

Social Intelligence of B.Ed. Teacher Trainees in Relation to their Gender and Locality

Dr. Susheela Narang,

Principal

Kenway College of Education, Abohar

Abstract

Present investigation was done to study the social intelligence of B.Ed. students. For this study 200 B.Ed. Teacher Trainees were taken by using random sampling technique. Social Intelligence Scale by Dr. N.K.Chadha and Ms. Usha Ganesan (2009) was used by the investigator. The findings of the present study revealed that there is no significant difference between social intelligence of male and female B.Ed. Teacher Trainees and significant difference between urban and rural B.Ed. Teacher Trainees.

INTRODUCTION

It goes without saying that the intelligence quotient of the students is of paramount importance not only in enhancing his academic capacity, but also subsequently throughout his life as he plans and structures his life along the path of success. Intelligence is the capacity to adjust themselves successfully to the changing environment with greater ease, efficiency and recall them better. Social intelligence is the capacity to balance effectively with the people. It refers to the ability to adjust in society; satisfaction is reflected in self adjustment and social adjustment. Satisfaction is a balance of psychological, physiological and environmental of circumstances. Every person has different level of satisfaction in his life. One person may get satisfaction by becoming a teacher while another by a lawyer. Same as every person has different level of social intelligence. Some persons are introvert and some persons are extrovert.

Social intelligence is one of the important factors for a person to be successful in life. Many people, through they have a higher abstract intelligence, are miserable failure in life situation on accounts of the deficiency in this type of intelligence. High social intelligence is possessed by those who are able to handle people well. It is very important for those who deal with other people, teachers, politicians, social, workers, statesmen, agents of companies and leader of other kind, need good amount of social intelligence.

SOCIAL INTELLIGENCE

Social is related to society and intelligence means the capacity to adjust. So, social intelligence is the adjustmental ability of an individual to his society, environment, situations and problems of life. Life becomes truly worth only when we have happiness and fulfillment. Good quality relationships are one of the strongest source of feelings. Personal relationships are like emotional vitamins. In the 1920's Thorndike wrote about multiple intelligence out of which one was called "interpersonal intelligence" also know as

social intelligence. Social intelligence is a person's ability to interact maintain and building relationship with others.

Social awareness includes the primal empathy, attunement, empathic accuracy and social cognition. Social facility includes synchrony, self presentation, influence and concern. These components are defined by Goleman. Social or intelligence concerns the social "you" involves:

- * Understanding Other
- * Social Competence

Without social intelligence man cannot live effectively today. Without it he cannot distinguish those who exploit him employer, congressman, salesman: from those who do not; he is unaware of alternatives to his way of living: he cannot remedy grievances because he doesn't know how to manipulate events to secure what he wants, he cannot make up his own mind reliably, yet he does not know when others make it up for him. He cannot in short make choices, which serve his interests. Living without social intelligence is, moreover, quite incompatible with democracy where each individual is expected to participate in management of the common social life and himself to enjoy as rich a life as possible. Social intelligence refers to the ability to recognize the thoughts, feelings and intentions of other people through their nonverbal behaviors. A person scoring high in this area would be able to understand people's motivations, perceive social relationships, and comprehend everyday problems and the like. He would very simply, be able to get along with others. It is quite possible that an individual may be high in social intelligence without having comparable abilities in abstract and or concrete intelligence.

Traditionally social intelligence known as accepting the social norms/standards given to the young generation by the conservative past. It is awareness of the socio-economic political situation of the present. It is how to influence people and wins friends. But the construct of social intelligence requires a sharper definition.

Thorndike (1920), defined social intelligence as "the ability to understand and manage men and women and girls – to act wisely in human relations."

Good (1959) is also of the same view that "Social Intelligence is an ability to functions effectively in one's relation with others".

