The Impact Of Social Intelligence On Organizational Commitment Of Teacher Educators

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Abstract: The educational systems are increasingly transforming, caused by technological advancements, social change and evolving teaching approaches. At the heart of this transformation are teacher educators, the architects of future educators. Their commitment to the institutions they serve is crucial for fostering a thriving academic environment. Within this context, the role of social intelligence, the ability to comprehend and navigate social dynamics proficiently, becomes a focal point in understanding how teacher educators engage with their roles and organizational affiliations. This research seeks to explain the impact of social intelligence on organizational commitment of teacher educators. By taking a sample of 303 teacher educators from West Bengal, by administering on them standardized tools and by using suitable statistical techniques this study has given some interesting findings which may provide actionable insights for educational leaders, policymakers, and practitioners striving to cultivate a positive and committed educational community.

KEYWORDS: Social Intelligence, Organizational Commitment, Teacher Education

INTRODUCTION: Education is undergoing a transformation brought about by technological advancements, societal dynamics, and changing teaching methods. At the forefront of this change are teacher educators, who bear the important responsibility of shaping the next generation of educators. These educators' commitment to their institutions is a key factor in determining not just how committed they are to their work as educators but also how successful educational organizations are as a whole. In this dynamic circumstances, social intelligence becomes increasingly important, impacting how teacher educators negotiate the complex network of interpersonal interactions within their professional domains. For teacher educators, possessing social intelligence is essential for establishing and sustaining meaningful connections with different stakeholders. A teacher educator with high social intelligence can adjust their communication style to different audiences, recognize and respond to students' needs, cooperate effectively with colleagues, and manage complicated interpersonal issues in the educational setting. Within the area of education, social intelligence helps to create a happy and helpful learning environment. Educators with high social intelligence better understand their students' emotional and social needs, resulting in stronger connections and a more positive learning environment.

ORGANIZATIONAL COMMITMENT

Organizational commitment refers to the extent to which individuals feel emotionally attached, identify with, and are involved in their employing organization (Meyer & Allen, 1991). It is a multifaceted concept comprising three components: affective commitment, normative commitment, and continuance commitment. Affective commitment reflects an individual's emotional attachment and loyalty to the organization, normative commitment refers to a sense of obligation or duty to stay, and continuance commitment is the perceived cost associated with leaving the organization (Meyer & Allen, 1991). In the context of teacher educators, organizational commitment holds significance as it influences their job satisfaction, willingness to engage in extra-role behaviors, and retention within educational institutions (Eisenberger et al., 2001). According to Cohen (2007), organizational commitment as a research topic "is important regardless of its setting because a better understanding of the phenomenon may help us to better understand the nature of the psychological process through which people choose to identify with different objects in their environment and how they find purpose in life". Kipkebut, D.J. (2010) conducted a study revealing that employees of private universities demonstrate a higher level of commitment to their respective institutions compared to employees of public universities. Yusof (2012) investigated that the level of commitment among teachers is particularly influenced by their professional conduct within the school environment. Rajiani (2012) finds that employees with low levels of commitment are more likely to leave their organizations. Gupta and Gehlawat's (2013) study revealed that teachers employed in private schools demonstrated higher levels of organizational commitment compared to their counterparts in government schools. Cherabin's (2014) study in Mysore (India) and Tehran (Iran) revealed that gender, length of experience, type of institution, subjects taught, and age did not significantly impact teachers' Organizational Commitment in either location. Khan's (2015) study discovered that private school teachers demonstrated higher levels of commitment compared to their counterparts in public schools. Tiwari's study (2019) revealed that private school teachers demonstrated a higher level of commitment compared to their counterparts in public schools.

Organizational commitment among teacher educators involves emotional attachment, a sense of obligation, and perceived costs associated with leaving the organization. This commitment has far-reaching implications for the individuals involved, the organizations they serve, and the overall educational system. A teacher educator with high organizational commitment is likely to demonstrate dedication, involvement in organizational activities, and a desire to contribute beyond their formal job requirements.

