

## SOCIAL INTELLIGENCE OF PUPIL TEACHERS

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### *Abstract*

*In the age of globalization there is need of social skills. Teacher education plays an important role in shaping and molding the habits, manners and all the characteristics of pupils to become effective teachers. This article describes meaning of social intelligence and prerequisites for social teachers. The present study is intended to find out the level of social intelligence of pupil teachers. The pupil teacher's studying in the college of Education. It will be of immense utility to teachers, pupil teachers and educationists. This paper also informs about teacher educators opinion about prerequisites for social intelligent teacher.*

**Key words:** - *Social intelligence. Social skills, Social teachers*



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### **Introduction: -**

Man is basically a social animal. His existence without social set-up can hardly be imagined. He is born in society, develops, works and progresses in society. Social development is very essential for proper adjustment in the society. The social adjustment of the child starts from early infancy. The foundation of social development is laid by parents in the family. The success in future social adjustment depends on parents and other members of the family who lay the foundation of social responsibilities. The adolescent has to make new adjustments in the society. The adolescent becomes self conscious of his place in the society. He starts identifying himself with adults and tries to do roles of adult. (Chauhan, S. S.1978.102).

Adolescent need guidance in the development of healthy social relations and for this purpose school is the most appropriate place where teacher can foster social development in the child. Therefore teacher should have social skills. Teacher should have ability to understand and deal with persons.

The development of harmonious Personality of the individual depends to a large extent on his proper training in early childhood. Emotional and social developments are very important aspects on which depends the future career of the child. Social development is very essential for proper adjustment in the society.

**Meaning of intelligence: -**

Man is one kind of organism among a million on earth who adapts to his environment. The power of understanding comprehension whatever that mental ability may be which enables man to think.

Intelligence is the capacity to acquire and apply knowledge. (Chauhan, S. S.1988. p 281)

According to Stern (1914), Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life.

According Jean Piaget (1952), Intelligence is the ability to adapt to one's surroundings. (Mangal, S. K. 2010. p 279)

**Meaning of Emotional intelligence: -**

Emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves and for motivating emotions well in us and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure. According to Goleman, emotional intelligence has five elements: self-awareness, self-regulation, motivation, empathy, and social skills.

**Meaning of Social intelligence: -**

It describes the exclusively human capacity to effectively navigate and negotiate social relationships and environments.

Social Intelligence (also Social Literacy) is a person's ability to interact, maintain and build relationships with others. ([www.scienceofpeople.org/2011/01/social-intelligence](http://www.scienceofpeople.org/2011/01/social-intelligence))

Social intelligence means ability of an individual to react to social situations of daily life. It is ability to get along well with others. It includes an awareness of situations and the social

dynamics that govern them and knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self insight and a consciousness of one's own perceptions and reaction patterns.

**Importance of Social intelligence: -**

Social intelligence is used to achieve social goals, resulting from any behavioral system. Social intelligence appears to be an important one of psychological abilities that relate to success in life. Social intelligence is empathy and communication skills as well as social and leadership skills that will be central to our success in life and personal relationship. Social intelligence helps one knows of social, identifying the social and self awareness. Social intelligence helps in understanding and analyzing of others social intelligence. (Kanikella Suresh and Digumarti Bhaskara Rao 2009. p 10).

Teaching social literacy involves developing and identifying communication and social skills, as well as showing how to effectively and purposefully mediate interactions with family members, friends and colleagues in the personal or business environment. Social literacy is important on a number of different levels. First, as we become more and more technologically savvy, we interact with each other less and less. Social literacy helps prevent against bullying as young people learn to express themselves correctly, handle friendship miscommunications and interact in person, not just through their devices. Second, social literacy can help with family communication in the home. Teaching family members how to read their each other and ask for what they need can bring harmony into the home. Lastly, as young people enter adulthood; social literacy becomes essential in job interviews, in adult relationships and in almost every career. We are spending less time with our peers. Instead, we interact through text, email, chat or social networks. Because of this, **we must teach ourselves how to have social intelligence and social skills.** (<http://www.scienceofpeople.org/2011/01/social-intelligence>)

**Emotional Intelligence and Social intelligence: -**

Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. While Social Intelligence (SI) describes the exclusively human capacity to effectively navigate and negotiate complex social relationships and environments. (<http://hrclub.am/importance-of-social-intelligence>)

Emotional intelligence is a measure of how the brain processes one person's emotions; Goleman says social intelligence is the study of emotional interactions between two or more people. "Social intelligence is being able to tune in to other people, to read them, to know how they're thinking about things, what they're feeling right now, and using that

(knowledge) to communicate effectively with them,” he says. He says emotionally intelligent people can achieve great results by themselves, but socially intelligent people will also drive others to be more successful at the same time. (<http://blog.vecci.org.au/>)

**Review of related literature:** -

E. L. Thorndike has divided intelligent activity into three types:

- **Concrete intelligence**, or ability to understand and deal with things as in skilled trades and scientific appliances;
- **Abstract intelligence**, or ability to understand and deal with verbal and mathematical symbols;
- **Social Intelligence**, or ability to understand and deal with persons;

(Chadha, N. K. and Ganeshan, U, 2009).