Gardnar (1983) in his book "Frames of Mind" "the capacity to know himself and to know others is an inalienable part of human condition as is the capacity to know the objects or sounds and it deserves to be investigated no less than their other less charged

Social intelligence is that quality in human beings which makes them capable of awareness and understanding in the broadest possible terms. Not more financial or academic or interpersonal success but also understanding which makes it possible to male their lives worth while and in making their society,

better during their lifetime and after. Social intelligence is the tradition of wisdom not the current idea of “Smartness”. **OBJECTIVES**

1. To compare the social intelligence of male and female B.Ed Teacher Trainees.
2. To compare the social intelligence of urban and rural B.Ed Teacher Trainees.

HYPOTHESES

1. There exists no significant difference between social intelligence of male and female B.Ed Teacher Trainees.
2. There exists no significant difference between social intelligence of urban and rural B.Ed Teacher Trainees.

DESIGN OF THE STUDY

In accordance with the objectives and stated hypotheses the design of the present study was descriptive survey type which has undoubtedly been the most popular and widely used method in educational research. It helps in explaining the phenomenon terms and conditions or relationship that exists or trends that are developing. So it is descriptive in nature. Present study is not only confined to obtain and accurate description of concerned variables but any attempt has also been made by the investigator to trace relationships among variables.

SAMPLE

A sample of 200 B.Ed Teacher Trainees of different educational colleges of Fazilka district was taken for the present study. Random Sampling technique was employed for the selection of sample. Sample covered both male and female in equal numbers as well as rural and urban students.

TOOL USED

For the collection of data “**Social Intelligence Scale**” by **Dr. N. K. Chadha and Ms. Usha Ganesan (2009)** was used.

RESULTS AND DISCUSSION

Table - 1

Showing t-ratio between Social Intelligence of male and female B.Ed Teacher Trainees

Sr. No	Variable	N	Mean	SD	SE_D	df	t-ratio	Interpretation at different level of signification
1	Social Intelligence of Male B.Ed Teacher Trainees	100	101.87	11.14	1.78	198	1.88	Not Significant at both levels of significance

2	Social Intelligence of Female B.Ed Teacher Trainees	100	105.02	13.17				at 0.05 level = 1.97 at 0.01 level = 2.60
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The results show that t-ratio between social intelligence of male and female B.Ed Teacher Trainees is 1.88. The t-value in order to be not significant at 0.05 and 0.01 level should be less than 1.07 and 2.60 respectively. The obtained t-value has no significance at both levels of significance. Hence hypothesis – 1 “There exists no significant difference between social intelligence of male and female B.Ed Teacher Trainees” is accepted.

Table - 2

Showing t-ratio between Social Intelligence of Urban and Rural B.Ed Teacher Trainees

Sr. No	Variable	N	Mean	SD	SE _D	df	t-ratio	Interpretation at different level of signification
1	Social Intelligence of Urban B.Ed Teacher Trainees	100	96.92	10.80	1.51	198	8.64	Significant at both levels of significance at 0.05 level = 1.97 at 0.01 level = 2.67
2	Social Intelligence of Rural B.Ed Teacher Trainees	100	109.97	10.56				

The results shows that t-ratio between social intelligence of urban and rural B.Ed Teacher Trainees is 8.64. The t-value in order to be not significant at 0.05 and 0.01 level should be less than 1.07 and 2.60 respectively. The obtained t-value is greater that the results at both levels of significance. Hence hypothesis – 2 “There exists no significant difference between social intelligence of urban and rural B.Ed Teacher Trainees” is not accepted.

EDUCATIONAL IMPLICATIONS

The findings have practical implication for teachers, parents, educationalist and ofcourse for students. Teachers should develop social intelligence of pupil teachers. They should make efforts to involve students in those works which demand co-operations of other pupils. It will develop their social intelligence. Guidance service should be providing to develop social intelligence. The programmes like seminar, workshop etc. should be organised to help the students to improve social intelligence. There should be adequate planning in academic work such that there would be enough opportunities for the development of social intelligence. Therefore the parents, teachers and administration should help the B.Ed Teacher Trainees

to come out of their introvert behaviour. They should help them to have believe in themselves. They should make them self-confident, socially aware, social orgainser and optimistic. This will make them socially intelligent persons.

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