

# Influence of Demographic and Academic Factors on the Social Intelligence of B.Ed. Students

**Dr. Kiran Kumar K S**

Assistant Professor, Kumadvathi College of Education,  
Shikaripura-577427.

Email-kirankumar.ks25@gmail.com

## ABSTRACT

Social intelligence encompasses the ability to understand and effectively manage interpersonal relationships, including the capacity to perceive social cues, empathize with others, and adapt to various social contexts. This study aimed to examine the levels of social intelligence among Bachelor of Education (B.Ed.) students of Kumadvathi College of Education in Karnataka, considering variables such as gender, type of college, teaching methodology, and marital status. A representative sample of 100 B.Ed. students was selected for the study. Data were analyzed using the 't' test to identify significant differences across the chosen variables. The findings revealed significant differences in social intelligence with respect to gender, methodology, and marital status. However, no significant difference was observed based on the type of college. These results underscore the influence of personal and instructional variables on the development of social intelligence in teacher trainees.

**Keywords:** Social Intelligence, B.Ed. Students.

## INTRODUCTION

Social intelligence is the collection of cumulative actions of one's own and other members of a social group. It is the ability to manage social change in the society (Ross, 2015, as cited in Ali, Ahmad, & Khan, 2019). Social intelligence is one of the most important components of human personality, because it helps individual to build successful social relationships with others. It achieves more social interaction, since human being is a creature who cannot live in isolation from others (Adwan & Husayn, 2022). Social intelligence is the ability of individuals to develop social relations, living with others in peace and using different social techniques in the society to solve common issues with the help of insight (Vernon, 1933). Social intelligence is used as the ability to perform tasks and interpersonal tasks and behave wisely in relationships. In other words, social intelligence is the ability that allows a person to behave appropriately in order to achieve a specific goal (Crowne, 2009, as cited in Gheshlaghi & Salehian, 2023). Social intelligence is not an inborn ability of individuals. Rather, it is a learned behavior (Miorandi et al., 2016, as cited in Ali, Ahmad, & Khan, 2019).

## LITERATURE REVIEW

**Jasleen Kaur, Mamta Roy and Rajesh Kumar (2021)** conducted a study of social intelligence among prospective teachers of Punjab. The descriptive survey method was used in the study. The sample comprised 400 pupil-teachers who had enrolled in B.Ed. co-educational colleges in selected districts of Punjab for the session 2018-19. The Social Intelligence Scale by Dr. N. Chadha and Usha Ganesan was used for data collection. The

result found that the social intelligence of males and females did not significantly differ as the t-value was non-significant. The study also revealed that there was no difference found between prospective teachers of humanities and science groups.

**Mohanasundram, Sundararaj and Kavikumar (2020)** studied social intelligence and family environment of B.Ed. student teachers. The sample consisted of 500 B.Ed. student teachers studying in the Colleges of Education in Thanjavur district, Tamil Nadu. 't' test and Pearson's product moment correlation 'r' were used for the analysis of the data. The results found that there was a significant difference in social intelligence among B.Ed. students with respect to gender, but there was no significant difference in social intelligence among B.Ed. students in terms of their marital status and locality of residence. The major finding indicated a positive correlation between social intelligence and family environment of B.Ed. students.

**Asghar Ali, Iqbal Ahmad and Adnan Khan (2019)** studied gender, age and locality based social intelligence differences of B.Ed. (Hons) students. A sample of 150 students from the 2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 8<sup>th</sup> semesters of B.Ed. Honours was chosen using simple random sampling in Malakand University, Swat University, Abdul Wali Khan University and Peshawar University. The data were analyzed using ANOVA and independent sample t-test through SPSS. The result indicated no significant gender and locality-based difference in social intelligence. The study also found that the social intelligence increased with increasing age.

**Parveen Rani (2018)** investigated the social intelligence of B.Ed. students in relation to their gender and locality. A sample of 200 B.Ed. students was selected using the random sampling technique. The data were collected through the Social Intelligence Scale developed by N.L. Chadha and Usha Ganesan. The data were analyzed by employing the t-test. The results found that there was no significant difference between the social intelligence of male and female B.Ed. students and a significant difference between urban and rural B.Ed. students.

