calling the cognitions of the thinker as expressing abstract intelligence, describing the manipulations of the mechanic as showing concrete intelligence and pointing to the propagandist activities of political leaders as activities of social intelligence.

Social abilities involve interpersonal behaviour and a person is socially intelligent according to the skill he possesses in dealing with others. Intelligence is evaluated in terms of the facility of the mental processes in dealing with abstract symbols. Yet facility with the academic and abstract is not the whole of what can be defined as intelligence. Body skills as well as facility with concrete materials, are included as standards of broader definitions. All these considerations permit an interpretation of intelligence as including more of person's behaviour than that which involves only words and other abstract symbols.

A still more comprehensive definition of intelligence holds that a person is intelligent according to the effectiveness with which he relates to all elements in his environment. A person's intelligence is evaluated according to how he deals generally

with people, things and ideas. Thus, the element of social or more properly, socio-emotional intelligence is added. Often an individual with good abstract intelligence also has good social understanding and a person with high mechanical intelligence is likely to be above average in abstract intelligence. But a person may be intelligent in some respects and not in others, of course. He may be intelligent in mathematics but be a fool with money or a dullard with tools. If a brilliant architect is so egocentric that he alienates his friends, his behaviour is certainly not very intelligent.

**Thorndike (1920)** defined social intelligence as: “The ability to understand and manage men and women, boys and girls, to act wisely in human relations.” **Cisney (1935)** propounded his viewpoint about this type of mental function in the same manner. He said, “Social intelligence is the ability to understand and manage people and to act wisely in human relations.” Another definition which is slightly different from these two was considered by **Thorndike and Stein (1937)**. According to them, “Social intelligence is the socially desirable reaction of an individual to the more or less institutionalized phases of society.” **Guilford (1958)** suggested that social intelligence could be accounted for as fourth category of information. It carries the implication that there are thirty abilities involved in social intelligence as specified by **Structure of Intellect** theory, six abilities for dealing with different products of information within each of the five operation categories.

### Review of Related Literature

**Brown (2007)** conducted a qualitative phenomenological study to explore the lived experiences of female small business leaders. Nine major themes emerged from the study that may provide insight into understanding successful female small business leaders. Social intelligence was one of the nine themes. **Crowne (2007)** studied the relationships among social intelligence, emotional intelligence, cultural intelligence and cultural exposure. Results indicated that cultural intelligence and emotional intelligence are related constructs. Significant variance in each of these two constructs is explained by social intelligence, which was also found to have a significant mediating effect between social desirability and emotional intelligence, as well as emotional intelligence and leadership skills. Cultural exposure was found to significantly impact cultural intelligence and emotional intelligence. Significant variance in leadership skills was explained by social intelligence and cultural intelligence, but not emotional intelligence. **Lovejoy (2008)** conducted a study to determine the level of social intelligence of public school superintendents in Indiana. Results indicated that Female and male superintendents in Indiana did not show significant differences on the overall level of social intelligence, nor were there significant gender differences in the level of social information processing, social skills and social awareness. For both females and males, the Tromso Social Intelligence Scale (TSIS) total was positively associated with social skills and social awareness. **Ramalingam and Mani (2009)** studied the social maturity of elementary pupil teachers and found the social maturity of D.T.Ed. students to be highly positive. They concluded that the community did not play any role in the social maturity of D.T.Ed. students. The sex, religion and the family type of D.T.Ed. students showed significant difference in their social maturity. **Yuri and Tomoko (2009)** investigated the relationship between self-evaluated cross-cultural social skills performance and cross-cultural adjustment of international students in Japan and concluded that social skills positively affected cross cultural adaptation through the formation of interpersonal relationships. **Cheung and Lee (2010)** studied the ways to improve social competence through character education among secondary school students of

Hong Kong, China. The results of the analysis showed the contribution of the character education programme to social competence. **Jeloudar and-Goodarzi (2012)** revealed that there was a significant difference between teachers' social intelligence and their academic degree levels. Further, significant relationships were found between teachers' social intelligence and five factors of job satisfaction: nature of the work itself, attitudes towards supervisors, relations with co-workers, opportunities for promotion, work condition in the present environment, but the relationship with one factor (salary and benefit) of job satisfaction is low and negligible. The results indicated that the higher social intelligence the teachers had the greater job satisfaction they enjoyed. **Jeloudar et al (2012)** revealed that there were significant differences between teachers with high and moderate level of social intelligence in five strategies of classroom discipline used, that is, teachers with high level of social intelligence scored higher in the classroom discipline strategies of discussion, recognition, involvement, and hinting, whereas teachers with moderate level of social intelligence scored higher in the use of aggression. However, no significant difference was found concerning one strategy of classroom discipline (punishment).

