

# Social Intelligence of College Teachers in West Siang District of Arunachal Pradesh: A Comparative Study between the Variables

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## ABSTRACT

*Fundamental Requirements of 21st century in the field of Education can be met by Humane Teachers along with the required facilities. Contemporary era demands for child-centric approach but child-centric approach will not reduce the responsibilities of a teacher. Indeed, teachers are entrusted with the responsibilities of overall development of the learners. Social Intelligence is one kind of a quality in teacher that aims to satisfy the demands of 21st century. The interest of the researcher henceforth, was to investigate the social intelligence of teachers. Thereof, normative survey method was used and 30 college teachers were selected as a sample by using simple random sampling technique. Social intelligence scale (SIS-CG) (1986) developed by N.K. Chadha (Delhi) and Usha Ganeshan (Delhi) was used with modification and t-test was applied. The investigation resulted that there exists significant difference in social intelligence between male and female as well as between married and unmarried college teachers in which female college teachers and married college teachers were found to have more social intelligence than their respective counterparts. Findings also revealed that there exists no significant difference in social intelligence with respect to Community (Tribal & Non-tribal), Management (Govt. & Private) and professional Qualification (Trained & Untrained). Nonetheless, Private, Non-tribal and Trained college teachers were higher in social intelligence than Government, Tribal and Un-trained college teachers in West Siang district of Arunachal Pradesh.*

## INTRODUCTION

Social intelligence as a phrase is popularized in the 21st century by considering its importance. Until a paradigm shift in education was made visible, its significance has not been measured. Generally, it is misunderstood that the shift from teacher-centric approach to the learner/child-centric approach in education had reduced the responsibilities of teachers. Indeed, teachers now, are responsible for the overall development of the learners. Social intelligence besides, cognitive abilities, emotional intelligence and so on is required by a teacher to meet the demands of 21st century education.

Social intelligence is understood as a capacity or ability to navigate, interact, cooperate, negotiate and maintain complex social relationships and environments in an effective manner. In a definition, it is defined as, "the ability to understand and manage men and women and girls, to act wisely in human relations" by **E.L. Thorndike (1920)**. **Ross Honeywill** considered social intelligence as an aggregated measure of self and social awareness, evolved social beliefs and attitudes and a capacity and appetite to manage complex social change." Psychologist, **Nicholas Humphrey** believed that "it is social intelligence rather than quantitative intelligence that defines who we are as humans." Therefore, social intelligence is the ability of managing, maintaining, negotiating, cooperating, navigating, and interacting complex social relationships and environments.

Teachers who have social intelligence are capable of solving problems related to the background of students. They

have the ability of solving student's problems by directing the students to solve their own problems. Social intelligence is a quality that is required in innovative teaching-learning processes such as constructivism, social skill training, micro teaching, and collaborative learning and so on. Hence one can claim that every teacher needs to possess social intelligence for overall development.

By the present investigation, it was believed that teachers will recognize themselves in the light of social intelligence and learn their responsibilities in order to correlate it with the requirements of 21st century education. As teachers are believed to be the key builders of every nation, expectations from them comes naturally. So to satisfy these expectations, teachers are to shine in their own grounds.

## REVIEW OF RELATED LITERATURE

In a study, **Pinky (2010)** revealed that there is insignificant correlation exists between the dimensions of emotional intelligence such as intra and inter PA and inter PM with patience and recognition of social environment which is dimension of social intelligence. Yet in another study **Parmar (2016)** concluded that, Social intelligence was higher among the girls compare to the boys. **Singh (2002)** concluded in a study that there is some overlap between the components of emotional and social intelligence. The components include-motivating one, handling relationships etc. **Thakur (2010)** revealed in a study that the main effects of gender, stream and social category were not significant in case of patience, co-cooperativeness, confidence, and sensibility, recognition of

social environment and tactfulness dimensions of social intelligence.

**OBJECTIVE OF THE STUDY**

To study the Social Intelligence of College Teachers in West Siang district of Arunachal Pradesh with respect to variables such as Gender, Management, Marital Status, Professional Qualification and Community.

**HYPOTHESES OF THE STUDY:**

1. There exists no significant difference in social intelligence of teachers in West Siang district of Arunachal Pradesh with respect to Gender.
2. There exists no significant difference in social intelligence of teachers in West Siang district of Arunachal Pradesh with respect to Management.
3. There exists no significant difference in social intelligence of teachers in West Siang district of Arunachal Pradesh with respect to the Marital Status.
4. There exists no significant difference in social intelligence of teachers in West Siang district of Arunachal Pradesh with respect to the Professional Qualification.

5. There exists no significant difference in social intelligence of teachers in West Siang district of Arunachal Pradesh with respect to Community.

**METHODOLOGY OF THE STUDY**

- **Method:** Normative Survey method of educational research was used.
- **Population:** All the college teachers of West Siang district in Arunachal Pradesh.
- **Sample:** Simple Random Sampling Technique was used and 30 college teachers were selected as a sample.