**Diane Joseph and Bobin (2017)** studied social intelligence in relation to teaching competency among B.Ed teacher trainees in Cuddalore district. A sample of 333 college students was selected from Cuddalore district, Tamil Nadu. The Social Intelligence Scale by N.L. Chadha and Usha Ganeshan and General Teaching Competency Scale by B.K. Passi and M.S. Lalitha (1979) were used for data collection. The results showed that there was a significant difference in social intelligence among B.Ed. teacher trainees with respect to gender and the steam of study. The study also revealed that there was no significant difference in social intelligence among B.Ed. teacher trainees in terms of age, locality, marital status, family type, type of institution, residence, and educational qualification. Further, the finding showed that social intelligence directly influences the development of teaching competency among B.Ed. teacher trainees.

**Arthi and Tamilselvi (2016)** conducted a study of social intelligence of B.Ed. student teachers in Namakkal district. For this purpose, the normative survey method of research was adopted. The sample consisted of 724 B.Ed. student teachers from 10 Colleges of Education in Namakkal district, selected by random sampling technique. The data were analyzed using the 't' test. The results found that there was a significant difference between the B.Ed. student teachers' social intelligence based on their locality of residence, whereas there was no

significant difference between the B.Ed. student teachers' social intelligence based on gender and medium of instruction.

**Chandrakant Borse (2012)** conducted a study on the academic achievement of B.Ed. students in relation to social intelligence. The sample consisted of 100 B. Ed. students of the academic year 2011-2012 in four teacher-training colleges in Nashik. The result found that there was a significant difference in the social intelligence of male and female B.Ed. students. The study also showed that there was a positive and significant relationship between the social intelligence and academic achievement of male, female, and total B.Ed. students.

Based on the above studies, the findings suggest that social intelligence is a multifaceted construct influenced by various factors, including age and gender, while remaining unaffected by factors such as academic disciplines or rural-urban locality. However, it is essential to note that each study has its limitations and context-specific factors. Further research is encouraged to enrich our understanding of social intelligence in the educational context.

### OBJECTIVES OF THE STUDY

- To study the social intelligence of B.Ed. students in terms of their gender, type of college, methodology, and marital status.

### HYPOTHESES

- There is no significant difference in social intelligence of B.Ed. students with reference to gender.
- There is no significant difference in social intelligence of B.Ed. students with reference to type of college.
- There is no significant difference in social intelligence of B.Ed. students with reference to methodology.
- There is no significant difference in social intelligence of B.Ed. students with reference to marital status.

### METHODOLOGY

The normative survey method of research was used in the present study. A sample of 100 students was selected from Kumadvathi College of Education, from Karnataka through stratified random sampling technique. In order to collect data, the Tromsø Social Intelligence Scale, a self-report measure of social intelligence by David H. Silvera, Monica Martinussen & Tove Irene Dahl (2001) was used. The collected data were analyzed using t-test.

### DATA ANALYSIS

**Table 1: t-value of Social Intelligence of B.Ed. Students based on Gender**

Factors of Social Intelligence	Gender	N	Mean	SD	t-value
Social Information Processing	Male	50	22.70	3.688	3.746
	Female	50	19.90	3.786	
Social Skills	Male	50	20.52	3.541	0.399
	Female	50	20.22	3.960	
Social Awareness	Male	50	21.90	4.022	2.327
	Female	50	20.08	3.795	

