

## Relationship between Social Intelligence and Teaching Competency of Higher Secondary School Teachers

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### **Abstract**

*The objective of the study is to find the significant relationship between Social intelligence and teaching competency of higher secondary school teachers with reference to the background variables. Survey method was employed. Two tools are used in this study namely self-made Teaching competency scale and Social intelligence scale it is an adopted tool constructed by Dr.N.K.Chandha (1986). This tool deals with 6 factors of social intelligence . In the present study, social intelligence and teaching competency are the dependent variables. This social intelligence and teaching competency depends on some factors like gender, Educational qualification, Marital Status type of school, years of experience.. These are all the independent variables. The significant difference between the means of each pair of group is computed using Standard Deviation, „t test, ANOVA and Pearson’s Co-efficient Correlation. The findings are established and tabulated from the analysed data. The finding shows that there is no significant relation between social intelligence and teaching competency of higher secondary school teachers Finally, Interpretations, Recommendations are given by the investigator based on the findings.*

**Key words:** *Social Intelligence, Teaching Competency, Teacher attributes, Behavior pattern, Higher Secondary School Teachers, Teaching Learning process.*

### **Introduction**

The word ‘intelligence’ forms a part of our ordinary stock of words which one uses every day. In the field of psychology too the word intelligence finds a fairly comprehensive use, but it has been defined in a number of ways by the scientists. Some of these definitions are given below. “Intelligence is the 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.” (Stern 1914). “Intelligence is the capacity to learn and adjust to relatively new and changing conditions” (Wagon 1937). Various individuals are using learned social skills to improve the quality of the life and relationships. Most of human psychological problems were associated with the society the psychological problems like depression ‘tear’ confusion, anger created by the lack of positive human emotions are critical to the happiness of the individual in the society. So social intelligence is created to bring the skills to the world of human interaction and relations. According to E.L Thorndike (1920) the term intelligence refers to a “person’s ability to understand and manage the

people and also engage in adopt in social interaction. It also refers to the individuals found of knowledge about the social world. Allen and Ryan (1960) are the fore runners of the movement of competencies which are defined as composite skills, behaviours or knowledge that can be demonstrated by the competency based teacher education has become a special designation for an educational approach and for a movement that characterizes efficiency and accountability. Precise learning objectives defined in operational terms and accountability from the nexus of this approach which shift the focus of evaluation to pupil achievement and is therefore criteria orient rather than norm oriented.

#### **Significance of the Study**

Socially intelligent people are more likely to succeed in everything they undertake in their life. Unlike what is claimed to I.Q one can teach and improve in children and in any individual, some crucial social competencies, paving the way for increasing their social intelligence and thus making their life more healthy, enjoyable, successful and satisfied in the coming days, the concept of social intelligence is to be applauded, not because it is new but because it captures the essence of work our children or all of us need to know for living a productive happy and satisfied life. Teaching and learning process needs specific skills. Teaching competency is nothing but the behavior pattern of the teachers. The teachers who possess average social intelligence shows effective teaching patterns. Social intelligence plays a vital role teaching performance. The major determinate of the teaching competency is social intelligence. Hence the investigator would like to examine the relationship between social intelligence and teaching competency of higher secondary school teachers.

#### **Statement of the Problem**

The present study is entitled as “Relationship between Social Intelligence and Teaching Competency of Higher Secondary School Teachers”.

#### **Operational Definition**

##### **Social Intelligence**

Vernon (1933) defined social intelligence as the persons “ability to get along with people”.

##### **Teaching Competency**

Holy grail (1970) defined teaching competency as the “teacher attributes and teacher characteristics to determinates of teacher efficiency and effectiveness”.

#### **Objectives of the Study**

1. To find out whether there is any relationship between social intelligence and teaching competency of Higher Secondary school teachers.
2. To find out whether there is any significant difference in the social intelligence of higher secondary school teachers with regard to Gender.

3. To find out whether there is any significant difference in the Teaching competency of higher secondary school teachers with regard to Gender.
4. To find out whether there is any significant difference in the social intelligence of Higher secondary school teachers with regard to Educational Qualifications.
5. To find out whether there is any significant difference in the Teaching competency of Higher secondary school teachers with regard to Educational Qualifications.

#### **Hypotheses of the Study**

1. There is no significant difference between the male and female higher secondary school teachers in the score 'Social intelligence'.
2. There is no significant difference between the UG and PG qualified Higher secondary school teachers in the score 'Social intelligence'.
3. There is no significant difference between the male and female higher secondary school teaches in the score 'Teaching competency'.
4. There is no significant difference between the UG and PG qualified Higher secondary school teachers in the score 'Teaching competency'.
5. There is no significant relationship difference between the higher secondary school teachers in the scores social intelligence and 'Teaching competency'.

