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Study of social intelligence and adjustment among pupil teachers in relation to their gender and locality

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Abstract

This study was conducted to find out social intelligence and adjustment among pupil teachers. The sample consisted 180 pupil teachers from Moga and Ludhiana districts of Punjab state. Social Intelligence Scale (SIS) prepared and standardized by Dr. N. K. Chadha and Ms. Usha Ganesan (1971) & An Adjustment Inventory by A. K. P. Sinha and R. P. Singh (1971) were used to collect the data. The statistical techniques were used the mean, standard deviation, t-value. The results showed that the factors like locality of the B.Ed. and gender of the pupil teachers influence social intelligence and adjustment.

Keywords: Social Intelligence, Adjustment, Pupil Teachers.

Introduction

In concern with education intelligence is the ability to learn. According to this definition, a person's intelligence is a matter of the extent to which he is educable, in the broadest sense. The more intelligence the individual is, the more readily and extensively he is able to learn, hence, also, the greater is his possible range of experience and activity. Still others have defined intelligence as the ability to carry, on abstract thinking. The means the effective use of concepts and symbols in dealing with situations, especially those presenting a problem to be solved through the use of verbal and numerical symbols.

Intelligence is a feature of personality that has a great deal of influence on person's behaviour. It is an important factor in determining the course of life of an individual. It affects a person's adjustment, the vocation he will choose and how he will express his tastes and interests.

Thus, intelligence according to its detailed meaning is the predominant ability to learn or understand from experience, to do intellectual work, to acquire and to retain knowledge and to respond quickly and successfully to a new situation. It may mean the effective use of faculty of reason in solving problems and directing conduct and it may mean a degree of keenness of mind, cleverness, shrewdness, smartness, retentive, memory etc.

Concept of Social Intelligence

Social intelligence means the ability of an individual to react to social situation of daily life. Social intelligence is the ability to adapt with the people. It is the capacity to balance effectively with the people. Anyone who has facility of manners to get along with others has social intelligence. Social intelligence would not include feelings or emotions aroused in us by other people but merely our ability to understand others and react in such a way toward them that the ends directed should be attained.

As the child grows, the social behaviour of child undergoes a change. This in between process is known as social change or the process which has changed and egocentric child to a child in rapport with his environment is called social development. In short social intelligence means ability to tolerance, ability to cooperate, ability of sharing joys and sorrows with others, give and take and mixing with others.

Concept of Adjustment

Life is a long and continuous activity of adjustment to the social and physical environment. The individual is born in the society and lives in the society. The society provides him

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favourable environment. The concept of adjustment means adaptation to physical environment as to social demand. No human being can live apart from his physical environment. There is action and reaction chain going on between the individual and his environment. Then there are social pressures and demand of socialization. The process of adjustment becomes still more complicate when his interaction with one situation, comes into conflict with the requirement of the other situation one situation may give rise to pleasure while the other may gives rise to pain.

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In these days the concept was purely biological and he used the term adaption. The adaptability to environment hazards goes increasing as we proceed on the phylogenetic scale from the lower extreme to the higher extreme of life. Man, among the living beings have the highest capacities to adapt new situations. Man as a social being not only adapts to physical demands but he also adjusts to social pressures in the society.

Statement of the Problem

Study of Social Intelligence and Adjustment among Pupil Teachers In Relation To Their Gender and Locality.

Objective of the Study

The study was carried out with the following objectives:

1. To study Social Intelligence among pupil teachers on the basis of Gender.
2. To study Social Intelligence among pupil teachers on the basis of locality.
3. To study Adjustment among pupil teachers on the basis of Gender.
4. To study Adjustment among pupil teachers on the basis of Locality.
5. To find out the relationship between Adjustment and Social Intelligence among pupil teachers.

Hypothesis

In ordered to achieve the above said objectives of the study the investigator formulated the following hypothesis:

1. There exist no significant mean difference in the level of Social Intelligence among Male and Female Pupil Teachers.
2. There exist no significant mean difference in the level of Social Intelligence among Pupil Teachers belonging to Rural and Urban Area.
3. There exist no significant mean difference in the Adjustment level among Male and Female Pupil Teachers.
4. There exist no significant mean difference in the Adjustment level among Pupil Teachers belonging to Rural and Urban Area.
5. There exists no significant relationship between Social Intelligence and Adjustment among pupil teachers.