Total Social Intelligence	Male	50	65.12	7.491	3.195
	Female	50	60.20	7.902	

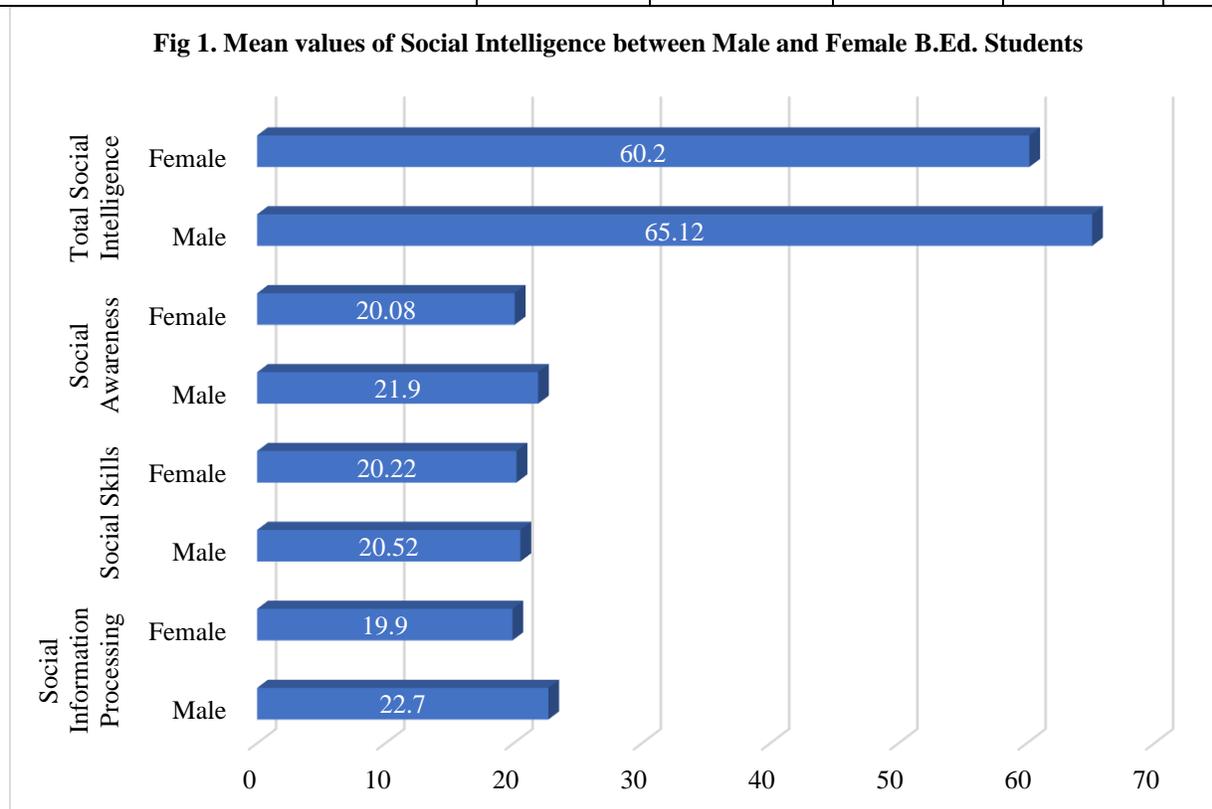


Table 1 shows that the t-values 3.746 and 2.327 are significant at the 0.05 level for the factors of social intelligence, namely social information processing and social awareness. The t-value 0.399 is not significant at the 0.05 level for the factor of social intelligence, i.e., social skills. The t-value 3.195 is significant at the 0.05 level for total social intelligence between male and female B.Ed. students. Thus, hypothesis 1 is rejected.

**Table 2: t-value of Social Intelligence of B.Ed. Students based on Type of College**

Factors of Social Intelligence	Type of College	N	Mean	SD	t-value
Social Information Processing	Government aided	50	21.64	3.859	0.854
	Private	50	20.96	4.101	
Social Skills	Government aided	50	19.82	3.926	1.479
	Private	50	20.92	3.498	
Social Awareness	Government aided	50	20.26	3.762	1.849
	Private	50	21.72	4.126	
Total Social Intelligence	Government aided	50	61.72	7.481	1.170
	Private	50	63.60	8.552	

