A RELATIONSHIP STUDY ON SOCIAL INTELLIGENCE AND TEACHERS' BEHAVIOUR IN CLASSROOM

Sohini Bhattacharyya

M.Ed student of West Bengal University of Teachers, Training, Educational Planning and Administration, Erstwhile David Hare Training College.
Mail id- sohinib1991@gmail.com

Dr. Sanghamitra Ghosh Gayen

Assistant Professor, O.S.D and D.D.O of WBUTTEPA, Erstwhile David Hare Training College, Dept. of Teacher Education. Mail id- ahana2012ghosh@rediffmail.com

ABSTRACT

Social Intelligence is the ability to compromise so as to understand and manage the people and engage in adaptive social situations. Everyone needs intelligence in general and social intelligence in particular to survive. Especially it is essential for the Teachers to interact with the students effectively and for better understanding the students in the school environment. Hence in this context the investigator made an attempt to study the relationship on social intelligence and teachers' behavior in classroom. The first objective of the study is to find out the level of social intelligence of secondary school teachers of North 24 pgs. district according to their gender and age group and secondly to find out the relationship between social intelligence of Secondary school teachers and their behavior in classroom. Two self-developed questionnaires were used for data collection and t-test and co-relation were used to analyze the data. In this study 130 Govt. Secondary school teachers were selected from North 24 pgs. district of West Bengal by employing simple random sampling technique. First Finding of the study shows that there is no significant difference exists between male and female Secondary school teachers in North 24 pgs. district. Secondly, there is no significant difference exists among two groups of Secondary school teachers in the level of Social intelligence and thirdly there is no significant difference exists between Social intelligence of Secondary school teachers and their behavior in classroom.

Keywords: Social Intelligence, Teachers' Behavior, co-relation.

INTRODUCTION:

Man is a social animal and for this reason, they are dependent on the society. For an effective survival and maintaining existence in the society, one requires intelligence in general. But only high I.Q level is not enough to make a man perfect for the society. In this case, Social intelligence is the only key to solve this problem. It helps those, who really suffer in social situations. According to Thorndike (1920), Social intelligence is the ability to understand others and act wisely in human relations. Social intelligence is the part of individual's mental ability through which

he/she can be adapted by the society.

Beside the social environment, Social intelligence is essential for the teachers to interact with students effectively and for better understanding the students in the school environment. A teacher's most important activity in a typical classroom environment is to maintain discipline in classroom situation. Learning and teaching can't take place properly in a classroom, without proper discipline. It is Social intelligence, which involves teacher to encourage positive social interactions as well as active management in learning and self-motivation. Magida (2006), agreed that educators with high levels of Social intelligence are able to mold individuals from different age groups to lead a wholesome life. Albrecht (2006) considers Social intelligence as a prerequisite for teachers. According to him, educational system and teachers should respect the rules and behaviors, associated with high Social intelligence. Teachers and students interactions are developed not only to reduce teachers' stress level but to help these professional people and students to establish social climates of co-operation. It is a setting in which students and adults can learn together, play together and build together and build quality relationship.

The level of Social intelligence differs among individuals. As per the studies carried out by Wentzel, K.R (1994), Kathryn R. Wentzd (1991), A. Jennings, Mark T. Greenberg (2009), Soleiman Yahyazadeh Jeloudar et al. (2012), Soleiman Jeloudar and Fatemeh Lotfi Goodrazi (2012), Prathima H. P and Umme Kulsum (2013), Dr. Sumanlata Saxena and Dr. Rajat Kumar Jain(2013), Habib Embrahimpoor et al.(2013), Abbas Shekarey et al. (2013), Ruchi Thakur et al. (2013), Ardakh Yementaeyeva ei al.(2013), A. Renugadevi and M. Nalinilatha(2014), Dr. Kapil Dhingra and Tikala(2016), Kamalpreet Kaur Toor(2013), Karanam Mhaboovali and Dr. S. Vijaya Vardhini(2016), Ramesh Singh Bartwal(2015), Hani Kriemeen and Sulaiman Hajaia (2017),Sreeja. P and Nalinilatha. M (2017), Vipinder Nagra (2014),Ruchi Thakur et al.(2013), Soleiman Yahyazadeh Jeloudar and MD Yunus(2011),R. Sembiyan and G. Visvanathan(2012), A. Maltese et al.(2012), E. P. Lacanlale(2013), M. Beheshtifar and F. Roaksaki (2012), it is observed that there are many internal and external factors/ variables which affects the level of Social intelligence from various perspective. Some of these scholars tried to find out the relationship between Social intelligence and learning & performance outcomes, some highlighted the importance of Teachers' social and emotional competence for an effective classroom management. Some of them revealed a significant relationship between Social intelligence of Secondary school teachers and their mental health. Some scholars found the relationship among such variables like Social intelligence with gender, age, family type, caste, religion, locality etc.

