

Comparative Study

A Comparative Study of Social Intelligence of Pupil Teachers on the Basis of Residential Area

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ABSTRACT

Social intelligence is a very broad concept. In this concept; overall behaviour of a human regarding society, family and personal relationships with other people come. We call a person socially intelligent if s/he best coordinate the social situations and when a person understand his/her own feelings and of others. The social intelligence refers to the ability of a person to deal effectively in social situations and to get along with others effectively. The present study aims to investigate the social intelligence of B.Ed students on the basis of their residential area. The descriptive survey method was employed in the study. Stratified random sampling was used and sample size of the present study is 412 pupil teachers studying in B.Ed colleges affiliated to Kumaun University Nainital. Appropriate statistical techniques were employed in the study like mean, SD, SEM and t-test. The result indicated that there was found no significant difference in different dimensions of social intelligence of pupil teachers on the basis of area.

Keywords: *Social Intelligence, Rural, Urban, Kumaun University, Pupil Teachers*

Education is the overall development of children which takes place through different agencies. In the process of education teaching is the most important and centralized term. In teaching a very comprehensive approach is applied to develop a child. In teaching inter-personal relationships are widely used to induce learning. It included mutual interaction, sharing ideas, values, skills, information and knowledge to the learners. In teaching both training and instructions are included.

Teaching is a social process which is an integral part of the process of education. It is an art of assisting a person by imparting knowledge, information and skills in appropriate conditions and environment to make that person learned. It also helps in engaging learners in productive activities. Traditionally teaching was a teacher centered process in which the most important place was of a teacher. In such teacher centered classroom learners remained only passive listeners as information and knowledge were considered to be provided from outside by a master of knowledge. On the contrary in modern perspective teaching facilitates and provides situations to make students learn and acquire the desired skills, knowledge, information and aptitude in more constructive and enjoyable ways with active and live

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participation of learners. In words of James Eison “Teaching is intellectually, emotionally and physically demanding; teaching excellence also requires an inordinate investment of time.”

In teaching learning process a teacher has a very important place as **it a** teacher who is directly responsible for overall development of a child. Therefore, role of a teacher is very crucial in teaching learning process and training of teachers becomes more important in this perspective. Training of teachers makes perspective teachers sensitive and perfectionists towards their profession. The National Curriculum Framework for teachers (2009) was also directed towards making professional and humane teachers through training. This aim was the gist of the entire framework. This framework was also aimed to remove flaws of any person regarding teaching profession. In all this regard school is a key place where all the teaching learning related activities take place.

As John Dewey has said “School is miniature of a society”. He considered society very important factor in education and social development of a child was very important for him. Social development of a student takes place in schools. Social development of a child depends on his/her social intelligence. Social intelligence is an ability to deal effectively social situations and to understand feeling of others and own self accurately. Furthermore, it also means to cooperate with others and to make others cooperate with one.

Concept of Social Intelligence:

As a construct social intelligence goes back to the division of intelligence by Thorndike (1920). He divided intelligence into three parts; namely- Abstract, Mechanical and Social. In the words of Thorndike social intelligence is “the ability to understand and manage men and women, boys and girls, to act wisely in human relations” (p. 281). Hence Thorndike considered social intelligence as an ability to deal effectively with other people and to understand them. After them Hunt & Morrison (1927) defined social intelligence as “an ability to get along with others”. They defined social intelligence as to get gelled with other people and to deal effectively with them.

Albrecht (2004) proposed a model of social intelligence theoretically based on the theory of multiple intelligences by Gardner (1983). He gave definition of social intelligence as “the ability to get along well with others and to get them to cooperate”. He devised a five-dimensional social intelligence model. Situational Awareness, Presence, Authenticity, Clarity and Empathy (S.P.A.C.E) are the five dimensions of his model.

Goleman (2006) constructed a model of social intelligence based on the Social Neuroscience Research. He defined social intelligence in two broad categories- Social Awareness and Social Facility. Social Awareness comprised of the awareness of others and social facility includes what a person does with that awareness.

On the basis of above definitions of social intelligence by various psychologists; it can be said that social intelligence is an ability of a person to deal effectively with other people in social situations and to understand other people’s feelings. It is also an ability to understand accurately what is going on in a social setting. It also included to develop healthy and harmonious relationships with other people and to maintain those relationships effectively.

