



## SOCIAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO THEIR GENDER AND AGE

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### ABSTRACT

*Social knowledge is the ability to exchange off to fathom and manage the all inclusive community and participate in flexible social conditions. In spite of the way that everyone needs understanding when all is said in done and Social learning explicitly. Especially it is key for the Teachers to interface with the understudies suitably and for better understanding the understudies in the school condition. From now on in this setting the authorities made an undertaking to consider the Social information of Secondary instructors. The objectives of the examination are (I) to study the social understanding of Secondary instructors and (ii) to find the significance qualification if any in the Social learning of Secondary educators as a result of assortments in their Gender and Age. In this examination 700 Secondary instructors were browsed Kadapa area of Andhra Pradesh by using direct discretionary testing procedure. In this examination the researchers dismembered the Social understanding of Secondary educators in association with their Gender and Age and found that, there is no imperative qualification between the male and female precedent in their Social information. On the other hand disclosures revealed that, there is criticalness refinement among the age get-together of Secondary instructors in their Social understanding standard speaking and Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness and Memory estimations of Social information in unequivocal. Disclosures of the examination are (I) both the male and female Secondary instructors conveyed ascend to measurement of Social understanding and (ii) essential assortment exists among the age get-togethers of the Secondary educators towards the Social information in Toto.*

**KEYWORDS :** *Intelligence, Social understanding, School condition and Secondary educators.*

### I. INTRODUCTION

Man is a social animal is an early saying of our begetters, this declaration reveals that man is basically subject to his overall population. For thriving, convincing survival and nearness in the overall population one should required understanding all things considered and Social learning explicitly. Social learning is the ability to understand others and act adroitly in human relations (Thorndike).

Social information is the ability to appreciate and manage with the general population; young fellows and young women and to act cautiously in human relations. Social knowledge is the bit of the individual's mental limit which makes the capacity to modify him to the overall population; everything considered relations are central for his/her existence. It is the human capacity to appreciate what is happening on the planet and respond to that understanding in before long and socially in ground-breaking way. Especially Social knowledge is fundamental for the Teachers to speak with the understudies sufficiently and for better understanding the understudies in the school condition.

The component of Social understanding fluctuates among individuals and high Social information had individuals can manage the all inclusive community well. As indicated by the examinations did by Sembiyan. R and Visvanathan.G (2012), SumamlataSaxene and RajatKumat Jain (2013), Agata Maltese et.al. (2012), Ruchi Thakur, Shubhanaganna Sharma and Raj Pathania (2013), Ramesh Singh Bartwal (2015) it is seen that there are various outside and inside variables/factors which impacts the component of Social information.

It is seen from the present composition that, not a lot of examinations were coordinated by the masters on Social understanding of School teachers especially on Secondary School educators. From the flow examinations Social knowledge is perceived as a cloudy zone in the field of educational research. As Social information is fundamental for the Teachers to interface with the understudies (Pre-pre-grown-up and juvenile) sufficiently and for better understanding the understudies in the school condition the investigators felt to did this examination. In this way in this setting experts made an undertaking to consider the Social understanding of Secondary instructors.

## II. METHODOLOGY

### Objectives:

To review the Social knowledge of Secondary educators with respect to (a) Patience (b) Cooperativeness (c) Confidence (d) Sensitivity (e) Recognition of Social Environment (f) Tactfulness (g) Sense of interesting thing (h) Memory estimations and out and out.

(ii) To discover the hugeness contrast if any in the Social insight of Secondary teachers because of varieties in their Gender and Age.

(ii) To find the tremendousness differentiate if any in the Social knowledge of Secondary educators in view of assortments in their Gender and Age.

### Hypotheses:

To contemplate the present issue the researchers arranged the going with theories.

H1: There is centrality differentiate in the Social knowledge of Secondary educators in light of assortment in their Gender.

H2: There is centrality differentiate in the Social learning of Secondary educators on account of assortment in their Age.

### Method:

Keeping in view the goals and extent of the present examination the specialists embraced study technique to complete this exploration.

### Sample:

The number of inhabitants in the present research think about is Secondary teachers. In this issue the examiners chose 700 Secondary teachers who are working in Govt., Z.P. what's more, Municipal schools situated in Kadapa locale of Andhra Pradesh by utilizing Simple irregular testing method.

### Tool:

The quantities of occupants in the present research consider is Secondary instructors. In this issue the authorities picked 700 Secondary educators who are working in Govt., Z.P. additionally, Municipal schools arranged in Kadapa district of Andhra Pradesh by using Simple unpredictable investigating framework.