It is observed from the existing literature that, very few studies were conducted by the researchers on Social intelligence on school teachers, especially on Secondary school teachers. As Social intelligence is essential for the school teachers to interact properly with students of pre-adolescent and adolescent period, and for better understanding the students in the school environment, the researcher felt to carry out this study. Hence in this context, investigator made an attempt to study the

relationship between Social intelligence of Secondary School teachers and their behavior in classroom situation.

METHODOLOGY:

Objectives:

The objectives of the study are:

(1) To find out the level of Social intelligence of Secondary school teachers of North 24 pgs. district according to their gender wise and age group wise.

(2) To find out the relationship between Social intelligence of Secondary school teachers and their behavior in classroom.

Hypothesis:

To study the present problem the researcher formulated the following hypotheses:

Ho1: There is no significant difference in level of Social intelligence between male and female teachers of Govt. Secondary schools of North 24pgs district.

Ho2: There is no significant difference in the level of Social intelligence between teachers of various age group.

Ho3: There is no significant relationship between Social intelligence of Govt. Secondary school teachers and their behavior in classroom.

Method: Keeping in view the objectives and scope of the present study the investigator adopted survey method to carry out this research.

Variables: In the present study, there is three independent or predicting variables and one dependent or criterion variable.

> **Independent variable:** Social intelligence, Gender and Age.
> **Dependent variable:** Teachers' Behavior.

Population: The population of the present study constitutes all the Secondary school teachers of West Bengal.

Sample: In this problem the investigator selected 130 Secondary school teachers by employing simple random sampling technique. These schools are located in North 24 pgs. district of West Bengal.

Table 1- Sample Distribution

Variables	Groups	N
Gender	Male	65
	Female	65
Age	Young(25-44)	65
	Old(45-64)	65
Total		130

Tool: Keeping in view the objectives of the present investigation, two tests for measuring Social intelligence and teachers' behavior of Secondary school teachers were developed by the researcher.

In this study, Reliability was assessed by using the Cronbach's alpha formula. For Social intelligence scale, it was found 669 and for teachers' behavior scale, it was found .670. Two tests were validated by experts.

Statistical Techniques: To analyze the collected data the investigator employed t test and Pearson's correlation method.

RESULTS AND DISCUSSION:

The obtained results from the analysis were presented and discussed here under in three parts.

Part-1: Social intelligence and Gender

Ho1-

There is no significant difference in level of social intelligence between male and female teachers of Secondary schools of North 24 pgs. district.

Table No.-2: Mean, SD and t- values of the Secondary school teachers of Social intelligence in respect to their Gender

| Gender | N | Descriptive statistics | | t-test for equality of Means | | |
		Mean	Std. Deviation	t*	df	Sig.(2-tailed)
M	65	74.03	6.914	-1.361	128	.176
F	65	75.62	6.408			

(* Not Significant at 0.05 level of significance)

Comment: Table No. 2 shows that, t-test for equality of Means in case of comparing the Male and Female school teachers in the level of Social intelligence in North 24 pgs., the calculated 't ' value is -1.361'p' value is 0.176 (p>0.05). Hence Ho1 is accepted. So, it can say that there is no significant difference between male and female Secondary school teachers of North 24 pgs. district. The table also shows that, male means (74.03) is less than female means (75.62). But male S.D. (6.914) is slightly high than female S.D. (6.408).

