

## A Study on Social Intelligence of B.Ed. Teacher Trainees of Mangaluru and Chikmagaluru District

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### ABSTRACT

The Government of India's National Education Policy (NEP) 2020 signifies a significant shift in the country's educational framework. With the aim of addressing the evolving needs of the 21st century, NEP 2020 is intentionally structured to cultivate creativity, critical thinking, and the comprehensive growth of learners. The policy emphasizes key pillars such as accessibility, equity, quality, affordability, and accountability in education, promoting a holistic and student-centric perspective (Dilip Kumar Singh, 2024).

**Keywords:** Social Intelligence, B.Ed. Teacher, Mangaluru District, Chikmagaluru District

**S**ocial intelligence is an indispensable skill for B.Ed. teacher trainees because it helps them connect with students and motivate them. Social intelligence is the capacity to comprehend, handle, and get along with people in societal situations.

The National Education Policy (NEP) 2020, introduced by the Government of India, marks a transformative shift in the educational landscape of the country. It is aiming to cater to the evolving needs of the 21st century. NEP 2020 is designed to foster creativity, critical thinking, and holistic development of the students. The NEP 2020 focuses on accessibility, equity, quality, affordability, and accountability in education, emphasizing a holistic, student-centric approach (Dilip Kumar Singh 2024).

The goal of teacher education is to help teachers grow both personally and professionally. This development entails gaining a great deal of understanding about various facets of their personalities, such as social intelligence. The teachers who possess high social intelligence can recognize and understand the feelings, thoughts, and behaviors of their students. They can also pick up on spoken, non-verbal, and behavioral clues to help them construct meaningful classroom interactions. Teachers with high social intelligence are good listeners who can attentively and patiently listen to conversations. This helps them build language and communication skills with their students. High social intelligence instructors are able to communicate with administrators, other educators, and students in a way that makes them feel at ease and understood. The development of teaching competency in B.Ed. teacher candidates is directly influenced by social intelligence (Jasleen Kaur, & et al. (2021). Social intelligence

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on the management of classrooms among prospective teachers had a significant positive correlation with the high level of classroom management among prospective teachers (Susheela Narang 2017). The National Education Policy (NEP) 2020 heralds a transformative shift in Indian education, emphasizing innovative teaching practices to enhance student engagement and learning outcomes.

According to NEP 2020, 'Teachers play the crucial function in national building by creating a high quality of human resources in their classrooms'. At this time of technology and modernization, the prime of being social intelligent is needed by prospective teachers to become efficient teachers in the future. Along with this, he or she also needs to have good classroom management to be an effective teacher (Vaishali Pandey, 2023). Social intelligence was proved to be importantly associated with life satisfaction, positive affect, and negative affect, transmitting significant indirect effects on psycho-pathological symptomatically through these components of subjective well-being. Likewise, social intelligence was positively and significantly related to psychological well-being (Carolina M Azanedo & et al (2020)). As a significant predictor of success in the teaching profession and a crucial component of social competence in the teaching profession, social intelligence is both a personality trait and a performance characteristic (Vasudevan 2020). As a result, we can conclude that social intelligence is crucial to both students' and instructors' personal and professional lives.

### **Social Intelligence**

**Social Intelligence (SI)**, sometimes referenced as **social intelligence quotient** or (**SQ**), is the ability to realize one's own and others' actions. Through interacting with people and learning from both social success and failure, social intelligence is acquired and developed. It is an important interpersonal skill that helps individuals succeed in all aspects of their lives (Adler, Ronald 2022)

### **Dimensions of SI**

- A. Patience – Calm survival in complex situations.
- B. Cooperativeness: The capacity to engage with people in a positive manner and see things from multiple perspectives.
- C. Level of Confidence: A strong belief in oneself and one's prospects.
- D. Sensitivity: The capacity to see and react to human behaviour with great awareness.
- E. Social Environment Recognition: The capacity to recognise the character and ambiance of the current circumstance.
- F. Tactfulness – delicate sense of what is appropriate to say or do.
- G. Sense of Humour – Capacity to reel and provide entertainment; to be able to appreciate the good things in life.
- H. Memory – ability to recall people's names and faces as well as all pertinent topics.

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### **Need and Significance of the Study**

The innovative strategies and practices outlined in NEP 2020 aim to create a more engaging, relevant, and effective educational experience for students. Prospective teachers must possess up-to-date knowledge, problem-solving and analytical skills, interpersonal and intrapersonal skills, organisational and management skills, and the ability to apply these skills in accordance with the demands of the situation, given the demands and expectations of modern education, the educational system, and the level of competition.