In the present study social intelligence is defined in terms of being patient, cooperative, confident and sensitive in social situations. Furthermore, it also included the ability if a

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person to recognize a social situation and to tackle the situation successfully. Similarly, to be humorous and to recall important faces of national importance; is also included in it. These traits of social intelligence are as according to the data collection tool Social Intelligence Scale developed by N.K. Chadha & Usha Ganesan (2017) used in present study.

Prabha (2021) has made an attempt to study the psychological correlates of social intelligence. In the study there was a sample of 200 students of post graduation and graduation of Jaipur city. The data was collected by means of Tromo social intelligence scale, Interpersonal Reactivity Index, The Transgression- Related Interpersonal Motivation Scale, The Helping Attitude Scale, Compassionate Love for Humanity Scale, The Satisfaction with Life Scale and Bradburn scale of psychological well-being. From the study it was established that social intelligence was positively correlated with altruism, compassion and life satisfaction and it was negatively correlated with personal distress, aggression and negative effect.

Kumar (2020) made an investigation into the topic a study of the effect of emotional and social intelligence on environmental awareness of secondary school students. In this study a sample of 251 school students were taken of both gender from Faridabad city. From the study it was revealed that there was no significant difference was found between boys and girls and private and government school students. There was found a significant relationship between social intelligence and environmental awareness and also a significant relationship between social intelligence and emotional intelligence of secondary school students was obtained.

Objective of the study: The present study aims to compare the social intelligence of pupil teachers in relation to their residential area.

Hypothesis of the study: There is no significant difference between social intelligence of pupil teachers in different dimensions of social intelligence on the basis of their residential area.

Methodology: In the present study descriptive survey method was employed and population of the study is pupil teachers of various colleges affiliated to Kumaun University Nainital. Stratified random sampling was used to frame the data. The sample of the present study included 412 pupil teachers out of which 170 were from rural area and 242 were from urban area. The tool for collecting data was Social Intelligence Scale (SIS) developed and standardized by N.K. Chadha & Usha Ganesan. There are total eight dimension of social intelligence namely; patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, humour and memory. Appropriate statistical tools were employed like mean, SD, t-test etc. to derived valid results from the data through SPSS.

Data Analysis & Interpretation

Hypothesis: There is no significant difference between the social intelligence of pupil teachers on the basis of area.

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Table 1 Showing N, Mean, Sd., standard error of mean and t- ratio on the basis of area.

Dimensions of Social Intelligence	Area	N	Mean	SD	SEM	T-Value	Remark
Patience	Rural	242	21.50	2.24	0.14	0.72	Not Significant
	Urban	170	21.58	2.63	0.20		
Co-Operativeness	Rural	242	27.85	3.85	0.24	0.29	Not Significant
	Urban	170	27.96	3.95	0.30		
Confidence	Rural	242	22.07	2.07	0.13	0.49	Not Significant
	Urban	170	21.97	1.93	0.14		
Sensitivity	Rural	242	21.92	2.48	0.16	0.53	Not Significant
	Urban	170	21.79	2.17	0.16		
Recognition of social Ent.	Rural	242	1.00	0.72	0.04	0.36	Not Significant
	Urban	170	1.04	.070	0.05		
Tactfulness	Rural	242	4.73	1.20	0.07	0.90	Not Significant
	Urban	170	4.62	1.34	0.10		
Humour	Rural	242	4.14	1.68	0.10	0.43	Not Significant
	Urban	170	4.06	1.55	0.11		
Memory	Rural	242	10.36	2.67	0.17	0.25	Not Significant
	Urban	170	10.30	1.81	0.13		
Total	Rural	242	113.54	9.36	0.60	0.15	Not Significant
	Urban	170	113.40	8.16	0.62		

*Significant at 0.05 level of confidence, ** significant at 0.01 level of confidence.

