Social Intelligence in Relation to Teaching Competency among B.Ed Teacher Trainees in Cuddalore District

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Abstract

The aim of the present study was to examine the relationship between Social Intelligence and Teaching Competency among B.Ed Teacher Trainees. The sample consisted of 333 College students in Cuddalore district, Tamilnadu. Social intelligence scale by Chadha N. K. and Ganeshan Usha and General teaching competency scale by B. K Passi and M.S. Lalitha, (1979) was used to obtain the measures of variables. The result found that social intelligence directly influences the development of teaching competency among B.Ed teacher trainees.

KEYWORDS-Social Intelligence, Teaching Competency

INTRODUCTION

Social intelligence plays a direct role in the process of socialization of individuals. When the process of socialization occurs, the individual interacts with lot of persons in every walk of life and they tend to develop social competency. Such competencies are required for teachers. Hence the present study aims to identify the social intelligence among school teachers. The effects of background variables like age, gender, locality, teaching experience, type of family, previous educational qualification and stream of study are aimed to be studied in the present investigation.

SOCIAL INTELLIGENCE

Edward L. Thorndike mentioned that there are three intelligence– abstract, mechanical and social. In Harper's Magazine article in the 1930 he defined social intelligence as the ability to understand others and act wisely in human relations. He mentioned that social intelligence is different from academic ability and a key element in what makes people to succeed in life.

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 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.

Social intelligence is the capacity to effectively negotiate complex social relationships and environments. Psychologist Nicholas Humphrey believes that it is social intelligence, rather than quantitative intelligence, that defines humans. Social scientist Ross Honey will 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, but they have different attitudes, hopes, interests and desires.

TEACHING COMPETENCY

Teaching Competency refers to the application of different teaching skills during the process of teaching. A competent teacher applies all the teaching skills, understands the level and nature of students and alters teaching accordingly.

Teaching competence involves the utilization of the different teaching skills. Some of the teaching skills are questioning, stimulus variation, instruction, explanation, reinforcement, stimulus variation. All these teaching skills are considered as the core teaching skills. Teacher Trainees are trained in the effective use of these core skills. Application of these skills makes the student teachers to be competent.

OBJECTIVES OF THE STUDY

Following are the objectives of the study:

- To study the relationship between social intelligence and teaching competency among student teachers in Cuddalore district.
- To study the influence of the background variable age, gender, locality, marital status, nuclear and joint family student teachers, residence, previous educational qualification and steam of study on the social intelligence of student teachers.

SAMPLING

Random sampling procedure was adopted to draw the sample from the population of student teachers. The sample consists of 333 student teachers from selected B.Ed colleges of Cuddalore district.

TOOLS USED

The investigator of the present study selected and used Social intelligence scale (SIS) developed by Chadha N. K. and Ganeshan Usha and General teaching competency scale (GTCS) developed by B. K Passi and M.S. Lalitha, (1979).

PROCEDURE

In the present study, the investigator applied normative survey method. The normative survey method studies, describes and interprets what exists at present.

DISCUSSION

The data collected was computed using SPSS package and were tested based on the objectives of the study to draw meaningful conclusions. From table 1, it is inferred that most of the components of social intelligence have significant relationship at 0.05 level of significance. From table 2, it is inferred that age group below and above 25 Years do not differ significantly in their social intelligence (t =0.568) in their mean statistically at 0.05 level of significance. From table 2, it is inferred that male and female student teachers differ significantly in their social intelligence (t =2.618) in their mean statistically at 0.05 level of significance. From table 2, it is inferred that urban and rural student teachers do not differ significantly in their social intelligence (t =0.207) in their mean statistically at 0.05 level of significance. From table 2, it is inferred that single and married student teachers do not differ significantly in their social intelligence (t =1.888) in their mean statistically at 0.05 level of significance. From table 2, it is inferred that nuclear and joint student teachers do not differ significantly in their social intelligence (t =1.045) in their mean statistically at 0.05 level of significance. From table 2, it is inferred that rural and urban college teachers do not differ significantly in their social intelligence (t =0.911)

