

INTERRELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND PERSONALITY AMONG TEACHER TRAINEES

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Abstract

The present study was conducted to study the relationship between Social Intelligence and Personality among teacher trainees. Teacher's trainees were selected randomly. The total sample for the study comprised of 200 teacher trainees. The data was collected by using Social Intelligence Scale (SIS) by N.K. Chadha and Usha Ganesan & Eysenck Personality Questionnaire-Revised by S.B.G Eysenck. The main finding of the study exhibits that a) Social Intelligence is positively correlated with 'Extraversion' dimension of personality and negatively correlated with Psychoticism dimension of personality.

Key words: Social Intelligence, Personality, Teacher trainees, Extraversion, Psychoticism

Professionalism demands teacher to be innovative in their attitudes, flexible in their approach, always refreshing himself or herself with the day-to-day developments in their subject area. At the same time they should be capable of recognizing the value of human potentials, understanding the diverse needs of the learners and provide enriched environment for their growth. In essence, the dream of a learning society becomes real only when the teachers are well equipped with moral, professional, emotional, social, intellectual, practical and good communication skills. In this situation, social intelligence is an imperative construct in the field of psychology and education. Life tasks provide an integrative unit of analysis for the analysis of the interaction between the person and the situation. 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. Social intelligence or inter personal intelligence concerns the social 'you'. It involves *Understanding others, Social competence, and Relationship know-how*.

In Sternberg's (1985, 1988) triarchic theory,

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 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. Review of literature was done related to the problem. It shows that Frederiksen et al (1984) found that rather than trying to place social intelligence within cognitive abilities taxonomy, a separate taxonomy of social intelligence should be developed. Marlowe (1985) discussed the importance of social intelligence, how to include it in training needs assessment, and how to include it in the framework of other technical training, suggesting a prototypical curriculum for social

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intelligence development, student competencies, and social intelligence skills for needs assessment. Wallenius, Punamaki and Rimpela (2007) found that the moderating role of social intelligence was substantiated among older boys: game violence was associated with indirect aggression among those with high level of social intelligence.

Personality is sum total of characteristics that differentiates people or the stability in a person's behavior across different situations. Personality is the entire mental organization of human being at the stage of his development. It embraces every phase of human character, intellect, temperament, skill, morality, and every attitude that has build the course of one's life. Jung (1923) developed the concept of collective unconsciousness; which proposed that we inherit certain personality characteristics from our ancestors and the human race as a whole. He categorized and explains individual in different terms of function and attitudes. Psychologists have explained the nature of personality as the unique set of behaviour and enduring qualities that influence the way of adjusting to his environment. Personality is sum total of behavior trends manifested in his social adjustments. It does not exist as an entity by itself. It is one's habitual modes of response. In other words we can say that it is sum total of our ways of behaving, especially towards others. What makes up the personality is the difference between various individuals. Individual differs in their personality traits. In contrast to the psychometric approaches, the social intelligence view of personality (Cantor & Kihlstrom, 1987, 1989; Cantor & Fleeson, 1994; Cantor & Harlow, 1994; Kihlstrom & Cantor, 1989) does not conceptualize social intelligence as a trait, or group of traits, on which individuals can be compared and ranked on a dimension from low to high. Rather, the social-intelligence view of personality begins with the assumption that social behavior is intelligent -- that it is mediated by cognitive processes of perception, memory, reasoning and problem-solving, rather than being mediated by innate reflexes, conditioned responses, evolved genetic programs and the like. Accordingly, the social intelligence view construes individual differences in social behavior-the public manifestations of personality -- to be the product of