### Statistical techniques:

To separate the accumulated data the analysts Mean, SD, "t" and ' F ' extents quantifiable strategies were used.

### III. RESULTS AND DISCUSSIONS

The got results from the examination were displayed and discussed hereunder in two segments.

#### Part-1: Social intelligence and Gender

It is seen from table no. - 1 that the decided t-regard for the total scale (1.037) isn't actually the table estimation of 1.96 and not critical at 0.05 measurement. It is depicted from the results that, there is no vital assortment between the Mean and SD scores of the male and female Secondary instructors to the total scale and all the 8 estimations of Social learning scale and figured t-values are in like manner not enormous at 0.05 element of significance.

Subsequently the hypothesis "there is criticalness differentiate in the Social information of Secondary instructors due to assortment in their Gender" is rejected for all of the components of the scale and for the total scale in addition. Thusly it is contemplated that both male and female Secondary educators don't have any basic difference on their Social understanding.

**Table No.-1: Mean, SD and t-values of the Secondary school teachers for the Social Intelligence scale with respect to their Gender**

Social Intelligence		Gender	N	Mean	SD	Calculated 't' value
A	Patience	Male	350	19.37	2.255	1.789@
		Female	350	19.67	2.138	
B	Cooperativeness	Male	350	24.75	2.480	0.590@
		Female	350	24.86	2.519	
C	Confidence	Male	350	19.28	2.366	0.220@
		Female	350	19.32	2.097	
D	Sensitivity	Male	350	20.72	2.643	1.789@
		Female	350	21.07	2.554	
E	Recognition of Social Environment	Male	350	1.39	0.627	0.992@
		Female	350	1.43	0.591	
F	Tactfulness	Male	350	3.24	1.209	0.553@
		Female	350	3.19	1.111	
G	Sense of Hummer	Male	350	3.56	1.298	0.320@
		Female	350	3.59	1.296	
H	Memory	Male	350	9.95	1.649	1.826@
		Female	350	9.71	1.863	
<b>Total</b>		<b>Male</b>	<b>350</b>	<b>18.14</b>	<b>2.619</b>	1.037@
		<b>Female</b>	<b>350</b>	<b>17.93</b>	<b>2.845</b>	

@= not significant at 0.05 level, Table value for t-test at 0.05 level=1.96

These findings are supported by the findings of Ramesh Singh Bartwal (2015) and contrary with the findings of Sembiyan. R and Visvanathan. G (2012) and Ruchi Thakure*et.al.*(2013). Studies of SumamlataSaxene and RajatKumat Jain (2013) revealed that female respondentsposses more Social intelligence than male. Contrary Agata Maltese *et.al.*(2012) found that girls have more social cognitive abilities than that ofboys, conversely boys show better social behavioural competences.In majority of traits and psychological and social aspects women are productive and perform equally with the men, so in the present study there is no significant difference is observed between the male and female Secondary school teachers in their Social intelligence.

**Part-2: Social intelligence and age**

These discoveries are bolstered by the discoveries of Ramesh Singh Bartwal (2015) and opposite with the discoveries of Sembayan. R and Visvanathan.G(2012) and Ruche Thakur ET. al.(2013). Investigations of SumamlataSaxene and RajatKumat Jain (2013) uncovered that female respondents gangs more Social knowledge than male. Opposite Agata Maltese et.al. (2012) found that young ladies have more social psychological capacities than that of young men, on the other hand young men demonstrate better social conduct abilities. In greater part of attributes and mental and social angles ladies are beneficial and perform similarly with the men, so in the present examination there is no critical distinction is seen between the male and female Secondary teachers in their Social knowledge.

To discover the critical contrast in the Social insight of Secondary teacher among the age gatherings, one way ANOVA system is utilized and to know the centrality distinction inside/between the age bunches Mean, S.D. what's more, t-values were figured for the aggregate scale and each element of the scale. The acquired outcomes are appeared table no.- 2.