(Joshi & Chugh, 2009). These are to be developed by focusing the objectives of cognitive and non-cognitive domains. Social Intelligence is a strong indicator of academic performance, social skills, making positive decisions and a general sense of well-being in students. SI skills are vital to the health and academic success of school children and adults. . It can appear at times that new technological advancements help to interact more through social media outlets (Radha Arora & Gurpreet Kaur 2018). Although not much research has been done on the social intelligence of aspiring teachers, there was a need to fill the knowledge gap because teaching in the present era still requires more work.

### **Objectives of the study**

1. To investigate whether there is any significant difference in the levels of Social Intelligence of B.Ed., teacher trainees of Mangaluru and Chikmagaluru district.
2. To assess whether there is a significance difference in dimensions of Social Intelligence of B.Ed., teacher trainees of Mangaluru and Chikmagaluru district.
3. To find out whether the social intelligence of B.Ed. teacher trainees in the districts of Mangaluru and Chikmagaluru differs significantly.

### **DESIGN OF THE STUDY**

This research work was descriptive survey in nature.

### **SAMPLE**

For the current study, 200 B.Ed. teacher trainees from various educational institutions in the districts of Mangaluru and Chikmagaluru were selected as a sample. The sample was chosen using the random sampling technique.

### **TOOL USED**

#### **Social Intelligence Scale (SIS):**

This questionnaire was developed by Chadha and Ganesan (2004) of University' of Delhi. It consists of 66 items which measure social intelligence of the subject in 8 dimensions-patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory.

### **STATISTICAL PROCEDURES USED**

To measure the data Mean, Standard Deviation, Z test (MANN WHITNEY U Test), were used.

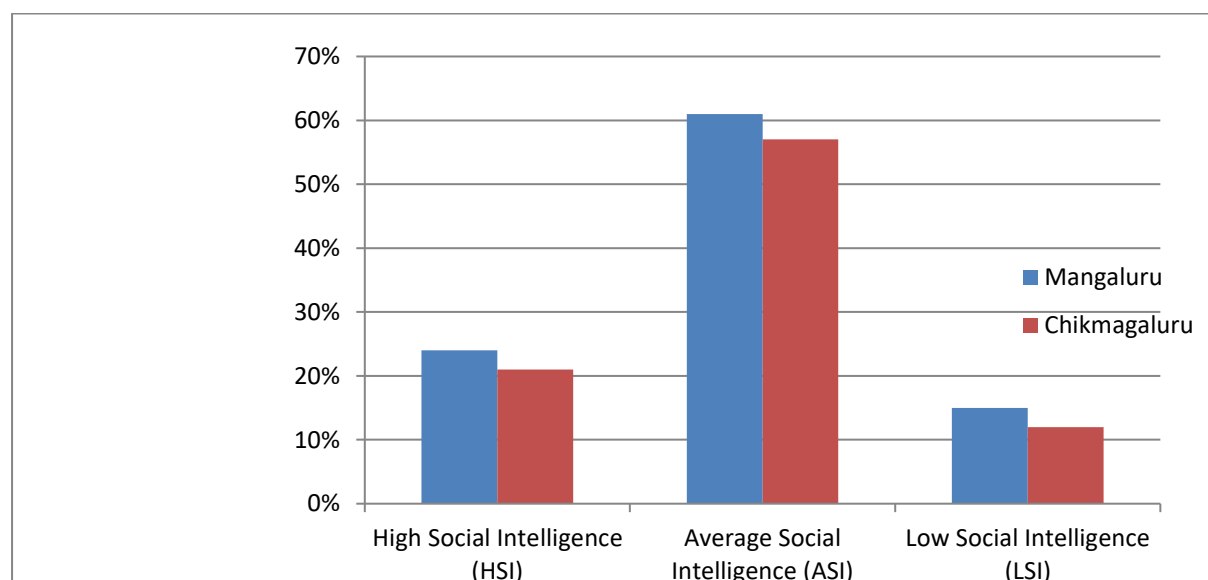
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### ANALYSIS OF OBJECTIVES

The first objective of study was ‘To investigate whether there is any significant difference in the levels of Social Intelligence of B.Ed., teacher trainees of Mangaluru and Chikmagaluru district’.