**Concrete Intelligence:** - It is the ability of an individual to comprehend actual situations and react to them adequately; the concrete intelligence is evident from various activities of daily life. This kind of intelligence is measured by performance tests and picture tests in which the individual has to manipulate concrete materials.

**Abstract Intelligence:** - It is the ability to respond to words, numbers, letters etc. All tests of intelligence which require manipulation of symbols are tests of abstract intelligence. Abstract Intelligence is required in the academic subjects in schools such as reading, writing, history and so on.

**Social Intelligence:** - It is the ability of an individual to react to social situation of daily life. Social Intelligence would not include the feelings or emotions aroused in us by other people, but merely our ability to understand others and to react in such a way towards them that the ends desired should be attained. High Social Intelligence is possessed by those who are able to handle people well. Adequate adjustment in social situations is the index of social intelligence. (Kanikella Suresh and Digumarti Bhaskara Rao 2009).

**Social Intelligence:** -

**Social intelligence** describes the capacity to effectively navigate and negotiate complex social relationships and environments.

- Psychologist and professor at the London School of Economics Nicholas Humphrey believes it is social intelligence or the richness of our qualitative life, rather than our quantitative intelligence, that truly makes humans what they are.
- Social scientist Ross Honeywill believes social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes, and a capacity and appetite

to manage complex social change. A person with a high social intelligence quotient (SQ) is no better or worse than someone with a low SQ, they just have different attitudes, hopes, interests and desires.

- Social intelligence according to the original definition of Edward Thorndike, is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". It is equivalent to interpersonal intelligence, one of the types of intelligences identified in Howard Gardner's Theory of multiple intelligences, and closely related to theory of mind. Some authors have restricted the definition to deal only with knowledge of social situations, perhaps more properly called social cognition or social marketing intelligence, as it pertains to trending socio-psychological advertising and marketing strategies and tactics.
- According to Sean Foleno, Social intelligence is a person's competence to comprehend his or her environment optimally and react appropriately for socially successful conduct. ([en.wikipedia.org/wiki/Social\\_intelligence](http://en.wikipedia.org/wiki/Social_intelligence))
- Social Intelligence (SI) is the ability to get along well with others, and to get them to cooperate with you. Sometimes referred to simplistically as "people skills," SI includes an awareness of situations and the social dynamics that govern them, and a knowledge of interaction styles and strategies that can help a person achieve his or her objectives in dealing with others. It also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns.
- From the standpoint of interpersonal skills, Karl Albrecht classifies behavior toward others as falling somewhere on a spectrum between "toxic" effect and "nourishing" effect. Toxic behavior makes people feel devalued, angry, frustrated, guilty or otherwise inadequate. Nourishing behavior makes people feel valued, respected, affirmed, encouraged or competent. A continued pattern of toxic behavior indicates a low level of social intelligence - the inability to connect with people and influence them effectively. A continued pattern of nourishing behavior tends to make a person much more effective in dealing with others; nourishing behaviors are the indicators of high social intelligence.



People with high social intelligence focus on 'nourishing behaviours' which make them appealing and magnetic to others.



People with low social intelligence are often described as 'toxic' and alienate people they interact with.

Can SI be learned, or developed?

It is assumed - people learn as they grow up, mature, and gain experience in dealing with others. Unfortunately, many people do not continue to learn and grow as they age, and many people never acquire the awareness and skills they need to succeed in social, business or professional situations. It is quite clear that adults who lack insight and competence in dealing with others can make significant improvements in their SI status as a result of understanding the basic concepts and assessing themselves against a comprehensive model of interpersonal effectiveness. (<http://www.karlalbrecht.com/siprofile/siprofiletheory.htm>)

Ahmed Abdulhameed Aufan Al Makahelh abd Ayed Hanna Ziadat(2012)conducted a study in Jordan aimed to identify the relationship between social intelligence and behavioral characteristics of talented students in the middle school from the perspective of their teachers. The study sample consisted of 200 male and female students distributed in school. The results showed that the averages were medium for each of the creativity, leadership, and motivational characteristics, whereas was low for the learning characteristics. There were no statistically significant differences in the average degree of response of the study sample due to the sex variable on both the social intelligence and behavioral characteristics scales for each of the total scores. (Ahmed Abdulhameed Aufan Al Makahelh abd Ayed Hanna Ziadat,2012. p785).

