

Social Intelligence and General Health among School Teachers

Shyla K.H.^{1*}, Shivacharan P.R.²

ABSTRACT

This study aimed to examine the relationship between social intelligence and the general health of school teachers. A simple random sample of 100 teachers (50 male, 50 female) from public schools was recruited. The Social intelligence scale (SIS) by Chadda and Ganeshn's and general health questionnaire were administered among the teachers in their respective schools to obtain their responses on these scales. Statistical analyses such as mean, standard deviation, and t-tests were used to determine significant differences between groups. The results indicate that social intelligence has a significant impact on teachers' general health. Furthermore, gender was found to be a significant factor influencing teachers' well-being.

Keywords: Social Intelligence, General Health, Teachers

Social intelligence (SI) is the ability to build and maintain positive relationships with others. In a school setting, SI is crucial for creating a positive and productive environment. Teachers with high SI are better equipped to **Build strong bonds with students:** Research by Goleman (2006) and Albrecht (2009) shows that strong SI leads to better student relationships. **Be more effective teachers:** Studies by Koolor and Seifollahi (2018) link SI to improved teacher productivity and performance. **Demonstrate effective leadership:** Yukl (2012), Rezaei, and Jeddi (2020) highlight the importance of SI in navigating challenging situations within a school. The benefits of SI extend beyond the classroom: **Reduced stress and increased well-being:** As shown by Rezaei and Jeddi (2020), strong SI can help manage stress and improve overall happiness. **Improved student learning:** Scherbakov (2021) suggests a connection between teacher SI and student academic achievement. **Enhanced university performance:** Kularajasingam et al. (2022) link SI in university faculty with better student outcomes. **Increased volunteerism:** Onufrieva et al. (2020) found a correlation between SI and participation in volunteer activities. **Reduced bullying:** Jueajinda et al. (2021) reported success in using SI-based interventions to decrease bullying among students. Albrecht (2004) proposed a model of social intelligence grounded in Gardner's theory of multiple intelligences (1983). He defined social intelligence as "the ability to interact effectively with others and foster cooperation." Albrecht's model is comprised of five dimensions: Situational Awareness, Presence, Authenticity, Clarity, and Empathy (S.P.A.C.E).

¹Research Scholar, Dept of Psychology, KUD

²Professor and Research Guide, Dept of Psychology, KUD

*Corresponding Author

Received: June 27, 2025; Revision Received: July 11, 2025; Accepted: July 15, 2025

Social Intelligence and General Health among School Teachers

Social intelligence (SI) has been described in various ways, but all definitions highlight its importance in navigating social interactions effectively. Here's a breakdown:

- **Building Relationships:** Traditionally, SI refers to the ability to build positive relationships with others (Robbins & Judge, 2019). This includes understanding how you interact with various people in your life, from colleagues and family to friends and superiors (DuBrin & Andrew, 2009). Ultimately, SI allows you to "get along" with others (Sanwal & Sareen, 2023).
- **Reading Social Cues:** SI also involves understanding social cues and choosing appropriate responses within a specific environment (Northouse, 2019). This includes accurately reading the situation to find the best solution (Rahim, 2014; Rahim et al., 2018).

Albrecht's Five Dimensions of SI:

Building on these core aspects, Albrecht (2009) proposed a model of SI with five key dimensions:

- **Situational Awareness:** Understanding the social context you're in.
- **Presence:** The ability to be fully engaged and present in an interaction.
- **Authenticity:** Being genuine and true to yourself.
- **Clarity:** Communicating effectively and clearly.
- **Empathy:** The ability to understand and share the feelings of others.

These five dimensions, often referred to as S.P.A.C.E., form a framework for developing stronger social intelligence.

The link between social intelligence (SI) and creativity is a two-way street.

- **SI fuels creativity:** Studies like those by Nejad et al. (2019) and Hahn et al. (2011) suggest that SI facilitates the creative process itself. Additionally, SI helps with aspects like situational awareness (understanding the environment) and clear communication (effectively expressing ideas) – both crucial for creative endeavors (Rahim, 2014; Kriemeen & Hajaia, 2017).
- **Creativity benefits from SI:** Research shows creativity positively impacts performance (Rohmaniyah & Nurhayati, 2017), organizational behavior (Deng & Guan, 2017), and academic achievement (Gajda et al., 2017). Creativity fuels innovative thinking (Al-Zu'bi et al., 2017) and enhances teachers' professional competence (Vaganova et al., 2019; Widodo, 2021).