individual differences in the knowledge which individuals bring to bear on their social interactions. Differences in social knowledge cause differences in social behavior, but it does not make sense to construct measures of social IQ. The important variable is not how much social intelligence the person has, but rather what social intelligence he or she possesses. Review of literature was done related to the problem. It shows that Kumari (1990) studied that in case of juvenile and adult female offenders, no sufficient differences were observed in case personality characteristics, intelligence, achievement motivation and adjustment. Dadu (1992) studied that rural male and urban male students did not differ in their personality traits and values. Meit, Borges, Cubic and Seibel (2007) found that distinct personality differences existed between male and female medical students. Results suggest that female medical students are more warm and outgoing (Warmth); more dutiful (Rule-Consciousness); more sensitive (Sensitivity); more self-doubting and worried (Apprehension); more organized and self-disciplined (Perfectionism); and more tense and driven (Tension) than their male counterparts. On the other hand, male medical students appear to be more adaptive and mature (Emotional Stability); more forceful and assertive (Dominance); more suspicious and skeptical (Vigilance); more imaginative and idea-oriented (Abstractedness); more private and discreet (Privateness); and more solitary and individualistic (Self-Reliance) as compared to female medical students. Wang et al (2006) studied significant differences between white students and composite group of students of colour on study variable. For white students, self efficacy fully mediated the relationship between extraversion were and career choice commitment, whereas for students of colour, a partially mediated model fit the data in which neuroticism and extraversion were related to career choice commitment directly and indirectly through self efficacy.

The success and the chances of a productive life of a student are directly dependent on how much the educator has social intelligence. Social intelligence and human personality are two important correlates and personality provides the context in which social intelligence operates. It has

been suggested that once we know and understand our personality characteristics, it will be possible to be aware of other. Pupil teachers lay the foundation stone for the social, emotional and intellectual potentialities. Hence it is imperative to assess the social intelligence and personality characteristics of pupil teachers. The present study is justified to crystallize and confirm that good personality required for proper utilization of social intelligence of pupil teacher.

OBJECTIVE

To study the interrelationship between social intelligence and personality of pupil teachers.

METHOD

SAMPLE

For the present study 4 colleges of education were selected out of 7 according to convenience in the Jalandhar district. Out of these colleges, 50 pupil-teachers from each college were selected randomly to collect the information regarding social intelligence and personality. The total sample for the study comprised of 200 pupil-teachers. Sample was collected from 4 colleges of education from Jalandhar city. 50 students from each of these four colleges were selected.

DESIGN

Correlation analysis using Pearson's product

moment correlation was employed to study the interrelationship between the Social intelligence and Personality dimensions of the pupil teachers.

PROCEDURE

In order to conduct the present study 4 colleges of education out of 7 were selected according to convenience from Jalandhar district. 50 students from each college were selected randomly. For ensuring the co-operation of pupil teacher, good rapport was established with them before administration of tests. The pupil teachers were asked to respond as truthfully as possible to the questionnaire. After the collection of information regarding personality and social intelligence of pupil teachers, scoring was done and data was subjected to statistical analysis.

MEASURES

- Social Intelligence Scale (SIS) by N.K. Chadha and Usha Ganesan
- Eysenck Personality Questionnaire-Revised by S.B.G Eysenck

RESULT AND DISCUSSION

The co-efficient of correlation between the scores of various dimensions of Personality and Social Intelligence were calculated and results have been presented below in the table 2:

Table 2: Correlation between Social Intelligence and Dimensions of Personality

Social Intelligence	Dimensions of Personality	'r' value	Result
	Psychoticism	-0.39	Significant
	Neuroticism	-0.075	Not Significant
	Extraversion	0.199	Significant

It was observed that at 198 df, the entries at 0.05 and 0.01 are by linear interpolation is .138 and .181 respectively. Further, it is observed from the above Table 2 that the obtained 'r' values for Social Intelligence with 'Extraversion' and 'Psychoticism' dimensions of personality are found to be significant at 0.01 level. Thus, the hypothesis namely, there is no significant relationship between social intelligence and personality scores of pupil-teachers is rejected except for 'Neuroticism' dimension of personality. Thus, it is interpreted from the results that there is positive relationship between social intelligence and Extraversion dimension of

personality. Also, it is interpreted that there is negative relationship between social intelligence and Psychoticism dimension of personality. Therefore, in the light of the above findings, it can be concluded that social intelligence is fostered along with extraversion nature of personality and it reduces the chances of becoming a teacher trainee psychotic.

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