Jeloudar, S. V. (2012) conducted a study to analyze the level of social intelligence among teachers employed in government secondary schools based on a selected demographic variable. The sample of the study comprised 203 teachers. The findings of the study showed that there was a significant difference among the teachers from (Malaysia, India and China) and their social intelligence. The study also 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). (Jeloudar, S. V. 2012).

**Dimensions that measures social intelligence: -**

- A- Patience- Calm endurance under stressful situations.
- B- Co-cooperativeness- Ability to interact with others in a pleasant way to be able to view matters from all angles.
- C- Confidence Level- Firm trusts in oneself and ones chances.

- D- Sensitivity- to be acutely aware of and responsive to human behavior.
- E- Recognition of Social Environment- Ability to perceive the nature and atmosphere of the existing situation.
- F- Tactfulness- Delicate perception of the right thing to say or do.
- G- Sense of Humour- Capacity to feel and cause amusement; to be able to see the lighter side of life.
- H- Memory- Ability to remember all relevant issues; names and faces of people.
- (Chadha, N. K. and Ganeshan, U, 2009).

**Need of the present study: -**

The main aim of education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. Socially Intelligent teachers help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team work. Social intelligence helps one knows of social, identifying the social and self awareness. Social intelligence helps in understanding and analyzing of others social intelligence. Hence, it is essential to develop the social intelligence of pupil teachers during pre-service. The present study aims at studying the level of social intelligence of the pupil teachers.

**Statement of the Problem: -**

**A study of Social intelligence of Pupil Teachers**

**Operational Definitions: -**

**Social intelligence:** - the social intelligence score assigned by social intelligence scale.

**Pupil teachers:** - students are studying in college of Education for pre service training.

**Objectives of the study: -**

1. To find out the level of social intelligence of pupil teachers.
2. To assess the views of the teacher educators regarding prerequisites for social teacher.

**Scope and Limitations: -**

The present study will help teaching community for the understanding level of social intelligence of student teachers.

The study is restricted to views of selected pupil teachers and teacher educators.

The study is limited to one Teacher Education College in Pune city.

**Population: -**

The Population of this study consisted of pupil teachers and teacher educators.

**Sample: -**

The sample consists of 80 pupil teachers and 10 experienced teacher educators from Adarsha Comprehensive College of Education.

**Research Methodology: -**

**Method:** Survey Method was followed. For this purpose open interview was taken from teacher educators.

**Tools:**

1. Social Intelligence Scale (SIS) of Dr. N. K. Chadha and Usha Ganesan was used to measure social intelligence of pupil teachers.
2. Open Interview of teacher educators.

**Following questions were asked in the interview.**

- 1 Are you aware of what social intelligence means? Yes / No
- 2 What are the essential components (prerequisites) for good social teacher?
- 3 What is the importance of social intelligence?  
• -----
- 4 What are the ways to implement social attitude in student teachers?
  - Improvement in college environment/
  - Curriculum development
  - Identifying problems and adopt a realistic approach to find solutions
- 5 What should be the role of teacher to enhance social intelligence?  
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**Observations: -**

1) **Observations from teacher educator's interview:-**

1. All teacher educators are aware of social intelligence.
2. Most of the teacher educators are agreed about the following prerequisites for good social teacher: - Ready to take new experiences Patience Understanding of the psychology of students
  - ❖ According to many teacher educators, the importance of social intelligence is lead an effective individual and social life.
  - ❖ According to many teacher educators following ways and means are suggested to implement social attitude: -
    - For improvement in college environment- to take group projects and to take responsibilities for group work



- For curriculum development: - to include theories of social intelligence along with practical work
- For identifying problems and adopt a realistic approach to find solutions: - action research and community based projects
- ❖ According to most of the teacher educators feel that the teacher should be role model. All the time teacher himself be ready to be social and take social responsibilities.

2) **Observations from social intelligence scale:-**

**Table 1: Patience**

Qualitative Description	Score	Percentile	No. of students (Out of 80)	Percentage of students
Very Low	Up to 15	0-20	0	0
Low	Up to 17	21-40	1	1.250
Average	Up to 19	41-60	5	6.25
High	Up to 22	61-80	36	45.00
Very High	Up to 24	81-100	38	47.50

**Interpretation: -**

Most of the students have high patience. Pupil teachers are adult learners. Therefore they have some experience to handle the situations in correct direction. So they may have high patience.

