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## RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SOCIAL INTELLIGENCE OF B.ED TRAINEES WORKING IN AIDED AND UNAIDED INSTITUTIONS.

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### Abstract

The present study deals with the relationship between Emotional intelligence & social intelligence among B.Ed., teacher trainees studying in aided and unaided institutions. A total of 500 teacher trainees (250 male and 250 female) was randomly selected from 9 B.Ed colleges of Mandya District in Karnataka. They were administered social intelligence scale developed by Chadda and Ganeshan (2004), which measures social intelligence of the teacher trainees in 8 dimensions- patience, co-cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory. Two- way ANOVA was employed to find out the difference between teacher trainees studying in aided and unaided institutes with their undergraduate degree/gender as second variable. Results revealed that in components patience, cooperativeness, confidence, recognition of social environment, memory and in total social intelligence, teacher trainees studying in unaided institutions had higher social intelligence. Except for memory, for rest of the components and total intelligence, teacher trainees with B.Sc background had higher intelligence. Gender-wise comparison revealed that female teacher trainees were more socially intelligent than male teacher trainees except for sense of humour. Further, strategies for improving social intelligence among teacher trainees have been delineated.

They were administered Emotional Intelligence scale developed by Ankul hyde, Sanjoy lethe, Upindardhar. This measures Emotional Intelligence of the teacher trainees in 10 dimensions- Self Awareness, Empathy, Self Motivation, Emotional Stability, Managing Relations, Integrity, Self –development, Value orientation, Commitment and Altruistic behaviour. Two- way ANOVA was employed to find out the difference between teacher trainees studying in aided and unaided institutes with their undergraduate degree/gender as second variable. Results revealed that On the whole in majority of the components of emotional intelligence and in total emotional intelligence scores teacher trainees studying in unaided institutions had possessed higher intelligence. Teacher trainees with science background possessed higher emotional intelligence than teacher trainees with arts background. Female teacher trainees were more emotionally intelligent than male teacher trainees. Finally, teacher trainees from science background and studying in unaided colleges had maximum emotional intelligence scores. Further, strategies for improving emotional intelligence among teacher trainees have been delineated.

**Key words:** Social intelligence, Emotional intelligence, B.Ed trainees, aided and unaided institutes

## **Introduction**

Educational institutions' play an important role in the emotional development of children's. Child's emotions can be steered either in positive direction or in negative direction by family and school. Some factors in educational curricula may make the child unhappy instead of making him happy. In traditional system of education the child gathers more unpleasant experience than pleasant experiences. Some common emotions, that are negative in nature. They do not help the child to maintain a healthy growth. On the other hand, the pleasurable emotions help the children to develop love, affection and fell low feelings towards others in the surrounding and ultimately an adjusted personality in future life. Teaching, as a profession also demands multiple skills in order to meet the challenges of everyday life. Social intelligence has become a vital component for human well being and success of any profession. Social intelligence is the ability of an individual to react to social situations of daily life. It is the ability to get along well with others. It 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 is also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns.

## **Emotional intelligence**

Emotional Intelligence became a popular phrase in recent times. It is a Social intelligence which involves the ability to monitors one's own and others feelings and emotions to discriminate among them and utilize this information among them and utilize this information to guide one's thinking and action. Emotional Intelligence, like general intelligence is the product of one's heredity & its interaction with his environmental forces. Until recently, we have been lead to believe that a person's general intelligence measured as IQ or intelligence quotient is the greatest predictor of success in any walks of life academic, social, vocational or professional consequently the IQ scores are often used for classification & promotion of individuals in various programmes courses & job placements etc. However researches and experiments conducted in the 90's onwards have tried to challenge such over dominance of the intelligence & its measure IQ by replacing it with the concept of emotional intelligence & its measures, emotional quotient. They have revealed that person's emotional intelligence measured through his EQ may be generation predictor of success than his /her IQ.

## **Social Intelligence**

Every profession demands certain specific skills and competence on the part of its practitioners. Teaching, as a profession also demands multiple skills in order to meet the challenges of everyday life. Social intelligence has become a vital component for human well being and success of any profession. Social intelligence is the ability of an individual to react to social situations of daily life. It is the ability to get along well with others. It 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 is also involves a certain amount of self-insight and a consciousness of one's own perceptions and reaction patterns. Different professions require different levels of social intelligence (Prathima & Khulsum, 2013). It is well accepted fact that the Quality of the nation depends upon the quality of education imparted to its citizens which in turn depends upon the quality of teachers, this includes all the personality dimensions of teacher, i.e. Span of knowledge, teaching skills and teacher behaviour comprising his / her social intelligence. Social intelligence is aggregated measures of self and social awareness evolved social belief and attitudes and a capacity and appetite to manage complex social change.

Thorndike (1920) defined social intelligence as "The ability to understand and manage men and women, boys and girls to act wisely in human relations." Whatever may be the nature of work, the success or a failure of task depends on how we handle the situation and people involved with the situation.