### **OBJECTIVES**

1.To study and compare the 'Overall Social Intelligence' of prospective teachers with respect to their:

- a) Gender.
- b) Stream.
- c) Social category.

2.To study interactional effects of:

- a) Gender and stream,
  - b) Gender and social category,
  - c) Stream and social category, and;
  - d) Gender and stream and social category,
- on the 'Overall Social Intelligence' of prospective teachers.

### **HYPOTHESES**

1.Prospective teachers do not differ significantly in the 'Overall Social Intelligence' with respect to their:

- a) Gender.
- b) Stream.
- c) Social category.

2.Prospective teachers do not interact significantly towards 'Overall Social Intelligence' with respect to their:

- a) Gender and stream,
- b) Gender and social category,
- c) Stream and social category, and;
- d) Gender and stream and social category.

## METHOD

For conducting the present investigation, “Survey Technique under Descriptive Method of Research” was used.

## SAMPLE

The present study aimed at studying the social intelligence of the prospective teachers. There were 71 colleges of education in the State of Himachal Pradesh. The investigator selected eight colleges at random from different districts of the State. The method of random sampling was again adopted to select 400 prospective teachers (200 male, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved as well as 200 female, 100 of each stream i.e., science and arts and 100 of each social category i.e., general and reserved) from the selected colleges of education during academic session 2009-2010.

## TOOL EMPLOYED FOR DATA COLLECTION

Social Intelligence Scale by Dr. N. K. Chadha and Usha Ganeshan.

## STATISTICAL TECHNIQUE USED

For analysis and interpretation of the obtained data ‘Analysis of Variance’, (2x2x2 factorial design involving two levels of gender i.e., male and female, two levels of stream i.e., science and arts and two levels of social category i.e., general and reserved) was used by the investigator. The obtained values of ‘F’ ratios were interpreted by comparing them with the ‘F’ Table values at 0.05 and 0.01 levels of significance. Further, ‘t’ values were also computed and compared with the ‘t’ Table values at 0.05 and 0.01 levels of significance, when ‘F’ values were found significant.

## ANALYSIS AND INTERPRETATION OF DATA

### Effects of Gender, Stream and Social Category of Sampled Prospective Teachers on Overall Social Intelligence

In order to study the main effects of type of gender, stream and social category of sampled prospective teachers on the overall social intelligence, statistical technique of ‘Analysis of Variance’ (2x2x2, factorial design involving two levels of gender i.e., male and female, two types of streams i.e., science and arts and two types of social categories i.e., general and reserved) was applied. The means of overall social intelligence scores of prospective teachers w.r.t. their gender, stream and social category are given in the Table 1.1 as follows:

**TABLE 1.1**

### Means of the Overall Social Intelligence Scores of Prospective Teachers w.r.t. Gender, Stream and Social Category

Type of Gender Stream & Social Category		Total Score and Mean of Males	Total Score and Mean of Females	Combine d Total Score & C/ Mean	Grand Mean Score of Stream	Grand Mean Score of S/ category
<b>Science</b>	General	5446	5513	10959	109.73	

		108.92	110.26	109.59		(General Category) 109.58
	Reserved	5495 109.90	5492 109.84	10987 109.87		
<b>Arts</b>	General	5529 110.58	5427 108.54	10956 109.56	109.06	(Reserved Category) 109.22
	Reserved	5454 109.08	5402 108.04	10856 108.56		
Combined Total and Combined Mean Score of Gender		21924 109.62	21834 109.17	43758 109.40	-	-

In the above Table, the male prospective teachers of arts stream belonging to general category were having the highest mean score i.e., 110.58, whereas the female prospective teachers of arts stream belonging to reserved category were having the lowest mean score i.e., 108.04. The means of the remaining categories remained in between. From the means of overall social intelligence scores of prospective teachers, 'F' values were calculated. The results are summarised in the Table 1.2 as follows:

**TABLE 1.2**

Summary Table of Analysis Of Variance of Overall Social Intelligence Scores of Prospective Teachers

Source of Variation	Sum of Squares	Df	Mean Squares (V)	'F' Value
Gender	22.57	1	22.57	0.46
Stream	41.61	1	41.61	1.84
Social Category	11.23	1	11.23	0.23
Gender x Stream	124.32	1	124.32	2.51
Gender x S/ Category	1.56	1	1.56	0.03
Stream x S/ Category	37.82	1	37.82	0.76
Gender x Stream x S/ Category	33.05	1	33.05	0.67
Error Variance	19408.42	392	49.51	-
Total	19680.58	399	-	-

### MAIN EFFECTS

**(a) Type of Gender :-** From the Table 1.2, it is evident that the calculated value of 'F' ratio for the main effect of gender of prospective teachers on the overall social intelligence came out to be 0.46 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis "Prospective teachers do not differ significantly in the 'Overall social intelligence' with respect to their gender" was retained. Thus, it is interpreted that male and female prospective teachers do not differ significantly in their level of overall social intelligence.