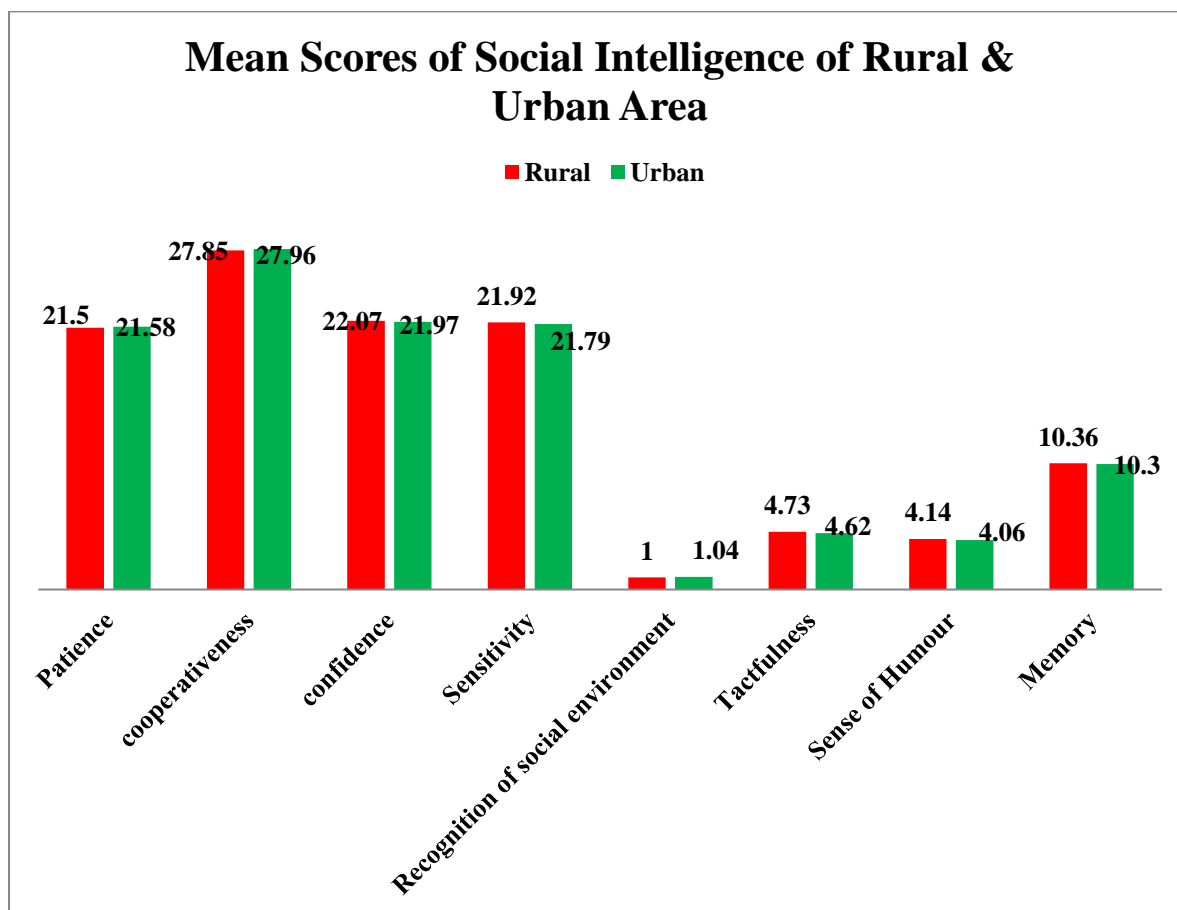


Figure: 1 mean scores of Social Intelligence of Pupil teachers on the basis of area.

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It is visible in the table number 4.3 that mean and SD scores are different in different dimensions of social intelligence. Following is given description of the above data:

Patience

In Patience dimension mean scores of rural and urban are 21.50 & 21.58. Similarly, it is also clear from the table that SD and SEM of rural and urban groups are 2.24 & 2.63 and 0.14 & 0.20 respectively. The t-test score for the dimension of the both group is 0.72 which shows that the difference between both the groups is not significant. This means that the null hypothesis that there is no significant difference between rural and urban B.Ed students; is accepted. The reason behind such result may be both the groups are opting for same type of course and teaching profession required lots of patience and resistance to be a successful teacher. Therefore, both the groups do not differ significantly on the basis of region. Same result was also obtained by Bhatt (2023) in her study named 'A study of ecological intelligence, emotional intelligence and social intelligence of the students of Kumaun University', where both rural and urban college students were found equally confident.