#### **Methods and Procedure**

Survey method was adopted for the study. Data were collected from samples of 300 teachers working in Higher Secondary Schools from 5 Government, 5 Government Aided and 5 Private higher secondary schools in Coimbatore district that were selected randomly. For the present study the investigator used Social Intelligence scale test consisting of 25 items constructed by Dr.N.K.Chandha (1986) tool deals 6 factors of social intelligence. They are Patience, Confidence, cooperativeness and Sensitivity Sense of humor and Recognition of social environment. The scale consists of 1, 2 and 3 given to three response alternatives teaching competency scale. The tool contains of 35 statements. This tool deals 7 factors of Teaching Competency They are Teaching learning process, Personal and professional values, Professional development, Observable behaviour, Planning lesson, Knowing the Developmental characteristics, Evaluation and Assessment. To be answered using 5-point Likert Scale as Strongly Disagree / Disagree / Never / Agree / /strongly Agree. While constructing items for each of these areas due care was taken to make use of the simple language and provide well-defined purposeful statements to the respondents for the assessment of their Teaching competency.

#### **Analysis of Data**

Analysis is the statistical method, which describes the characteristic of the data and will give the investigator an insight into the problem. It simplifies the masses of facts and presents them in an understandable form in order to test the hypotheses.

**Table 1 Social Intelligence score with regard to Gender and Educational qualification**

S. No	Variables	Calculated Value	t Value	Remarks at 0.05 Level
1	Gender	0.958	1.980	NS
2	Educational qualification	1.260	1.980	NS

1. There is no significant difference between male and female higher secondary school teachers in their social intelligence. The calculated 't' value (0.958) is lower than the table value (1.980) at .5% level of significance. Hence the Null hypothesis is accepted.
2. There is no significant difference between UG and PG qualified higher secondary school teachers in their social intelligence. The calculated 't' value (-1.260) is lower than the table value (1.980) at .5% level of significance. Hence the Null hypothesis is accepted.

**Table 2 Teaching Competency score with regard to Gender and Educational qualification**

S. No	Variables	Calculated Value	t Value	Remarks at 0.05 Level
1	Gender	7.95	1.980	NS
2	Educational qualification	6.16	1.980	NS

1. There is no significant difference between male and female higher secondary school teachers in their teaching competency. The calculated 't' value (-7.95) is lower than the table value (1.980) at .5% level of significance. Hence the Null hypothesis is accepted.
2. There is no significant difference between UG and PG qualified higher secondary school teachers in their teaching competency. The calculated 't' value (-6.16) is lower than the table value (1.980) at .5% level of significance. Hence the Null hypothesis is accepted.

**Table 3 Correlation**

Variables	N	Calculated 'r' Value	Table Value	Remark
Social intelligence vs.	300	0.040	0.098	NS

The calculated 'r' value is (0.40) is lower than the table value (0.098). There is no significant relationship between Social intelligence and Teaching competency. Hence there is no relationship between social intelligence and teaching competency

**Findings**

1. There is no significant difference in social intelligence of male and female higher secondary school teachers.
2. There is no significant difference in teaching competency of male and female higher secondary school teachers.
3. There is no significant difference in social intelligence of UG and PG qualified higher secondary school teachers.
4. There is no significant difference in Teaching Competency of UG and PG qualified higher secondary school teachers.
5. There is no significant relationship between social intelligence and teaching competency. Hence there is no relationship between social intelligence and teaching competency

### Recommendations

Based on the findings of the study the following recommendations are suggested by the investigator, Social intelligence is important for all profession especially for teachers. It promotes humanity. enriches our life with people and society concerned. Every teacher should possess some level of social intelligence. Teaching competency is the quality, attribute and characteristics to determinates of teacher efficiency and effectiveness. Teaching competence plays a major role in class room management and other academic activities. Teacher can enrich their competence level by attending and participating various programs and activities. Teachers can continue their academics throughout the lifetime. High level of teaching competency results in high achievement of students learning.

### Conclusion

The investigator found that majority of higher secondary school teacher's social intelligence is low, but the teaching competency level is moderate to high. There is no significant relationship between social intelligence and teaching competency. This study shows that teachers do not find healthy environment in schools for developing their social intelligence. The schools fail to provide a proper environment to develop better relationship, positive behavior, social skills, positive attitudes and good mental health in teachers. Exclusive training package for teachers need to be developed to facilitate the development of professionalism in teachers, promotion and improvement of values and attitudes among teachers.

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