

SOCIAL INTELLIGENCE OF INSERVICE-TEACHERS IN RELATION TO GENDER AND LEVEL OF TEACHING EXPERIENCE

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Abstract -The study was under taken to investigate the relationship of social intelligence of in-service teachers in relation to gender and level of experience .Sample of study consisted of 500 in-service teachers. Technique of stratified random sampling was employed to select the sample. The findings revealed that social intelligence of in-service teachers with respect to gender and with varying level of experience was found to be not-significant.

INTRODUCTION

Intelligence, as defined in standard dictionaries, has two rather different meanings. In its most familiar meaning, intelligence has to do with the individual's ability to learn and reason. It is this meaning which underlies common psychometric notions such as intelligence testing, the intelligence quotient, and the like. In its less common meaning, intelligence has to do a body of information and knowledge. This second meaning is implicated in the titles of certain government organizations. Similarly, both meanings are invoked by the concept of social intelligence. As originally coined by **Thorndike (1920)** defined Social Intelligence *as the ability to understand others and act wisely in human relations*. It is a key element in what makes people succeed in life. Social intelligence is the capacity of the individual to interact effectively, with his environment. The interpersonal relations in various work, environment, is itself reflection of social intelligence .He had pointed out that there is an aspect of personality that can be called social intelligence, distinct from abstract and concrete intelligence.

Bhatnagar and saxena (2000) *Social intelligence is that part of individual's mental ability which generates in the capacity to adopt himself in the society.*

Karl(2005) *defines social intelligence as the ability to get along with others while winning their cooperation.* Social intelligence is a combination of sensitivity to the needs and interests of others , sometimes called *social radar* an attitude of generosity and consideration and a set of practical skills for interacting successfully with people in any setting. Thus Social Intelligence or social competence is the ability to understand the feelings, thoughts and behaviours of persons in social or interpersonal situations and to act appropriately, based on that understanding. Social competence has long been regarded as a fundamental aspect of human capabilities.

OBJECTIVES OF THE STUDY:

- 1).To compare the social intelligence of male and female in-service teachers.
- 2) To compare the social intelligence of in-service teachers to the three levels of teaching experience i.e. 0 to 10 years, 11 to 20 years and 20 years and above.

TOOL EMPLOYED

The following tool was used to conduct the present study:-

Social Intelligence scale was developed and constructed by **Chadha and Ganeshan (2005)**

SAMPLE

Sample of study consisted of 500 in-service teachers (both govt and private schools). They were derived from different schools of Punjab and Chandigarh.

DESIGN

The descriptive survey method was employed for the investigation of the problem.

DATA ANALYSIS

Hypothesis 1 - There exists no significant difference between social intelligence of male and female in-service school teachers.

To test the hypothesis t-test was employed and results are entered in table 1.1

table 1.1

t-value for the significance of difference between social intelligence of male and female in service school teachers

Group/category	N	M	S.d.	Df	t-value
Male teachers	141	99.89	11.729	498	1.87*
Female teachers	359	103.63	16.051		

Significant value 0.05 level = 1.96 Significant value at 0.01 level =2.59

*Not significant at either .01 or .05 level of significance

Significance of difference between means of male and female in-service school teachers on the variable of social intelligence t-value 1.87 was found to be not-significant at 0.05 or 0.01 level.

Hence, the hypothesis that there exists no significant difference in the social intelligence of male and female school teachers is retained. The mean score of female teachers is 103.63 whereas in case of male teachers is 99.89 . This shows that not much difference is there in their social intelligence The mean difference is only of 3.74

Hypothesis 2 - There exists no significant difference in the social intelligence of in-service teachers with varying teaching experience.

To test this hypothesis t-test was employed and results are entered in table 1.2

table 1.2

t-value for the significance of difference between social intelligence of school teachers with varying teaching experience

Category	N	Mean	S.D.	Df	t-value
≤10 yrs	294	102.14	13.443	435	1.896*
>10 ≤ 20 yrs	143	102.82	12.779		
≤ 10 yrs	294	102.14	13.443	355	1.778*
>20 yrs	63	102.22	11.844		
>10 ≤ 20 yrs	143	102.82	12.779	204	.689*
>20 yrs	63	102.22	11.844		

Level of significance at 0.01 level = 2.59(table value)

Level of significance at 0.05 level = 1.97(table value)

*Not significant at either .01 or .05 level of significance

The t-ratio between teacher effectiveness scores of teachers with three levels of teaching experience are entered in table 1.2 . The t-ratio between social intelligence scores of teachers with ≤10 years and >10 ≤ 20, years of teaching experience was found to be non- significant(t- value 1.896, 435 df)at 0.05 level. The t-ratio between social intelligence with ≤ 10 years and ≤ 20 yrs of teaching experience was found to be non- significant (t-value 1.778 355 df) at 0.05 level.

Another t-value between social intelligence of teachers <10 ≤ 20 yrs and >20 years of teaching experience was found to be non-significant (t-value- 0.689,204 df) at either 0.05 or 0.01 level. Hence the null hypothesis that there exists no significant difference in the social intelligence of in service teachers with varying teaching experience is accepted.

CONCLUSION

From the above result it can be concluded that years of teaching experience has no effect on social intelligence of teachers. Both are independent of each other. Hence years of teaching experience does not make an impact on social intelligence

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