Cooperativeness

In next dimension named cooperativeness we are able to see that mean scores of rural and urban areas are 27.85 & 27.96 and SD scores are 3.85 & 3.95 respectively. The calculated values of SEM of both groups are 0.24 & 0.30 and t-test value for the dimension is 0.29. This means that the null hypotheses that there is no significant difference between rural and urban B.Ed students. The researcher has reasoned that this is due to the fact that in today's time life has become dependable on one other and to survive successfully one must cooperate with each other whether one living in rural or urban area. The present obtained result is also supported by Bhatt (2023) where both rural and urban college students were found equally cooperative. Sharma (2017) also obtained similar results in her study.

Confidence

In the dimension named confidence the mean scores of rural and urban students are 22.07 & 21.97. The mean score of the rural group is slightly higher than urban group but it is not significantly different. SD and SEM scores for both the groups are 2.07 & 1.93 and 0.13 & 0.14 rural and urban B.Ed students respectively. T-test value for the concerned groups is 0.49, which is not significant. It means that null hypothesis for this dimension is accepted.

From the analysis of the result, it is clearly evident that both rural and urban pupil teachers do not differ significantly from each other in confidence dimension of social intelligence. The reason behind such result is that in both rural and urban area now technology is being used. Knowledge in any field is required for building confidence. That's why the both area pupil teachers are equally confident. At the same time the both groups of pupil teachers are enrolled in same B.Ed course and during the training and other activities of the course the pupil teachers get same opportunities to gain confidence. The present obtained result is supported by Bhatt (2023) in her study named 'A study of ecological intelligence, emotional intelligence and social intelligence of the students of Kumaun University'. A study done by Sharma (2017) also supported the present obtained result.

Sensitivity

In the dimension named sensitivity mean scores of rural and urban B.Ed students are 21.92 & 21.79 and SD score for the same groups is 2.48 & 2.17. SEM for the groups remained 0.16 for each group respectively. T-value for the groups is 0.53; which is not significant at 0.05 & 0.01 level of confidence. It means that the null hypotheses that there is no significant

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difference between social intelligence of pupil teachers of rural and urban students is accepted and the research hypotheses for the same groups is rejected.

From the result of the analysis, it is clear that both rural and urban area pupil teachers do not differ significantly on this dimension of social intelligence. Though there was a minor difference is observed in the mean scores of both the groups. Rural area pupil teachers have scored slightly more than the urban area pupil teachers. The present result may be due to the fact that in teaching profession sensitivity is must for teachers and both the groups remain in same kind of cultural and social environment of B.Ed colleges. That's why the present result is obtained in sensitivity dimension. Similar result was obtained by Bhatt (2023) and Sharma (2017).

Recognition of Social Environment

In next dimension Recognition of Social Environment, the calculated mean scores for rural and urban groups are 1.00 & 1.04 respectively. At the same time SD & SEM scores of both the groups are 0.72 & 0.070 and 0.04 & 0.05 respectively. T-value for the groups is 0.36 and it is not significant at 0.05 & 0.01 level of confidence.

The result indicates that both rural and urban pupil teachers are equally able to recognize a social situation in any circumstances. Belonging to same kind of environment of teaching training programme and society may be the reason behind such kind of result. The study by Bhatt (2023) and Sharma (2017) also supported the present result, where both rural and urban area pupil teachers did not differ significantly in this dimension of social intelligence.

Tactfulness

In the dimension named tactfulness; it is clear from the table that mean and SD scores of rural and urban pupil teachers are 4.73 & 4.62 and 1.20 & 1.34 respectively and SEM for the groups are 0.07 & 0.10. T-value for the groups is 0.90; which is very less to be significant at 0.05 & 0.01 level of confidence.