In essence, SI equips individuals with the social skills needed to navigate the creative process effectively, while creativity itself can enhance various aspects of one's life.

Previous studies have investigated the influence of demographic factors (gender, family type, domicile) on teacher school quality of life and job satisfaction. However, the findings from these studies have been inconsistent, making it difficult to draw definitive conclusions. To address this inconsistency and gain a clearer understanding of the relationship between demographics and teacher well-being, the following objectives and hypotheses have been formulated:

METHODOLOGY

Research questions

- How does social intelligence influence the general health of school teachers?
- What is the relationship between social intelligence and various aspects of general health (e.g., physical health, mental health, emotional well-being) among school teachers?

Social Intelligence and General Health among School Teachers

Objectives

- To investigate the relationship between social intelligence and general health among school teachers.
- To examine the specific aspects of general health (e.g., physical health, mental health, emotional well-being) that are influenced by social intelligence in school teachers
- To identify the specific social intelligence skills (e.g., empathy, emotional regulation, social perception) that have the greatest impact on the general health of school teachers.

Hypotheses

- School teachers with higher levels of social intelligence will report better physical health outcomes (e.g., lower rates of chronic diseases, better sleep quality) compared to those with lower levels of social intelligence.
- School teachers with higher levels of social intelligence will exhibit improved mental health outcomes (e.g., lower levels of stress, anxiety, and depression) compared to those with lower levels of social intelligence.

Samples

The present study consists of 106 school teachers, selected through the simple random sampling method in Davanagere district of Karnataka. The present study samples are belongs to the public schools of various stages in the district.

Criteria

1. Teachers working in public schools are included
2. Teachers having less than of 3 years of working experience are not included
3. Teachers who are recently transferred from neighbouring districts are not included
4. Teachers must have at least of 5 years of working experience in the specified district region.

Statistical techniques

The current research employed statistical methods such as mean, standard deviation, and t-tests to assess variations in gender, age, and working experience.

RESULTS AND DISCUSSION

Table 1 shows the mean, standard deviation and t-value of teachers on social intelligence.

Dimensions	Gender	N	Mean	Std. Deviation	t-value
Patience	male	46	20.43	2.713	.542
	female	60	20.13	2.931	
Co- cooperativeness	male	46	27.80	5.596	3.078*
	female	60	22.90	3.714	
Confidence	male	46	19.80	2.663	.685
	female	60	19.43	2.837	
Sensitivity	male	46	21.43	2.410	.135
	female	60	21.33	4.649	
Tactfulness	male	46	3.57	1.530	2.066*
	female	60	4.15	1.376	
Sense of humor	male	46	3.70	2.840	.287

Social Intelligence and General Health among School Teachers

Dimensions	Gender	N	Mean	Std. Deviation	t-value
Memory	female	60	3.63	1.275	.003
	male	46	11.22	1.172	
Total SIS	female	60	11.22	.976	4.065*
	male	46	107.96	11.464	
	female	60	98.80	8.827	

Significant at 0.05 level. NS: Not significant

Table 1 shows the social intelligence scores of the teachers of public schools. The results indicate that male teachers mean and SD scores (107.96; 11.464), followed by the female teachers mean and SD scores (98.80; 8.827). The t-value is 4.065, which is significant at the 0.05 level. The findings showed that male teachers are more socially intelligent than female teachers. In comparison to their counterparts, male instructors have demonstrated a somewhat higher level of patience and a clearer comprehension of social situations. They have also showed confidence and a sense of humour when handling and dealing with sensitive matters in and around them. Therefore, it has been assumed that there would be a notable difference in social intelligence between teachers who are male and female. The dimension-wise study revealed that male teachers have been shown to be more adept at handling situations; presumably, male teachers have been known to exhibit a cooperative attitude throughout their careers in educational settings.