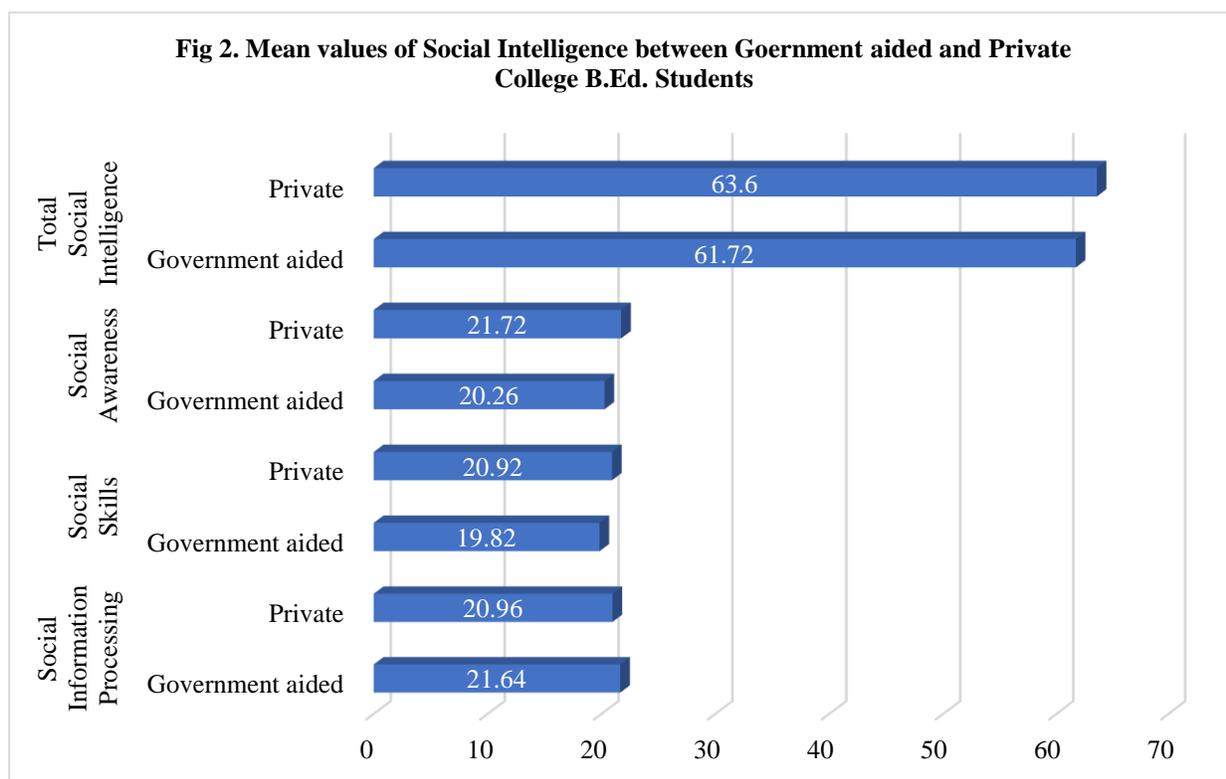


Table 2 reveals that the t-values 0.854, 1.479 and 1.849 are not significant at the 0.05 level for the factors of social intelligence, namely social information processing, social skills, and social awareness. The t-value 1.170 is not significant at the 0.05 level for total social intelligence between government aided and private college B.Ed. students. Thus, hypothesis 2 is accepted.

**Table 3: t-value of Social Intelligence of B.Ed. Students based on Methodology**

Factors of Social Intelligence	Methodology	N	Mean	SD	t-value
Social Information Processing	Science	41	20.56	3.795	1.561
	Arts	59	21.81	4.049	
Social Skills	Science	41	18.90	3.323	3.445
	Arts	59	21.39	3.700	
Social Awareness	Science	41	19.44	3.963	3.404
	Arts	59	22.07	3.681	
Total Social Intelligence	Science	41	58.90	7.141	4.207
	Arts	59	65.27	7.649	

