



ISSN Print: 2394-7500  
ISSN Online: 2394-5869  
Impact Factor: 8.4  
IJAR 2023; 9(1): 389-392  
[www.allresearchjournal.com](http://www.allresearchjournal.com)  
Received: 01-11-2022  
Accepted: 05-12-2022

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## Social intelligence and teacher effectiveness of secondary school teachers

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DOI: <https://doi.org/10.22271/allresearch.2023.v9.i1f.10539>

### Abstract

The present study investigates the social intelligence and teacher effectiveness of secondary school teachers of Angul district. The main purposes of the study were to investigate the present status and level of social Intelligence and teacher effectiveness and to find out is there any relationship between social intelligence and teacher effectiveness of secondary school teachers in terms of gender. This study was delimited to the secondary schools teacher of Angul district. For this study, descriptive correlation survey method was employed. For this study, 60 secondary school teacher were selected from Angul district by adopting simple random sampling procedure, out of which 30 are male and 30 are female. In order to collect data from the sample groups standard questionnaires were selected and administered before the secondary school teachers. The obtained data was analyzed through simple percentage, mean, SD, person product moment correlation and t score is calculated. Finally, it was found that there is no significant difference exist between social intelligence and teacher effectiveness in terms of gender.

**Keywords:** Social intelligence, teacher effectiveness, teacher attributes, secondary school teachers, teaching learning process

### Introduction

Education is a powerful tool that plays a vital role in the overall development of any nation. The development of the nation is directly related with the quality of education. This latter depends upon several factors -home, inherited traits and attitudes of parents, financial support, building, books and equipment in the school, curriculum and methods of instruction, but the most significant factor in the whole process is the quality of the teacher and their effectiveness and intelligence, they empowers students with analytic abilities that lead to better confidence and fortifies one with power and goal setting competencies.

Intelligence can be define as "Intelligence is the general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problems and conditions of life." (Stern 1914) where as social intelligence can be define as According to E.L Thorndike (1920) "person's ability to understand and manage the people and also engage in adopt in social interaction. It also refers to the individuals found of knowledge about the social world.

The importance of a teacher is unquestionable and plays a predominant role in the process of education. He influences the personality of his students to a considerable extent. The teacher leaves indelible impression on the minds of his pupils. However, the entire edifice of education becomes weak and shaky, if the teacher is weak and ineffective. So socially intelligent and effective teacher is amongst the foremost factors contributing to educational improvement of the nation.

### Rationale of the Study

With an understanding of the great trends of child-centered education and to upgrade quality of education in nation, the necessity of effective teaching is increasingly being realized by educationists. The present study will help in to determine if social intelligence is related to teacher effectiveness. More specifically, the purpose of this study was to explore the behavioral content, cognitive operation, to determine if these social cognitive abilities are related to teacher effectiveness. Most of the researches done in the field of teacher effectiveness laid stress on general intelligence and other factors, but social intelligence is

being neglected till now, although it is one of the major factors to determine teacher effectiveness. The present study also helpful to identifying the awareness among the secondary school teacher regarding the social intelligence an teacher effectiveness further more step can be taken to increase the level, of teacher effectiveness an social intelligence so that necessary steps can be taken A number of studies have been conducted in India, but in Angul district a few studies have been undertaken on social intelligence and also teacher effectiveness in Angul district Therefore, the investigator has taken keen interest to study the Social intelligence and teacher effectiveness of secondary of school teacher.

### Research Questions

Taking into consideration of the above needs of the study the following research questions were emerged in the mind of the investigator i.e.

1. Do teachers of the school hold common understandings of teacher effectiveness and social intelligence?
2. Are the teachers of both gender of the school having perceptions of teacher effectiveness and social intelligence the same or different way?
3. Is there any significant relationship exist between teacher's effectiveness and social intelligence in terms of gender with the teachers?
4. What steps should be taken to promote social intelligence and teacher effectiveness among the teachers

### Objectives of the Study

The main objectives of the study which have been achieved are as under:

1. To assess the level Social Intelligence among secondary school of teachers.
2. To assess the level Teacher Effectiveness of among secondary school teachers.
3. To study and compare the social intelligence of the secondary school teachers in relation to their gender,
4. To study and compare the teacher effectiveness of the secondary school teachers in relation to their gender
5. To study the relationship between social intelligence and teacher effectiveness of secondary school teacher

### Delimitation of the study

In the context of the conditions prevailing and the time and resources available as well as to achieve the objectives of the study authentically, the parameters of the study were delimited in terms of content as well as sample the present study was delimited to the secondary school teachers of Angul district

### Materials and Methods

The following materials and methods were used for the present study

### Research Method

The main purpose of the study was to inquire critically the level of social intelligence and teacher effectiveness and to find out relation between them of secondary school teacher of Angul district. Hence, in order to achieve the major objective of the study, descriptive correlational survey method was adopted by the investigator.