Additionally, it's the capacity to have cordial interactions with people and to consider their viewpoint before speaking or engaging in any other kind of communication. On the other hand, compared to male instructors, female teachers have demonstrated greater tactfulness in their professional lives. Naturally, female educators excel at handling delicate situations in classroom settings. It hasn't been discovered that traits like tolerance, self-assurance, sensitivity, humour, and recall have a big impact on the teachers group. It indicates that when it comes to these social intelligence factors, male and female teachers exhibit similar attitudes and behaviours.

Table 2 shows the mean, standard deviation and t-value of teachers on general health.

Variable	Gender	N	Mean	Std. Deviation	t-value
GHQ	male	46	4.50	5.683	3.170*
	female	60	3.18	3.934	

Significant at 0.05 level

GHQ: General Health Questionnaire

Table 2 shows the mean and standard deviation, t-scores of general health questionnaire of male and female teachers. The results shows that male teachers mean scores of 4.50 and followed by female teachers mean scores 3.18. the t-value is 3.170, which is significant at 0.05 level. According to the results, male teachers feel typically better overall than their female counterparts. It has also been noted that male instructors are often better at handling and adjusting to various circumstances when it comes to difficulties relating to their physical and mental health.

DISCUSSION

Education plays a pivotal role in nurturing young minds into responsible and capable citizens. Beyond individual development, education has a profound and enduring impact on

Social Intelligence and General Health among School Teachers

a nation's progress. A country's future is inextricably linked to the quality of its youth. In this context, teachers serve as catalysts, shaping and molding children into valuable contributors to society.

Teaching is a social process that lies at the heart of education. It is the art of guiding and empowering individuals through the transmission of knowledge, information, and skills in appropriate settings. Effective teaching also involves engaging learners in meaningful and productive activities.

The current study identified significant gender differences in social intelligence among teachers. Notably, male teachers demonstrated higher levels of patience, particularly when addressing educational curriculum and administrative matters. Additionally, male teachers exhibited greater tactfulness, a skill essential for discerning appropriate actions and words in sensitive situations. Furthermore, male teachers were found to possess a stronger sense of responsibility and courage, enabling them to handle delicate tasks with greater diligence compared to their female counterparts.

Despite the observed differences in social intelligence, there were no significant disparities between male and female teachers in terms of patience, confidence, sensitivity, sense of humor, or memory. This suggests that both genders are equally equipped to manage and address school-related challenges.

Regardless of gender, teachers must possess a high level of patience when interacting with students and discussing their future aspirations. Additionally, both male and female teachers require a strong sense of confidence to effectively guide students and a sense of humor to create a positive and engaging learning environment.

General health encompasses physical, mental, and emotional well-being. While both male and female teachers exhibited optimal levels of general health, the study revealed that male teachers tended to have slightly higher overall health scores.

The findings of this study underscore the significance of social intelligence for teachers, particularly those working with primary, upper primary, and secondary students.

CONCLUSION

The present study aimed at investigating the difference in social intelligence and general health among teachers at public schools. It is reported that male teachers have higher level of social intelligence as compared to their counterparts. Similarly, male teachers have scored high on general health than the female teachers.

REFERENCES

- Albrecht, K. (2009). *Social Intelligence: The new science of success*. Jossey-Bass
- Nejad, H. A., Zareh, N. M., C Dadash, M. (2019). The relationship between creativity and social intelligence in Students of Allameh Tabatabai and Shahid Beheshti
- Deng, X., C Guan, Z. (2017). Creative leaders create “unsung heroes”: Leader creativity and subordinate organizational citizenship behavior. *Frontiers of Business Research in China*, 11(1), 15. <https://doi.org/10.1186/s11782-017-0013-7>
- Gajda, A., Karwowski, M., C Beghetto, R. A. (2017). Creativity and academic achievement: A meta-analysis. *Journal of Educational Psychology*, 105(2), 269–299. <https://doi.org/10.1037/edu0000133>