Method

Whenever a research is proposed to be conducted, it is natural to adopt a proper plan of action for collecting data. Research is purposive, scientific and planned deliberation. It is not haphazard task; it requires proceeding in a definite direction along well defined lines. Systematic research in education will surely save time, energy and money.

In the present study the survey method was used by the researcher. Research generally is concerned with studying

the relationship between the dependent and independent variables. Selection of an appropriate research methodology for a particular research study depends on insight and understanding of research scholar. The type of method used mostly depends on the nature of the study, as the present dealt with present status of phenomenon. Thus, Survey method of research was applied.

Population

All male and female pupil teachers from B.Ed. College, studying in Moga and Ludhiana district comprised the population of the study.

Sample

The sample of the present study comprised of 160 Pupil Teachers of B. Ed. colleges of education falling in two districts of Punjab i. e. Ludhiana and Moga. From which 80 males and 80 females from rural and urban areas were selected as a sample for the present study.

Tools of Data Collection

In the present study the following tools were used:

1. Social Intelligence Scale (SIS) prepared and standardized by Dr. N. K. Chadha and Ms. Usha Ganesan (1971).
2. An Adjustment Inventory by A. K. P. Sinha and R. P. Singh (1971).

Statiscs

The Statistical Techniques are employed to give concise picture of the whole data for its better comprehension and in this study suitable statistical procedure and techniques were applied to analyze the data. The following statistical techniques were used in the study:

1. Mean, Standard Deviation, to study the nature of distribution of scores.
2. t- Value to investigate the significance of difference between various groups.
3. Coefficient of correlation to investigate relationship between various groups.

Data Analysis

Hypothesis-1 There exists no significant mean difference in the level of social intelligence among male and female pupil teachers.

Table 1: Showing the score of social intelligence among male and female pupil teachers.

Category	N	Mean	S. D.	S.E.D	t- Ratio	Level of significance
Male	80	77.17	10.57	1.77	1.09	Insignificant at both level of significance (0.01 and 0.05)
Female	80	75.22	11.86			

Significance Level 0.05 & 0.01 (t-value 1.96 & 2.98) df =158.

The t-value between the mean score of male and female pupil teachers is found to be 1.09. The degree of freedom is 158 at 0.05 levels the table value 1.98 is greater than the calculated value 1.09. Therefore it is not significant at this level; at 0.01 levels the table value 2.62 is greater than the calculated value 1.09.

Discussion

From the above result it is clear that the obtained t- value is not significant at any level (both 0.05 and 0.01 level) Therefore the hypothesis no. 1 “There exists no significant mean difference in the level of social intelligence among male and female pupil teachers” is **accepted**.

Hypothesis – 2 There exist no significant mean difference in the level of social intelligence among pupil teachers belonging to rural and urban area.

Table 2: Showing the score of social intelligence among pupil teachers belonging to rural and urban area

Category	N	Mean	S. D.	S.E.D	t- Ratio	Level of significance
Rural	80	77.16	10.67	1.90	0.74	Insignificant at both level of significance (0.01 and 0.05)
Urban	80	75.75	13.28			

Significance Level 0.05 & 0.01 (t-value 1.96 & 2.98) df =158.

The t-value between the mean score of Rural and Urban pupil teachers is found to be 0.74. The degree of freedom is 158 at 0.05 levels the table value 1.98 is greater than the calculated value 0.74. Therefore it is not significant at this level; at 0.01 levels the table value 2.62 is greater than the calculated value 0.74.

Discussion

From the above result it is clear that the obtained t- value is not significant at any level (both 0.05 and 0.01 level) Therefore the hypothesis no. 2 “There exists no significant mean difference in the level of social intelligence among pupil teachers belonging to rural and urban area.” is **Accepted**.

Hypothesis-3 There exists no significant mean difference in the adjustment level among male and female pupil teachers.

Table 3: Showing the scores of adjustment level among male and female pupil teachers

Category	N	Mean	S. D.	S.E.D	t- Ratio	Level of Significance
Male	80	72.31	15.41	2.42	0.259	Insignificant at both level of significance (0.01 and 0.05)
Female	80	71.67	15.26			

Significance Level 0.05 & 0.01 (t-value 1.96 & 2.98) df =158.