SOCIAL INTELLIGENCE

Social intelligence in the context of teacher educators refers to their capacity to interpret, comprehend, and adeptly manage social interactions and relationships within the educational environment. This entails the ability to navigate diverse interpersonal dynamics with students, colleagues, administrators, and the wider community. Thorndike (1920) originally defined social intelligence as "the ability to understand and manage men and women, boys and girls - to act wisely in human relations". Marlowe, (1986) defines social intelligence as —The ability to use the feelings, thoughts, and behaviours of oneself and others in understanding and solving interpersonal problems. Albrecht (2006) defines social intelligence as the ability to get along well with others while winning their cooperation.

Jeloudar and Yunus (2011) investigated the that the majority of teachers had moderate social intelligence scores. The proficiency in effectively adapting to diverse social contexts serves as the benchmark for assessing social intelligence (as cited in Yahyazadeh & Lotfi, 2012). Renugadevi and Nalinilatha (2014) found no significant impact of gender or educational qualification on teachers' social intelligence. Additionally, the study revealed no noteworthy connection between social intelligence and teaching skills. Kumar's (2015) study found no impact of gender or location on the social intelligence of teacher educators. Anand's (2016) study found significant differences in teacher social intelligence, and among secondary school teachers in government, private aided, and private unaided schools. Arthi and Tamilselvi (2016) find out that the level of social intelligence among B.Ed. student teachers exhibited no noteworthy variance based on gender. Mahaboobvali and Vardhini's (2016) study concluded that there was no significant difference in the expression of social intelligence between male and female participants. Paul and Arjunan's (2016) study revealed that male teachers exhibited higher levels of social intelligence compared to their female counterparts. Bhattacharyya and Sanghamitra (2018) found no significant gender difference in social intelligence among secondary school teachers in North 24 Parganas district, West Bengal. Aye and Maw's (2019) study indicated that, based on the findings, female teacher educators demonstrated a higher level of social intelligence

compared to their male counterparts. Kamil and Bilal (2020) in Turkey, observed that female pre-service social science teachers exhibited a higher level of social intelligence compared to their male counterparts.

For teacher educators, possessing social intelligence is essential for establishing and sustaining meaningful connections with different stakeholders. A teacher educator with high social intelligence can adjust their communication style to diverse audiences, understand and respond to students' needs, collaborate effectively with colleagues, and navigate complex interpersonal situations within the educational context. Within the field of education, social intelligence contributes to the creation of a positive and supportive learning atmosphere. Educators with heightened social intelligence better comprehend the emotional and social requirements of their students, fostering improved relationships and a more conducive learning environment.

RATIONALE OF THE STUDY

Committed teacher educators play a pivotal role in ensuring the quality of teacher training, imparting comprehensive and rigorous instruction to future educators. Therefore, it is necessary to know the factors that affect the organizational commitment of teacher educators. Social intelligence, viewed as a fundamental requirement for professions centered on human interactions, is positively associated with their commitment to workplace. Recognizing these factors is essential for nurturing a devoted and enthusiastic teaching community. While some studies have explored the connection between social intelligence and teachers' organizational commitment, the researcher has not identified any singular study examining the influence of social intelligence on the organizational commitment of teacher educators. Therefore, it is necessary to find out the answers to the following questions:

Is there any relationship between social intelligence and organizational commitment?

Is there any impact of social intelligence on organizational commitment of teacher educators?

The purpose of this study was to empirically investigate the questions raised above.

OBJECTIVES

1. To study the relationship between organizational commitment and social intelligence of teacher educators.

2. To investigate the impact of social intelligence on organizational commitment of teacher educators.

HYPOTHESIS

$H_0 1$: There would be no significant relationship between organizational commitment and social intelligence of teacher educators.

$H_0 2$: There would be no significant impact of social intelligence on organizational commitment of teacher educators.

METHODOLOGY

In this study, organizational commitment was the criterion variable, whereas social intelligence was the predictive variable.