- Goleman, D. (2006). *Social Intelligence: The new science of human relationships*. Bantam Books.
- Albrecht, K. (2009). *Social Intelligence: The new science of success*
- Hahn, M. H., Choi, D. Y., C Lee, K. C. (2011). Effects of social and emotional intelligence on the creative process and individual creativity. International Conference on U- and E-Service. *Science and Technology*, 2c4, 217–218. https://doi.org/10.1007/978-3-642-27210-3_26 Hajaia
- Jossey-Bass. Koolor, H. R., C Seifollahi, N. (2018). Investigating the effect of social intelligence on innovative performance (Case study: Moghan Agro-Industrial C Livestock Co.). *International Journal of Environmental & Science Education*, 13, 155–161.
- Jueajinda, S., Stiramom, O., C Ekpanyaskul, C. (2021). Social intelligence counseling intervention to reduce bullying behaviors among thai lower secondary school students: A mixed-method study. *Journal of Preventive Medicine and Public Health = Yebang Uihakhoe Chi*, 54(5), 340–351. <https://doi.org/10.3961/jpmph.21.110>
- Kularajasingam, J., Subramaniam, A., Singh, D. K. S., C Sambasivan, M. (2022). The impact of knowledge sharing behaviour and social intelligence of university academics on their performance: The mediating role of competencies. *Journal of Education for Business*, S7(1), 54–61. <https://doi.org/10.1080/08832323.2021.1887794>
- Kularajasingam, J., Subramaniam, A., Singh, D. K. S., C Sambasivan, M. (2022). The impact of knowledge sharing behaviour and social intelligence of university academics on their performance: The mediating role of competencies. *Journal of Education for Business*, S7(1), 54–61. <https://doi.org/10.1080/08832323.2021.1887794>
- Limited DuBrin, A. J., C Andrew, J. (2009). *Human relations: Interpersonal job-oriented skill* (10th ed.) Pearson Education, Inc
- Northouse, P. G. (2019). *Leadership: Theory and practice*. (8th ed.). Sage Publications, Inc.
- Onufrieva, L., Chaikovska, O., Kobets, O., Pavelkiv, R., C Melnychuk, T. (2020). Social intelligence as a factor of volunteer activities by future medical workers. *Journal of History Culture and Art Research*, S(1), 84–95. <https://doi.org/10.7596/taksad.v9i1.2536>
- Rahim, M. A. (2014). A structural equations model of leaders' social intelligence and creative performance. *Creativity and Innovation Management*, 23(1), 44–56. <https://doi.org/10.1111/caim.12045>
- Rahim, M. A. (2014). A structural equations model of leaders' social intelligence and creative performance. *Creativity and Innovation Management*, 23(1), 44–56. <https://doi.org/10.1111/caim.12045>
- Rezaei, A., C Jeddi, E. M. (2020). Relationship between wisdom, perceived control of internal states, perceived stress, social intelligence, information processing styles and life satisfaction among college students. *Current Psychology*, 3S(3), 927–933. <https://doi.org/10.1007/s12144-018-9804-z>
- Robbins, S. P., C Judge, T. A. (2019). *Organizational behavior* (18th ed.). Pearson Education
- Rohmaniyah, A., C Nurhayati, T. (2017). Improving teacher performance based on creative model. *International Journal of Islamic Business Ethics*, 2(2), 347–364. <https://doi.org/10.30659/ijibe.2.2.347-364>
- Sanwal, T., C Sareen, P. (2023). The relevance of social intelligence for effective optimization of retirement and successful ageing. *Ageing International*, 48(1), 247–262. <https://doi.org/10.1007/s12126-021-09469-z>

Social Intelligence and General Health among School Teachers

- Scherbakov, S. V. (2021). Students'social intelligence and the choice of behavioral strategies in conflict resolution. *Clin Schizophr Relat Psychoses*, 15(3), 1–7. <https://doi.org/10.3371/CSRP.SS.081021>
- Universities. *Journal of Military Caring Sciences*, c(1), 61–68. <https://doi.org/10.29252/mcs.6.1.61>
- Vaganova, O. I., Korostelev, L. I., Smirnova, Z. V., Bulaeva, M. N., C Bobylev, E. L. (2019). Improving teachers' professionalism through the development of creativity. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 8(8), 630–634. <https://doi.org/10.35940/ijitee.B7042.129219>
- Widodo, W. (2021). Enhancing teachers' professional competence through grit, personality, and creativity. *Management Science Letters*, 11, 129–138. <https://doi.org/10.5267/j.msl.2020.8.022>

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Shyla, K.H. & Shivacharan, P.R. (2025). Social Intelligence and General Health among School Teachers. *International Journal of Indian Psychology*, 13(3), 243-249. DIP:18.01.024.20251303, DOI:10.25215/1303.024