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SOCIAL INTELLIGENCE AND ADJUSTMENT OF COLLEGE TEACHERS

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ABSTRACT

Development of society depends on its intervention of Education. In formal education, teacher's role is remarkable. Social intelligence and adjustment both are social skills. Social intelligence and adjustment both have pivot roles significantly to handle not all social functions but others also. With the skill of these a person is able to establish good relations with entire society and work smoothly. While reviewing related literature, it is found that studies differed in their conclusions. The studies conducted on social intelligence and adjustment of do not reach at definite conclusions. Some deny that relationship differences between social intelligence and adjustment or other correlates with gender, locality, stream, economical and other groups but some indicates significant relationship of differences among various groups. The present study is an outcome of a study conducted on Study of social intelligence among college teachers of government and private college teachers in Kota division of Rajasthan.

INTRODUCTION

Man is social being and faces various challenges in daily life. To sort out these challenges and establish good relations with family, neighbours he requires social intelligence. Social intelligence is the mental ability to understand the motives, emotions, intentions and actions of other people and to motivate and influence the behaviour of (groups of) people. Persons with high social intelligence are usually good in recognizing subtle facial, verbal and behavioural clues in other people that can indicate their emotions and intentions. Social intelligence should not be misunderstood as a particular political or social conviction, such as humanitarianism. People with social intelligence may have noble sentiment and care for the poor, but they may also be nasty bastards that deal cocaine and run brothels. Social intelligence is the ability to deal, adapt and adjust with the people. It is the capacity to behave effectively in social situations. Social intelligent person is who can make friends easily, who becomes economically socially independent, who gets mixed with the members of opposite sex, who has good manners and emotional control and also quickly understands human and social relations. He believe justice and quality and possesses various social qualities like patience, respect for others, kindness, humbleness, self confidence, self control, cheerfulness and an ability for sharing and shouldering the social responsibilities. Social intelligence provides to motivation for strong desire to serve the cause society and awareness for removal of social evils and malpractices. In brief social intelligence means ability to tolerance, co-operation sharing joys and sorrows with others, belief in give and take and mix or adjust with others. Initially one must learn to adapt and make adjustment with the others in society. Dimensions of social intelligence include patience, cooperativeness, confidence level, sensitivity, recognition of social environment, tactfulness, sense of humor and memory. The systematic emergence of the concept of starts from Darwin but those days the concept was purely biological and he used the term adaption.

Adjustment is broadly used for varying conditions of social or interpersonal relations in the society whereby adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to whom the individual has correct. Sternberg's (1985, 1988) triarchic theory reveals that social intelligence is part of a larger repertoire of knowledge by which the person attempts to solve the practical problems encountered in the physical and social world. According to Cantor

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and Kihlstrom (1987), social intelligence is specifically geared to solving the problems of social life, and in particular managing the *life tasks, current concerns* (Klinger 1977) or *personal projects* (Little, 1989) which the person selects for him-or herself, or which other people impose on him or her from outside. Put another way, one's social intelligence cannot be evaluated in the abstract, but only with respect to the domains and contexts in which it is exhibited and the life tasks it is designed to serve. And even in this case, "adequacy" cannot be judged from the viewpoint of the external observer, but rather from the point of view of the subject whose life tasks are in play. They may be explicit or implicit, abstract or circumscribed, universal or unique, enduring or stage-specific, rare or commonplace, ill-defined or well-defined problems. Whatever their features, they give meaning to the individual's life, and serve to organize his or her daily activities. They are defined from the subjective point of view of the individual: they are the tasks which the person perceives him-or herself as working on and devoting energy to solving during a specified period in life (Cantor & Kihlstrom, 1987). Life tasks are imposed on people, and the ways in which they are approached may be constrained by socio-cultural factors. However, unlike the stage-structured views of Erikson (1950) and his popularizers (e.g., Levinson, 1978; Sheehy, 1976), the social-intelligence view of personality does not propose that everyone at a particular age is engaged in the same sorts of life tasks. Instead, periods of transition, where the person is entering into new institutions, are precisely those times where individual differences in life tasks become most apparent. To Bell (1962) adjustment refers not only to person's overt behaviour but also to his own feelings about himself, about other persons and his environment. It is a way of reacting to external stimulus. Norman (1968) used the term accommodation and assimilation to represent the alteration of oneself or environment as a means of adjustment. Eysenck's Encyclopedia of Psychology (1972) defines adjustment as a state in which the needs of the individuals on the one hand and the claims of the society on the other hand are fully satisfied.