This finding is supported by the findings of Ramesh Singh Bartwal (2015), Karanam Mahaboobvali and Dr. S. Vijaya Vardhini (2016), and A. Renugadevi and M. Nalinilatha (2017), where they found the same with the present study.

Part-2: Social intelligence and age

Ho2:-

There is no significant difference in the level of Social intelligence among teachers of various age groups.

Table No.-3: Mean, SD, t- values of the Secondary school teachers of Social intelligence with respect to their Age.

| Age | N | Descriptive statistics | | t-test for equality of Means | | |
		Mean	Std. Deviation	t*	df	Sig.(2-tailed)
25-44	65	75.57	7.448	1.185	128	.238
45-64	65	74.18	5.769			

(*Not significant at 0.05 level of significance)

Comment: The table shows that, t-test for equality of Means in case of comparing the significant difference in the level of Social intelligence among Secondary school teachers of various age group in North 24 pgs. district, the calculated 't' (128) value is 1.185 and 'p' value is .238 (p>0.05). Hence, t is significant at 0.05 level and Ho2 is accepted. So, it can be said that there is no significant difference in the level of social intelligence among teachers of various age groups. Table No. 3 also shows that mean

score and S.D. of the age group 25 to 44 (75.57 and 7.448, respectively) is higher than age group of 45 to 64 (74.18 and 5.769, respectively).

Part-3: Relationship between Social intelligence and Teachers' behavior in classroom.

Ho3:

There is no significant relationship between Social intelligence of Secondary school teachers and their behavior in classroom.

Table No.-4: Co-relation value of Social intelligence of Secondary school teachers and their behavior in classroom.

		TOTAL	TOTAL
TOTAL	Pearson Correlation	1	-.039
	Sig. (2-tailed)		.662
	N	130	130
TOTAL	Pearson Correlation	-.039	1
	Sig. (2-tailed)	.662	
	N	130	130

Comment: The above table shows that, Pearson correlation value is -.039 (r). So these two variables (Social intelligence and teachers' behavior) are negatively correlated. They are not dependent on each other. So Ho3 is accepted. It means, there is no significant relationship between Social intelligence and teachers' behavior in classroom. Hence it is not mandatory that in the classroom situation, a teacher with high level of social intelligence will always behave perfect and a teacher, with low level of social intelligence will always misbehave.

FINDINGS: Findings of the present study are:

- No significant difference exists between male and female Secondary school teachers in the level of Social intelligence.
- No significant difference exists between the age groups of the Secondary school teachers in the level of Social intelligence.
- There is no significant difference exists between Social intelligence of Secondary school teachers and their behavior in classroom. They do not depend on each other.

CONCLUSION: School is a miniature society which consist students of difference ages, religions, castes, creeds, languages, cultures, intelligence levels, attitudes, aptitudes, abilities, capacities, adjustment, personalities and so on. In this context, teacher's role is very crucial. Teaching is a very dignified profession in the society. Teachers are considered as role models and a teacher can mold the future citizens in his/her classroom with full of efforts and abilities. The future of any nation can build in a classroom in the hands of competent, socially adjusted teacher. But according to this study, it has been found that, there was no significant relationship between Social

intelligence and teachers' behavior in classroom situation. These two variables were not interrelated. It is not mandatory that a Secondary school teacher with high level of social intelligence will perfectly behave in classroom situation. Beside this relationship study, the result showed that, there was no significant relationship in the level of Social intelligence among the Secondary school teachers in North 24 pgs. district with respect to their gender and age. Finally, it can be concluded that, teachers' behavior will not be affected with the increasing level of Social intelligence.

BIBLIOGRAPHY

A, Renugadevi. & M, Nalinilatha. (2014). Relationship between Social Intelligence and Teaching competency of Higher Secondary School Teachers. *Shanlax International Journal of Education*, Vol. 2(3), 2320-2653, 43-47.