It is evident from the table no.- 2, that the registered F-proportion for the aggregate scale (5.488) is noteworthy at 0.01 dimension and the planned speculation is acknowledged. Subsequently, there exists huge variety exists among the age gatherings of the Secondary teachers towards the social knowledge in Toto. The t-values t 1.2 ('beneath to 30 years' and 'between 31 to 45 years') and t 1.3 ('underneath to 30 years' and '46 years or more') uncovered that there is critical distinction between the age bunches 'underneath to 30 years' and 'between 31 to 45 years' age gatherings and 'beneath to 30 years' and '46 years or more' age gatherings of test. From the aggregate Mean scores it is discovered that, example who are 'underneath to 30 years' and '46 years or more' age bunches had the larger amount of Social knowledge than the educators of 'between 31 to 45 years' age gathering.

It is obvious from the F-proportions of the respondents to the components of Social knowledge scale in particular, Patience, Cooperativeness, Confidence, Sensitivity and Memory (16.616, 25.657, 12.413, 34.977 and 6.902 individually) are huge at 0.01 dimension and the measurement Recognition of Social Environment (3.442) is critical at 0.05 dimension. In this way there is critical uniqueness in the Social insight of Secondary teachers among their age bunches concerning the measurements specifically, Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment and Memory. The respondents showed no essentialness contrast for the measurements Tactfulness and Sense of Hummer.

For the Patience measurement it is discovered that, three age gatherings of test showed importance distinction in their Social insight (t 1.2: 2.009; t 1.3: 2.009 and t 2.3: 5.915).Optionalteachers of '46 years or more' age gather hold high Social insight than their partners for a similar measurement.

From the t-values (t 1.2 and t 2.3) of measurements Cooperativeness and Sensitivity plainly, test set up criticalness distinction between the age bunches in their Social knowledge (t 1.2: 4.126 and 4.312 and t 2.3: 6.894 and 8.297 individually). For similar measurements '46 years or more' age assemble respondents demonstrated more noteworthy Social knowledge than other age gatherings. Moreover for the Confidence and Memory measurements test decided noteworthiness distinction between the 'between 31 to 45 years' and '46 years above' age bunches in their Social knowledge (t 2.3: 5.024 and 3.704). From the mean scores it is discovered that, '46 years or more' age amass test affirm preferable Social knowledge over other two age bunches for Confidence and Memory measurements.

**Table No.-2: Mean, SD, F-ratios and t-values of the Secondary school teachers for the Social Intelligence scale with respect to their Age**

Social Intelligence		AGE	N	Mean	S.D.	F-Ratio	t-value		
A	Patience	1	Below to 30 years	109	19.54	2.433	16.616**	t1.	2.009*
		2	Between 31 to 45 years	302	19.01	2.111		2	
		3	46 years and above	289	20.03	2.085		t1.	
			<b>Total</b>	700	19.52	2.201		3	
							t2.		

								3	
B	Cooperativeness	1	Below to 30 years	109	25.11	2.170	<b>25.657**</b>	t1.	<b>4.126**</b> 1.328@ <b>6.894**</b>
		2	Between 31 to 45 years	302	24.06	2.531		t2.	
		3	46 years and above	289	25.46	2.377		t3.	
		<b>Total</b>			700			2.498	
					24.80			t3.	
C	Confidence	1	Below to 30 years	109	19.14	2.451	<b>12.413**</b>	t1.	0.906@ 2.575@ <b>5.024**</b>
		2	Between 31 to 45 years	302	18.90	2.144		t2.	
		3	46 years and above	289	19.79	2.153		t3.	
		<b>Total</b>			700			2.234	
					19.30			t3.	
D	Sensitivity	1	Below to 30 years	109	21.25	2.622	<b>34.977**</b>	t1.	<b>4.312**</b> 1.547@ <b>8.297**</b>
		2	Between 31 to 45 years	302	20.01	2.389		t2.	
		3	46 years and above	289	21.69	2.530		t3.	
		<b>Total</b>			700			2.603	
					20.90			t3.	
E	Recognition of Social Environment	1	Below to 30 years	109	1.55	0.585	<b>3.442*</b>	t1.	<b>2.653**</b> <b>2.211*</b> 0.338@
		2	Between 31 to 45 years	302	1.38	0.579		t2.	
		3	46 years and above	289	1.39	0.643		t3.	
		<b>Total</b>			700			0.609	
					1.41			t3.	
F	Tactfulness	1	Below to 30 years	109	3.25	1.115	0.094@	t1.	0.153@ 0.387@ 0.324@
		2	Between 31 to 45 years	302	3.23	1.163		t2.	
		3	46 years and above	289	3.20	1.178		t3.	
		<b>Total</b>			700			1.161	
					3.22			t3.	
G	Sense of Humour	1	Below to 30 years	109	3.67	1.299	1.666@	t1.	1.328@ 0.165@ 1.629@
		2	Between 31 to 45 years	302	3.47	1.385		t2.	
		3	46 years and above	289	3.65	1.193		t3.	
		<b>Total</b>			700			1.297	
					3.58			t3.	
H	Memory	1	Below to 30 years	109	9.84	1.722	<b>6.902**</b>	t1.	1.429@ 1.359@ <b>3.704**</b>
		2	Between 31 to 45 years	302	9.56	1.861		t2.	
		3	46 years and above	289	10.10	1.630		t3.	
		<b>Total</b>			700			1.762	
					9.83			t3.	
<b>Total Scale</b>		1	Below to 30 years	109	18.31	2.602	<b>5.488**</b>	t1.	<b>2.219*</b> 0.084@ <b>3.078**</b>
		2	Between 31 to 45 years	302	17.64	2.957		t2.	
		3	46 years and above	289	18.34	2.488		t3.	
		<b>Total</b>			700			2.734	
					18.03			t3.	