The t-value between the mean score of male and female pupil teachers is found to be 0.25. The degree of freedom is 158 at 0.05 levels the table value 1.98 is greater than the calculated value 0.25. Therefore it is not significant at this level; at 0.01 levels the table value 2.62 is greater than the calculated value 0.25.

Discussion

From the above result it is clear that the obtained t- value is not significant at any level (both 0.05 and 0.01 level) Therefore the hypothesis no. 3 “There exists no significant mean difference in the adjustment level among male and female pupil teachers” is **Accepted**.

Hypothesis – 4 There exist no significant mean difference in the adjustment level among pupil teachers belonging to rural and urban area.

Table 4: Showing the score of social adjustment level among pupil teachers belonging to rural and urban area

Category	N	Mean	S. D.	S.E.D	t- Ratio	Level of Significance
Rural	80	78.23	11.81	2.04	1.68	Insignificant at both level of significance (0.01 and 0.05)
Urban	80	74.17	13.98			

Significance Level 0.05 & 0.01 (t-value 1.96 & 2.98) df =158.

The t-value between the mean score of Rural and Urban pupil teachers is found to be 1.68. The degree of freedom is 158 at 0.05 levels the table value 1.98 is greater than the calculated value 1.68. Therefore it is not significant at this level; at 0.01 levels the table value 2.62 is greater than the calculated value 1.68.

Discussion

From the above result it is clear that the obtained t- value is not significant at any level (both 0.05 and 0.01 level) Therefore the hypothesis no. 4 “There exists no significant mean difference in the adjustment level among pupil teachers belonging to rural and urban area” is **Accepted**.

Hypothesis – 5 There exist no significant relationship between social intelligence and adjustment among pupil teachers.

Table 5: Showing coefficient of correlation between social intelligence and adjustment among pupil teachers

Sr. No.	Groups	Sample	r calculated	Result
1	Social intelligence	160	0.263	Significant at both level of significance (0.01 and 0.05)
2	Adjustment	160		

Significance Level 0.05 & 0.01 (r value 0.138 & 0.181)

Table 5 represents coefficient of correlation of social intelligence and adjustment. The close look on the table indicates co-efficient {r} of social intelligence and adjustment is 0.263 which is significant at 0.05 levels. We can infer that there is significant positive relationship between social intelligence and adjustment of pupil teachers. One variable affects another variable. If there is increase in social intelligence, adjustment also goes on increase.

Discussion

From the above result it is clear that the obtained r- value is significant at any level (both 0.05 and 0.01 level) Therefore the hypothesis no. 5 “There exist no significant relationship between social intelligence and adjustment among pupil teachers.” is **Rejected**.

Finding of the Study

On the basis of result obtained during the course of present investigation, the following findings have been draw:

1. No difference was observed in the level of social intelligence of male and female pupil teachers.
2. Rural pupil teachers were found to be more socially intelligence as compared to pupil teachers belonging to urban areas.
3. There was significant difference in the males and females pupil teachers on the basis of adjustment level. When compared. Female pupil teachers were more

- adjustment than pupil teachers.
4. There was a significant difference in the rural and urban area pupil teachers on the basis of adjustment level.
 5. It was found that both the variables i. e. social intelligence and adjustment level were positively correlated.

Educational Implication

Social intelligence in the present study depicted a greater impact on the adjustment of the pupil teachers. In the present study, investigator found that social intelligence and adjustment both are positively related with each others. These results will give immense help to teachers, guidance workers, college and school counsellors and parents to know the adjustment problems of their pupil teachers and kids and to provide them the adequate solutions for their problems. The present study will also help the teachers and parents to evaluate the social intelligence and behaviour of the pupil teachers.

Parents will also be able to pine deep to find out the reasons responsible in adjustment of their kids and for inculcating social intelligence among their children. The present exploration demonstrates the significant role of relationships, personal growth, system maintenance, dimension of adjustment and social intelligence among pupil teachers. The parents, teachers, school, college personnel and guidance workers can play the potential role in the nourishment of the all round development and adjustment on the basis of social intelligence of pupil teachers.

Conclusion

On the basis of analysis and interpretation of the data it is found that there exists no significant mean difference in social intelligence of male and female, rural and urban pupil teachers. As well as adjustment is concerned there exist a significant mean difference in adjustment of male and female, rural and urban pupil teachers. 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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