in their mean statistically at 0.05 level of significance. From table 2, it is inferred that rural and urban college teachers do not differ significantly in their social intelligence (t =0.911) in their mean statistically at 0.05 level of significance. From table 2, it is inferred that hosteller and day scholar student teachers do not differ significantly in their social intelligence (t =0.233) in their mean statistically at 0.05 level of significance. From table 2, it is inferred that UG and PG studied student teachers do not differ significantly in their social intelligence (t =1.338) in their mean statistically at 0.05 level of significance. From table 3, it is inferred that different stream of study of student teachers differ significantly in their levels of social intelligence (F =2.145) in their mean statistically at 0.05 level of significance.

TABLE 1: SHOWING CORRELATION COEFFICIENT BETWEEN COMPONENTS OF SOCIAL INTELLIGENCE AND TEACHING COMPETENCY

Components of Social Intelligence	Dependent variable	N	r-value	Level of significance at .05 level
Patience		333	.298	significant
Co-operativeness		333	.207	Significant
Confidence		333	.869	Significant
Sensitivity	Teaching competency	333	.682	Significant
Recognition of social environment		333	.508	Significant
Tactfulness		333	.417	significant
Sense of humor		333	.092	Not Significant
memory		333	.023	Not Significant

TABLE 2: SHOWING THE MEAN, S.D, T-VALUE & LEVEL OF SIGNIFICANCE OF SOCIAL INTELLIGENCE AMONG B.ED TEACHER TRAINEES

Variable	Sample	N	Mean	S.D	t-value	Level of Significance at .05
Age	Up to 25 years	222	77.54	7.54	.568	Not Significant

	Above 25 years	111	77.03	7.63		
Gender	Male	109	78.96	7.07	2.618	significant
	Female	224	76.60	7.99		
Locality	Rural	93	77.43	8.22	.207	Not significant
	Urban	240	77.23	7.61		
Marital Status	Single	183	78.10	7.22	1.888	Not significant
	Married	150	76.49	8.33		
Family type	Nuclear	156	77.85	7.85	1.045	Not significant
	Joint	177	76.95	7.70		
Type of institution	Rural	119	77.89	6.93	.911	Not significant
	Urban	214	77.08	8.20		
Residence	Hostellers	92	77.21	6.80	.233	Not significant
	Day scholars	241	77.43	8.12		
Educational Qualification	UG	113	76.58	8.44	1.338	Not significant
	PG	220	77.78	7.39		
Department	Language	201	77.50	7.65		Significant
	Science	54	78.33	8.21		
	Mathematics	31	78.61	9.08		
	Social sciences	47	74.91	6.45		

Table 3: SHOWS ONE WAY ANOVA OF THE DIFFERENT STREAM OF STUDY STUDENT TEACHERS WITH RESPECT TO THEIR SOCIAL INTELLIGENCE

Groups	Sum of Squares	df	Mean Square	F	Level of Significance at 0.05
Between Groups	385.07	3	128.35	2.145	Significant
Within Groups	19685.25				

RESULTS AND CONCLUSION

It is found that social intelligence directly influences the development of teaching competency among B.Ed teacher trainees. All the components of Social intelligence namely: Patience, Co-cooperativeness, confidence, Sensitivity, recognition of social environment, tactfulness, sense of humor and memory directly influences the teaching competency of B.Ed teacher trainees. With respect to the background variables, it is found that gender and stream of study influences the teaching competency of the student teachers. Hence such factors has to be considered while giving to training to student teachers in social intelligence skills

RECOMMENDATIONS OF THE STUDY

Following are the recommendations of the present study:

- Student teachers could be oriented towards the positive development of social intelligence.
- Social intelligence skills can be trained in the teacher training colleges for B.Ed student teachers.
- Workshop related to the development of social intelligence skills could be arranged for teachers so that they can impart that knowledge to the students.

REFERENCES

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