The obtained t-value is very less than the table value of t-test in this dimension. A minor difference is present in mean scores of both the students. Rural area pupil teachers scored slightly higher than the urban pupil teachers though the difference is not significant. To tackle a social situation is very important for a teacher while teaching in classrooms. This ability is developed in pupil teachers while their teaching training process which is called macro and micro teaching. Therefore, both the groups do not differ significantly in tactfulness dimension of social intelligence. The present result is supported by Sharma (2017) where there was found no significant difference between rural and urban pre service teachers. But a contrary result was obtained by Bhatt (2023) in her study, where rural area college students got significantly higher score than the pupil teachers of urban area.

Humour

In humour dimension mean scores of rural and urban pupil teachers are 4.14 & 4.06. SD and SEM of the groups are 1.68 & 1.55 and 0.07 & 0.10 respectively. Furthermore, calculated t-value for the groups is 0.43; which is not significant. That means that null hypotheses that there exists no significant difference in social intelligence of rural and urban pupil teachers is accepted.

Humour is must for living a light and joyful life. Over seriousness becomes burden not only for a person herself/himself but for also others who are around that person. Here the rural

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and urban area pupil teachers got average scores in humour dimension and they do not differ significantly in it. As we all know that teaching learning is tedious and serious process and it is very difficult task to make someone know anything. Therefore, humour is very necessary for a person; who is involved in teaching learning process. Hence the pupil teachers have scored high score in this dimension and both the groups do not differ significantly in this dimension. Same result was also obtained by Bhatt (2023) in her study. This study is also supported by Sharma (2017).

Memory

In the next dimension named memory the calculated mean values for rural and urban group of B.Ed students are 10.36 & 10.30 and SD values for the groups are 2.67 and 1.81. SEM values for the same groups are 0.17 & 0.13 and the t-value for the groups is 0.25; which is very low for to be significant at 0.05 & 0.01 level of confidence. It means that the null hypothesis that there is no significant difference in social intelligence between rural and urban groups of pupil teachers is accepted.

The present result reflected that pupil teachers from both rural and urban area are equal in memory dimension of social intelligence. The researcher has reasoned that such result is obtained because now a days mobile phone is used by all people whether they are living in rural or in urban area. The reach of knowledge is available for all. Therefore, both rural and urban area pupil teachers are able to recognize famous personalities of India because they use social media platforms on mobile phone. The present result is supported by a study done by Sharma (2017) named Social Intelligence, Personality and Teaching Interest of pre service teachers of Haryana district. In this study there was found no significant difference between both rural and urban pre service teachers. Hence present result seems valid and justified though contrary results were obtained by Bhatt (2023) in her study where urban college students scored significantly higher than rural area college students.

Total Social Intelligence

In regard to overall social intelligence the rural and urban pupil teachers' mean scores are 113.54 & 113.40 and SD scores are 9.36 & 8.16 respectively. The SEM scores for the rural and urban groups are 0.60 & 0.62 respectively. The calculated t-value for the same groups is 0.15 and it is not significant at both 0.05 and 0.01 level of confidence.

The reason behind this may be the same environment and training given to both region students. Another reason consider by the researcher behind this; is that most of the B.Ed training institutes are situated in urban areas and students from rural side also come to urban area to pursue their course. Furthermore, it is also the fact that most of the people from villages are migrating towards urban areas. These may be reason behind that both rural and urban area students are equally social intelligent. It was also shown in their curricular and extracurricular activities that both region students are performing well. Same results were also found by Sharma (2017) titled Social Intelligence, Personality and Teaching Interest of pre service teachers of Haryana district. In this study there was found no significant difference between rural and urban area pre service teachers of Haryana; on all the dimensions of social intelligence tool by the same authors. Similarly, a research conducted by Bhatt (2023) also showed the same result; where both rural and urban college students do not differ in total social intelligence.

Conclusion: After analyzing the data it was obtained from the results that there is no significant difference found in social intelligence of pupil teachers on the basis of area. Both

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the area students have average level of social intelligence and both the area students are equally social intelligent. As we know social intelligence is most important for teachers; who are directly connected with students in schools. The social development of a child depends on a teacher in a school. Therefore, teachers must be train in such a way that they can understand the importance of social development of a child and also the importance of developing social intelligence in students and own self. In the present study result of data analysis indicates that pupil teachers of both rural and urban area have equal social intelligence and both are well suited for teaching profession.

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Conflict of Interest

The author(s) declared no conflict of interest.

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