@= not critical at 0.05 dimension \*= Significant at 0.05 dimension \*\*= Significant at 0.01 dimension  
Table an incentive for F-proportion at 0.05 level=3.01 and at 0.01 level=4.65

**Here:** t 1.2: t-estimation of 'beneath to 30 years' and 'between 31 to 45 years' age gatherings

t 1.3: t-estimation of 'beneath to 30 years' and '46 years or more' age gatherings

t 2.3: t-estimation of 'between 31 to 45 years' and '46 years above' age gatherings

In the Recognition of Social Environment age bunches test 'underneath to 30 years' and 'between 31 to 45 years' (t 1.2: 2.653) and 'beneath to 30 years' and '46 years or more' (t 1.3: 2.211) set up importance contrast between the age bunches in their Social insight and 'underneath to 30 years' age gather had the larger amount of Social knowledge than the instructors of other two age gatherings.

Discoveries of Ruchi Thakur, Shubhanaganna Sharma and Raj Pathania (2013) are upheld the discoveries of the present work. As age expands human connection with the general public and experience will likewise increments. Through the experience one can pick up the broadened information and edification. Through this Social insight additionally increments. Thus, the Secondary teachers matured '46 years or more' may show higher Social knowledge than other two age bunches concerning every one of the measurements with the exception of Tactfulness and Sense of Hummer.

#### IV. FINDINGS

Findings of the present study are:

- Both the male and female Secondary teachers communicated rise to dimension of Social knowledge.
- Significant variety exists among the age gatherings of the Secondary teachers towards the Social insight in Toto.
- Sample who are 'underneath to 30 years' and '46 years or more' are had the larger amount of Social knowledge than the example of 'between 31 to 45 years' age for aggregate scale.
- There is critical contrast in the Social knowledge of Secondary teachers among their age bunches concerning every one of the measurements Social insight aside from Tactfulness and Sense of Hummer.
- Teachers working in Secondary schools of '46 years or more' age bunch showed higher Social insight than their partners for the measurements Patience, Cooperativeness, Confidence, Sensitivity and Memory.

#### V. CONCLUSION

School is a smaller than usual society which comprise understudies of various ages, religions, race, stations, ideologies, dialects, societies, insight levels, dispositions, aptitudes, capacities, limits, discernment, alteration, identities, etc. In this setting educator's job is exceptionally vital. Instructor calling is exceptionally noble calling in the general public, educators were thinking about as good examples and instructors will form the future nationals in his/her classroom with his endeavors and capacities. The fate of any country will work in the classroom in the hands of equipped, socially balanced and great emotional well-being educators. At this point Social insight is fundamental for the Teachers to associate and comprehend the understudies adequately in the school condition. So instructor instructors and educator training establishment should make further strides in instilling and enhancing the Social knowledge among the pre-benefit and in-benefit instructors. Social knowledge ought to be incorporated as one part of the educational modules in all dimensions of the Teacher instruction projects and one practicum segment might be structured with respect to building up the Social insight among the understudies and understudy instructors. There are not very many appropriate and commendable apparatuses are accessible to examine the Social insight, subsequently it particularly fundamental to build up the way of life reasonable, solid and substantial research devices. There are less number of studies were done around there in this way, Governments, NGOs, Research associations, Stakeholders should make further strides in lead looks into on Assessment of Social knowledge among the different age gatherings of understudies, educators and other open and private segment individuals for growing better society with great Social insight.

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