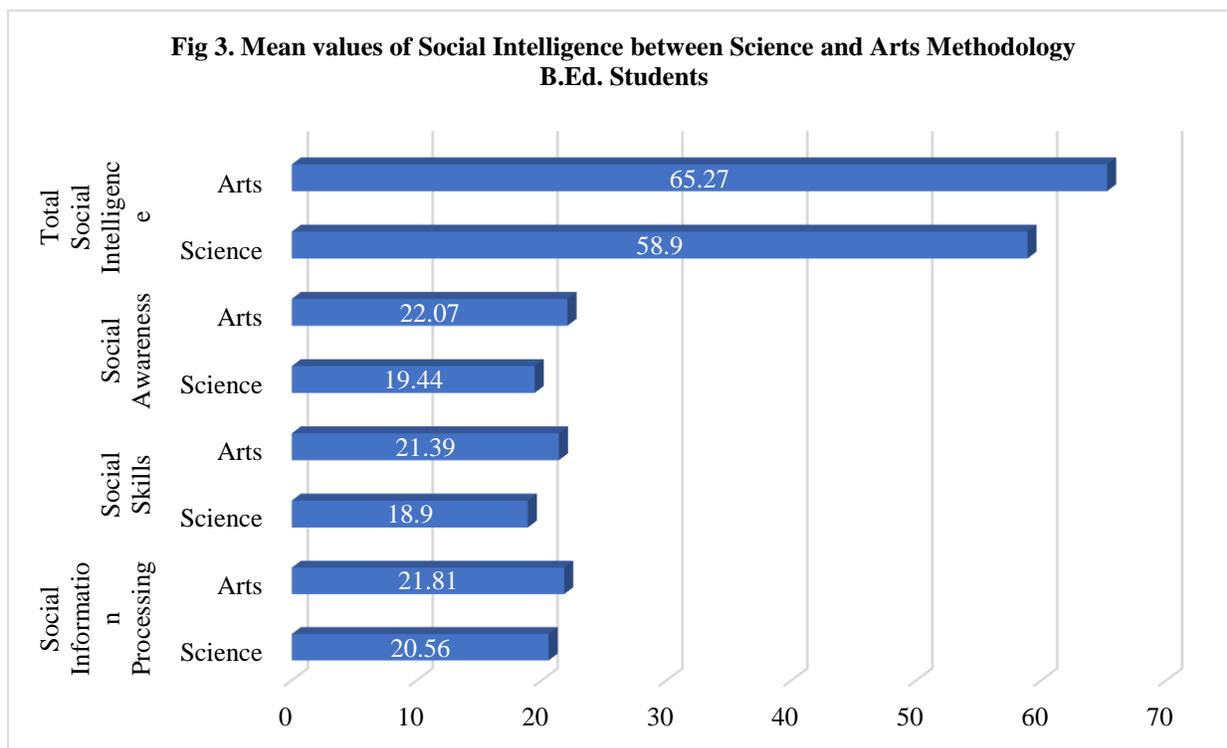


Table 3 indicates that the t-value 1.561 is not significant at the 0.05 level for the factor of social intelligence, i.e., social information processing. The t-values 3.445 and 3.404 are significant at the 0.05 level for the factors of social intelligence, namely social skills and social awareness. The t-value 4.207 is significant at the 0.05 level for total social intelligence between science and arts methodology B.Ed. students. Thus, hypothesis 3 is rejected.

**Table 4: t-value of Social Intelligence of B.Ed. Students based on Marital Status**

Factors of Social Intelligence	Marital Status	N	Mean	SD	t-value
Social Information Processing	Unmarried	63	20.10	3.684	4.287
	Married	37	23.35	3.638	
Social Skills	Unmarried	63	19.49	3.711	3.202
	Married	37	21.86	3.335	
Social Awareness	Unmarried	63	19.62	3.328	4.987
	Married	37	23.32	3.993	
Total Social Intelligence	Unmarried	63	59.21	6.287	6.738
	Married	37	68.54	7.328	