THE SAMPLE SIZE OF THE STUDY

This study's sample was taken from teacher training institute of West Bengal. Its bifurcation is given below:

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        Total Sample
           (303)
             |
          Gender
          /      \
  Male (175)   Female (128)
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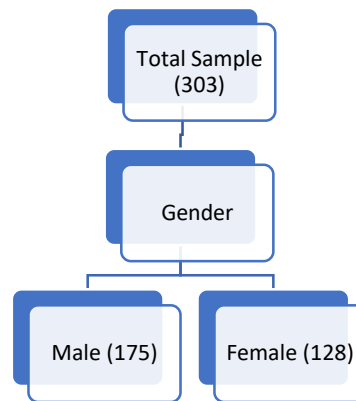
TOOLS OF THE STUDY

The researcher used two scales i.e. Organizational Commitment Scale for Teachers (OCST) modified by the researcher and Social Intelligence Scale (SIS) development by the researcher. The description of these tools is given below…

Organizational Commitment Scale for Teachers (OCST)

The researcher modified the Organizational Commitment Scale for Teachers (OCST) by Sajid Jamal and Abdul Raheem (2014) to measure organizational commitment of teacher educators. This scale comprises 40 items evaluated on a five-point Likert scale and covers four distinct dimensions. The first dimension concerns "Commitment towards institution," the second dimension focuses on "Commitment towards Work," the third dimension assesses "Commitment towards working group," the fourth and final dimension relates to "Commitment towards profession." To evaluate the scale's reliability, Cronbach Alpha was used, resulting in a highly significant value of 0.909. The scale comprises both positively and negatively stated items, and respondents need to select the proper response from the following options: "Strongly Agree" (SA), "Agree" (A), "Undecided" (U), "Disagree" (D), or "Strongly Disagree" (SD). For positively stated questions, a score of 5 indicates "Strongly Agree," 4 indicates "Agree," 3 indicates "Undecided," 2 indicates "Disagree," and 1 indicates "Strongly Disagree." In contrast, for negatively expressed statements, the scoring is altered: "Strongly Agree" receive 1 point, "Agree" receives 2 points, "Undecided" receives 3 points, "Disagree" receives 4 points, and "Strongly Disagree" receives 5.

Social Intelligence Scale (SIS)

The researcher developed the Social Intelligence Scale (SIS) to measure social intelligence of teacher educators. This scale comprises 33 items evaluated on a five-point Likert scale and covers three distinct dimensions. The first dimension concerns "Social competence skills," the second dimension focuses on "Inter-personal and Intra-personal skills," the third dimension assesses "Social acquaintance skills." To evaluate the scale's reliability, Cronbach Alpha was used, resulting in a highly significant value of 0.875. The scale has both positively and negatively phrased items, and respondents need only select the right response from the following options: "Strongly Agree" (SA), "Agree" (A), "Undecided" (U), "Disagree" (D), or "Strongly Disagree" (SD). For positively stated items, a score of 5 means "Strongly Agree," 4 means "Agree," 3 means "Undecided," 2 means "Disagree," and 1 means "Strongly Disagree." In contrast, for negatively stated items, the scoring is altered: "Strongly Agree" receive 1 point, "Agree" receives 2 points, "Undecided" receives 3 points, "Disagree" receives 4 points, and "Strongly Disagree" receives 5.

STATISTICAL METHODS USED IN THE STUDY

The statistical methods employed in this research includes the Pearson Product-Moment Correlation and Stepwise Multiple Regression Analysis.

ANALYSIS AND INTERPRETATION OF THE STUDY

Concerning the study's first objective, the researchers established correlation coefficients between social intelligence considered the predictive variable, and scores for Organizational commitment of the teacher educators, which serves as the criterion variable. These correlations are displayed in the following table.

Table 1: Correlation between organizational commitment and social intelligence of teacher educators.

Total sample of the teacher educators	Male sample of the teacher educators	Female sample of the teacher educators
0.470**	0.473**	0.457**

**Significant correlation at the 0.01 level (2-tailed)

The table-1 above clarifies that the relationship between Organizational commitment and social intelligence is significant at the 0.01 level for the male and female teachers. In other words, an increase in social intelligence leads to an increase in organizational commitment of the teacher educators with the same proportion and vise-versa. the same proportion of female teachers' online teaching effectiveness and vice versa. In this way, the study's first hypothesis is rejected, and it is found that there is a positive relationship between Organizational commitment and social intelligence.