Bartwal, R. S. (2015). To study the Mental Health of Senior Secondary Students in Relation to Their Social Intelligence. *IOSR Journal of Humanities and Social Science (IOSR- JHSS,* 19(2), 06-10.

Beheshtifar, M. & Roaksaki, F. (2012). Role of Social Intelligence in Organizational Leadership. *European Journal of Social Science*, 28(2), 200-206.

Dr. Saxena, S. & Dr. Jain, R.K. (2013). Social Intelligence of Undergraduate Students in Relation to Their Gender and Subject Stream. *ISRO Journal of Research & Method in Education (ISRO-JRME),* Vol. 1(1), 01-04.

H, P, Prathima. & Dr. Kulsum, U. (2013). Relationship between Social Intelligence and Mental Health of Secondary School Teachers. *Paripex-Indian Journal of Research*, Vol. 2(11), 2250-1991, 60-62

Jeloudar, S. Y. & Md Yunus, A. S. (2011). Exploring the Relationship between Teachers' Social Intelligence and Clasroom Discipline Strategies.*International Journal of Psychological Studies*, Vol. 3(2), 149-155.

Jeloudar, S. Y., Md Yunus, A. S., Roslan, S. & Md Nor, S. (2012a). The Influence of Social Intelligence of Secondary School Teachers on Classroom Discipline Strategies. *Journal of Psychology*, Vol. 3(1), 39-45.

Jeloudar, S. Y. & Goodarzi, F. L. (2012b). The Relationship between Social Intelligence and Job Satisfaction among MA and BA Teachers. *International Journal of Educational Science,* Vol. 4(3), 209-213.

Kriemeen, H. & Hajaia, S. (2017). Social Intelligence of Principals and Its Relationship with Creative Behavior. *World Journal of Education*, Vol.7 (30), 84-91.

Lacanlale, E. P. (2013). Development and Validation of a social intelligence inventory. *International Journal of Information Education Technology*, 3(2), 263-267.

Maltese, A., Alesi, M. & Alu, A. M. (2012). Self on Self-esteem Defensive Strategies and Social Intelligence in the adolescence. *Social and Behavioral Sciences,* Vol. 69, 2054-2060.

Mahaboobvali, K. & Dr. Vijaya Vardhini, S. (2016). Social Intelligence of Secondary School Teachers with Respect to Their Gender and Age. *The International   Journal of Indian Psychology*, Vol. 3(2), 2348-5396(e), 147-154.

Nagra, V. (2014). Social Intelligence and Adjustment of Secondary School Students. *Indian Journal of Research*, Vol. 3(4), 86-87.

P, Sreeja. & M, Nalinilatha. (2017). A Study on Relationship between Social Intelligence and Academic Achievement of Higher Secondary Students. *International Journal of Research Granthaala,* Vol. 5(6), 2350-0530(o), 476-488.

Sembiyan, R. & Visvanathan, G. (2012a). A Study on the attitude towards regionalism of college students in relation to social intelligence. *Indian Streams Research Journal*, 1(XII), 1-4.

Sembiyan, R. & Visvanathan, G. (2012b). Social Intelligence of College Students.*International Journal of Current Research*, Vol. 4(1), 231-232.

Shekarey, A., Ladani, H. J., Rostami, M. S. & Jamshidi, M. (2013). On the Relationship between the Social Intelligence and Aggression: A Case Study of High School Boy Students. *International Journal of Education*, Vol. 5(1), 1948-5476, 94-102.

Thakur, R., Sharma, S. & Pathania, R. (2013). Social Intelligence of Adolescents: A Study of Himachal Pradesh. *Student Home Community Science,* 7(3), 161-166.

Toor, K. K. (2013). A Study of Social and Emotional Intelligence of Secondary School Teachers. *International Journal of Behavioral Social and Movement   Sciences,* Vol. 2(4), 2277-7547, 22-34.

Yermentaeyeva, A., Aurenova, M.D., Uaidullakyzy, E., Ayapbergenova, A., & Muldabekova, K. (2013). Social Intelligence as a Condition for the Development of Communicative Competence of the Future Teachers. *Proceedings of Social and Behavioral Sciences*, 4758-4763.