Further, it is also evident from the Table 1.1, that male prospective teachers irrespective of stream and social category exhibited slightly more grand mean score (109.62) of overall social intelligence than their counterpart (109.17).

**(b) Type of Stream :-** From the Table 1.2, it is evident that the calculated value of 'F' ratio for the main effect of stream of prospective teachers on the overall social intelligence came out to be 1.84 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis "Prospective teachers do not differ significantly in the 'Overall social intelligence' with respect to their stream" was accepted. Thus, it is interpreted that the prospective teachers of science and arts streams do not differ significantly in their level of overall social intelligence.

Further, it is also evident from the Table 1.1, that prospective teachers of science stream irrespective of their gender and social category exhibited slightly more grand mean score (109.73) of overall social intelligence than their counterpart (109.06).

**(c) Type of Social Category :-** From the Table 1.2, it is evident that the calculated value of 'F' ratio for the main effect of social category of prospective teachers on the overall social intelligence came out to be 0.23 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis "Prospective teachers do not differ significantly in the 'Overall social intelligence' with respect to their social category" was retained. Thus, it is interpreted that the prospective teachers of general and reserved categories do not differ significantly in their level of overall social intelligence.

Further, it is also evident from the Table 1.1, that prospective teachers of general category irrespective of their gender and stream exhibited slightly more grand mean score (109.58) of overall social intelligence than their counterpart (109.22).

#### **INTERACTION EFFECTS**

**(a) Type of Gender and Stream :-** From the Table 1.2, it is evident that the calculated value of 'F' ratio for the interaction effect of type of gender and stream of prospective teachers on the overall social intelligence came out to be 2.51 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis "Prospective teachers do not interact significantly towards 'Overall social intelligence' with respect to their gender and stream" was accepted. Thus, the gender and the stream of prospective teachers do not interact significantly w.r.t. their level of overall social intelligence.

Further, according to **Edwards (1971, p. 210)** it may be interpreted that the magnitude of difference between the means of overall social intelligence scores of male and female prospective teachers of science and arts streams were almost the same.

**(b) Type of Gender and Social Category :-** From the Table 1.2, it is evident that the calculated value of 'F' ratio for the interaction effect of type of gender and social category of prospective teachers on the overall social intelligence came out to be 0.03 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypothesis number 18(b) "Prospective teachers do not interact significantly towards 'Overall social intelligence' with respect to their gender and social category" was retained. Thus, the gender and the social category of prospective teachers do not interact significantly w.r.t. their level of overall social intelligence.

Further, according to **Edwards (1971, p. 210)** it may be interpreted that the magnitude of difference between the means of overall social intelligence scores of

male and female prospective teachers belonging to general and reserved categories were almost the same.

**(c) Type of Stream and Social Category :-** From the Table 1.2, it is evident that the calculated value of 'F' ratio for the interaction effect of type of stream and social category of prospective teachers on the overall social intelligence came out to be 0.76 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the hypotheses "Prospective teachers do not interact significantly towards 'Overall social intelligence' with respect to their stream and social category" was accepted. Thus, the stream and the social category of prospective teachers do not interact significantly w.r.t. their level of overall social intelligence.

Further, according to **Edwards (1971, p. 210)** it may be interpreted that the magnitude of difference between the means of overall social intelligence scores of prospective teachers of science and arts streams belonging to general and reserved categories were almost the same.

**(d) Type of Gender, Stream and Social Category :-** From the Table 1.2, it is evident that the calculated value of 'F' ratio for the interaction effect of type of gender, stream and social category of prospective teachers on the overall social intelligence came out to be 0.67 for df 1 and 392, which is lower than the 'F' Table value 3.86 at 0.05 level of significance. Hence the "Prospective teachers do not interact significantly towards 'Overall social intelligence' with respect to their gender, stream and social category" was accepted. Thus, the gender, the stream and the social category of prospective teachers do not interact significantly w.r.t. their level of overall social intelligence.

Further, according to **Edwards (1971, p. 210)** it may be interpreted that the magnitude of difference between the means of overall social intelligence scores of male and female prospective teachers of science and arts streams belonging to general and reserved categories were almost the same.

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