Pertaining to the second objective of the study, the stepwise multiple regression analysis was applied for the total sample, for the male teachers and the female teachers separately, and the obtained results have been presented in the following table 2, 3, and 4:

Table-2: For the total sample, the stepwise multiple regression analysis's findings

Components of Social Intelligence	R	R Square	R Square Change	F Change
Inter-personal and Intra-personal skills	.573	.329	.329	147.482
Inter-personal and Intra-personal skills & Social competence skills	.587	.345	.016	7.387
Inter-personal and Intra-personal skills, social competence skills & Social acquaintance skills	.595	.354	.009	4.284

From the above table 2, the most important predictor for the Organizational commitment of the teacher educators is Inter-personal and Intra-personal skills, causing 32.9%. It implies that teachers having more inter-personal and intra-personal skills are more likely to have higher levels of organizational commitment. Variance, followed by social competence skills and social acquaintance skills at 1.6% and 0.9% respectively.

Table 3: For the male sample, the results of stepwise multiple regression analysis

Components of Social Intelligence	R	R Square	R Square Change	F Change
Inter-personal and Intra-personal skills	.621	.386	.386	108.592
Inter-personal and Intra-personal skills & Social competence skills	.634	.402	.016	4.624

From the above table-3 that the most important predictor for the organizational commitment of male teacher educators is Inter-personal and Intra-personal skills, causing 38.6%. It implies that male teachers having more inter-personal and intra-personal skills are more likely to have higher levels of organizational commitment. Variance, followed by social competence skills at 1.6%. The third dimension of the social intelligence scale namely did not enter in the regression table implying that its contribution was not significant.

Table 4: For the female sample, the results of stepwise multiple regression analysis

Components of Social Intelligence	R	R Square	R Square Change	F Change
Inter-personal and Intra-personal skills	.535	.287	.287	50.634
Inter-personal and Intra-personal skills & Social competence skills	.578	.334	.047	8.874

From the above table-4 that the most important predictor for the organizational commitment of female teacher educators is Inter-personal and Intra-personal skills also, causing 28.7%. It implies that female teachers having more inter-personal and intra-personal skills are more likely to have higher levels of organizational commitment. Variance, followed by social competence skills at 4.7%. The third dimension of the social intelligence scale namely did not enter in the regression table implying that its contribution was not significant.

Thus, the second null hypothesis that There would be no significant impact of social intelligence on organizational commitment of teacher educators is rejected as there is a significant impact of social intelligence on organizational commitment of teacher educators. It is concluded that social intelligence significantly impacts the organizational commitment of male and female teachers and the total sample.

RESULTS:

The outcomes of this study offer extensive insights into the correlation between social intelligence and the organizational commitment of teacher educators. The results emphasize the significance of both interpersonal and intrapersonal skills, particularly highlighting social competence skills and social acquaintance skills, as pivotal elements influencing the organizational commitment of teacher educators.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

The study's findings have important educational implications. These implications can help teacher educators, administrators, and policymakers design strategies and interventions that improve teacher satisfaction, participation, and overall effectiveness inside education systems.

For Teacher Educators:

- ✓ Teacher educators should participate in such programmes that will help them improve their social intelligence skills.

For Administrators:

- ✓ Social intelligence should be considered as a key factor in the recruitment process. Candidates with strong inter-personal and intra-personal skills should be prioritised.
- ✓ Policies and practises that acknowledge and compensate teachers for their social skills should be introduced.
- ✓ Administrators should promote an atmosphere that actively supports and values their teachers' social intelligence.
- ✓ Initiatives that foster positive relationships between teachers and students should be actively promoted.

For Policymakers:

- ✓ Promotion for projects that prioritise the development of social intelligence skills in the teaching profession should be pursued, considering the impact on organisational commitment.
- ✓ Resources should be granted to implement social intelligence-focused programmes and projects.

In conclusion, teacher educators, administrators, and policymakers need to use the study's findings to modify their approaches. By concentrating on social intelligence, these stakeholders can help to create a good, productive, and committed teaching workforce in educational institutions.

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