### Population and Sample

All the secondary school teacher schools of Angul district and their constituted the population of the present study. Out of all 60 secondary school teacher of Angul districts, 30 male and 30 female were selected through simple random sampling procedure, which constituted the sample of the study

### Tools and Techniques

So far as tools and techniques are concerned, in this present study standardize close-ended questionnaires were used for the secondary school teacher to collect in depth information

### Procedures of data collection

The data for the present study was collected personally by the investigator in a phased manner. First of all, data was collected from the headmaster about the number of male and female secondary school teacher of the school. Then the investigator administered the questionnaire before the secondary school teacher systematically then collect the response sheet.

### Statistical Technique

For the analysis of the data the following statistical techniques were used:

Percentage analysis: was employed to study the level of teacher effectiveness, social intelligence of secondary school teachers. T-test: t' test was employed to find out the significant for difference between various categories of secondary school teachers in relation to criterion variables of the study. Pearson Product Moment Correlation: was employed to find whether these existed significant correlation between the variables of the study.

### Data Analysis & Results

The collected data of secondary school teacher was analyzed by Adopting appropriate statically technique, the data of both male and female secondary school teacher school member was analyzed combined, which are as follows

**Table 1:** Score of Social intelligence test of secondary school teacher with mean and standard deviation

Category	No. of Teachers	Mean	SD	Mean total	SD Total
Male	30	63.775	9.35	62.7	9.035
Female	30	61.625	8.72		

It is observed that average score of social intelligence of a male teacher is 63.78% with standard deviation of 9.35 and female have average score of 61.63% with standard

deviation 8.72 in total their average score was 62.7% with a standard deviation of 9.035

**Table 2:** Score of teacher effectiveness of secondary school teacher with mean and standard deviation

Category	No. of Teachers	Mean	SD	Mean total	SD Total
Male	30	67.55	16.1	66.3	13.09
Female	30	65.05	11.71		

It is observed that average score of teacher effectiveness of a male teacher is 67.55% with standard deviation of 16.1 and female have average score of 65.05% with standard

deviation 11.71 in total their average score was 66.3% with a standard deviation of 13.09

**Table 3:** Significant difference between male and female with respect to social intelligence

Category	No. of Teacher	Mean	SD	Sed	T -Value	Significance
Male	30	63.775	9.35	2.01	1.07	No significance at 0.05 level
Female	30	61.625	8.72			

The Obtained t- value 1.07 which is smaller than the table value at 0.05 level of significance level, hence there is no

significant difference in the Achievement in social intelligence between the Male and Female teachers

**Table 4:** Significant difference between male and female with respect to teacher effectiveness

Category	No. of Teacher	Mean	SD	SED	T -Value	Significance
Male	30	67.55	16.1	3.13	0.80	Not significance at 0.05 level
Female	30	65.05	11.71			

The Obtained t- value 0.80 which is smaller than the table value at 0.05 level of significance level, hence there is no significant difference in the social intelligence and teacher effectiveness between the Male and Female teachers

analysis training and also simulated social skill training should be given in an artificial circumstances.

- Teacher training curriculum should emphasize on differentiated instruction, cultural sensitivity, and open communication.
- The assessment of the quality of teacher training programs should be based on the effectiveness of the teachers and also there is a need of strengthening the teachers training programs at the secondary level.

**Table 5:** Significant difference between male and female with respect to social intelligence

Variable	N	R value	Correlation
Social intelligence	60	0.306	Positive correlation (+ve)
Teacher effectiveness	60		

The Obtained R value 0.306 which shows a positive correlation between social intelligence and teacher effectiveness

## Discussion

After going through the above analysis and results of the study it can be said that all secondary school teacher is having more than 60% of teacher effectiveness and social intelligence in all most all the school of Angul district which is a very helpful in the overall development of the teaching learning process, but at the same time the study shows that there is still 40% to develop which leads us to think to bring desirable changes in the process of pre service training and post service training, especially in post service training because in during the post service they have a lot of exposure with the society, although there is no such difference exist between male and female teacher but still there is a lot to do to improve the teacher effectiveness and social intelligence.

## Suggestions

- All the secondary school teacher should be aware about their roles and responsibilities.
- All the community members should take part for the smooth running of the school and the teachers should maintain cooperation with the community members.
- Training programmes should be provided to the Secondary school teachers in their locality periodically
- Teacher training programs need to organize simulated social skill training, team teaching and interaction

## Conclusion

The researcher felt that studies conducted on Social Intelligence and Teacher effectiveness are very few in numbers and have contradiction in findings. There exist research gap that must be fulfilled. The researcher in the present study tried to study the relation between Social Intelligence and Teacher effectiveness of secondary school Teacher of Angul district with 60 samples. He found that Social Intelligence and Teacher effectiveness has positive correlation. The present study is different from studies conducted prior in terms of dimension, scope and result, so this study has its originality. Findings of the present study may serve the need of present need of secondary education to shape its activities, curriculum and strategies to enhance Social Intelligence and Teacher effectiveness among secondary school Teachers.

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