Need for the Study

Every individual must comprehend or the social situation. He is in and from conduct patterns or habits that will bring him into effective adjustment to that situation, frequently, a person with plenty of mental ability to master a given set of facts, fails to do so. Present century is considered as information and technology, social intelligence plays a crucial role in almost all kinds of work environments where interpersonal relationship is important. A teacher is required to communicate with the child constantly so as to guide him and to help him in developing his personality. A socially intelligent person is able to understand his social situation and mould his approach according to requirements of the situation. The social skills of keeping patience, cooperativeness, tactfulness, sensitivity to the situation, confidence, memory and sense of humour helps the individual in his adjustment. In teaching ones depends success will depend as much as social skills. A socially intelligent persons has the knack of getting along with others easily, is tactful and understanding in human relationships. Psychologists believe that unlike other type of intelligences, social intelligence can be developed in a person. The field of social intelligence is rather new and only a few studies have been carried in his fields. Keeping in view a study was undertaken to elicit the importance of social intelligence for college teachers with the objectives to find out the level of social intelligence; the level of difference in social intelligence of male and female college teachers; the level of difference in social intelligence belonging to rural and urban areas; level of difference in the social intelligence from science and arts streams; the adjustment level; the difference in the adjustment level of male and female college teachers the difference in the adjustment level belonging to rural and urban areas; the difference in the adjustment level of college teachers of science and arts steams; and to find out the relationship between the social intelligence and adjustment. Hence, the following hypotheses were framed to achieve the objectives:

- There is no significant mean difference in the level of social intelligence of male and female college teachers.
- There is no significant mean difference in the level of social intelligence of college teachers belonging to rural and urban areas.
- There is no significant mean difference in the level of social intelligence of college teachers from science and arts streams.
- There is no significant mean difference in the adjustment level of male and female College teachers.
- There is no significant mean difference in the adjustment level of college teachers belonging to rural and urban areas.
- There is no significant mean difference in the adjustment level of college teachers having science and arts streams
- There is no significant relationship between the social intelligence and adjustment.

Setting of the Study

A total of 200 teachers (100 male and 100 female) were selected for the present study. An adjustment inventory developed by Penny Jain was used. In this inventory there are only 50 items, covering 10 each items to family, social, educational, financial and emotional adjustment. Coefficient of reliability was determined by (i) split-half method 0.95 (ii) Test-retest method .093 and (iii) K-R Formula (20) 0.94. The Validity of scale was obtained by correlating it with Dr. Srivastava and Dr. Govind Tiwari 's Adjustment Inventory for college on 100 SS, correlation was found to be 0.69. Social intelligence Scale (SIS) developed by Dr. N.K. Chadha and Ms. Usha Ganesan (1986) was used. This Scale contains five parts and 66 total items having 8 dimensions which are independent. Validity of the scale was 0.80. The different dimensions of the scale have different scoring. Each dimension has different number of alternative responses having different cores. The items are firstly categorized item wise and then scored. Statistical techniques such as Mean, Standard Deviation, t-value and Correlation were applied to analyse the data. the study has been delimited to only Kota Division. The study has been delimited to 100 rural and urban areas college teachers and further the study has also been delimited to two variables-social intelligence and adjustment. The present study delimited to only measure the difference and relationship between social intelligence and adjustment.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1: There is no significant mean difference in the level of social intelligence of the male and female college teachers.

The mean score of male college teachers is 88.62 and female is 87.98 and their S.D for male and female are 12.08 and 9.88, respectively. The t-value of both groups is 0.41 which is not significant. It means there is no significant difference in the social intelligence of male and female teacher educators. Hence, hypothesis 1 stating that there is no significant mean difference in the level of social intelligence of the male and female college teachers got accepted. Table 1 shows this.