Table 1: showing the levels of SI of B.Ed. teacher trainees

Districts	Categories	Mean	SD	High Social Intelligence (HSI)	Average Social Intelligence (ASI)	Low Social Intelligence (LSI)
	Norms			M+1S.D ABOVE	M+1S.D TO M-1S.D	M-1S.D BELOW
Mangaluru	N (100)	89.36	6.78	24 %	61%	15%
Chikmagaluru	N(100)	87.29	5.09	21%	57%	12%



Above Table 1 and diagram 1 indicates as, 24% of B.Ed., teacher trainees of Mangaluru & 21% of B.Ed., teacher trainees of Chikmagaluru possessed High level Social Intelligence, 15% of B.Ed., teacher trainees of Mangaluru & 12% of B.Ed., teacher trainees of Chikmagaluru possessed low Social Intelligence. And 61% of B.Ed., teacher trainees of Mangaluru & 57% of B.Ed., teacher trainees of Chikmagaluru possessed Average level Social Intelligence.

### OUTCOME OF THE OBJECTIVE ONE

Most of the Mangaluru and Chikmagaluru District B.Ed., teacher trainees possess Average level of Social Intelligence.

The second objective of the study was, ‘To assess whether there is a significance difference in dimensions of SI i.e patience, patience, cooperativeness, confidence, sensitivity, recognition of

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social environment, tactfulness, sense of humour, and memory of B.Ed., teacher trainees of Mangaluru and Chikmagaluru district.

Dimensions of Social Intelligence	Place	N	Mean	SD	P value	Significance level	Remarks
Patience	Mangaluru	100	19.53	2.672	0.530	p=0.596	Not significant
	Chikmagaluru	100	19.46	2.101			
Cooperativeness	Mangaluru	100	23.04	3.071	0.636	p=0.525	Not significant
	Chikmagaluru	100	23.37	2.557			
Confidence	Mangaluru	100	19.67	3.072	2.288	p=0.022	significant
	Chikmagaluru	100	18.82	2.086			
Sensitivity	Mangaluru	100	17.69	2.639	1.474	p=0.14	Not Significant
	Chikmagaluru	100	17.10	2.057			
Recognition of Social Environment	Mangaluru	100	.66	1.526	0.210	p=0.833	Not significant
	Chikmagaluru	100	.59	.805			
Tactfulness	Mangaluru	100	2.19	.907	0.674	p=0.500	Not significant
	Chikmagaluru	100	2.13	.861			
Sense of Humour	Mangaluru	100	.79	.769	1.004	p=0.316	Not significant Not significant
	Chikmagaluru	100	.64	.560			
Memory	Mangaluru	100	5.79	1.166	5.135	p<0.001	Very highly significant
	Chikmagaluru	100	5.18	.757			

Table 2 it is observed that with regard to Districts and Dimensions of Social Intelligence, 'z' value for Patience (0.530,  $p = 0.596$ ), Cooperativeness (0.636,  $p = 0.525$ ), Recognition of Social Environment (0.210,  $p = 0.833$ ), Tactfulness (0.674,  $p = 0.500$ ), Sense of Humour (1.004,  $p = 0.316$ ) and sensitivity (1.474,  $p = 0.14$ ) are not significant. So the related null Hypotheses were accepted. It means that dimensions of SI i.e Patience, Cooperativeness, Recognition of Social Environment, Tactfulness, Sense of Humour and sensitivity between Mangaluru and Chikmagaluru District do not differ significantly.

But in the case of dimensions of SI i.e Sense of Confidence (2.288,  $p = 0.022$ ) and Memory (5.135,  $p < 0.001$ ) were determined to be extremely significant. Hence the related null Hypotheses were rejected. It means that Mangaluru and Chikmagaluru District B.Ed. teacher trainees differ significantly in terms of dimensions of SI i.e namely Confidence and memory.

### OUTCOME OF THE OBJECTIVE TWO

- The Dimensions of SI i.e Patience, Cooperativeness, Recognition of Social Environment, Tactfulness, Sense of Humour and sensitivity between Mangaluru and Chikmagaluru District do not differ significantly.
- Mangaluru and Chikmagaluru District B.Ed. teacher trainees differ significantly in terms of dimensions of SI i.e namely Confidence and memory.

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The third objective of the study, was ‘To find out whether the social intelligence of B.Ed. teacher trainees in the districts of Mangaluru and Chikmagaluru differs significantly’.

For this purpose null hypotheses was formulated as, ‘There is no significant difference in the Social Intelligence of B.Ed., teacher trainees of Mangaluru and Chikmagaluru district’.