## **Objectives of the study**

1. To assess the extent of emotional and social intelligence among B.Ed trainees.
2. To find out the relationship between Emotional Intelligence & Social Intelligence.
3. To predict performance of the B.Ed trainees by emotional and social intelligence.
4. To find out whether there is any significant difference in Emotional Intelligence & Social Intelligence of B.Ed trainees with respect to type of institutions.
5. To study the correlations between Emotional Intelligence & Social Intelligence of male and female students with respect to type of institutions.

## **Hypotheses**

1. There is no significant relationship between Emotional Intelligence and Social Intelligence of B.Ed trainees.
2. There is no significant difference in Emotional Intelligence and Social Intelligence among B.Ed trainees with respect to gender.
3. There is no significant difference in Emotional Intelligence and Social Intelligence of B.Ed trainees with respect to type of Institutions.

## **Methodology**

The Survey method was used in the present investigation. The sample comprises of 500 students of which to 250 female and 250 male trainees were selected randomly from 9 B.Ed colleges of Mandya District.

## **Tools 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, co-cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness, sense of humour, and memory. The responses for various domains vary like a/b/ or c, yes/no, and in the case of memory dimension, the respondent has to answer the visuals directly without any alternatives. The scale has high reliability as reported by original authors. The split-half reliability coefficients ranged from .90 to .96 for various dimensions and test-retest reliability coefficients varied from .84 to .97 for different dimensions indicating significantly high reliabilities. As far as the validity is considered, SIS had a correlation of .70 with social intelligence test by Moss and Hunt. Cross validation resulted in correlation between two groups for different dimensions ranged from .75 to .94.

### **Emotional Intelligence Scale (EIS)**

Emotional intelligence scale developed by Hyde, Pethe & Dhar (2002), which consists of 34 items and the subject is required to answer one of the following options-Strongly agree, agree, neutral, disagree and strongly disagree.

Measures emotional intelligence is measured on 10 factors in this test.

- |                        |                          |
|------------------------|--------------------------|
| 1. Self-awareness      | 6. Integrity             |
| 2. Empathy             | 7. Self development      |
| 3. Self motivation     | 8. Value orientation     |
| 4. Emotional stability | 9. Commitment            |
| 5. Managing relations  | 10. Altruistic behaviour |

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split half reliability was found to be .88. Validity (Garret 1981) of .93 reported by authors.

## **Procedure**

The researcher personally contacted the sample. After establishing a good rapport, the social intelligence scale and Emotional Intelligence scale was administered in group sessions of minimum 4 and maximum of 6 teacher trainees. Once the data were collected, they were scored and fed to computer. To fulfil the objectives formulated, 2-way ANOVA was employed taking college type, degree and college type and gender as independent variables and social intelligence & Emotional Intelligence scores as dependent variables.

**Results:** The scores pertaining to Emotional Intelligence & Social Intelligence of B.Ed trainees have been suggested to stastical analysis were used Mean, S.D, t value.

### **College type, degree and social intelligence:**

Teacher trainees studying in unaided schools had significantly higher social intelligence in components – patience (12.585;  $p=.000$ ), cooperativeness ( $F=10.229$ ;  $p=.001$ ), confidence ( $F=15.870$ ;  $p=.000$ ), recognition of social environment ( $F=15.374$ ;  $p=.000$ ), memory ( $F=3.954$ ;  $p=.047$ ) and in total social intelligence ( $F=11.206$ ;  $p=.001$ ), than teacher trainees studying in aided institutions. However, in components like sensitivity, tactfulness, and in sense of humour no differences were observed between teacher trainees studying in aided and unaided institutions. Educational qualification comparison revealed that in all the components teacher trainees from science stream had higher social intelligence compared to teacher trainees from arts stream, except for sense of humour. Most of the interaction effects between college type and degree were found to be non-significant except for Recognition of social environment component. In this factor ( $F=22.24$ ;  $p=.000$ ), teacher trainees with arts stream studying in aided colleges had least intelligence.

### **College type, Gender and social intelligence:**

Gender comparison among male and female teacher trainees revealed that female teacher trainees had significantly higher social intelligence in all the components including total social intelligence except for tactfulness ( $F= 1.219$ ;  $p=.270$ ). The F values obtained for components patience ( $F=43.928$ ;  $p=.000$ ), , co-cooperativeness ( $F= 67.91$ ;  $p=.000$ ), confidence ( $F= 40.148$ ;  $p=.000$ ), sensitivity ( $F=14.770$ ;  $p=.000$ ), recognition of social environment ( $F=38.689$ ;  $p=.000$ ), sense of humour ( $F= 11.215$ ;  $p=.001$ ), memory ( $F=8.246$ ;  $p=.004$ ) and for total social intelligence ( $F= 59.148$ ;  $p=.000$ ) were found to be highly significant.