**Table 2: - Cooperativeness**

Qualitative Description	Score	Percentile	No. of students (Out of 80)	Percentage of students
Very Low	Up to 21	0-20	0	0
Low	Up to 24	21-40	6	7.50
Average	Up to 26	41-60	11	13.75
High	Up to 28	61-80	19	23.75
Very High	Up to 33	81-100	44	55.00

**Interpretation: -**

Half of the students have high cooperativeness. Many students are staying away from their home. They stay in the hostels. So it is their need to live calm and quietly.

**Table 3: - Confidence**

Qualitative Description	Score	Percentile	No. of students (Out of 80)	Percentage of students
Very Low	Up to 16	0-20	0	0
Low	Up to 18	21-40	3	3.75
Average	Up to 19	41-60	6	7.50
High	Up to 21	61-80	17	21.25
Very High	Up to 24	81-100	54	67.50

**Interpretation: -**

Most of the students have high confidence. All these students have joined B. Ed. course through common entrance test. So they have the trust on their own act. So they have high confidence.

**Table 4: - Sensitivity**

Qualitative Description	Score	Percentile	No. of students (Out of 80)	Percentage of students
Very High	Up to 16	0-20	0	0
High	Up to 19	21-40	9	11.25
Average	Up to 21	41-60	15	18.75
Low	Up to 23	61-80	33	41.25
Very Low	Up to 25	81-100	23	28.75

**Interpretation: -**

Maximum students have low and very low sensitivity. Due to urbanization their interactions are reducing. Therefore they may have less sensitivity.

**Table 5: - Recognition of Social Environment**

Qualitative Description	Score	Percentile	No. of students (Out of 80)	Percentage of students
	0		17	21.25
Low	1	0-40	36	45.00
Average	2	41-60	25	31.25
High	3	61-100	0	
	4, 5		2	2.50

**Interpretation: -**

Many students have low recognition of environment. Students are not getting opportunity for predicting of others behavior. Therefore they may have low recognition of environment.

**Table 6: - Tactfulness**

Qualitative Description	Score	Percentile	No. of students (Out of 80)	Percentage of students
Low	(up to 4)	0-40	42	52.50
Average	(up to 6)	41-60	38	47.50
High	(up to 7)	61-100	0	0

**Interpretation: -**

Maximum students have low tactfulness. Students may be unable to say their own right opinion.

**Table 7: - Sense of humor**

Qualitative Description	Score	Percentile	No. of students (Out of 80)	Percentage of students
Low	(up to 4)	0-40	45	56.25
Average	(up to 6)	41-60	27	33.75
High	(up to 7)	61-100	8	10.00

**Interpretation: -**

Most of the students have low sense of humor. Most of us are looking seriously towards situation.

**Table 8: - Memory**

<b>Qualitative Description</b>	<b>Score</b>	<b>Percentile</b>	<b>No. of students (Out of 80)</b>	<b>Percentage of students</b>
Low	(up to 8)	0-40	36	45.00
Average	(up to 12)	41-60	44	55.00
High	(up to 13)	61-100	0	0

**Interpretation: -**

All students have average and low memory. They may not be aware for the purposeful attention towards the environment.

**Table 9: - Total score of social intelligence**

<b>Total Score</b>	<b>No. of students (Out of 80)</b>	<b>Percentage of students %</b>
<b>82-115</b>	<b>42</b>	<b>52.5</b>
<b>115-125</b>	<b>25</b>	<b>31.25</b>
<b>125-138</b>	<b>13</b>	<b>16.25</b>

**Graph 1: - Total score of social intelligence**

**Interpretation**

Maximum students have total score between 82-115

Very few students have total score between 125-138

They may not be aware for the purposeful attention towards the social environment.

**Conclusions**

1. Teacher educators are aware of social intelligence.
2. Taking social responsibilities and interaction with students are important ways to implement social attitude.
3. Pupil teachers have high patience, high cooperativeness, and confidence.
4. Pupil teachers have low sensitivity, low recognition of social environment, low tactfulness, low sense of humor and average memory.

**Concluding Remark**

1. Teacher should be the role model.
2. The entire time teacher should be available for interaction with students.
3. Social intelligence should be a part of curriculum.
4. If we study the level of social intelligence of pupil teachers, we can enhance it if found low, as it is one of the requisites of good teacher.
5. The pupil teachers with high social intelligence can help students in schools grow well in all dimensions of life along with excellence academic achievement.

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