Variable	Place	N	Mean	SD	P value	Significance level	Remarks
Social Intelligence	Mangaluru	100	89.36	6.78	2.49	p=0.013	Significant
	Chikmagaluru	100	87.29	5.09			

From the table 3, it is observed that with regard to Districts the ‘z’ value is found to be 2.49 having the highly significant level 0.013. Hence the formulated null hypothesis ‘There is no significant difference in SI of B.Ed., teacher trainees of Mangaluru and Chikmagaluru district’, was rejected. Therefore, it can be said that the social intelligence of B.Ed. teacher trainees in the districts of Mangaluru and Chikmagaluru differs significantly.

### KEY RESEARCH FINDINGS

1. Majority of the Mangaluru and Chikmagaluru District B.Ed., teacher trainees possesses Social intelligence at an average level.
2. Both Mangaluru and Chikmagaluru District B.Ed. teacher trainees possessed same in terms of the dimensions of SI i.e Patience, Cooperativeness, Recognition of Social do not differ significantly Environment, Tactfulness, Sense of Humour and sensitivity.
3. Mangaluru and Chikmagaluru District B.Ed. teacher trainees differ significantly in terms of dimensions of SI i.e namely Confidence and memory.
4. The SI of B.Ed. teacher trainees in the districts of Mangaluru and Chikmagaluru differs significantly.

### EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The social intelligence of teacher candidates in the districts of Mangaluru and Chikmagaluru has been average in the B.Ed. program; it needs to be raised from average to high. By understanding the fundamentals of social intelligence, educators can help them to raise their level of social intelligence (Susheela Narang 2017).
2. Social intelligence helps an individual to lead healthy relationships with other people. Behaviour of Socially intelligent people is prudishly shown in the society and somehow, they are experts in tackling various social tasks (Vaishali Pandey, 2023). National Policy of Education 2020 should include the scheme, paternities and teachers should work together to develop and enhance the social intelligence of students through implementing some parent-teacher training programmes. Educational standard also affects the social intelligence and thus the academic achievement.

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3. The education department must take extra effort to boost the social intelligence of teacher candidates pursuing a B.Ed. The government ought to motivate people to sign up for online or related training programs aimed at improving their social intelligence (Sunil Kumar M.L 2023).
4. The majority of the research demonstrated that social intelligence and teaching experience are positively correlated. As the experience of teaching increase, the social intelligence also rises (Christina Gkonou & Sarah Mercer 2017; Paraminder Kaur 2015); thus drill has to be given to the teacher trainees to expand their Social Intelligence.
5. The government must survey secondary school teachers to determine their degree of social intelligence and educate them about the importance of social intelligence in their line of work.
6. The theory and practical components of social intelligence learning experiences should be incorporated into the teacher education curriculum. Therefore, it is possible to prepare for the knowledge and abilities of social intelligence development in order to become a good teacher (Saxena & Jain 2013; Sunil Kumar M.L 2023).
8. To strengthen their social intelligence dimensions, NCERT and DSERT need to take the initiative to systematize professional development programs, & research the effects of these programs in the classroom, and implement corrective measures (Ponmozhi. D, Govindamma 2024).
9. Regardless of the type of peer group, popularity will always benefit from social intelligence (Vasimalairaja 2018). In order to implement value-based programs to improve social intelligence, particularly during their internship program, student instructors can be assigned a project or case study on this.
10. Student teachers could be oriented towards the positive development of Social intelligence. Curriculum modification can be brought to focus on enhancing social intelligence of the budding teachers. Workshops, activity based learning, fieldtrips, could be arranged for teachers to boost the teacher trainees, so that they can impart that knowledge to implement in the regular classroom activities (R. Diane Joseph, & A. Bobin 2017).

### **CONCLUSION**

A person who is socially intelligent may work sound with others and collaborate with others as a team. Additionally, social intelligence is intimately linked to an individual's personality and behaviour (Zirkel, 2000).

The socially intelligent teachers build the teaching space favourable atmosphere through forming compassionate and developing interactions with their learners, creating the lessons which are based on the students' responses and abilities, creating and applying behavioral guidelines in the ways which enhance intrinsic motivation (Marzano, Marzano, & Pickering, 2003). Albrecht (2006) considers social intelligence as a prerequisite for professionally proficient teachers.

NEP 2020 aims to create dynamic and engaging classrooms that enhance critical thinking, creativity, and practical skills. These innovations promise to enhance student learning outcomes and better equip students to face obstacles in the future. It has been discovered that social intelligence has a direct impact on how well B.Ed. teacher candidates develop their teaching abilities. The dimensions of Social intelligence namely: Patience, Co-

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cooperativeness, confidence, Sensitivity, recognition of social environment, tactfulness, sense of humor and memory directly influences the teaching competency of B.Ed., teacher trainees.

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### ***Conflict of Interest***

The author declared no conflict of interest.

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