Few of the interaction effects between college type and gender were found to be significant for factors like co-cooperativeness ( $F=7.131$ ;  $p=.008$ ), confidence ( $F=7.183$ ;  $p=.008$ ), sensitivity ( $F=21.253$ ;  $p=.000$ ), tactfulness ( $F=19.217$ ;  $p=.000$ ), memory ( $F=8.246$ ;  $p=.004$ ) and total social intelligence ( $F=11.977$ ;  $p=.001$ ), where we find that male teacher trainees from aided schools had least social intelligence scores in most of the components mentioned above and for total social intelligence scores.

### College type, degree and emotional intelligence

Teacher trainees studying in unaided institutions had significantly higher emotional intelligence than teacher trainees studying in aided colleges in 7 components of emotional intelligence including total emotional intelligence scores. In components self awareness ( $F=23.428$ ;  $p=.000$ ), Empathy ( $F=45.687$ ;  $p=.000$ ), self motivation ( $F=72.32$ ;  $p=.000$ ), managing relations ( $F=14.422$ ;  $p=.000$ ), Integrity ( $F=55.264$ ;  $p=.000$ ), self development ( $F=4.916$ ;  $p=.000$ ), commitment ( $F=4.507$ ;  $p=.000$ ), and in total emotional intelligence ( $F=32.821$ ;  $p=.000$ ), the obtained F values were found to be significant. However, in components emotional stability, value orientation and in altruistic behaviour teacher trainees studying in aided and unaided institutions had statistically similar mean scores. When the degree level education was compared it was found that teacher trainees from science background had significantly higher emotional intelligence in all the components and in total emotional intelligence, except for the component altruistic behaviour. Most of the interaction effects between college type and degree background were found to be significant except for the components value orientation. A general observation was that teacher trainees from science background and studying in unaided colleges had maximum emotional intelligence scores.

### College type, gender and emotional intelligence

Gender wise comparison across male and female teacher trainees revealed that except for the component –self development, rest in all the components and in total emotional intelligence, female teacher trainees were significantly more emotionally intelligent than male teacher trainees. Only 2 interaction effects between college type and gender were found to be significant for the components –self development and commitment, where we find that teacher trainees from arts background studying in aided institutions had least emotional intelligence scores.

## DISCUSSION:

### Major findings of the study

- In components patience, cooperativeness, confidence, recognition of social environment, memory and in total social intelligence, teacher trainees studying in unaided institutions had higher social intelligence.
- On the whole in majority of the components of emotional intelligence and in total emotional intelligence scores teacher trainees studying in unaided institutions had possessed higher intelligence.
- Except for memory, for rest of the components and total intelligence, teacher trainees with B.Sc background had higher social intelligence.
- Teacher trainees with science background possessed higher emotional intelligence than teacher trainees with arts background.
- Gender-wise comparison revealed that female teacher trainees were more socially intelligent than male teacher trainees except for sense of humor
- Female teacher trainees were more emotionally intelligent than male teacher trainees.
- Male teacher trainees from aided colleges had least social intelligence scores in few of the components and total social intelligence scores.
- Finally, teacher trainees from science background and studying in unaided colleges had maximum emotional intelligence scores.

Behaviour management is a set of interactions employed to assist teachers to influence the students' behaviour and teach them to act positively. These interactions are developed not only to reduce teacher's stress but to help these professional people and the students to establish social climates of cooperation, a setting in which children and adults can learn together, play together, and build quality relationship (Danforth & Boyle, 2007). Successful behaviour management does not rely merely on knowledge for behavioural change. It also calls for realizing the environmental setting of behaviour.

The results of the present study are not in agreement with the study conducted by Toor (2013) and Lovejoy (2008) that showed that female and male teachers did not show significant difference on the overall level of social intelligence.

It was found that teacher trainees from unaided institutions had higher emotional intelligence; a study in Muscat revealed that the private educational institutions teachers in Sultanate of Oman have fairly high level of Emotional Intelligence (Hans, Mubeen, & Rabani, 2013). The high level of EI among teachers indicated that they had the ability to identify, assess and control the emotions of self, peers and students in their teaching institution. Mahmoudi, (2011) found the effect of emotional intelligence among 300 B.ED studying in five B.ED colleges of Yasouj district in Kohgiluyeh. A descriptive analysis, t-test and F test was used for the analysis and concluded that the emotional intelligence among the B.ED teacher trainees was normal. The present study clearly revealed that female teacher trainees had significantly higher emotional intelligence. This result is in agreement with the study done by Choudhury and Choudhury (2013) where they found female secondary school teacher were high EI compared to male secondary teachers. However, Rani (2012) in her study reported no gender difference in emotional intelligence of teachers. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence among teachers of Assam (Edannur, 2010).

Therefore, counsellors and psychologists can develop intervention programs designed to enhance the emotional intelligence and social intelligence of teachers in their various organizations. Various organizations that employ teachers have the responsibility for providing attractive and conducive working environments that will motivate the teachers and enhance their commitment to their career and organizations (Rani, 2012). Organizations need to select teachers who have high emotional intelligence and social intelligence because this may have positive impact on the extent to which they can succeed in retaining their valuable work force

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