**Tools used:**

Social intelligence scale (SIS-CG) (1986) developed by N.K. Chadha (Delhi) and Usha Ganeshan (Delhi) was used with modification by the investigator.

**Statistical techniques used:**

The researcher used measures of central tendency, measures of variability and t-test to analyze and interpret the data in correct manner.

**ANALYSIS AND INTERPRETATION**

**Findings of Objective 1 & Hypothesis 1:**

**Table-1. Social Intelligence among the College Teachers of West Siang district in Arunachal Pradesh with respect to Gender**

Social Intelligence	Gender	N	Mean	S.D.	df	t-value	Remarks
	Male	15	25.0	0.96			
	Female	15	27.0	1.24			

**Interpretation:** The computed t-value 5.0 is significant at 0.05 level of confidence. Therefore, the null hypothesis is rejected. There is a significant difference between the social intelligence of male and female college teachers. The mean

scores of female college teachers is higher than the mean scores of male college teachers. Hence, female college teachers have higher social intelligence than the male college teachers in West Siang district of Arunachal Pradesh.

**Findings of Objective 1 & Hypothesis 2:**

**Table 2. Social Intelligence among the College Teachers of West Siang district in Arunachal Pradesh with respect to Management**

Social Intelligence	Management	N	Mean	S.D.	df	t-value	Remarks
	Government	16	25.43	3.40			
	Private	14	26.28	4.57			

**Interpretation:** The calculated t-value 0.57 is less than the table value 2.05 at 0.05 level of confidence for 28 df. Hence, the null hypothesis is accepted. Therefore, there is no significant difference in social intelligence between

government and private college teachers of West Siang district. Private college teachers had slightly higher social intelligence than government college teachers.

**Findings of Objective 1 & Hypothesis 3:**

**Table 3. Social Intelligence among the College Teachers of West Siang district in Arunachal Pradesh with respect to the Marital Status**

Social Intelligence	Marital Status	N	Mean	S.D.	df	t-value	Remarks
	Married	16	28.62	3.47			
	Unmarried	14	23.42	3.42			

**Interpretation:** The calculated t-value 4.16 is more than the table value 2.05 at 0.05 level of confidence for 28 df and falls in the rejection level. Hence, the null hypothesis is rejected. Therefore, there is a significant difference in social

intelligence between Married and Unmarried college teachers in which married college teachers were found to have more social intelligence.

**Findings of Objective 1 & Hypothesis 4:**

**Table 4. Social Intelligence among the College Teachers of West Siang district in Arunachal Pradesh with respect to the Professional Qualification**

Social Intelligence	Professional Qualification	N	Mean	S.D.	df	t-value	Remarks
	Trained	17	26.41	2.91	28	0.66	Not Significant at 0.05 level
	Untrained	13	24.30	4.59			

**Interpretation:** The calculated t-value 0.66 is less than the table value 2.05 at 0.05 level of confidence for 28 df. Hence, the null hypothesis is accepted and that there exists no significant difference in social intelligence between trained and

untrained college teachers of West Siang district. Nonetheless, trained college teachers had slightly higher social intelligence than untrained college teachers.

**Findings of Objective 1 & Hypothesis 5:**

**Table 5. Social Intelligence among the College Teachers of West Siang district in Arunachal Pradesh with respect to Community**

Social Intelligence	Community	N	Mean	S.D.	df	t-value	Remarks
	Tribal	19	24.8	3.73	28	1.43	Not Significant at 0.05 level
	Non-Tribal	11	27.0	4.22			

**Interpretation:** The calculated t-value 1.43 is less than the table value 2.05 at 0.05 level of confidence for 28 df. Hence, the null hypothesis is accepted and that there exists no significant difference in social intelligence between tribal and non-tribal college teachers of West Siang district. Thereof, non-tribal college teachers had slightly higher social intelligence than tribal college teachers.

below 50% (below 22 out of 44 total scores) in the given social intelligence scale. Henceforth, it can be said that college teachers of West Siang district in Arunachal Pradesh are high in social intelligence.

**DISCUSSION AND CONCLUSION**

Social intelligence studies of teachers are suggested to be investigated as it is considered as an important indicator of academic achievements among the learners as well as of quality education. It has an impact not only on the quantitative learning but also on the qualitative learning of the learners. Thereof, the investigator had the curiosity of investigating the same in West Siang district of Arunachal Pradesh. After proper analysis and interpretation of the primary data, it can be concluded that there exists significant difference in possessing social intelligence between male and female college teachers and between married and unmarried college teachers in which female college teachers and teachers who are married were found to possess more social intelligence than their respective counterparts. Findings also revealed that there exists no significant difference in social intelligence with respect to community (Tribal and Non-tribal), Management (Government and Private) and professional Qualification (Trained and Un-trained). Nonetheless, mean scores were in favor of Private, Non-tribal and Trained college teachers. Therefore, it is understood that Private, Non-tribal and Trained college teachers were higher in social intelligence than Government, Tribal and Un-trained college teachers in West Siang district of Arunachal Pradesh.

Adding to this, it was also seen that only 2 college teachers (Out of the total sample of 30) in West Siang district scored

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