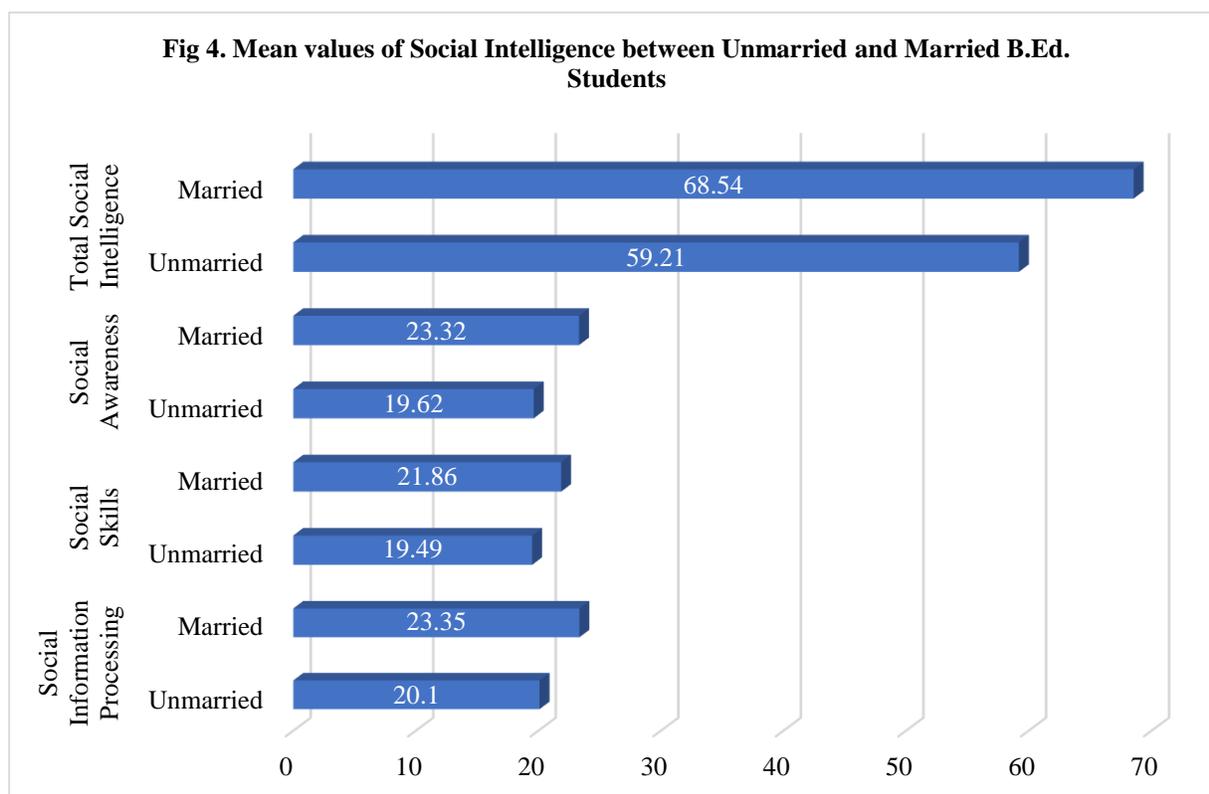


Table 4 shows that the t-values 4.287, 3.202 and 4.987 are significant at the 0.05 level for the factors of social intelligence, namely social information processing, social skills, and social awareness. The t-value 6.738 is significant at the 0.05 level for total social intelligence between married and unmarried B.Ed. students. Thus, hypothesis 4 is rejected.

## DISCUSSION AND CONCLUSION

This study found a significant difference in social intelligence based on gender. The result is not in agreement with the studies conducted by **Jasleen Kaur, Mamta Roy and Rajesh Kumar (2021)**, **Parveen Rani (2018)**, and **Arthi and Tamilselvi (2016)**. However, the studies conducted by **Mohanasundram, Sundararaj and Kavikumar (2020)**, **Diane Joseph and Bobin (2017)** & **Chandrakant Borse (2012)** support the result of this study. The study also showed that there is no significant difference in social intelligence with reference to the type of college. Furthermore, the study confirmed that arts and science methodology students significantly differed in their social intelligence. The result is not in agreement with the studies conducted by **Jasleen Kaur, Mamta Roy and Rajesh Kumar (2021)**. Also, the study indicated a significant difference in social intelligence based on marital status. The studies conducted by **Mohanasundram, Sundararaj and Kavikumar (2020)** and **Diane Joseph and Bobin (2017)**, which are contradictory to the results of this study.

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