Table 1: Mean scores of Social Intelligence among College Teachers

Variable	Group	N	Mean	SD	t-value	Level of Sig.
Gender	Male	100	88.62	12.08	0.41	Not Sig.
	Female	100	87.98	9.88		
Locality	Urban	100	86.98	12.28	1.70	Not Sig.
	Rural	100	89.62	9.45		
Stream	Science	100	88.57	11.68	.035	Not Sig.
	Arts	100	88.03	10.35		

Hypothesis 2: There is no significant mean difference in the level of social intelligence of college teachers belonging urban and rural areas.

Table 1 show that the mean score of College teachers belonging to urban and rural areas are 86.98 and 89.62 respectively. S.D for both urban and rural areas of teacher educators is 12.28 and 9.45, respectively. The t- value of both groups is 1.70 which is not significant. It means there is no significant difference in the social intelligence of college teachers belonging to urban and rural areas. Hence, hypothesis 2 got accepted.

Hypothesis 3: There is no significant mean difference in the level of social intelligence of college teachers having science and arts streams.

Table 3 shows that the mean scores of college teachers having science and arts streams 88.57 and female are 88.03, respectively and their S.D for male and female are 11.68 and 10.35, respectively. The t- value of both groups is 0.35 which is not significant. It means there is no significant difference in the social intelligence of College teachers having science and arts streams. Hence, hypothesis 3 got accepted.

Table 2: Mean scores of Social Intelligence among the selected category of College Teachers

Variable	Group	N	Mean	SD	t-value	Level of Sig.
Gender	Male	100	39.92	3.18	4.25	Sig. at 0.01 level
	Female	100	41.62	2.42		
Locality	Urban	100	40.02	3.24	3.72	Sig. at 0.05 level
	Rural	100	41.52	2.40		
Stream	Science	100	41.23	3.10	2.23	Sig. at 0.05 level
	Arts	100	40.31	2.71		

Hypothesis 4: There is no significant mean difference in the adjustment level of male and female college teachers.

Table 2 show that the mean score of male college teachers is 39.92 and female is 41.62 and their S.D for male and female are 3.18 and 2.42 respectively. The t- value of both groups is 4.25 which are significant. It means that there is significant difference in the adjustment level among male and female teacher educators. Hence, hypothesis 4 got rejected.

Hypothesis 5: There is no significant mean difference in the adjustment level of urban and rural college teachers.

Table 2 show that the mean score of urban college teachers is 40.02 and rural is 41.52 and their S.D for urban and rural are 3.24 and 2.40 respectively. The t- value of both groups is 3.72 which are significant. It means that there is significant difference of adjustment among urban and rural teacher-educators. Hence, hypothesis 5 got rejected.

Hypothesis 6: There is no significant mean difference in the adjustment level of science streams and arts streams college teachers.

Table 2 shows that the mean score of college teachers having science streams is 41.23 and having arts streams is 40.31 and their S.D for science streams and arts streams are 3.10 and 2.71 respectively. The t- value of both groups is 2.23 which is significant. It means there is significant difference of adjustment among science streams and arts streams teacher educators. Hence, hypothesis 6 got rejected.

Table 3: Coefficient of Correlation between Social Intelligence and Adjustment

Groups	N	R	Level of Sig.
Social intelligence	200	0.263	Sig. at 0.05 level
Adjustment	200		

Hypothesis 7: There is no significant relationship between social intelligence and adjustment.

Table 3 indicates that co-efficient of correlation (r) of social intelligence and adjustment is 0.263 which is significant at 0.05 levels. It means there is significant relationship between social intelligence and adjustment of teacher educators. Hence, the hypothesis 7 stating that there is no significant relationship between social intelligence and adjustment stands rejected.

CONCLUSION

On the basis of analysis and interpretation of the data, it is found that there exist no significant mean difference in social intelligence of male and female, urban and rural and science and arts streams College teachers. As well as adjustment is concerned there exists a significant mean difference in adjustment of male and female, rural and urban and science and arts stream teacher educators. At the end correlation between two variables social intelligence and adjustment is calculated which shows a positive relationship between these variables.

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